



ROCKHAMPTON STATE HIGH  
SCHOOL  
WHOLE SCHOOL CURRICULUM PLAN

YEAR 7, 8, 9 & 10

The curriculum at Rockhampton State High School may be structured in the following way:

Year 7	English	All year
	Social Science	All year
	Maths	All year
	Science	All year
	HPE	One Semester
	LOTE	One Semester
	Electives	One Term each of Drama, Media, Computer Education and Agriculture
Year 8	English	All year
	Maths	All year
	Science	All year
	Social Science	All year
	HPE/LOTE	Semester each
	Electives	One Term each of Art, Music, Manual Arts and Home Ec
Year 9	English	All year
	Maths	All Year
	Science	All Year
	History	Semester 1
	HPE	Semester 2
	Electives	Students select 2 Electives for the full year
Year 10	English	All Year
	Maths	All Year
	Science	All Year
	HPE	Semester 1
	History	Semester 2
	Electives	Students select 2 Electives for the full year

Year 7	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	<p><b>Analysing persuasion in media texts</b></p> <p>In this unit students understand how text structures and language features combine in media texts to influence audiences.</p> <p>Students analyse an advertisement and identify text and language features that persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions</p>	<p><b>Persuading through motivational speaking</b></p> <p>In this unit students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined.</p> <p>Students will deliver a recording of a persuasive motivational speech to promote a point of view or enable a new way of seeing.</p>	<p><b>Reading and creating life writing: biographies</b></p> <p>In this unit, students read biographies to identify text structures and language features. They demonstrate their knowledge of the language features of a biography in a reading comprehension.</p> <p>Students gather information to create a written biography about a person who has displayed courage.</p>	<p><b>Reading and creating life writing: literary memoirs</b></p> <p>In this unit, students continue their study of life writing by reading and analysing autobiographical narratives, including picture books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event.</p> <p>Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts.</p>	<p><b>Reading and interpreting literature about Australia and Australians</b></p> <p>In this unit students listen to, read and view literature about Australia and Australians, including the close study of a literary text.</p> <p>Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text.</p> <p>Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.</p>	<p><b>Examining representations of Australia and Australians in literature</b></p> <p>In this unit, students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments.</p> <p>Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text.</p>	<p><b>Exploring perspectives in poetry and songs</b></p> <p>In this unit, students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues.</p> <p>They create and present a persuasive response to a song to promote a point of view, and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue.</p>	<p><b>Re-imagining poetry</b></p> <p>In this unit students read and interpret a variety of poems. They analyse the text structure and language devices used in the poem to create particular effects and meaning.</p> <p>In groups, students select a poem and transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed in the poem.</p>

Year 8	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	<p><b>Representations in news media</b></p> <p>Students read, view and listen to a variety of news media texts including those taken from digital environments and television. Students explore representations of individuals, groups and events, explaining how text structures and language features of news media texts affect these representations.</p>	<p><b>Imaginative response to a novel</b></p> <p>Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints. For assessment, students create a series of imaginative journal entries written from the perspective of a teenage character to explore an issue taken from the novel. Students arrange text structures and language features to highlight the effects of the selected issue on a teenager and to encourage a specific emotional response in their audience.</p>	<p><b>Reading and interpreting literary texts about and from Aboriginal and Torres Strait Islander histories and cultures</b></p> <p>Students listen to, read and interpret a variety of literary texts about Aboriginal and Torres Strait Islander peoples' histories and cultures. They read aloud a text or excerpts selected from texts that influence emotions and opinions on matters raised in the text/s. Students explain how the text/s use/s language in an emotive way, drawing on evidence selected from the text/s.</p>	<p><b>Creating imaginative responses to literary texts about and from Aboriginal and Torres Strait Islander histories and cultures</b></p> <p>Students listen to, read and interpret literary texts, about and from Aboriginal and Torres Strait Islander histories and cultures. They select a text or texts and produce an imaginative digital multimodal response (including written and visual elements) examining the values that underpin the text/s. Students determine the form of their response.</p>	<p><b>Reading and interpreting a television series script</b></p> <p>Students read and view a television series script that explores significant moral or ethical questions. They listen to, read and view text excerpts relevant to the central ideas in the story. Students demonstrate their understanding of the story through short response comprehension questions.</p>	<p><b>Responding to drama (continuing from Unit 5)</b></p> <p>Students listen to, read and view excerpts from the television series Noah and Saskia (studied in Unit 5). Students will create and deliver a spoken persuasive presentation in role, responding to a moral or ethical question central to the drama</p>	<p><b>Comparing a literary text with its digital adaptation</b></p> <p>Students compare the print version of the literary classic Rikki-Tikki-Tavi by Rudyard Kipling with the digital adaptation, an animated film. Students create a written discussion to compare the development of plot, setting and characters to decide which is better, the book or the film.</p>	<p><b>Examining the language of new technology</b></p> <p>Students read and view websites associated with literary texts. Students understand and analyse the features of a homepage and create two character profiles, using the conventions of Facebook, for fictional characters from literature they have read.</p>

Year 9	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	<p><b>Examining representations of Australia's peoples, histories and cultures</b></p> <p>Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity.</p> <p>Students participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures.</p>	<p><b>Exploring different perspectives</b></p> <p>Students listen to, read and view literary and non-literary texts including those from and about Asia to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs.</p> <p>Students create a personal recount from the perspective of an immigrant to Australia; a person who speaks little English and whose culture is vastly different to that found in Australia.</p>	<p><b>Reading and interpreting information texts and speculative fiction</b></p> <p>Students listen to, read and view a variety of information texts and speculative fiction texts to produce close readings of excerpts selected from these texts.</p>	<p><b>Reading and interpreting information texts and speculative fiction</b></p> <p>Students listen to, read and view a variety of information texts and speculative fiction texts to produce close readings of excerpts selected from these texts.</p> <p>Students choose a piece of informative science-fiction text and use it as stimulus to create a speculative short story.</p>	<p><b>A sense of belonging in Australia</b></p> <p>Students select, read and view literary and non-literary texts including those from and about Asia to compare and contrast human experience in response to ethical and global dilemmas. Students explore how events, situations and people are represented from different perspectives. Students evaluate the representations of an issue about cultural diversity in Australia in texts and create a literary text to explore a personal experience.</p>	<p><b>Exploring ethical issues through a drama text</b></p> <p>Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. Students examine the representations of issues in a drama text and create an interview script that explores an ethical issue.</p>	<p><b>Evaluating characters in a novel</b></p> <p>Students read extracts from a novel to study closely the ways characters are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations of characters in novels. They create a radio interview transcript to examine the characters and their relationships and how they allow the reader to see different perspectives on events and issues</p>	<p><b>Examining perspectives on events and issues</b></p> <p>Students continue the close study of novel extracts from Unit 7. They explore intertextuality by listening to, reading and viewing literary texts with characters similar to those in the novel. They read, listen to and view texts that continue to build their understanding of characterisation and perspectives presented on issues in the novel extracts. Students create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in the novel extracts. They reference perspectives on the same issue from other literary and media texts to support their argument.</p>

Year 10	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
English	<p>Understanding and analysing satire in texts</p> <p>In this unit students read, view and analyse the techniques used in satirical texts. Students write an analytical response to analyse the text and interpret the language features and literary devices which create the satire. Explain and comment on the writer's point of view.</p>	<p><b>Exploring different perspectives</b></p> <p>Students listen to, read and view literary and non-literary texts including those from and about Asia to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. Students analyse and evaluate how text structures and language features such as humour and figurative language of personal memoirs are designed to engage an audience and to evoke an emotional response to significant human experiences.</p>	<p><b>Reading and responding to literary texts exploring moral and social issues</b></p> <p>Students read a novel that explores moral and social issues and choose a marginalised character from David Metzenthen's novel <i>The Boys of Blood and Bone</i> or John Marsden's <i>Tomorrow When the War Began</i>. Students then create a short story that fills a gap or a silence. The story will use the same conventions in the novel, (including characters, setting, events and issues); however, it will provide a 'fresh and unique perspective' by utilising the viewpoint of a secondary character.</p>	<p><b>Responding to poetry</b></p> <p>Students read a range of poetry which explores social, moral and ethical issues. Students create and present an original poem that responds to a relevant social, moral or ethical issue and explain how choices in language and text construction combine to advance a perspective on the selected issue.</p>	<p><b>Reading and interpreting a Shakespearean drama</b></p> <p>Students read and interpret a Shakespearean tragedy. Students begin the unit by developing knowledge that will help them interpret Shakespearean drama; this is followed by a series of lessons where students read and analyse the play.</p> <p>Students will then choose a character and create and perform an internal monologue that demonstrates their understanding of not only the character, but also the attitudes, values and beliefs of the times in which he/she lived.</p>	<p><b>Responding to a Shakespearean play</b></p> <p>Students respond to a Shakespearean play by comparing two film adaptations of the play.</p> <p>Students will, as a film critic, write a feature article that compares the value of Zeffirelli's and Luhrmann's film versions of Shakespeare's <i>Romeo &amp; Juliet</i> for modern teenagers. Ultimately, you will persuade your audience as to which version to view and which version to avoid.</p>	<p><b>Responding to representations of events and issues in news media texts</b></p> <p>Students listen to, read, view and discuss a variety of news media texts that explore significant news events and issues. They will compose an interview between a journalist and a person of interest that demonstrates their understanding of interview techniques and positioning. The topic for discussion must be prevalent in contemporary news media.</p>	<p><b>Creating literary responses</b></p> <p>In this unit, students examine the text structures and language features of journal writing. They develop the literary skills necessary to compose a piece of text with the specific purpose of recording information for later use.</p> <p>Students write four (4) consecutive journal entries in response to stimulus material that will be presented in exam conditions.</p>

Year 7	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Maths	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and place value — investigate the relationship between index notation, square roots and square numbers, apply the associative, commutative and distributive laws to aid computation, revise prime factors, express numbers as a product of its primes using index notation</li> <li>• Real numbers — compare fractions using equivalence, locate and represent fractions on a number line, solve problems involving addition and subtraction of fractions, express one quantity as a fraction of another</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Geometric reasoning — revise triangles, quadrilaterals and types of angles, classify triangles and quadrilaterals by comparing sides and angles, make generalisations about the sum of angles in triangles and in quadrilaterals</li> <li>• Shape — construct 3D objects, draw 3D objects from different viewpoints</li> <li>• Using units of measurement — develop a formula to find the area of a rectangle, calculate the area of rectangles, investigate the relationship between volume, the area of the base and the number of layers, calculate volume, solve problems involving area and volume.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Patterns and algebra — use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution</li> <li>• Linear and non-linear relationships — plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Real numbers — revise place value and rounding whole numbers and make connections to rounding decimals and multiply fractions</li> <li>• Chance — construct sample spaces, assign probabilities to events and determine probabilities of events.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Money and financial mathematics — calculate and compare unit prices, investigate and calculate best buys with and without digital technology.</li> <li>• Real numbers — Round, multiply and divide decimals in a money context, multiply and divide fractions, adding and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations and solve problems involving ratios.</li> </ul>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Number and Place value — compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, review index notation and standard notation, explore the powers of ten and convert numbers to expanded notation.</li> <li>• Real numbers — multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another.</li> <li>• Patterns and algebra — create and evaluate formulas to model relationships between two variables.</li> </ul>	<p>Students develop understandings of:</p> <p>Data representation and interpretation — construct stem-and-leaf plots and dot-plots, calculate mean, median, mode and range, compare a range of data displays, describe and interpret data displays using mean, median and range, identify and investigate issues involving numerical data collected from primary and secondary sources</p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>• Geometric reasoning — develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships</li> <li>• Location and transformation — describe and create translations, reflections and rotations on the Cartesian plane, use appropriate conventions for naming transformed shapes, identifying a combination of transformations on the Cartesian plane, and identify line and rotational symmetry.</li> </ul>

Year 8	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Maths	<p>Through the proficiency strands of — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of: Number and place value — represent, compare and order integers, and solve problems involving the four operations and rational numbers</p> <p>Financial mathematics — make connections between percentages, fractions and decimals and apply this to percentage increase or decrease situations, and problem solve in a range of contexts including financial situations.</p>	<p>Through the proficiency strands of — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of: Number and place value — express rational numbers as terminating or recurring decimals, appreciate that irrational numbers can be expressed as infinite decimals</p> <p>Probability — draw and interpret Venn diagrams to assign probabilities, state the complement of an event, use the complement to solving problems of probability, draw and use two-way tables to assign probabilities.</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands Real numbers, Linear and non-linear relationships and Using units of measurement, students have opportunities to develop understandings of: Rates and ratios — modelling situations involving proportional relationships and solving a range of problems involving rates and ratios</p> <p>Linear and non-linear relationships — interpreting, modelling and formulating patterns and relationships; representing patterns and relationships as rules, functions, tables &amp; graphs; solving linear equations using graphical techniques.</p> <p>Time — solving problems involving time duration, for 12 and 24 time formats, within a single time zone.</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Real numbers, Linear and non-linear relationships, Geometric reasoning and Using units of measurement students have opportunities to develop understandings of: Perimeter and Area — developing an understanding of area and finding the perimeter and area of parallelograms, rhombuses, kites and circles (including semi and quarter-circles) — using formulas for perimeter and area to solve problems.</p> <p>— generating linear data values for perimeter, circumference and area and representing them in graphical and algebraic models.</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra and Using units of measurement, students have opportunities to develop understandings of: Distributive Law — expanding and factorising algebraic expressions</p> <p>Volume of prisms — developing formulas for volume and capacity of rectangular and triangular prisms and prisms, solving volume problems involving rectangular and triangular prisms and converting units of measurement.</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strand — Geometric reasoning students have opportunities to develop understandings of: Geometry — revising angle properties (co-interior, corresponding, alternate and vertically opposite), exploring congruence, with and without technology, identifying the effect of reflections, rotations and translations on the shape and size of plane shapes, establishing and applying the congruence tests (SAS, AAS, SSS, RHS), constructing congruent triangles, extending congruence of triangles to identify the properties of a range of quadrilaterals and solving problems using the properties of congruent figures, reasoning and generalisations.</p>	<p>Through the sub-strand — Geometric reasoning students have opportunities to develop understandings of: Statistics — collecting, organising and displaying data, interpreting data displayed in tables and graphs, connecting samples and populations, exploring the effect of sample size, calculating measures of centrality, identifying outliers and their effect on measures of centrality, identifying sources of bias and applying this knowledge to make hypotheses and support conclusions.</p>	<p>Through the sub-strands — Patterns and algebra and linear and non-linear relationships students have opportunities to develop understandings of: Algebra — applying number laws to algebraic expressions and equations, expanding and factorising algebraic expressions, solving simple linear equations algebraically and graphically, connecting patterns, linear functions, tables of values, graphs and worded statements, plotting coordinates on the Cartesian plane and solving realistic problems, and investigating patterns to develop an algebraic rule.</p>

Year 9	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Maths	<p>Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of: Real numbers — apply proportional thinking to rates, express rates algebraically and graphically, solve problems including speed</p> <p>Linear and non-linear relationships — explore and solve problems involving the calculation of gradients, distance between two points and midpoints, make connections between right-angled triangles, Pythagoras, the distance between points and gradients.</p>	<p>Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students have opportunities to develop understandings of: Measurement — calculate and solve problems involving area of compound shapes, including using Pythagoras' Theorem and surface area of cylinders and prisms, calculate and solve problems involving cylinders and prisms, applying knowledge in a realistic context.</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and Algebra and Geometric Reasoning students have opportunities to develop understandings of: Distributive laws — expanding and factorising algebraic expressions including binomials, collecting like terms, sketching simple non-linear relations including parabolic, hyperbolic and circular graphs Similarity — using enlargement to explore, develop and apply the conditions of similarity in a number of contexts; comparing similarity to congruence; solving problems using representations of scale including ratio and scale factors.</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Units of measurement and Pythagoras and trigonometry students have opportunities to develop understandings of: surface area and area — calculating and solving problems involving: area of compound shapes, including using Pythagoras' Theorem surface area of cylinders and prisms volume — calculating and solving problems involving cylinders and prisms, applying knowledge in a realistic context.</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Geometric reasoning and Pythagoras and trigonometry students have opportunities to develop understandings of: Pythagoras — solving problems involving right-angled triangles including checking if an unknown angle is acute or obtuse; calculating the length of sides. Trigonometry — linking similarity to the constancy of the trigonometric ratios; identifying and describing patterns in trigonometric ratio values; identifying hypotenuse, opposite and adjacent sides; calculating trigonometric ratios; finding unknown side lengths and angles and solving problems.</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Data representation and interpretation students have opportunities to develop understandings of: Statistics: consolidating techniques of data collection and types of statistical variables, collecting primary and secondary data to investigate an issue, calculating, interpreting and describing statistics from both raw data and data representations using non-digital and digital resources, constructing histograms and back-to-back stem-and-leaf plots and using statistical knowledge to draw conclusions.</p>	<p>Through the sub-strands — Data representation and interpretation and Chance students have opportunities to develop understandings of: Data reports — investigating how data used in media reports has been obtained to estimate population means and medians and evaluating the validity of statistics used to make estimates of population characteristics in media reports. Probability — calculating relative frequencies, determining outcomes of two-step chance experiments using tree diagrams &amp; array, assigning probabilities to outcomes, determining probabilities of events, including 'and' and 'or' criteria, and organising data and determining relative frequencies in Venn diagrams &amp; two-way tables.</p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Real numbers, Patterns and algebra, Using units of measurements, and Pythagoras and trigonometry students have opportunities to develop understandings of: Time scales — investigating very large and very small timescales, expressing timescales using metric prefixes and scientific notation, converting units of time using the index laws Trigonometry — solving problems involving finding the length of unknown sides in right angled triangles using trigonometry. Algebra — modelling relationships between variables and linking algebraic, graphical and tabular representations of those relationships.</p>

Year 10	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Maths	<p>Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students' have opportunities to develop understanding of:</p> <p>Pythagoras and Trigonometry — revise Pythagoras' Theorem and solve contextualised problems, apply the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions, solve contextualised trigonometric problems including surveying and orienteering.</p> <p><i>10A students will also be taught to: solve problems involving Pythagoras' Theorem in 3-D, the sine, cosine and area rules, the unit circle, trigonometric functions and periodicity.</i></p>	<p>Through the Proficiency strands — Understanding, Fluency, Problem solving and Reasoning, students' have opportunities to develop understanding of:</p> <p>Probability — describe the results of two- and three-step chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of dependence and independence.</p> <p><i>10A students will also be taught to: Evaluate statistical reports in the media (e.g. the appropriateness of sample size, sampling methods and methods of display).</i></p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra and Pythagoras and trigonometry students have opportunities to develop understandings of: Pythagoras and Trigonometry revising Pythagoras' Theorem and solving contextualised problems applying the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions solving contextualised trigonometric problems including surveying and orienteering.</p> <p><i>10A students will also be taught to: solve problems involving Pythagoras' Theorem in 3-D, the sine, cosine and area rules, the unit circle, trigonometric functions and periodicity.</i></p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strand — Chance students have opportunities to develop understandings of: Probability — describing the results of two- and three-step chance experiments, assigning and determining probabilities including conditional probability and investigating the concepts of dependence and independence.</p> <p><i>10A students will also be taught to: Evaluate statistical reports in the media (e.g. the appropriateness of sample size, sampling methods and methods of display).</i></p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Patterns and algebra, linear and non-linear relationships and data representation and interpretation students have opportunities to develop understandings of: Data representation - determining five number summaries and interquartile range, comparing data sets using box plots, making comparisons between box plots, histograms and dot plots, investigating the relationships between two continuous variables using scatterplots, investigating and describing bivariate numerical data where the independent variable is time and evaluating statistical reports in the media and other places.</p> <p><i>10A students will also be taught to: compare data sets using standard deviation make predictions using a line of best fit.</i></p>	<p>In this unit students apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations.</p> <p>Through the sub-strands — Using units of measurement, Geometric reasoning, Patterns and algebra, Linear and non-linear relationships students have opportunities to develop understandings of: Geometric proofs — formulating proofs using knowledge of angles, lines, similarity and congruence Measurement — solving problems (algebraically and using digital technologies) involving surface area and volume Conics — representing algebraic relationships (parabolas and circles) graphically on the Cartesian plane.</p> <p><i>10A students will also be taught to: apply proofs to circles sketch and describe hyperbolas.</i></p>	<p>Through the sub-strands — Using units of measurement, Geometric reasoning, Patterns and algebra, Linear and non-linear relationships students have opportunities to develop understandings of: Linear and non-linear relationships — using simple interest as the introduction to compound interest to solve various problems and using compound interest to assist in understanding exponential patterns (growth and decay)</p> <p><i>10A students will also be taught to: solve index equations using trial and error, digital technologies and logarithms simplify relationships using index rules including those with fractional indices.</i></p>	<p>Through the sub-strands — Real numbers, Patterns and algebra, Linear and non-linear relationships, Using units of measurement, Pythagoras and trigonometry, students have opportunities to develop understandings of: Polynomials — sketching quadratics and polynomials using a table of values, key features such as x- and y-intercepts and the general shape of particular functions, and solving problems, with and without technologies, in a range of situations including those involving trigonometry, surface area and volume and developing a model to describe the relationship between variables in a problem situation.</p> <p><i>10A students will also be taught to: solve problems involving exponential equations.</i></p>

Year 7	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Science	<p><b>Water - Waste not, want not.</b> In this unit students will consider the importance of water and the water cycle. They investigate mixtures, including solutions, pure substances and a range of separation techniques. Students consider everyday applications of the separation techniques and relate their use in a variety of occupations. Students will plan and conduct investigations into the separation of mixtures and use their data to draw conclusions.</p>	<p><b>Water - Waste not, want not – continued.</b> The unit builds on the concepts in Unit 1 and considers the application of these in the community. Students will investigate the application of filtration systems in water treatment and recycling processes. They compare and contrast artificial treatment process and the water cycle to understand how humans have impacted on and mimic natural processes. Students explore Australian Indigenous peoples' values about water. They conduct a water audit for the home and school and suggest ways to manage water use. They also calculate their own water footprint.</p>	<p><b>Moving right along- exploring motion.</b> In this unit, students will build on their knowledge of forces from year 4. They will develop an understanding of how forces affect the motion of a vehicle. Students will apply their understanding of balanced and unbalanced forces to justify conclusions and design modifications to objects. They will explore the effects of gravity and consider the difference between mass and weight. Students will investigate the impact of friction on moving objects and the forces that are involved in simple machines. They will develop and conduct a testing process to answer identified questions, taking into account fair testing. Students will critically process and accurately analyse experimental data to draw evidence-based conclusions and communicate using scientific terminology and representations. They will consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations.</p>	<p><b>Moving right along - applications in real systems.</b> This unit builds on the concepts explored in Unit 3 and considers the application of these forces in everyday life. Students apply knowledge to construct and test a balloon powered vehicle and investigate forces acting on the vehicle. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.</p>	<p><b>Heavenly bodies.</b> In this unit, students learn about the interrelationships between the sun, Earth and moon system. They explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students examine how science and technology have contributed addressing to the issue of solar storms and reducing their effects on Earth. They explore and compare cultural beliefs related to phases of the moon and eclipses.</p>	<p><b>Sensational seasons.</b> This unit builds on the concepts covered in Unit 5: Heavenly bodies, which examines the relative positions of the Earth, moon and sun. In this unit, students examine the seasons, different cultural understandings of the seasons and explore how science understandings influence the development of practices within agriculture and marine and terrestrial resource management. Students examine data about weather and climate from different sources and examine the impact of seasons on animals, plants and human endeavours, such as farming and fishing.</p>	<p><b>Organising organisms.</b> This unit involves students classifying organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore feeding relationships between organisms in an environment using food chains and food webs and will apply these understandings in Unit 8: Affecting organisms.</p>	<p><b>Affecting organisms.</b> In this unit students will review their understanding of food webs in order to identify how human activity can impact food webs in the marine environment. They will summarise and analyse data and consider how science and technology contribute to finding solutions to issues related to marine resource management. Students will propose practices which could be put in place to address resource sustainability issues. They will examine the work of scientists in Antarctica and explore native food webs and how these were understood and used by Indigenous Australians.</p>

Year 8	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Science	<p><b>Particles matter.</b> In this unit students investigate the physical and chemical properties of materials and the relationship between these properties in the use of materials. They identify signs of chemical change. Students are introduced to the particle model of matter and use it to explain properties. They relate the properties of materials to their use in everyday applications and evaluate the effectiveness of the material for its identified purpose. Students plan and conduct investigations of these materials, identifying risk and applying safety guidelines. They use data to identify relationships, draw conclusions and evaluate the quality of data used.</p>	<p><b>The chemistry of common substances.</b> In this unit, students will investigate the physical and chemical properties of materials and the relationship between these and the use of materials. They will plan and conduct fair tests, record observations and collect, represent and analyse qualitative and quantitative data. Students will reflect on the methods used to test properties and evaluate the quality of the data collected. They will use their data to draw evidence-based conclusions. Students will be introduced to elements including their symbolic representation and the basic structure and development of periodic table of elements. They will identify, represent and explain chemical change using the particle model of matter.</p>	<p><b>Rocks never die.</b> In this unit students will explore different types of rocks and the minerals of which they are composed. They compare the different processes and timescales involved in their formation as part of the rock cycle. Students construct and interpret models and representations to aid in the analyses of patterns and relationships in data. They will investigate properties of rocks and analyse data to identify patterns and relationships. Students will identify rock specimens and model processes of rock formation.</p>	<p><b>Rock my world.</b> In this unit, students learn how useful materials are sourced from minerals and rocks found in the Earth's crust. They consider the science knowledge and occupations involved in locating, extracting and processing mined minerals as well as the rehabilitation of mining sites. Students consider how people connect understanding from across the disciplines of science in their occupations and collaborate with other scientists to improve the mining process. Students summarise information from secondary sources to draw conclusions about the mining process of a particular mineral.</p>	<p><b>Energy in my life.</b> In this unit students will classify energy forms. They will investigate different forms of potential energy, make predictions and conduct fair and safe experimental tasks. Students will process and analyse experimental data and information and evaluate the experimental method used. They will use models and representations to examine kinetic energy and its relationship with potential energy and heat. Students will communicate how energy is transferred and transformed through systems. They will recognise that energy can be transformed into usable and unusable forms and consider how this can impact on the efficiency of a system. Students will discuss the use and influence of science on the utilisation of energy sources and consider how the efficiency of these sources in the production of energy could influence their use by society.</p>	<p><b>What's Up?</b> In this unit, students will identify different forms of energy and investigate how it can be transferred and transformed and cause change within systems. They will plan and conduct an investigation into the operating sequence and energy transfers and transformations of a Rube Goldberg machine. Students will reflect on the initial design of the machine and identify improvements to the method considering safety. Students will also examine Australia's energy production and use of renewable and non-renewable energy resources. They will examine the impact of solar technology in Australian indigenous communities and consider how scientific knowledge can help make decisions into renewable resource use across the country.</p>	<p><b>Building Blocks of Life.</b> In this unit cells are identified as the basic units of living things and are recognised as having specialised structures. Microscopes and digital images are used and wet mount slides prepared to observe and identify plant and animal cells and their organelles. The relationship between the structure and function of specialised plant and animal cells is examined. The development of the Cell theory as a result of historical scientific work is analysed and findings used to validate the tenets of the theory. Questions and problems that can be investigated scientifically are identified and developed. Specialised reproductive cells and structures are introduced.</p>	<p><b>Reproduction.</b> In this unit, students deal with sexual reproduction and immunity, with a focus on organ systems that allow multicellular plant or animal organisms to reproduce and survive. The structure of reproductive organs is identified and the function of each organ in relation to the overall function of the organ system is also highlighted. The use of Assisted Reproductive Technologies is examined and the impact these have on the livestock industry is investigated, with special consideration to the ethical issues and guidelines involved. The functions of the immune system are explored and consideration given to ways in which diseases can be prevented as a result of individual and societal behaviours and understanding.</p>

Year 9	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Science	<p><b>Energy on the move.</b></p> <p>In this unit students examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. Students will have opportunities to form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy. They use these findings, scientific knowledge, and prior understanding in order to form conclusions. Students will make informed decisions about the influence of science and technology on agricultural practices.</p>	<p><b>Making waves.</b></p> <p>In this unit students build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design and conduct investigations to transmit a form of energy through a medium using available equipment and materials. They analyse experimental and second-hand data and identify relationships within the data.</p>	<p><b>It's elementary.</b></p> <p>In this unit students will explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons. They will investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. Students will understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. They will research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses. Students will critically evaluate the sources of their researched information.</p>	<p><b>Changing Earth.</b></p> <p>In this unit students explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic-plate boundaries and the tectonic events which occur at these boundaries. They explore technological developments that have aided scientists in the study of tectonic-plate movement and consider how these assist societies living in tectonic-event areas. Students research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings.</p>	<p><b>My life in balance.</b></p> <p>In this unit, students identify human body systems and the ways in which they work together in balance to support life. They outline how essential requirements for life are provided internally through a coordinated approach. Students analyse and predict the effects of the environment on body systems, and discuss how the body responds to changes in the environment and to diseases. They research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. Students consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research. Students evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.</p>	<p><b>Responding to change.</b></p> <p>In this unit, students will engage in the exploration of concepts of change and sustainability within an ecosystem. It focuses on engaging students in the understanding that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist. It allows students to analyse data and develop related recommendations, including ethical considerations. It provides students with an opportunity to investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.</p>	<p><b>Chemical Patterns.</b></p> <p>In this unit students engage in the exploration of chemical reactions and the application of these in living and non-living systems. Students develop understanding that chemical change arises from new substances being formed by the rearranging of atoms. They examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. Students engage in investigations that examine photosynthesis and respiration, ocean acidification and instant cold packs that continue to develop their scientific inquiry skills. They apply their understanding to evaluate claims related to environmental issues and consider how the application of chemistry affects people's lives.</p>	<p><b>Heat and Eat.</b></p> <p>In this unit student engage in the exploration of chemical reactions and their application in everyday life. They are assessed through an extended experimental investigation that assesses their understanding of chemical reactions and energy transfer and their science inquiry skills in planning and conducting investigations, and analysing and evaluating data. Students also investigate the application of the chemical concepts they have learnt to methods the Australian Indigenous people use to detoxify food, food production and the use of acid/base indicators.</p>

Year 10	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Science	<p><b>Life Blueprints.</b> In this unit students will explore genetics and heredity. They will examine the relationship between DNA, genes and the physical characteristics of an organism. Students will analyse monohybrid crosses and use patterns and trends to predict genotypes and phenotypes of offspring. They will construct pedigrees to track heritable traits through generations. Students will examine the cause and effect of mutations on individuals and their offspring. They will research genetic diseases and evaluate claims surrounding the genetic testing of humans.</p>	<p><b>Life Evolves.</b> Students will develop an understanding of how the diversity of life on Earth can be explained by the theory of evolution by natural selection. Students will review models and mechanisms that have been developed and refined over time by a range of scientists to explain evolution and evaluate the evidence that supports these. They will assess representations of how the Earth's biological diversity has branched out from a single origin, and consider how technology and scientific knowledge has affected genetic research and people's lives through genetically modified foods. Students will critically analyse the validity of evolutionary evidence found in secondary sources and communicate their understanding of the theories and processes of evolution using scientific language, conventions and representations.</p>	<p><b>Chemistry isn't magic</b> In this unit students will collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the Periodic Table. They use scientific knowledge of an atom's electron arrangement to predict the formation of ions, and make predictions and draw conclusions from experimental data about the products of chemical reactions. Students will examine how scientific understanding of the atomic model has been refined over time and explain the role of technology in advancing this model.</p>	<p><b>Chemical reactions matter.</b> In this unit students will explore the factors that affect reaction rates through observation and experimentation. Students will plan, conduct, evaluate and report on an investigation into reaction rate of a chemical process. They will examine different types of reactions and consider the usefulness of the products. Students will consider how the development of useful products and chemical processes, particularly polymers and pharmaceuticals, have been driven by societal needs, and the impact this has had on society and the environment. They will explore how traditional knowledge has led to the development of new pharmaceuticals, and issues related to intellectual ownership of the knowledge of these products.</p>	<p><b>Moving Along.</b> In this unit, students explore and apply Newton's Three Laws of Motion to predict, describe and calculate the effect of forces on the motion of objects. They plan and conduct a range of investigations, involving the formulation of hypothesis, assessment of risks and selection and use of appropriate methods, including the use of digital technologies, to collect and analyse reliable data. Students will draw conclusions using their knowledge of Newton's Three Laws, identify sources of uncertainty and describe ways to alter experimental methods to improve data quality.</p>	<p><b>Energy of motion.</b> In this unit students will investigate the impact of forces and energy on the motion of objects. Students will use the Laws of Motion and the Conservation of Energy to predict, describe and explain the consequences of the rapid changes in the forces and energy acting during collisions. They will evaluate safety features in cars using their knowledge of force and motion. Students will use their understandings to design a safety feature and describe the changes in motion using physics concepts and experimental results.</p>	<p><b>Global systems</b> In this unit students will explore how the Earth's four spheres make up the global systems. They will consider how matter cycles within and between these spheres are affected by human impacts, such as the carbon cycle and climate change. They will conduct investigations to quantify carbon emissions produced by traffic and potential carbon offsetting from trees. They will also consider whether ethical decision making in relation to the environment could improve the state of the planet..</p>	<p><b>The universe.</b> In this unit, students explore features of the universe including galaxies, stars and their life cycles. They will consider different scientific theories for the origin and fate of the universe. Students will identify how new evidence was gained using various technologies and how this evidence led to acceptance by the scientific community of the Big Bang theory as the scientific explanation of the origin of the universe. They will research and evaluate different scientific theories for the fate of the universe in order to identify the currently accepted scientific theory and new discoveries which support it. They will see how secondary data is analysed to describe astronomical phenomena.</p>

Year 7	Civics and Citizenship	Economics and Business	History Unit 1	History Unit 2	History Unit 3	Geography Unit 1	Geography Unit 2
<b>Social Science</b>	<p>Through the Civics and Citizenship curriculum in Year 7 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia.</p> <p>A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following <b>key questions</b>:</p> <ul style="list-style-type: none"> <li>• How is Australia's system of democratic government shaped by the Constitution?</li> <li>• What principles of justice help to protect the individual's rights</li> </ul>	<p>In Year 7 students develop an understanding of the way the market system operates in Australia, the interdependence of consumers and producers in the market, and why governments may influence the market's operation. Students consider factors that influence individual, business and financial success.</p> <p>Key questions A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• Why is there a relationship between consumers and producers in the market?</li> <li>• Why is personal, organisational and financial planning for the future important for both consumers and businesses?</li> <li>• How does</li> </ul>	<p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• How do we know about the ancient past?</li> <li>• Why and where did the earliest societies develop?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• identify the tools, techniques and methods used by historians and archaeologists to investigate history</li> <li>• explore the range of sources that can be used in an historical investigation and the usefulness of these sources</li> <li>• investigate a historical mystery from Ancient Australia that has challenged historians or archaeologists</li> <li>• appreciate the importance of conserving remains of the ancient past.</li> </ul>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• What emerged as the defining characteristics of ancient societies?</li> <li>• What have been the legacies of ancient societies?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• explore the physical features of Egypt and how they influenced the civilisation that developed there</li> <li>• investigate significant beliefs, values and practices of Egyptian society</li> <li>• identify and understand the roles of key groups in ancient Egyptian society</li> <li>• investigate the role of a significant individual and how they have been perceived by contemporaries and later historians</li> <li>• examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.</li> </ul>	<p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• What emerged as the defining characteristics of ancient societies?</li> <li>• What have been the legacies of ancient societies?</li> </ul> <p>In this unit students:</p> <ul style="list-style-type: none"> <li>• explore the physical features of China and how they influenced the civilisation that developed there</li> <li>• investigate significant beliefs, values and practices of Chinese society</li> <li>• identify and understand the roles of key groups in ancient Chinese society</li> <li>• investigate the role of a significant individual and how they have been perceived by contemporaries and later historians</li> <li>• examine the extent of contacts and conflicts within and/or with other societies and the resulting developments.</li> </ul>	<p>Inquiry question/s:</p> <p>How do people's reliance on places and environments influence their perception of them?</p> <p>What effect does the uneven distribution of resources and services have on the lives of people?</p> <p>What approaches can be used to improve the availability of resources and access to services?</p> <p>In this unit, students:</p> <p>draw on studies at the national scale, including the geographical contexts of Australia and countries in the Asia region</p> <p>discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus</p> <p>classify environmental resources and recognise how use of resources changes over time</p> <p>make observations and select and record geographical information from secondary source on the forms water takes and how it is used</p> <p>select and record relevant geographical information from secondary sources</p> <p>represent geographical data in a range of graphic forms</p> <p>represent the location of places affected by water scarcity and distribution of rainfall in large-scale and small-scale map</p> <p>interpret distributions, patterns, trends and relationships in the quantity and variability of Australia's water resources and</p>	<p>Inquiry questions:</p> <p>How do people's reliance on places and environments influence their perception of them?</p> <p>What effect does the uneven distribution of resources and services have on the lives of people?</p> <p>What approaches can be used to improve the availability of resources and access to services?</p> <p>In this unit, students:</p> <p>draw on studies of world region, including the geographical contexts of Australia and Europe</p> <p>discuss unit inquiry questions and geographical methodologies</p> <p>make observations and develop geographically significant questions</p> <p>examine measures of liveability and consider perceptions on the liveability of places at national scale</p> <p>collect, select and record relevant geographical data and information from primary and secondary sources</p> <p>select and record relevant geographical data and information from primary and secondary sources to identify the influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places</p> <p>evaluate the information for its reliability and usefulness</p> <p>interpret and analyse geographical information to form conclusions about which</p>

	<p>to justice in Australia's system of law?</p> <ul style="list-style-type: none"> <li>• How is Australia a diverse society and what factors contribute to a cohesive society?</li> </ul>	<p>entrepreneurial behaviour contribute to a successful business?</p> <ul style="list-style-type: none"> <li>• Why types of work exist and in what other ways can people derive an income?</li> </ul>				<p>water scarcity and compare with other countries</p> <p>evaluate information for its reliability and usefulness</p> <p>apply geographical concepts to draw conclusions based on the analysis of the data</p> <p>form conclusions about the nature of water scarcity and ways of overcoming it</p> <p>propose strategies to increase community awareness</p>	<p>factors affect liveability of places</p> <p>present findings using relevant geographical terminology and graphic representations in a range of communication forms</p> <p>propose strategies to improve the liveability and sustainability of places</p> <p>describe the expected effects of their proposal</p> <p>reflect on the inquiry process and their learning</p>
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Year 8	Civics and Citizenship	Economics and Business	History Unit 1	History Unit 2	History Unit 3	Geography Unit 1	Geography Unit 2
<b>Social Science</b>	<p>Through the Civics and Citizenship curriculum in Years 8 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia.</p> <p>A framework for developing students'</p>	<p>The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation.</p> <p>Key questions</p> <p>A framework for</p>	<p><b>The Western and Islamic World — Medieval Europe</b></p> <p>Inquiry questions:</p> <p>What key beliefs and values emerged and how did they influence societies?</p> <p>What were the causes and effects of contact between societies in this period?</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• explore the way of life in Medieval Europe focusing on key social, cultural, economic and</li> </ul>	<p><b>The Asia-Pacific World — Japan under the Shoguns (c.794-1867)</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• How did societies change from the end of the ancient period to the beginning of the modern age?</li> <li>• Which significant people, groups and ideas from this period have influenced the world today?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• investigate the way of life in shogunate Japan, including</li> </ul>	<p><b>Expanding Contacts- The Spanish conquest of the Americas (1492-c.1572)</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• What were the causes and effects of contact between societies in this period?</li> <li>• Which significant people, groups and ideas from this period have influenced the world today?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• examine pre-Columbian life in the</li> </ul>	<p><b>Landforms and Landscapes</b></p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• How do environmental and human processes affect the characteristics of places and environments?</li> <li>• What are the consequences of changes to places and environments and how can these changes be managed?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• use studies of world regions for the geographical contexts of Australia, Asia and throughout the world</li> </ul>	<p><b>Changing Nations</b></p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> <li>• How do the interconnections between places, people and environments affect the lives of people?</li> <li>• What are the consequences of changes to places and environments and how can these changes be managed?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• use studies drawn from national scale in the geographical contexts of Australia, China and United States of America (USA)</li> </ul>

	<p>civics and citizenship knowledge, understanding and skills at this year level is provided by the following <b>key questions</b>:</p> <ul style="list-style-type: none"> <li>• What are the freedoms and responsibilities of citizens in Australia's democracy?</li> <li>• How are laws made and applied in Australia?</li> <li>• What different perspectives are there about national identity?</li> </ul>	<p>developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:</p> <ul style="list-style-type: none"> <li>• Why are markets needed, and why are governments involved?</li> <li>• Why do consumers and businesses have both rights and responsibilities?</li> <li>• What may affect the ways people work now and in the future?</li> <li>• How do different businesses respond to opportunities in the market?</li> </ul>	<p>political features</p> <ul style="list-style-type: none"> <li>• investigate how an individual's life experience depended on their place in medieval society by studying the roles and relationships of different groups</li> <li>• explore continuity and change in crime and punishment in Medieval Europe</li> <li>• examine the important role of the Catholic Church and its dominance in medieval society</li> <li>• investigate significant developments such as the Crusades and individuals such Richard the Lionheart and Saladin.</li> </ul>	<p>social, cultural, economic and political features</p> <ul style="list-style-type: none"> <li>• examine the role of the Tokugawa Shogunate in reimposing a feudal system and exerting increasing control</li> <li>• explore the use of environmental resources in shogunate Japan, particularly the forestry and land use policies of the Tokugawa Shogunate</li> <li>• investigate various theories related to the impact of the West on feudal Japan and the ultimate decline of Japan under the Shoguns.</li> </ul>	<p>Americans, including social organisation, city life and beliefs</p> <ul style="list-style-type: none"> <li>• investigate the reasons behind European exploration and expansion</li> <li>• investigate the nature of the contact and conflict between the Spanish conquistadores and the Aztecs and the subsequent effects on both groups of people in the short and longer-term.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus</li> <li>• select and record relevant geographical data and information from primary and secondary sources</li> <li>• evaluate sources for their reliability and usefulness</li> <li>• represent data in a range of appropriate forms</li> <li>• represent the spatial distribution of different types of landforms and their distinctive features</li> <li>• analyse geographical data and other information using qualitative and quantitative methods and digital and spatial technologies</li> <li>• apply geographical concepts to draw conclusions about the management of landscapes</li> <li>• present arguments and ideas using geographical terminology</li> </ul>	<ul style="list-style-type: none"> <li>• discuss unit inquiry questions and geographical methodologies</li> <li>• develop geographical questions to guide an inquiry on a geographical challenge, such as, changes to the distributions of populations within a country</li> <li>• collect, select, record and organise relevant geographical data and information from primary and secondary sources</li> <li>• apply geographical concepts to draw conclusions</li> <li>• present information using geographical terms and media</li> <li>• propose action in response to a geographical challenge</li> </ul>
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Year 9	History Unit 1	History Unit 2	History Unit 3
<b>Social Science</b>	<p><b>Making a better world —The Industrial Revolution (1750-1914)</b></p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>How did new ideas and technological developments contribute to change in this period?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>examine the nature of the changes brought by the Industrial Revolution such as the technological innovations and changes to living and working conditions</li> <li>investigate the economic, political, social and environmental factors that lead to the industrialisation of Britain and Australia</li> <li>evaluate the economic, political, social and environmental impacts of the Industrial Revolution, over the short and long-term.</li> <li>determine the significance of the Industrial Revolution in making the world a better place.</li> </ul>	<p><b>Australia and Asia- Making a Nation</b></p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>What were the changing features of the movements of people from 1750 to 1918?</li> <li>What was the origin, development, significance and long-term impact of imperialism in this period?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>explore reasons for the expansion of British settlement into Australia</li> <li>examine the expansion of European settlement and different responses, including conflicts between settlers and Aboriginal peoples and Torres Strait Islander peoples</li> <li>investigate the experiences of non-Europeans (including South Sea Islanders) in Australia prior to 1900</li> <li>identify and classify the main features of Australian society that influenced living and working conditions around 1900</li> <li>investigate the key events and ideas that led to the development of Australian self-government and democracy, particularly Federation in 1901</li> <li>investigate the ways that living and working conditions were affected by the introduction of social legislation between 1901 and 1914.</li> </ul>	<p><b>World War 1 (1914-1918)</b></p> <p>. Inquiry question:</p> <ul style="list-style-type: none"> <li>What was the significance of World War I?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia's involvement</li> <li>compare the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front</li> <li>understand how changing technology changed the nature of warfare during World War I</li> <li>appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I</li> <li>identify where Australian forces fought and assess the significance of selected battles / campaigns</li> <li>explore the impact of the war on the home front, particularly in terms of the changing role of women and the conscription debate</li> <li>develop a discussion about the significance and validity of the Anzac legend.</li> <li>explore how Australians commemorate World War I.</li> </ul>

Year 10	History Unit 1	History Unit 2	History Unit 3
Social Science	<p><b>World War II (1939-1945)</b></p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• What were the consequences of World War II? How did these consequences shape the modern world?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• explore the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression</li> <li>• use evidence to explore the course of events during World War II</li> <li>• use a range of primary and secondary sources to explore the Australian experience during World War II, including home front experiences, international relationships, the fall of Singapore, POWs, indigenous involvement and the significance of the Kokoda campaign</li> <li>• use sources to explore significant events such as the Holocaust and the use of the atomic bomb during World War II</li> <li>• review the legacy of World War II with a particular focus on Australia's significant role in United Nations peacekeeping.</li> </ul>	<p><b>Rights and freedoms (1945-present)</b></p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• How was Australian society affected by other significant global events and changes in this period?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• explore the origin and significance of human rights as well as the background to the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms before 1965</li> <li>• investigate the causes, effects and significance of the Stolen Generations</li> <li>• investigate continuity and change in the civil rights for Aboriginal peoples and Torres Strait Islander peoples over time</li> <li>• investigate methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples</li> <li>• examine the significance of the United Nations Declaration of the Rights of Indigenous Peoples to Aboriginal peoples and Torres Strait Islander peoples.</li> </ul>	<p><b>The globalising world — Migration experiences (1945-present)</b></p> <p>Inquiry question:</p> <ul style="list-style-type: none"> <li>• How was Australian society affected by other significant global events and changes in this period?</li> </ul> <p>In this unit, students:</p> <ul style="list-style-type: none"> <li>• identify patterns and trends in immigration by comparing pre- and post-World War II immigration statistics</li> <li>• investigate internal factors which have been responsible for the change in Australia's immigration policies</li> <li>• investigate significant world events and developments (external factors) that impacted on Australia and its immigration policies</li> <li>• assess the impact of immigration on Australian society and its international relations.</li> </ul>

The Arts	Year 7 One Term Elective	Year 8 One Term Elective
Art		<p><b>COMPULSORY UNIT OF STUDY</b></p> <p>Through this unit, '<b>The Visual Elements</b>' students will study the seven elements of art: line, colour, texture, shape, form, space and tone, as well as some principles of art. Students will also study various interesting artists and art styles/periods. Students will investigate various art materials and learn new techniques gaining application skills through making tasks. In addition students will acquire the ability to describe, analyse, interpret and judge artworks. Students should use this subject to ascertain their interest and skill level to continue studying this KLA through junior.</p>
Drama	<p><b>Drama Essentials</b></p> <p>This is a <b>compulsory</b> unit of study which will run in conjunction with music over a semester. Students will have the opportunity to learn about the basic 'drama essentials' in order to equip them with the skills, techniques and confidence to continue studying drama through to senior. Students should use this subject to ascertain their interest and skill level to continue studying this KLA through junior.</p>	
Media	<p><b>"Good News Week"</b></p> <p>This is a compulsory unit of study that will be run in conjunction with drama over a semester.</p> <p>Students will have the opportunity to create a 30 second news, entertainment or sports report featuring events which are occurring within Rocky High.</p> <p>This edited clip will then be featured at the school's annual MADD event at the Pilbeam Theatre later on in the year.</p> <p>Students should use this subject to further their knowledge in the offered key learning areas of drama, music and visual art for later subject selection.</p>	
Music		<p><b>'ROCK AROUND THE CLOCK' COMPULSORY UNIT OF STUDY</b></p> <p>Through this unit, '<b>Rock Around the Clock</b>' students will conduct further study into instruments such as the guitar, percussive instruments and the keyboard and learn about music history relevant to the 'ROCK' and 'POP' genre. Starting with the Blues and 50's 'Rock n Roll', students take a guided tour through the different era's and styles of Rock and Pop Music. This journey ends with an analysis of modern Rock and Pop music styles and how they have been influenced by historical bands, artists and styles. Students should use this subject to ascertain their interest and skill level before selecting Music in Year 9.</p>

The Arts Year 9	Semester 1	Semester 2
Art	<p><b>ART 091: “Aussie, Aussie, Aussie, Oi! Oi! Oi!”</b></p> <p>Students will engage in the study of a variety of historic and/or contemporary Australian art. Artists will be chosen to expose students to a variety of media areas and students will reproduce the styles and techniques of these artists in their Making work. Students will complete two Appraising tasks</p>	<p><b>ART 092: “Global Art”</b></p> <p>Students will develop cultural awareness of a variety of countries, such as Egypt, North America, Africa, Mexico etc, as well as study art and traditions specific to these locations. Pottery, papier mache, drawing and painting are just a few of the mediums utilised to produce artwork to reflect the above cultures. Students will complete Making and Appraising assessment.</p>
Drama	<p><b>DRA091: “Theatre Troupe”</b></p> <p><b>It is highly recommended that students select this unit of study if pursuing this subject into senior.</b> Students will explore what it means to become a valued team and ensemble member, as they workshop using different drama techniques to find the performer within them. This unit is a very hands on and practical unit and will delve into the realms of physical theatre when students become more confident with the ‘play’ in drama. <i>This unit should be studied for those students with a keen interest in both dance and drama.</i></p>	<p><b>DRA092: “Make Em Laugh”</b></p> <p>This unit takes a detailed look at the different comedic techniques in Drama, including stand-up comedy, physical theatre and clowning. Using a selected scripted text, students will form their own comedic routines which will be showcased as part of the MADD concert held annually at the Pilbeam Theatre. ‘Make Em Laugh’ is a highly interactive unit of study, where student and teacher become one playful and integrated team.</p>
Music	<p><b>MUS091: ‘FOCUS ON FILM’ (Film Music)</b></p> <p><b>It is highly recommended that students select this unit of study if pursuing this subject into senior.</b> Through this unit, <b>‘FOCUS ON FILM’</b>, students will explore the elements of music such as <i>Form, Texture, Harmony, Metre, Tempo, Melody and Rhythm</i>, and discover how these elements are used to create music for film. Through the course of study, students will <b>create</b> and <b>present</b> musical works for a variety of film scenes. The unit will culminate in students <b>reflecting</b> and <b>responding</b> to the purposes of music in film through composing, performing and analysing tasks.</p>	<p><b>MUS092: ‘CHILDREN OF THE REVOLUTION’</b></p> <p>Through this unit, <b>‘CHILDREN OF THE REVOLUTION’</b>, students will further explore the key elements of music, such as <i>Form, Texture, Harmony, Metre, Tempo, Lyrics, Melody and Rhythm</i>, and discover how these elements are used to create music in a variety of styles and genres. Through the course of study, students will <b>create</b> and <b>present</b> musical works in a variety of genres including Serialism, Hip Hop, Techno, Punk Rock and Folk Rock. The unit will culminate in students <b>reflecting</b> and <b>responding</b> to the use of different compositional devices through composing, performing and analysing tasks. Students will also be introduced to the variety of notation and recording techniques available at this school.</p> <p><i>This unit should be studied for those students with a keen interest in music, and those looking towards studying this subject in year 10 and Senior.</i></p>

The Arts Year 10	
Art	<p><b>Semester 1: “Get a Lifestyle”</b> In this unit, students will be exposed to a variety of contemporary lifestyles from different cultures and how contemporary art and design reflects and expresses these Lifestyles. Students will develop a range of skills from selected fine art and design processes including Drawing, Painting, Graffiti Art, Illustration, Collage, Product Design, Architectural Drawing, Graffiti Art, Model Construction and Photoshop or Paintshop Pro computer programs to complete assessment tasks. Students will complete two Appraising Tasks over the course of this unit.</p> <p><b>Semester 2 “A Hitchhikers Guide to Radical Art</b> Students will investigate and explore the modern art movements and styles from the 20<sup>th</sup> Century. Surrealism, Pop Art, Expressionism or Dada may be a focus as well as the famous artists who emerged during these movements. A variety of art mediums will be experimented with over the semester. Students will complete Making and Appraising assessment.</p>
Drama	<p><b>Semester 1: “Let’s Get Physical”</b> Students will take an in-depth look at the production of a play for an audience: from pre-reading and audition, to rehearsal and performance of the script for their peers. Selected texts will range in styles from Realism to Physical Theatre. The unit will culminate with a whole class performance for a selected community audience. <i>‘Let’s Get Physical’ should be studied for those students with a keen interest in both dance and drama.</i></p> <p><b>Semester 2: “The Drama World”</b> <b>It is highly recommended that students select this unit of study if pursuing this subject into senior.</b> Students will explore the drama world through a hands on unit of study focusing on the periods of: Shakespearean, Brechtian, Greek and Kabuki Theatre. This unit will culminate in students selecting one style of theatre to complete their major dramaturgical folio on. <b><i>‘The Drama World’ unit is a springboard into senior drama.</i></b></p>
Music	<p><b>Semester 1: ‘THE DEVIL’S MUSIC’</b> <b>It is highly recommended that students select this unit of study if pursuing this subject into senior.</b> Through this unit, <b><i>‘DEVIL’S MUSIC’</i></b>; students will explore the elements of music such as <i>Form, Texture, Harmony, Metre, Tempo, Melody, Rhythm, Lyrics, Ornamentation and Tonality.</i> Through the course of study, students will <b>create</b> and <b>present</b> musical works in a variety of <b>JAZZ</b> styles. The unit will culminate in students <b>reflecting</b> and <b>responding</b> to traditional and contemporary styles of <b>JAZZ</b> through composing, performing and analysing tasks. By examining the various Jazz styles, this unit explores the history, development and the influence of the one of the most controversial styles of music in the twentieth century. Its impact and influence on other musical forms of expression and styles are also investigated.</p> <p><b>Semester 2: ‘MUSICAL BIG BANGS’</b> This unit examines the development of the instrumental forms and the influential composers who have impacted on music throughout history. A feature of the unit is the focus on alternative composers and works which capture the imagination, and inspire those who hear them for the first time. <i>This unit should be studied for those students with a keen interest in music, and those looking towards studying this subject in year 11 and 12..</i></p>

Technology Year 7 & 8	Year 7 One Term Elective	Year 8 One Term Elective
Man Arts		A basic introduction to woodwork and plastics introducing the ideas of design, planning, construction and evaluation with students producing jobs such as a model timber truck, spinning top and an acrylic key tag. This subject continues to use Essential Learnings.
Agriculture	A general study of the environment including climate, soil formation & development, and plants & animals used in agricultural production. During this course of study students engage in the design and sustainability elements of the National Curriculum. Students design a sustainable garden using the fundamental principals in permaculture. They also study the beef industry, briefly focusing on the best farming and processing practices.	
Home Economics	During this ten week unit students gain experience in food technology; food and personal hygiene, food safety, nutritional requirements based on the 'Australian Guide to Healthy Eating' and basic cooking skills. Students cook/prepare a variety of food each week including: Fruit Salad, Fruit Crumble, Macaroni Bake, Pizza, Tex Mex Casserole, Muesli Slice, Chocolate Slice and Banana Chocolate Muffins. Students also gain a basic knowledge of textiles and sewing whilst making a pencil case.	
Computer Education		During this ten week course, students undertake essential computing activities to learn about the school's network & internet policy, file management, email and social media issues. It is important that students develop good keyboarding and design skills for assignments, personal tasks and simple, but common, business documents. This will help them to improve their English skills as well as their computing skills Students will participate in activities using the Microsoft Suite (Word, Excel, PowerPoint, Access, Outlook), Flash, Scratch and other programs to a lesser extent. This course includes an introduction to all the key areas addressed in the National Computer Skills.

Technology Year 9	Full Year
Man Arts	Students produce a range of jobs focusing on home entertaining eg Sandwich Tray (WW) Barbie-mate (MW) Salad Tongs (PL) Students design and produce a CO <sub>2</sub> powered racing car with carry box. Other jobs include Cake Slice (PL)
Agriculture	Ecosystems, Soils, Farm Chemicals & Pastures, Farm Machinery Term 1: A study of ecosystems, flows & cycles, food chains/webs, mineral & nutrient cycles, soil degradation & conservation practices, global warming, pest & disease control and use of chemicals. Term 2: A study of pasture production, fodder conservation and machinery safety & care. Market Garden, Field, Orchard & Hydroponic Crop Production Systems; Animal Husbandry Term 1: A practical study in the production of Market Garden, Hydroponics, Field and Orchard crops, including studies of growth & development, reproduction & propagation, market requirements, quality assurance, costs & returns. Term 2: A practical study of the anatomy, physiology, and husbandry practices used in animal production from feeding, breeding, disease prevention & control, and animal welfare.
Home Economics	During this semester students learn and apply knowledge about diet related illnesses/diseases including diabetes, heart disease, cancer, bulimia/anorexia, obesity. Students apply food and personal hygiene, food safety, nutritional requirements based on the 'Australian Guide to Healthy Eating' and basic cooking skills. Meals prepared this term include: Low fat, low salt Stir-Fry Beef and Vegetables, High Calcium: Lemon Cheesecake, Low Gluten: Chicken Risotto, Gluten Free: Chocolate Chip Biscuits, Low sugar: Banana Cake, Low fat: Sweet and Sour Chicken We eat everyday and in Australia we have a wide range of food available to us, due to changes in the family unit and the stresses of limited time available, many families rely on fast foods. In this unit students explore the relationship between their food choices and the impact it has on their health. Students apply food and personal hygiene, food safety, nutritional requirements based on the 'Australian Guide to Healthy Eating' and basic cooking skills. Meals prepared this term include: Microwave meals and healthy quick snacks
Computer Education	Students create <b>animations</b> of objects and cartoons to be used in a movie, an advertisement, a webpage or in a presentation. Photo editing is included. <b>Publishing</b> Newspaper and magazine articles, brochures, multi-page documents, newsletters, mail merge, business cards, reports and interactive media (webpages, presentations, surveys). Goal: 30 wpm at 98% accuracy – Aust'n Standard guidelines (5 mins, difficulty of copy material) Great typists produce better quality assignments. Extra features of powerpoint presentations, word processing, spreadsheets, databases, webpages and the use of the Internet will be integrated throughout. <b>Movie Making:</b> Learn skills for producing quality video footage and still photos; import; edit with cut, crop, transitions, special effects, audio; and export movie for DVD & computer viewing from file or in a webpage created by the student. Explore extra features of <b>spreadsheets</b> and other financial packages to present data for analysis & evaluation by individuals, businesses and organisations. Core material to cover a range of technology outcomes including word <b>processing, databases, powerpoints, webpages and the internet</b> . Commonly accepted business standards applied to all facets of computing in this semester
Business Studies	A general study about buying and selling, earning an income, banking, budgeting, personal transactions (eg mobile phones), common documents, finance & wealth creation, consumer rights and responsibilities. Investigate and evaluate real-life success stories of teenagers who have succeeded in business or finance whilst a teenager. Analyse case studies and investigate strategies for different situations. An excellent start to the development of money management techniques. Learn about small business organisations including clubs, types of records kept and an introduction to electronic book-keeping, the methods of business communication and a study of the workplace environment. Every business requires record-keeping and good decision-making to be successful. Students will analyse and evaluate a variety of scenarios. Includes a study of the impact of social media in business practices eg Facebook, Twitter, YouTube.
Graphics	A basic Introduction to Graphics and AutoCAD. Students work primarily in the Production Graphics context. Students undertake basic 2D drawings, 3D Modelling and High-quality 3D rendering of real-life products. Review and analyse existing products, design products and produce folios of drawings related to these Students work primarily in Production Graphics and Business Graphics contexts. Using AutoCAD, students produce 2D drawings, 3D Models, 3D Renders and animations related to Production Graphics. Students review and analyse logos, corporate imagery and packaging, and produce folios of drawings related to these.

Technology Year 10	Full year
Man Arts	<p><b>Semester 1</b> Students will produce a range of jobs focusing on items such as spice racks, CD/DVD racks, aluminium tool box</p> <p><b>Semester 2</b> Students will produce a job focusing on furnishing items such as spice racks, CD/DVD racks, coffee tables, small cupboard, serving trolley or a laminated salad bowl (Lathe) <b>STUDENTS WILL ALSO REQUIRE STEEL CAP BOOTS &amp; EARMUFFS OR PLUGS</b></p>
Agriculture	<p>Term 1: Basic anatomy and physiology of animals including a detailed study of the skeletal, muscular, circulatory, respiratory, nervous, lymphatic, endocrine, urinary, digestive and reproductive systems of animals. Term 2: Basic anatomy and physiology of plants plus the reproduction of plants (sexual and asexual). A study of basic genetics and factors affecting plant production is also included.</p> <p>Term 3A: A practical study of beef cattle and husbandry practices involved in the beef industry. Term 3B: A basic study of cotton and wheat crops, including soil preparation, seeding &amp; transplanting, fertiliser, pest and diseases, irrigation and management study. Term 4: A basic study of Gross Margin Ratios, paddock records, financial statements, inventories, cheques and cash flow summaries</p>
Home Economics	<p><b>Semester 1</b> Food Futures aims to better equip students to think critically about the appropriateness of their own decisions and actions and to value a sense of responsibility, care and compassion for self and others, respect for others and integrity of decision making. Students explore the environmental costs and benefits of a range of practices related to food production, packaging, distribution and preparation. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.</p> <p><b>Semester 2</b> This unit looks at the history of Australian food trends – eating habits and patterns and the factors affecting food choices. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Multiculturalism influences many peoples food habits and patterns in today's society, this unit looks at a variety of cultures and the food and food preparation techniques that are now used in our society Students will plan, prepare and present safe, appealing food that reflects contemporary</p>
Computer Education	<p><b>Semester 1 &amp; 2</b> Great computing &amp; IT skills are an advantage in most careers nowadays. Computing is for everyone. <b>Microsoft IT Academy is funded by Education Qld so students can gain international accreditation for the completion of modules within the Microsoft Certificate course. Students will undertake at least one of these modules.</b> More advanced features integrating: Movie Making: Produce quality short movies, advertisements, documentaries, TV news stories and storyboarding. <b>Digital Communications</b> For everyone! eg TypeQuick, Microsoft Word, Excel, PowerPoint, Databases. Business documents to <b>Australian Standards</b>. Use <b>spreadsheets &amp; MYOB</b> basics to present data for analysis and evaluation by individuals and businesses. Animations: Explore the fun &amp; excitement of creating moving characters &amp; short movies as well as TV advertisements, creating games &amp; quizzes. <b>Professional Keyboarding</b> to Australian Standards. Touch type like a pro. Goal: 40 WAM @ 98% accuracy. Save time on assignments (and money at work)! This subject is an excellent introduction to Senior <b>BCT, VBN (Cert II in Business), ICT</b> and to a lesser extent, <b>Accounting</b>.</p>

Computer Programming	<p><b>Semester 1 &amp; 2</b>  Concepts covered will include constants, variables, loops, controls, sorting, printing, file input and output, multimedia and graphics.  “Design, make &amp; appraise” is part of the process in learning how to create a successful program.  Programming content; games programming; an introduction to Senior IPT (Information Processing and Technology).  Investigate the wide variety of careers and complementary specialty areas eg Systems Analyst (programming and accounting, or programming and engineering).</p>
Business Studies	<p><b>Semester 1 &amp; 2</b>  <b>Small businesses</b> and the digital <b>computer environment</b>, raising capital &amp; starting out, petty cash, bank reconciliation, book-keeping, spreadsheets, filing systems, computer packages, profit calculation.  <b>Computer Accounting:</b> Source documents; recording cash transactions using Cashflow Manager software; an introduction to “double-entry” book-keeping and accounting using the MYOB package and financial spreadsheets.  This subject not only gives students useful business and computing knowledge and skills but is also an excellent introduction to Senior <b>Accounting</b> and to a lesser extent <b>BCT</b> and <b>VBN (Cert II in Business)</b>.  In 2013, students participated in a <b>Trade Expo/Display</b> where they showcased their business skills by undertaking a feasibility study, PMI, marketing strategies, purchasing and selling products, evaluation of their project.  Imbedded in this subject are a number of skills that will help in getting a job in almost any field.</p>
Legal Studies	<p><b>Semester 1 &amp; 2</b>  Explore our legal system including various types of law, how our law courts work, careers in the legal system and how disputes are resolved when conflict arises between citizens.  Analyse case studies and recent news events to understand how the law applies to everyday scenarios.  Guest speakers and an excursion to the Court House.  This subject not only gives students useful legal knowledge and skills but is an excellent introduction to Senior <b>Legal Studies</b>.</p>
Graphics	<p><b>Semester 1 &amp; 2</b>  Students work in 3 all contextual units: Production Graphics, Business Graphics and Built Environment. Continue AutoCAD work in Production Graphics. Introduction to REVIT software used in production of architectural drawings. Production of folio of drawings related to Built Environment. Continuation of studies in Business Graphics unit.</p>

Language s Year 7	Semester 1	
Japanese		
Languages Year 8	Semester 1	
Japanese	This Semester long collection of units incorporates the fundamental language skills needed to communicate simply in Japanese using scripts of hiragana and some katakana. It offers practical development of the 4 macro skills (Listening, Speaking, Reading, Writing). The units visit themes of student exchange and school life in Japan.	
Language Year 9	<b>Semester 1</b>	<b>Semester 2</b>
Japanese	This unit takes a look at the total shopping experience – buying and selling, imports and exports and shopping as a fun, leisure activity in Japan and Australia. The 4 macro skills are further enhanced in students and knowledge of hiragana and katakana will be consolidated at completion.	This unit incorporates a study of the natural environment and issues both in Japan and Australia. Students identify and describe and visit natural areas and express thoughts and ideas through 4 macro skills, thus extending their knowledge of vocabulary, grammar necessary and script. Kanji script will be introduced.
Languages Year 10		
Japanese	<p><b>Semester 1</b> - This unit takes a look into past inventions and futuristic ideas and encourages students to advance their competency through group work in all 4 macro skills. Hiragana, Katakana and Kanji scripts will be practiced constantly.</p> <p><b>Semester 2</b> - This unit will include topics such as travel, overseas visitors, participate in a variety show and plan a class trip to Japan. All 4 macro skills will be further extended in a culmination of grammar and vocal review. This unit builds on all prior learning in pre-requisite units to create original works on the topic of travel. Hiragana, katakana and kanji will be consolidated.</p>	

Health and Physical Education Year 7	Semester	
HPE		
Health and Physical Education Year 8	Semester	
HPE	<p>Students who study Year 8 Health and Physical Education provide opportunities to develop as active participants, managing their own health and physical activity patterns. Students will be involved in a variety of learning experiences, both theoretical and practical which develop knowledge, processes, skills and attitudes necessary for making informed decisions about:</p> <ul style="list-style-type: none"> <li>Promoting their own health and that of others</li> <li>Developing concepts and skills required for participation in a range of physical activities including team and individual activities</li> <li>Enhancing personal development particularly in regard to team work and group building</li> </ul> <p>Developing knowledge, understanding and skills to manage their own physical fitness and physical activity priorities</p>	
Health and Physical Education Year 9	<b>Semester 1</b>	<b>Semester 2</b>
HPE		This <b>mandated</b> unit investigates the development of personal health and the health of young people in general and then on specific issues, causes and solutions—it particularly focuses on positive behaviours as a means of promoting health and wellness. The concept of active participation in a wide range of recreational activities and how to build this into personal lifestyle is a major focus in this unit.
Creative Sports	The main emphasis of this <b>elective</b> unit is for the learner to gain experience in a variety of Creative and Performance Sports. Concepts such as the underlying characteristics of physical activities and the effects of training and practice will be applied to personal and team performance across a variety of sporting categories. Success in Yr. 8 Health and Physical Education (A/B grade) is required if choosing this unit.	
Health and Physical Education Year 10		
HPE	<b>Semester 1 –Health and PE (HPE10)</b>	
	This <b>mandated</b> unit explores the importance of physical activity in a healthy lifestyle. Recent National campaigns have highlighted the need for regular planned physical activity and this unit provides students with the opportunity to take responsibility for their own physical activity patterns and choices. Students will participate in a wide range of physical activity in an effort to provide the skills to be able to make these plans and evaluate their choices.	
Specialist Sport	<b>Semester 1 and 2 –Specialist Sport and Performance (SSP 10)</b>	
	This <b>elective</b> unit explores and prepares students for the senior subject, Physical Education. Students will investigate how the focus areas of motor learning, exercise sciences and socio-cultural factors integrate with a range of sporting and physical activities. Students will learn how to think, perform and write as a physically educated student.	