YERONGA
STATE HIGH SCHOOL

JUNIOR SUBJECT HANDBOOK 2027



Table of Contents

Principal's Overview – 2027 School Year 3
Organisation of Junior Secondary Curriculum 4
A Message to Students 5
Year 7 to 10 – 2027 8
Junior Secondary Team 2027 9
Head of Departments 10
English 11
Mathematics 16
Science 22
Humanities 28
Economics and Business 33
Health & Physical Education 35
Food & Fibre Production 40
The Arts 43
Creative Industries and Technologies 52
Languages 61

Principal's Overview - 2027 School Year

Year 7 and 8 students sample a range of subjects throughout the year. The Junior Secondary curriculum in our school is organised within the eight Learning Areas of the Australian Curriculum: *English, Mathematics, Science, Humanities and Social Sciences, The Arts, Health and Physical Education, Languages,* and *Technology*. These Learning Areas provide students with the best opportunity to acquire the essential knowledge, skills and understandings for future success in Years 11 and 12.

As students move into **Years 9 and 10,** they will be given an increased opportunity to select elective subjects from a broader range of Learning Areas including *The Arts, Creative Industries, Business and Digital Technologies.* Although there is increased choice, all students retain the core subjects in the Learning Areas of *Mathematics, English, HPE, Science, Humanities and Social Sciences*. The greater flexibility offered in learning pathways allows students to achieve a range of career and life goals. ***"Exceptional Learners"*** in Year 10 can accelerate their learning by accessing subjects from Year 11 and 12 to prepare for university course participation in Years 11 and 12.

This booklet is a valuable resource and provides details of the courses that may be selected to make up a student's learning pathway across Year 7 to 10. Students are urged to read the detail carefully and consult widely before finalising their subject selections. I am convinced that your course of study at Yeronga State High School will provide increased benefits to you personally and professionally in the future. In the end success at school involves a healthy combination of ***regular attendance***, ***hard work and commitment*** mixed with ***fun and enjoyment.***

Ben Orford

Principal



Organisation of Junior Secondary Curriculum - Paving Pathways to Success

Rationale

The Junior Secondary curriculum described in this booklet has been guided by key middle schooling principles and belief that the compulsory years of schooling provide a broad-based general education paving pathways to a successful transition into the senior school and beyond.

Guiding Principles include:

- A continuing emphasis on developing Literacy, Numeracy and Information and Communications Technology skills for use in a range of learning situations.
- Understanding that individual students are important. Curriculum pathways must be appropriate to the needs and abilities of each student, including processes to enable students to progress at varying rates.
- Students' career options should be kept open for as long as possible.
- Success comes from commitment and effort.
- Students should be involved in the selection of their course of study and must accept ownership of and responsibility for their learning.
- Student efforts throughout these years of schooling will be recognised and celebrated through the Yeronga State High School end of Term Reports and presentation of Academic and Effort and Behaviour Awards at the end of each Semester.

Curriculum Structure

Our school timetable is organised around seven subjects each semester. A semester is half a year or six months.

The structure focuses on eight curriculum Learning Areas, providing students with an excellent coverage of a broad range of subjects.

Students select six-month long semester units. These units are targeted at specific year levels, each progressively more complex.

In this Handbook

After the introductory pages, each learning area has a section. In each section you will find subject overviews – a description of the subject content, and assessment.

A Message to Students

Choosing Subjects

There are many important decisions to make at school. Some of the most important are subject selections. In Junior Secondary and Year 10, semester units are selected to make up a course of study suited to your interests and abilities. In the Senior phase of learning, six subjects are selected and are studied continuously for two years.

These are important decisions as they may affect the type of occupation or career path you can follow when you leave school. Your selections also directly affect your happiness and success while at school.

As an overall plan, it is suggested that you choose subjects which:

- you enjoy
- you have already had some success
- will help you reach chosen career/s, or at least keep many careers open to you
- will develop skills, attitudes and knowledge useful throughout your life.

Homework

The only person who is going to make you succeed is YOU! That means you take responsibility for your own learning. You should expect to do some schoolwork at home each day. This work will include set tasks, personal reading, assignments, reading ahead in your texts, preparing for tests and general study.

The suggested *weekly minimum* time for homework in Years 8-10 is 8 hours (about 1½ hours per night). Half an hour of this time should involve reading, either a novel of your choice or the daily newspaper.

Compulsory Schooling

The Education Act of 2006 states that all young people must attend school until they are sixteen years of age or have completed Year 10, whichever comes first. This means that students must normally plan to stay at school until they have completed Year 10. Exemptions from compulsory schooling can only be made in exceptional circumstances. Parent need to apply to the school to organise this. Students cannot just stop attending school for any reason before the end of their compulsory schooling without obtaining an exemption.

From the Guidance Officer

Students and parents are encouraged to make appointments with the Guidance Officer and/or Heads of Department to discuss subject selections and future career plans.

The following websites are valuable resources:

- Australian Jobs – *https://www.employment.gov.au/australian-jobs-publication* \
- Queensland Curriculum and Assessment Authority – Student Connect *https://studentconnect.qcaa.qld.edu.au/12689.html*
- Queensland Tertiary Admissions Centre - *http://www.qtac.edu.au/*
- My Future: *www.myfuture.edu.au*

Years 7 and 8

In Years 7 and 8, English, Humanities and Social Sciences (HUM), Mathematics, Science, Health and Physical Education (HPE) and Languages, are all core subjects.

Year 7 - students select one language subject and an Arts or Tech subject each semester.

Year 8 - students select two (2) elective subjects from a range subjects across The Arts, Digital, Industrial, and Design Technologies, and Languages.

Subject Selection Process for all students in Years 7, 8 and 9.

1. Heads of Department speak to students about the subject selection process and core content covered in the subjects offered. The Guidance Officer is available for consultation.
2. Curriculum Handbooks and subject selection forms are uploaded on school website.
3. Students make their subject selections via OneSchool on their school laptop.
4. Students will be notified if their selected subject is not going ahead – second preference subject will be actioned.

Year 9

Year 9 provides students with opportunities to develop their knowledge of core subjects while also pursuing studies in areas of particular interest. English, Mathematics, Science, History and HPE are core subjects. These subjects have embedded units of ICT. Students must also select four electives from the list below (2 each semester).

In Term 3, Year 9 students will undertake career planning activities during Learner Agency program, participate in talks regarding Year 10 subject offerings, and complete a JET-Plan (Junior Education and Training Plan).

Year 10

In Year 10, students will study the core units of English and Mathematics and select their other subjects based on their study plans in Year 11 and 12 or career aspirations. Over the course of the year, students will undertake preparatory activities during Learner Agency class in relation to their intended career pathway, culminating in their SET-Plan (Senior Education and Training Plan) and Senior subject selection (see the *Senior Subject Handbook* for further information).

In total students will elect to study eight (8) other subjects over the course of the year. Four subjects each semester. Students must select at least ONE subject from Humanities and Social Sciences, Science, and Health and Physical Education (minimum THREE in total). The remaining FIVE (5) subjects can come from any learning area.

The focus of all subjects is preparation for Years 11 and 12. Students will also develop an understanding and skills in health and welfare issues, study to prepare them for the world of work, and for planning their career pathways.

Information for EAL/D learners choosing senior subjects

At Yeronga State High School, we believe in Quality Pathways to Success, and know that success looks different for every student. Multilingual students have distinct skills and face particular challenges when studying in a language they are simultaneously learning.

It is important for English language learners to consider their level of language proficiency when selecting a Senior academic pathway. Research shows that academic language proficiency takes approximately 5-7 years, and can be longer for those who are beginning to learn English in high school.

Senior secondary school subjects require knowledge and understanding of subject- and topic-specific language, as well as distinct grammar and genres for each subject. English language learners may need to follow a different academic pathway to the one they would choose if they were studying in their home language. It is also important to note that there are many post-school pathways which can lead you to achieve your goals. These factors should be taken into consideration when choosing an academic pathway for Senior success.

What are the QLD Bandscales for EAL/D Learners?

The Bandscales State Schools (Queensland) for English as an additional language or dialect (EAL/D) learners are the measure of English language progress used in QLD State Schools. The Bandscales are descriptions of typical second language acquisition and development for school purposes.

The Bandscales start at Level 1, New to Standard Australian English (SAE), and range through to Level 6, Becoming competent in SAE. Bandscales are described for the four macroskills: listening, speaking, reading and writing. For academic purposes, often the Writing Bandscale is used as a key measure of proficiency as this is how most assessment is submitted. **Please note that writing Bandscales are measured with a “raw sample” of work, i.e. pen on paper with no assistance or prior drafting.

Students who are starting Senior subjects with Bandscale Levels 3 or below will need intensive EAL/D-informed language support to pass Applied subjects. It is not recommended to enrol in General subjects at this stage of language learning.

Students with Bandscale Levels 4 who are currently passing all Year 10 subjects will need intensive EAL/D-informed language support, an excellent work ethic and the determination to improve language skills to pass General subjects.

Students with Bandscale Levels 5-6 who are currently passing all Year 10 subjects may be successful in General subjects, with EAL/D support and continued focus on language development.

References

Hakuta, Butler & Witt, 2000

Creagh, et al, 2019

QLD Bandscales

Yeronga State High School Subject List Years 7 – 10 2027

English	**Mathematics**	**Science**
• English • Literature (Year 9) • English Pathway classes (Year 10) • EAL/D Success Pathway (Year 10)	Year 7 – 9: • Maths • STEM maths • Flexi maths Year 10: • Preparatory Essential maths • Preparatory General maths • Preparatory Methods maths	• Science • Biology • Chemistry • Physics • Psychology
Humanities	**Digital, Industrial, and Design Technologies**	**The Arts**
• Humanities & Social Science (Year 7) • History • Geography • Economics and Business • Civics and Citizenship	• Design and Technology • Woodwork & Furnishing • Metalwork & Engineering • Manufacturing • Digital Technologies • Certificate I Construction	• Music • Instrumental Music • Drama • Visual Arts • Dance • Media Arts
	Languages	**Health & Physical Education**
	• Chinese • Japanese • Spanish These languages have an extension option in Years 9 and 10	• Health and Physical Education • Food and Fibre Production

Junior Secondary Team 2027

			
Tania Williams Deputy Principal Junior School Years 7 and 8	**Matt Petersen** Deputy Principal Junior School Years 9 and 10	**Brock Germain** Head of Year 7	**Craig Jorgensen** Head of Year 8
			
Kate Middleton-Pol Heard of Year 9	**Holly Haswell-Smith** Head of Year 10		
			
Nic Tashke Guidance Officer Year 9	**Nikki Shaw** Guidance Officer Year	**Suzie Fullerton** Guidance Officer Year	

HEADS OF DEPARTMENTS

		
Susan Gilchrist Creative Industries and Technologies	**Petrina Zagami** English & EALD	**Lauren Askin** HPE and Food and Fibre
		
Bree Sippel Teaching and Learning	**Jess Corsbie** Humanities, Business and Languages	**Tanya McSwaine** Inclusion
		
Ben Habermehl Maths	**Nam Hoang Bui** Science	**Luke Lilly** The Arts

ENGLISH

English is a core subject studied in Years 7 to 12. The study of English is central to the learning and development of all young

Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.

The Australian Curriculum aims to provide students in Years 7 to 10 with the opportunity to: learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.

The Australian Curriculum: English Foundation to Year 10 is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English (English). The three strands form an integrating framework of disciplinary knowledge and focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing from Foundation to Year 10. The three strands are:

- **Language**: knowing about the English language
- **Literature**: understanding, appreciating, responding to, analysing and creating literary texts
- **Literacy**: expanding the repertoire of English usage.

(Australian Curriculum, English)

COURSE OUTLINE and ASSESSMENT

Topic Year 7	Description	Assessment	Length
Australian Children's Stories	Students listen to, read, view and discuss a variety of children's stories from a range of authors, including those of First Nations Australians, that explore the historical, social and cultural representations of time and place, events, issues, groups and individuals. Students identify and examine how authors use different literary text structures and language features, including literary devices and aesthetic qualities, to create events, settings, and characters to engage audiences.	Extended response: Narrative (multimodal)	2-4 mins
Frankenstein **(Play text)**	Students analyse and interpret a fictional drama text to understand how authors construct representations of time and place, events, issues, and people. They will examine how language is used to create events, settings and characters. Students will examine ideas and differing viewpoints on moral and/or ethical issues raised in the text and how these can be viewed from different perspectives. They will explore the text to identify text structures and language features of the text and how the author uses these to convey ideas about characters, plot and issues	Extended response: Journal entries (written)	400–600 words
Songs of Social Comment	Students engage with a variety of songs and/or poems for enjoyment. In this unit, students listen to, view, analyse and interpret a selection of songs and/or poems including those that put forward different perspectives on a variety of social issues. Poems and songs include those of First Nations Australians, and Australian and world poets and songwriters. Poems and songs selected for study include a variety of text structures and language features, including figurative and rhetorical devices and aesthetic features.	Extended response: Review (written)	400-600 words

Biographical Novel Study	Students read and comprehend a novel that explores life events and experiences. Students will identify how the author of the novel portrays ideas and how the context of the text influences the narrative. They will examine representations of time and place, events, issues, groups and individuals, and how language is used to create events, settings and characters. Students examine how authors use different literary text structures and language features, including literary devices and aesthetic qualities, to create events, settings, and characters to engage audiences.	Extended response: Panel Discussion (spoken)	2-4 mins
Year 8			
Novel Study: Teen Representation	Students read and analyse teen issues within a novel. They examine and evaluate how narrative viewpoint, characterisation and plot structure are used to convey themes to position readers. Students consider the events in the novel and reflect on their own experiences, shaping their perspective of teen issues.	Analytical Short Response Written	Up to 600 words
My Place	Students explore how First Nations Australians use language and tone to share stories and communicate ideas about identity and place. Students develop understandings of how texts are influenced by context, purpose and audience. Students write a poem that communicates a sense of place that is important and significant to them.	Poetry justification: Multimodal	2-4mins
Visual Literacy: Film	Students identify and examine visual literacies, language and textual features of a film to determine the purpose and effectiveness in conveying meaning and positioning an audience. Students convey their perspective of the film and the techniques employed in a review.	Film Review Written	400-600 words
Media: Youth Representations	Students read and analyse perspectives and representations of youth across various forms of media. They examine and evaluate the perspectives, as well as how attitudes, values and beliefs are constructed and evolve over time.	Podcast Spoken	2-4mins
Year 9			

Speculative Fiction	Students listen to, read and view a variety of information texts and speculative fiction texts. Students examine how authors of literary texts use text structures and language features to present information, opinions and perspectives about issues that provide insight into human nature and give a new outlook on life, such as those commonly represented in works of speculative fiction.	Imaginative: Short Story Written	600-800 words
This Matters	Students investigate social, cultural and political issues that matter to them, in order to craft a persuasive argument that convinces an audience to take action on an issue.	Persuasive Speech Spoken	3-5 mins
The Scales of Justice: 12 Angry Men	Students explore the scales of justice by reading and viewing *12 Angry Men* and investigate moral and ethical dilemmas faced by the characters in the play.	Monologue Spoken	3-5 mins
Essentially Human: Novel Study	Students read a novel and examine how the characters are shaped by attitudes, values and beliefs. They examine and evaluate how narrative viewpoint, characterisation and plot structure, shape human experiences.	Analytical Essay Written	600-800 words
Year 10			
Novel Study: Exploring historical, social and cultural representations	Students read a novel or a selection of short stories and examine the historical, social and cultural representations in the text. They examine and evaluate narrative viewpoint, characterisation and plot structure to create a narrative intervention.	Imaginative Short Story Intervention	600-800 words
Responding to representations of people, events and issues in advertising and media texts	Students listen to, read, view and discuss a variety of media texts that explore the representation of people, events and issues through visual, language and textual features.	Multimodal Spoken Response	3-5mins
Shakespeare **OR** **Shakespearean Adaptation Film Review**	Students view, read and interpret a Shakespearean play and demonstrate their understanding of the play in an analytical response that examines themes, plot and the role of characters. Students construct a film review in response to viewing the film *Warm Bodies*; a paranormal,	Analytical Essay Written Film Review Written	600-800 words 400-600 words

Poetry Free Verse **OR** **Current Issues**	Students read Steven Herrick's, *The Simple Gift*; accompanied by other poetry texts. Students analyse how voice, language and textual features are used to evoke an emotional response. Students read and closely examine a wide range of texts that focus on current issues. They critically examine the language features and text structures associated with various texts to determine meaning.	Spoken Monologue Exam	3-5 mins 400-600 words

NOTE: In Semester 2 of Year 10 students are placed into Senior English Pathways classes based on their Semester 1 results and future academic goals.

RELEVANCE TO FUTURE PATHWAYS

The English program is sequential and explores a range of genres, topics and social contexts appropriate to the increasing level of maturity and language competence of students. Activities in units of work and assessment tasks will involve students reading, writing, listening, speaking and viewing for a range of purposes and audiences. This course will provide students with the skills to communicate effectively in the workplace as well as to cope with the demands of Senior English through meaningful and engaging practices. ADDITIONAL COSTS - None

MATHEMATICS

Mathematics provides the concepts and frameworks for understanding the physical and social environment our students interact with now, and in their lives beyond school. The logic and skills of mathematics are crucial for solving analytical and innovation challenges, making informed planning and budgeting decisions, and being guided by sound and insightful interpretation of information. Our maths department applies proven and current techniques, working in ways that continue to evolve as mathematics adapts across cultures in our changing world. The departments vision is that classrooms are 'hands on' learning environments where strong numeracy foundations are laid, and students can achieve their full potential in the 21st century world of mathematics.

COURSE OUTLINE and ASSESSMENT

Topic Year 7	Description	Assessment	Length
Number	● Extend their understanding of the integer and rational number systems, strengthen their fluency with mental calculation, written algorithms and digital tools; and routinely consider the reasonableness of results in context. ● use exponents and exponent notation to consolidate and formalise their understanding of representations of natural numbers, and use these to make conjectures involving natural numbers by experiment with the assistance of digital tools	**Exam**	Week 9: 70 minutes
Number & Probability	● use mathematical modelling to solve practical problems involving rational numbers, ratios and percentages, formulating and making choices about representations, calculation strategies and communicating solutions within the context ● conduct probability simulations and experiments involving chance events, construct corresponding sample spaces and observe related frequencies, comparing expected, simulated and experimental results.	**Exam** **PSMT**	Week 8: 70 minutes Week 9-10: 2 weeks

Algebra & Statistics	• recognise the use of algebraic expressions and formulas using conventions, notations, symbols and pronumerals. They interpret algebraic expressions and formulas, use substitution to evaluate and determine unknown terms where other values are given, and solve simple equations using a variety of methods • use variables, constants, relations and functions to express relationships in real life data and interpret key features of their representation in rules, tables and graphs • apply the statistical investigation process to obtain numerical data related to questions of interest, choose displays for the distributions of data and interpret summary statistics for determining the centre and spread of the data in context	**Exam** **PSMT**	Week 8: 70 minutes Week 9-10: 2 weeks
Measurement & Space	• extend their knowledge of angles to establish further relationships and apply these when solving measurement and spatial problems • create and use algorithms to classify shapes in the plane and use tools to construct shapes, including two dimensional representations of prisms and other objects • use coordinates in the Cartesian plane to describe transformations	**Exam**	Week 10: 70 minutes
Year 8	Description	Assessment	Length
Number	• extend computation with combinations of the 4 operations with integers and positive rational numbers, recognise the relationship between fractions and their terminating or infinite recurring decimal expansions; they convert between fraction and decimal forms of rational numbers and locate them on the real number line • extend the exponent laws to numerical calculations involving positive and zero exponents, and solve a broad range of practical problems, using mental methods, written algorithms and digital tools	**Exam**	Week 9: 70 minutes

Measurement & Probability	• interpret and explain demonstrations and proofs of Pythagoras' theorem and investigate irrational numbers, their infinite non-recurring decimal expansion and their approximate location on the real number line • select metric measurement units fit for purpose, convert between units, recognising the effects of different levels of measurement accuracy on the results of computations, and relate these to interval estimates for measurements in various contexts • consider a variety of situations involving complementary and mutually exclusive events, combinations of 2 events; represent these using tables and diagrams, conducting simulations and calculating corresponding probabilities	**Exam** **PSMT**	Week 9: 70 minutes Week 5-6: 2 weeks
Algebra	• manipulate linear and other algebraic expressions, recognise and model situations using linear relations and solve related equations using tables, graphs and algebra • use mathematical modelling to solve problems in a broad range of contexts that involve ratios with 2 or more terms, percentage increase and decrease, proportions with decimal values, and rates in measurement contexts, and apply proportional reasoning	**Exam**	Week 9: 70 minutes
Space & Statistics	• apply knowledge of the relationships between π and the features of circles to solve problems involving circumference and area and establish sets of congruency and similarity conditions for common shapes in the plane and create algorithms to test for these conditions, discuss examples and counterexamples • construct and locate objects with reference to three dimensional coordinates using digital tools • examine experimental and observational data and identify populations and samples with respect to context; investigate variation in summary statistics across samples of varying size and discuss their findings.	**Exam** **PSMT**	Week 9: 70 minutes Week 5-6: 2 weeks
Year 9	Description	Assessment	Length
Measurement & Space	• work with the real number line as a geometric model for real numbers that provides a continuous measurement scale; locate different fractions exactly on the common scale of the real number line using scale and similarity, and locate some irrational square	**Exam**	Week 9 70 minutes

	roots of natural numbers using Pythagoras' theorem ● solve measurement problems about the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required ● use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and		
Number & Algebra	● apply scientific notation in measurement contexts, routinely consider accuracy in measurement and work with absolute, relative and percentage errors in a range of different measurement contexts ● manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions using a variety of techniques including tables, diagrams, algorithms and digital tools	**Exam** **PSMT**	Week 9 70 minutes Week 5-6 2 weeks
Algebra & Statistics	● use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs and algebra, including with the use of digital tools ● formulate and solve related linear and non-linear equations exactly or approximately using numerical, graphical and algebraic approaches ● compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew; justify their choice of data representation with respect to data types and context, and critically review the statistical presentation of data and related arguments of others.	**Exam** **PSMT**	Week 9 70 minutes Week 5-6 2 weeks
Probability & Space	● investigate probabilities of compound events from two-step experiments and solve related problems; use a variety of representations such as Venn diagrams, tree diagrams, two way tables and grids to assist in determining the probabilities for these events; design experiments to gather empirical data about relative frequencies and use these to check their reasoning	**Exam**	Week 9 70 minutes
Year 10	Description	Assessment	Length
Algebra & Number	● apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in 2 variables ● generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions	**Exam**	Week 9 70 minutes

Measurement & Probability	● investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement; devise and use simulations to test intuitions involving chance events that may or may not be independent ● apply geometric theorems to deduce results and solve problems involving plane shapes, and interpret networks and network diagrams	**Exam** **PSMT**	
Statistics & Measurement	● solve measurement problems involving the surface area and volume of common objects, composite objects and irregular objects; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two- and three-dimensions, and manipulate images of their representations using digital tools ● compare different ways of representing the distribution of continuous data and interpret key features of the distribution; explore association between pairs of variables, decide the form of representation, interpret the data with respect to the context and discuss possible conclusions; use scatterplots to informally discuss and consider association between 2 numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.	**Exam** **PSMT**	
Number & Space	● investigate the accuracy of decimal approximations to irrational real numbers; consider the accuracy of computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change ● use mathematical modelling to solve problems in applied situations exhibiting growth or decay using linear, quadratic and exponential functions; and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable	**Exam**	Week 7 70 minutes
NOTE: Year 10 students are placed into Senior Mathematics Pathway classes based on their Semester 2 year 9 results and future academic goals.			

RELEVANCE TO FUTURE PATHWAYS

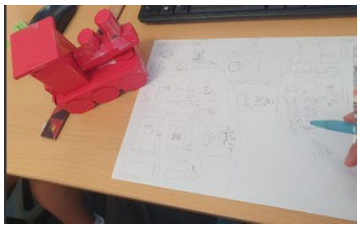
The concepts learnt, together with problem solving and higher order thinking skills, assist students in identifying and undertaking pathways for their senior education. The course will provide students with the skills to be a numerate member of society and to engage with mathematical ideas in their everyday life.

ADDITIONAL COSTS - A Scientific calculator is needed for Mathematics, we recommend the Casio fx-82.

Year 7 – STEM Mathematics

In Year 7, students work through the Australian curriculum at an accelerated pace. This enables the class to undertake an enquiry based real life project each semester which aligns with science and technologies. The projects are

1. Design and creating a board game using the theory of combinatorics.
2. Design and creating a 3-dimensional toy using the theory of spatial reasoning.



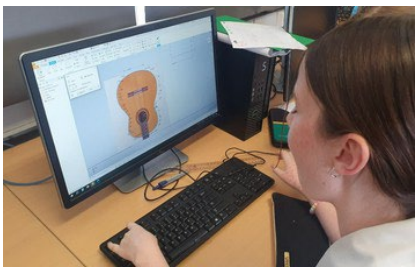


Year 8 – STEM Mathematics

In Year 8, students work through the Australian curriculum at an accelerated pace. This enables the class to undertake an enquiry based real life project each semester which aligns with science and technologies. The projects are

1. Design, create and test a house boat using the displacement theory and Archimedes principal.
2. Design and create a Logo for the arcade machine using a variety of functions.

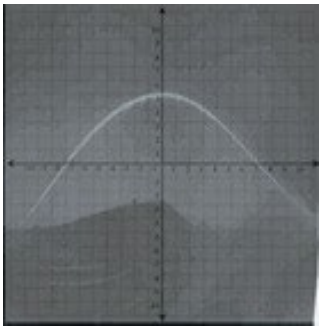
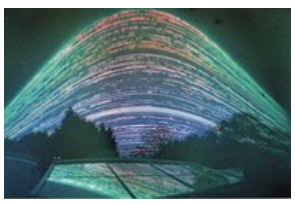
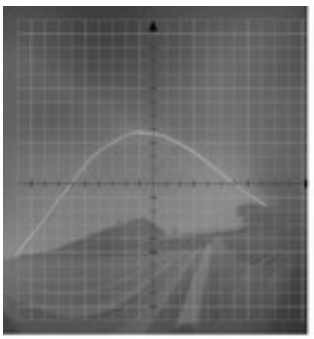




Year 9 – STEM Mathematics

In Year 9, students work through the Australian curriculum at an accelerated pace. This enables the class to undertake an enquiry based real life STEM projects each semester which aligns with science and technologies. The projects are

1. Model the path of the sun using a Pin hole camera. Student then produce a solar graph and a quadratic model of the path. This will complement the sustainable house project.
2. Cryptology project students using the theory of combinatorics create a unique code.


SCIENCE

Science continues to transform our world, especially through technology. It is a powerful way of generating and organising knowledge and a significant contributor to the cultural and intellectual development of our society.

Science is above all the product of imaginative human endeavour entailing much trial, effort and modified ideas. Students of Science need to be resourceful, have an open mind and come equipped to cope with present and future change.

Science is a Core Subject in Years 7, 8, 9 and prepares students for the senior subjects, Biology, Chemistry, Physics, Psychology

(2022) and Science in Practice. To better facilitate this, students who wish to study general science subjects will study one semester courses in year 10 in Biology, Chemistry, Physics and Psychology which will be a pre-requisite for those subjects in Year 11. Other students will undertake a one semester core science course which will prepare them for the applied subject Science in Practice.

COURSE OUTLINE and ASSESSMENT - CORE

Topic Year 7	Description	Assessment	Length
Classification of organisms	How living organisms are organised by physical features, using dichotomous keys, different levels of classification, states of matter, food chains and webs	Exam	1 Hour
Solutions and mixtures	Recognising differences between pure substances and solutions, defining solutes and solvents with examples, exploring and using a range of physical separation techniques	Practical Exam and experiment report	1 hour exam 2 weeks report
Forces and simple machines	Balanced and unbalanced forces, free-body diagrams showing forces acting, investigating simple machines such as levers, effect of gravity on objects	Experimental report	2 weeks

Earth in space and the seasons	Solar and lunar eclipses, tides, seasons, phases of the moon, day and year length, comparing revolving times for the Earth and moon.	Exam	1 Hour
Year 8			
States of Matter	States of matter, particle model, physical and chemical changes, periodic table, chemical equations	Practical report Exam	1 week 1 hour
Energy	Forms of energy, energy conversions, energy efficiency, chemical potential energy in food	Mousetrap energy conversion model	1 hour exam 2 weeks report
Cells and Body systems	Structure of plant and animal cells, using microscopes, diffusion and osmosis, reproductive cells, plant and animal reproduction, sperm production, menstruation.	Practical report Exam	1 week 1 hour
Rocks and Minerals	Minerals, crystals and their properties, growing crystals, igneous, sedimentary and metamorphic rocks, weathering and erosion, rock cycle	Multi-modal assignment Exam	1 week Assignment 1 hour exam
Year 9			
Heat, electricity, optics	Heating of solids, liquids and gases, insulation, voltage, current, resistance, series and parallel circuits	Practical report Exam	1 week 1 Hour
Radioactive Isotopes and Earth Movements	Particles of the nucleus, isotopes, radioactivity, uses of radioactive isotopes, continental plates, activities at plate boundaries, volcanoes, measurement and detection of earthquakes	Designing a brochure Exam	2 weeks 1 hour
Ecosystems and Body Systems	Ecosystems, habitats, biotic and abiotic, food chains and webs, observing flora and fauna in different ecosystems, circulatory and nervous systems, excretory system,	Environmental Impact study report	2 weeks 1 hour
Chemical Reactions	Acids, bases and their reactions, pH definition and measurement, exothermic reactions, endothermic reactions	Exam Experimental Report	1 Hour 1 week

Year 10			
Genetics	Chromosomes, mitosis, meiosis, DNA, genetic disorders, dominant and recessive genes, trait predictions, pedigrees	Exam	1 Hour
Rates of Reaction	Factors affecting rates of reaction including temperature, surface area and concentration, particle theory	Experimental Report	1 week

The Universe	Constellations, life cycles of stars, Hertzsprung-Russell diagrams, theories of the universe	Exam	1 Hour

Year 7 – STEM Science

In Year 7, students work through the Australian curriculum at an accelerated pace. This enables the class to undertake an enquiry based four week real life science project at the end of term 3 and the beginning of term 4 which will enhance their knowledge of scientific equipment and associated techniques.

Project: Who killed Ted? A unit based on various pieces of forensic evidence utilising new techniques to determine how a local Yeronga identity (Ted Bear) met his demise.





Year 8 – STEM Science

In Year 8, students work through the Australian curriculum at an accelerated pace. This enables the class to undertake an enquiry based four week real life science project at the end of term 2 and the beginning of term 3 which will enhance their knowledge of scientific equipment and associated techniques.

Project: Beating the next Pandemic. The world is being overcome by a dangerous new virus that has mutated to humans from cattle. Through experimentation using electrophoresis devices and a study of how viruses replicate so quickly students determine which of 4 patients has the dreaded Q virus. The film “Contagion” is used for background knowledge on what constitutes a pandemic.





Year 9 – STEM Science

In Year 9, students work through the Australian curriculum at an accelerated pace. This enables the class to undertake an enquiry based four week real life science project at the end of term 3 and the beginning of term 4 which will enhance their knowledge of scientific equipment and associated techniques.



Project: Students will make a study of Mendelian genetic theory including genotypes and phenotypes. They will utilise evidence from gel electrophoresis to track inheritance of multiple genes in a number of labradoodle pups to identify the father.





YEAR 10 Science Extension Subjects (one semester)

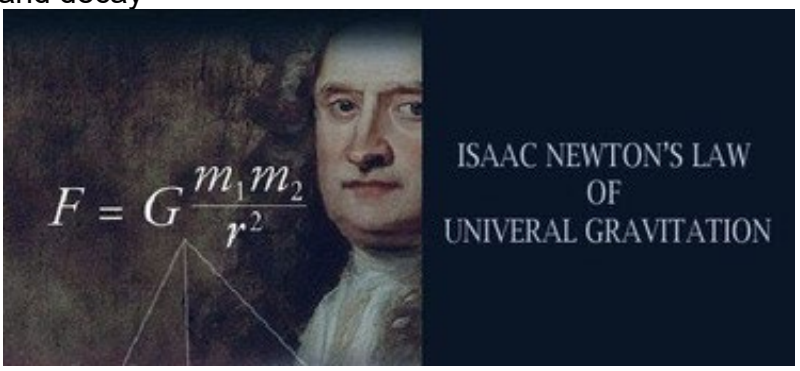
Biology

- Cells – respiration and photosynthesis o Cell functions o Enzyme action
- Genetics – mitosis, meiosis, predictions of genetic traits
- Disease – the different pathogens causing disease, immunity and vaccination



Physics

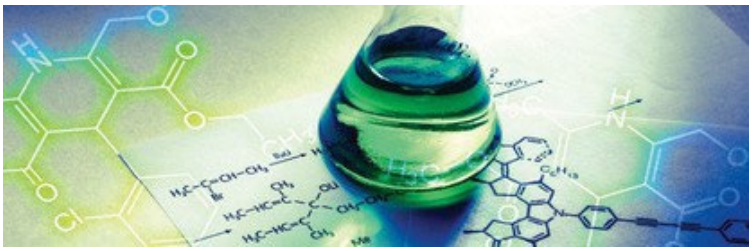
- The study of the relationships between motion, forces, and energy.
- Using Newton's Laws and the Law of Conservation of Energy to predict how a force affects the movement of an object.
- Examine the components and rules behind the operation of series and parallel circuits
- Nuclear reactions and decay



Chemistry

Examine the atomic structure and properties of elements, including how they are used to organise the periodic table.

- Explain the different types of chemical reactions that produce a range of products at different rates.
- Oxidation, reduction, electrochemistry
- Organic and bio-chemistry
- Examine the terms oxidation and reduction in the light of the corrosion or iron process.



Psychology

- Psychology as a profession
- Emotions
- Dementia and other diseases
- Human consciousness and cognitive processes
- Attention, memory function and disorders
- Repression and trauma
- Personality disorders



RELEVANCE TO FUTURE PATHWAYS

The study of science can lead to major scientific fields such as engineering, genetics, medicine, dentistry, environmental science, surveying, nanotechnology, geology, exercise science, psychology and computer science. Other related fields include teaching, electrician, hairdressing, personal training and laboratory technicians.

ADDITIONAL COSTS

There are excursions associated with this subject, which incur an additional cost.

HUMANITIES AND SOCIAL SCIENCES

Humanities & Social Sciences (HUM) includes the traditional subject areas of Civics, History, Geography and Business. Humanities & Social Sciences is designed to allow students to take an active interest in their modern world and to become active and informed citizens of Australia. Students will work on a range of activities and inquiries where they investigate both Australian and Global issues. The program is designed to equip students with the complex thinking and problem-solving skills required in future society.

COURSE OUTLINE and ASSESSMENT

Topic Year 7	Description	Assessment	Length
Civics and Citizenship – Australia's Democracy	Learn what makes Australia a democracy with a just legal system and a culturally diverse community.	3 x Short response exams	up to 60 minutes plus 10 minutes planning time
Business and Economics - Individuals, Businesses and Entrepreneurs	Discover how individuals and businesses contribute to the economy and how entrepreneurial characteristics contribute to business success.	3 x Short response exams	up to 60 minutes plus 10 minutes planning time
History Unit 1 – Deep Time History	How did Australia's First Nations Peoples care for country and develop distinct, but connected societies that thrived in the ancient past.	Project	written responses 400–600 words with a multimodal component
History Unit 2 - Ancient world - Rome	Investigate Ancient Rome and the gladiators through the lens of perspectives, attitudes and values of the past in sources.	Project	written responses 400–600 words with a multimodal component

Year 8			
Geography Unit 1 -Landforms, Landscapes	Explore the distribution of distinctive landscapes and significant landforms throughout Australia and Asia. Consider sustainable management of human induced changes on the natural world and the ways we manage natural hazards.	Investigation – Field Trip report	multimodal responses 400–600 words, 2-3 minutes
Geography Unit 2– Changing Nations	Investigate the process of urbanisation, including the push and pull factors that lead to urban concentration. Develop solutions that will manage sustainable population growth into the future.	Examination – Written	written responses 400–600 words with a multimodal component
History Unit 1 – The ancient to the modern world. Medieval Europe (c.590–c.1500)	Explore the connection of the ancient and modern past from the decline of the Roman empire into the time of Medieval Europe.	Examination - written	up to 110 minutes plus 10 minutes planning time
History Unit 2 – Japan under the shoguns (c.794–1867)	How did the Tokugawa shogunate define Japan's ancient past? Explore theories about the decline of the shogunate, modernisation and westernisation as you develop appreciation for the significant cultural beliefs, values and achievements of shogunate Japan.	Project written	multimodal responses -400–600 words, 2-3 minutes
Year 9			
History Unit 1– the Making of the Modern World- The Industrial Revolution and Australia's settlement era	Explore rapid changes in the way people lived, worked and thought as they world industrialised, colonised and globalised. This period culminates at 1914, preparing students for their inquiry into the 'war to end all wars'.	Examination	2 exams of up to 60 minutes plus 10 minutes planning time
History Unit 2 - WWI	Investigate the events of WWI and develop knowledge of how key ideas such as nationalism and imperialism and militarism shaped the modern world.	Examination	multimodal responses 600–800 words, 3-4 minutes

Civics and Legal Studies – Unit 1 Be the change; from cause to community	How do change makers 'think globally and act locally'? Explore case studies of local, national and global citizens who are taking action to improve their communities through advocacy and civic participation.	Project	multimodal responses 600–800 words, 3-4 minutes
Civics and Legal Studies – Unit 2 Make the change; from constitution to courtroom	Inquire into power distributions and separations in Australia and the role this plays in protecting rights and freedoms. Identify the ways the rule of law shapes civic life from the house of parliament to the court room.	Mini Examination	2 exams of up to 60 minutes plus 10 minutes planning time
Year 10			
History Unit 1 – The Ancient Past	Explore pre-history to ancient history, through a deep time lens culminating in a depth study of Cleopatra VII; a world leader who straddled the ancient Egyptian world and the Roman Republic. Investigate the gladiator Spartacus as you engage with critical thinking, referencing, research, and core historic skills needed in senior Modern and Ancient subjects.	Investigation	600–800 words spoken or multimodal responses 3–4 minutes.
History Unit 2 – The Modern Past	Build on your insights into deep time with a study of Ancient Australia, then launch into an investigation of the fight for social justice for First Nations Australians in the twentieth century. Delve into a depth study on the role of Eddie Mabo in overturning Terra Nullius and the historical significance of this landmark event in the journey to Reconciliation	Examination	600–700 words, response to stimulus exam essay.

Geography	Explore environmental change and management through an examination of human activities that impact the environment. Investigate the effectiveness of change management strategies and develop your own decision making skills. Explore how spatial variation impacts on levels of wellbeing and how people and environments affect each other. Investigate what can be done to manage wellbeing sustainably into the future and explore how different world views shape the way people respond to social and environmental change.	Examination Investigation	70-90 minutes, 600–800 words. 600–800 words spoken or multimodal responses 3–4 minutes.
Philosophy and Reason	Explore the critical intersections of society and philosophy through our engaging mini units. Delve into Aboriginal and Torres Strait Islander environmental management, assess climate change through scientific and societal lenses, debate the merits of democracy versus other political systems, and envision ethical utopias. Our curriculum aligns with the Australian Curriculum and General Capabilities, emphasizing critical thinking, ethical understanding, and intercultural respect. Develop skills in evaluating sources, analysing perspectives, and applying ethical reasoning to contemporary issues. Join us to challenge your views and understand the world through diverse philosophical and societal perspectives!?	Two short answer tests Analytical assignment	70mins for tests 800 words
Civics and Legal Studies	Explore how Australia's political system enables change and examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. Investigate state and federal criminal law, the systems that support the rule of law and how they work at the state, national and international level.	Research assignment Combined response exam	700 words Short answer 70-90 minutes, 600–800 words.

RELEVANCE TO FUTURE PATHWAYS

Students who partake in Humanities and Social Sciences can go on to work in careers such as law, engineering, architecture, journalism, conservation, land management, local government, mining, meteorology, real estate, tourism, urban planning, advertising, media, teaching/education, UN, banking, stock broking, small business, trade, accounting, and business management.

ADDITIONAL COSTS

There are excursions associated with this subject, which incur an additional cost.

ECONOMICS AND BUSINESS

The study of business and enterprise is relevant to all individuals in a rapidly changing, technology-focused and innovation- driven world. Through studying Business, students are challenged academically and exposed to authentic and real-life practices. The knowledge and skills developed in Business will allow students to contribute meaningfully to society, the workforce and the marketplace and prepare them as potential employees, employers, leaders, managers and entrepreneurs of the future. The content and skills taught, and the learning experiences encountered within the Business Education subjects are designed to provide students with an understanding of how business activity affects the daily lives of everyone as they work, spend, save, invest, travel, and play. Students learn in contexts that are familiar, practical and relevant.

Business and enterprise are important for young people in secondary school as students gain a degree of independence in accumulating and managing finances, making decisions about choosing products and services and acquiring legal rights and responsibilities as citizens.

Economics and Business (Year 9)

Every day we all make financial or economics decisions whether we realise it or not. What should we do with that money? Should we spend it or save it? Should I buy that brand of shoes or another brand of shoes? All of these questions can be easier when you have an understanding of business and economic concepts. This course will provide students with basic financial literacy and help them to understand the concepts of debit and credit, savings, loans and investment. It will also introduce them to the idea of competitive markets and help them to understand how businesses develop their competitive advantage to ensure that consumers purchase their good or service rather than somebody else's. An understanding of this, can help students make informed choices as consumers.





Year 10 Economics and Business (Introduction to Accounting)

Accounting involves managing the financial resources of the public sector, businesses and individuals. It is a way of systematically organising, critically analysing and communicating financial data and information for decision-making. This subject will introduce the basic concepts of accounting including business ownership, double entry accounting, basic bookkeeping and report writing. It is strongly advised that students wishing to study Accounting in the senior years complete this course.





Year 10 Economics and Business

Marketing is a crucial function of a Business and is important for the success of any business. If the marketing mix is not well thought out, then even the most amazing business idea can fail. In this course, students will develop a business venture idea through the use of primary and secondary research techniques and develop a marketing plan that incorporates the 5Ps of marketing. They will then implement that plan by operating their business and providing customer service to their clients.

RELEVANCE TO FUTURE PATHWAYS

Students looking at a possible career in Accounting or Commerce are strongly encouraged to study Business Studies. Students looking at studying a Business pathway in the Senior School are also encouraged to study Business Studies. The Year 9 and 10 program is directly aimed at preparing students for Senior Accounting and Diploma of Business.

Students wanting to study Retail Studies and Accounts Administration in the Senior school should study Business Studies in Junior Secondary to get a grounding of business knowledge and skills.

Yeronga SHS has a strong Business culture and has developed strong links with Tertiary Institutions (Griffith and QUT) as well as industry leaders such as the accounting firm, KPMG, Axiom College and Prestige Training Service (Diploma of Business programme).

ADDITIONAL COSTS

Nil

HEALTH AND PHYSICAL EDUCATION

Year 7 – 9: Health Physical Education (Health and Physical Education)

Health and Physical Education (HPE) is a core subject in Years 7–10, with every student completing one semester each year. Aligned with the **Australian Curriculum Version 9.0**, it develops students' knowledge, understanding and skills to enhance their physical, mental and social wellbeing.

Students explore topics such as nutrition, personal hygiene, mental health, the benefits of physical activity, and respectful relationships. This learning empowers them to make informed decisions and take positive action for their own health and the wellbeing of others.

Topic Year 7	Description	Assessment	Length
Nourish and Flourish	Nutrition guidelines and healthy eating habits	Multimodal	2-3 minutes
Rock Climbing	Challenge and adventure activities	Practical and/or performance	
My Identity	Changes and transitions – strategies to manage social, emotional and physical changes	Examination	2-3 minutes 60 minutes
Volleyball	Modified and authentic volleyball activities	Practical and/or performance	
Year 8			
The Power of Peers	Respectful relationships - safe online and offline interactions	Investigation – report	400-600 words
Netball/Basketball	Modified and authentic touch activities	Practical and/or performance	
Move for life	Lifelong physical activities	Examination	60 minutes
Oz Tag	Modified and authentic Oz Tag activities	Practical and/or performance	

Year 9			
Respectful relationships	Relationships and sexuality	Examination	90 minutes 600 words
Spirt of the Disc	Modified and authentic ultimate disc activities	Practical and/or performance	
Sustainable health challenge	Propose and justify a response to help address an identified health concern	Multimodal	3-4 minutes
Moving More Matters	Lifelong physical activities	Practical and/or performance	







Year 10 Health and Physical Education

Year 10 Health and Physical Education (HPE) provides a strong foundation for all senior subjects offered by the HPE faculty. It introduces students to key knowledge, concepts and skills that align with a variety of Year 11 and 12 pathways, including Physical Education (ATAR), Health (ATAR), Recreation, and Vocational Education and Training (VET) certificates such as Certificate III in Fitness and Sport and Recreation.

Year 10: Health and Physical Education (Sport and Recreation Preparation)

This subject provides an overview of Health and Physical Education, focusing on critical analysis and the application of health and physical activity information. Students develop strategies to support wellbeing and, through a coaching unit, explore movement concepts while evaluating and refining performance.

Year	Topic	Description	Assessment	Length
10	Drugs and Alcohol	Alcohol and other drugs, CPR and Safety	Multimodal Presentation	3-4 minutes
	Softball	Fundamental movement sequences demonstrated through sport	Practical and/or performance	
	Coaching	Implementing strategies to improve physical activity participation	Investigation Report Practical Performance Video	600-900words 1-2 minutes

Year 10: Health and Physical Education (Physical Education Preparation)

This subject prepares students for **Senior Physical Education (ATAR)** by building the theoretical knowledge and academic skills required for success. Key topics include Energy Systems, Fitness and Training (basketball), and Access and Equity (volleyball), with a primary focus on analysis and written responses rather than practical performance.

Year	Topic	Description	Assessment	Length
10	Energy, Fitness and Training (Basketball)	Training integrated with basketball	Examination	90minutes
	Access and Equity (Volleyball)	Strategies to increase physical activity participation	Investigation Report Practical Performance Video	600-900words 1-2 minutes

Year 10: Health (Health Preparation)

Year 10 Health (Preparation) introduces students to the Health inquiry model and develops skills in researching, analysing, and evaluating health issues. Students explore topics such as access and equity, determinants of health, and strategies for health promotion. The focus is on inquiry, critical

thinking, and written responses — building the foundations for success in **Senior General Health (ATAR).**

Year	Topic	Description	Assessment	Length
10	Energy, Fitness and Training (Basketball)	Training integrated with basketball	Examination	90minutes
	Access and Equity (Volleyball)	Strategies to increase physical activity participation	Investigation Report Practical Performance Video	600-900words 1-2 minutes

Relevance to Future Pathways – Health, Physical Education and Sport & Recreation

At Yeronga State High School, Health, Physical Education (HPE) and Sport & Recreation develop the skills and knowledge needed for healthy, active living. These subjects provide strong foundations for Senior General Health, General Physical Education (ATAR) and Applied Sport & Recreation, while preparing students for a wide range of study, training and career pathways.

- Exercise and Sport Science
- Physiotherapy, Nursing and Allied Health Professions
- Medicine and Public Health
- Mental Health and Counselling
- Coaching, Sports Development and Fitness Industry
- Outdoor Education, Tourism and Recreation
- Nutrition and Dietetics
- Education, Community Health and Social Work
- Sports Management and Marketing
- Event and Facility Management







Year 7 – 10 Athletes Academy

Overview:

The Athletes Academy at Yeronga SHS is designed in collaboration with industry experts to support both outstanding and aspiring young athletes. Our platform empowers students from Year 7 to 12 to pursue their athletic goals while developing their academic pursuits.

The Yeronga Athletes Academy supports students in reaching their full potential in their chosen sport through individualised training programs. We have partnered with Athletix to offer tailored sessions in athletic development, including strength and conditioning, movement competency, and injury prevention. These sessions cater to different sports and age groups, ensuring an industry-standard approach to training.

Structure:

Students participate in a structured HPE class three times per week as part of their regular timetable and attend one before-school session per week with Athletix coaches for the full year. The Yeronga Athletes Academy is designed to mentor and empower students at every stage of their high school journey, with a focus on developing well-rounded, holistic athletes.

Athletic Foundations (Years 7-8)

Athletic Development (Years 9-10)

Athletic Pathways (Years 11-12)

The program offers students the opportunity to train with expert coaches, gain insights from elite athletes, and acquire the theoretical knowledge necessary for achieving peak performance in their chosen sport.

Entry requirements:

- Applicants must currently play or have the ability to play at a high level in their sport (e.g., Metropolitan West, club representation)
- Maintain high standards in academics, behaviour, effort, and attendance.
- Adhere to the Yeronga Athletes Academy behaviour contract and guidelines.

Application Process:

1. Submit the application form to the school office or via email.
2. Successful applicants will be invited to a trial at Yeronga SHS
3. Academy coordinators will assess applicants.
4. Students will be notified of acceptance or placement on the waiting list.

Cost

Junior Academy Fee (Year 7 – 10)

Annual Fee: $250

Included for All Participants:

- Uniform package (Yeronga Athletes Academy sports bag and training shirt)
- Subsidised access to specialist co-curricular experiences, including incursions and excursions
- Access to guest coaches and speakers

FOOD AND FIBRE PRODUCTION

Food and Textiles Studies is an elective course. It is offered for one semester in Years 8, 9 and 10. It is recommended that students who are interested, study all 3 semesters of Food and Textiles.

Food and Textiles have the well-being of people as its central focus. Studies in this subject area will concentrate upon how people act and interact in their daily lives: at work, at school, at home and in the community. There are many challenges for individuals and families as they live and work in today's dynamic and diverse society. Food and Textiles encourages personal independence and living effectively for both now and the future in situations relating to food and nutrition, human development and relationships, living environments and textiles.

COURSE OUTLINE and ASSESSMENT

Topic Year 8	Description	Assessment	Length
Basic Cookery Skills	Students learn the basic cookery skills and utensils used in the kitchen. We focus on measuring skills and following recipe procedures. Students learn about the importance of working in a clean working environment, using hygienic work practices and following personal hygiene rules to avoid food contamination.	Project including Practical Performance	Varied
Basic Sewing Machine Skills	Students learn the basic skills in using a sewing machine safely to complete a project.	Project including practical performance	Varied
Year 9			
Preparing simple dishes	Students learn to manage time and resources to create a range of simple dishes they can recreate at home.	Project including Practical Performance	Varied

Basic Clothing Construction	Investigate fabric characteristics and fibres used to construct various textile items. Students use this knowledge to complete a project folio and create a simple garment.	Project including Practical Performance	Varied

Year 10 Food Specialisations
In Food Specialisations, students take part in weekly practical cooking lessons while developing real-world skills for home and future careers. They explore multicultural food trends, learn how migration has shaped Australian cuisine, and gain experience catering for school events. This subject suits students who enjoy teamwork, creativity, and offers a pathway into senior Hospitality.

- Weekly cooking lessons
- Explore multicultural foods and family meals
- Cater for school events (menus, costing, styling, presentation)
- Develop customer service skills
- Assessment: Research Investigation (Unit 1), Project Folio (Unit 2)

Year	Topic	Description	Assessment	Length
10	Global Foods and Flavours	Cooking cultural foods and preparing family meals	Investigation	600-900words
	Yeronga Staff Celebrate	Preparing recipes to cater a school function	Project - Folio	600-900words 1-2 minutes

Year 10 Food and Fibre Technologies
Food and Fibre Technologies combines cooking and sewing, giving students the chance to design creative projects while learning sustainable practices. In Term 1, students make a garment from recycled fabrics; in Term 2, they take part in cooking and catering for school events. This subject suits students interested in Hospitality, Events, Fashion, or Sustainable Design.

- Practical projects in sewing and cooking
- Design and make garments from recycled/upcycled textiles
- Cater for school events and celebrations
- Assessment: Research Investigation (Unit 1), Project Folio (Unit 2)

Year	Topic	Description	Assessment	Length
10	Sewing Sustainably	Create a garment from recycled and upcycled fabrics	Investigation	600-900words
	Yeronga Staff Celebrate	Preparing recipes to cater a school function	Project - Folio	600-900words 1-2 minutes

Food and Fibre Technologies focuses on the design, production, and sustainable use of food and fibre resources. At Yeronga State High School, students develop practical skills, creativity, and problem-solving abilities to address challenges in nutrition, sustainability, and food systems. Through

hands-on learning and innovation, students are prepared to make informed choices about food and fibre in their own lives and contribute to broader community and industry needs.ood and Fibre Technologies supports a wide range of future study and career pathways, including:

- Agriculture and Agribusiness
- Food Science, Nutrition and Dietetics
- Hospitality and Culinary Arts
- Horticulture and Agronomy
- Veterinary Science and Animal Studies
- Biotechnology and Food Innovation
- Textile and Fibre Technologies
- Supply Chain and Agrifood Logistics
- Education and Community Health







RELEVANCE TO FUTURE PATHWAYS

Food and Fibre production in Junior Secondary leads to pathways in Senior School including Design and Certificate II in Hospitality. We also hope to see Fashion return as interest in textiles increases.

The careers relevant to Food and Fibre Production are: nutrition, teaching, nursing, food technology, tourism, fashion and clothing design, any of the hospitality fields e.g., chef, housekeeping, waiting and bar keeping.

ADDITIONAL COSTS

There are excursions associated with this subject, which incur an additional cost.



Music

This is an elective subject but it has a sequential development and we do not expect that students will drop in and out of the Music course in the Junior Secondary. It is available in Year 7/8/9.

Students considering coming into the subject after Year 8 would need to talk to the Music teacher to establish that they have a musical background and pathways we can offer to support their inclusion.

COURSE OUTLINE and ASSESSMENT

Topic	Description	Assessment	Length
Year 7			
Making and Playing	In this unit students will explore making music through composition and performance. Students will perform as a rock band to their peers. Students will discover the musical elements through these two tasks as well pop and rock music through responding to unseen stimulus under exam conditions.	Performance and performance statement Composition and composition statement Responding	Minimum 1 ½ minutes Written response 50-75 words. Minimum 1 minute Written response 50-75 words. 200 - 300 words
Year 8			
Creating and Collaborating	In this unit students will explore the creation of their own music through experimenting on digital workstations. Students will collaborate within their performance task to perform for their peers. Students will take part in an in-depth exploration into the use of musical elements through film music.	Performance and performance statement Composition and composition statement Responding	Minimum 1 ½ minutes Written response 50-75 words. Minimum 1 minute Written response 50- 75 words. 200 - 300 words

Year 9			
Producing and Performing	In this unit students will explore Australian Music Artists focusing on how the musical elements are being used in a variety of songs. Students will perform for a lunchtime concert of their peers to share their performing skills. Students will compose music with a focus on using music technology to create their own composition.	Performance and performance statement Composition and composition statement Responding	Minimum 2 minutes Written response 50-100 words. Minimum 1 ½ minutes Written response 50- 100 words. 300 - 500 words
Year 10			
Discovering the elements	In this unit students will discover and experiment with the music elements through composition, performance and responding.	Performance and performance statement Composition and composition statement Responding	Minimum 2 minutes Written response 100-200 words. Minimum 1 ½ minutes Written response 100-200 words. 300-500 words

Year 10 Music

RELEVANCE TO FUTURE PATHWAYS

The Junior Secondary Music program prepares students for the Senior Music Authority subject, General Music or Music in Practice. Most tertiary courses relevant to music require an audition as well as good school achievement in Music and other academic subjects. Music in Practice is a more practical course and provides opportunities to plan, create produce and perform music.

Students who study music gain insight, develop sensibility and learn to balance self-discipline with artistic freedom. The study of music can develop an enduring love and lifelong involvement with music, as well as open up job opportunities such as: early childhood or primary teaching, secondary teaching, arts administration, music therapy, radio and television work, library work, sound recording, advertising, the retail industry, bands and orchestras.

As music is an important part of our way of life, it makes a large contribution to our personal, social and cultural identity. It also contributes to the development of the individual through the development of aspects such as memory, co-ordination and creativity and offers a unique form of self-expression, communication, self-discipline and artistic freedom.

ADDITIONAL COSTS, EQUIPMENT AND EXPECTATIONS

It is expected that Music students will have their own musical instrument. If not, they will need to pay the instrumental levy in order to borrow school instruments.

Year 9 and 10 music students should be involved in the school's instrumental program and willing to participate in the school's bands or ensembles.

Drama

Drama is an elective subject in Years 7, 8, 9 and 10. It is suggested that students who intend studying Drama in Senior should at least have completed the subject at Year 10 level to gain an understanding of what is involved.

In Drama, students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning.

Students work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama. They employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences.

Through these experiences, it is anticipated that students will experience a growth in understanding of themselves and of others. Above all, drama gives students the scope to think critically and perform with expression.

COURSE OUTLINE and ASSESSMENT

Topic Year 7	Description	Assessment	Length
Drama	It starts with an exploration of the elements of drama and style of *Melodrama* and culminates in student-led group performances. Students complete a storyboard and learn how to write their own play using the correct structure and elements. In Unit 2, students then perform a scripted drama of *Compass* by Jessica Bellamy. It will also include viewing of a live performance.	Performance Responding	1- 2 mins 200-300 words
Year 8			
What is strength?	This unit explores the idea of strength in drama; internal and external. It uses the key drama text *The Apology* by Shock Therapy to study the style of Realism. Unit 2 explores Collage Drama and how to create performances about key social issues that include an array of stimulus, such as poetry, news media, facts and statistics to present a range of dramatic statements. Students will view a live performance to further develop their understanding.	Performance Making Responding	2- 3 mins 1-2 mins 400 – 500 words 20 weeks

Year 9			
What makes me laugh?	Commedia dell' Arte and the elements of comedy are explored in this unit. Students work through the commedia characters and in groups create improvised performances. In Unit 2: Myths in Motion students delve into Physical Theatre through Greek mythology and tap into more abstract performance as an ancient and important part of storytelling in many cultures.	Making Presenting	2- 3 mins 2- 3 mins 10 weeks
What is a dramatic transformation?	Students explore the plays *Juice* and *Hoods* to create performances that focus on stagecraft and creating spaces. The Greek myth in the play is then used to create an improvisation for performance students will then present. Classical Greek theatre is then the focus of class explorations culminating in a performance. Students will view a live performance.	Performing Making Responding	2- 3 mins 1- 2 mins 400 – 500 words 10 weeks

Year 10			
What is Performance?	In this unit, students will explore how drama can be used to celebrate, document, empower and share understandings of the human experience. In this unit students will explore the styles and conventions of Australian Gothic Theatre and Magical Realism. They will investigate the representational dramatic traditions of Realism and more contemporary dramatic styles associated with the realist style, such as Magical Realism, including Australian Gothic Theatre	Performance Making Responding	2- 3 mins 1-2 mins 400 – 500 words 20 weeks.
What is a Dramatic Concept?	Working as a theatre-maker, students will view a recording of The National Theatre's production of "Life of Pi". Using this production as stimulus, they will devise an original dramatic concept that communicates a dramatic action and meaning around a social issue.	Making Responding	300- 400 words. 8-10 still images

Year 10 Drama

RELEVANCE TO FUTURE PATHWAYS

The Junior Secondary Drama program prepares students for the Senior Drama Authority subject Drama General. Most tertiary courses relevant to drama require an audition as well as good school achievement in drama and other academic subjects. Drama in practice is a more practical subject offering opportunities for development in language, speech communication and performances in a range of spaces and situations.

Students who study drama gain insight, develop sensibility and learn to balance self-discipline with artistic freedom. There are job opportunities such as theatre, television, radio or stage performance, early childhood or primary teaching, secondary teaching, arts administration and drama therapy.

ADDITIONAL COSTS

Each student is required to wear a black performing outfit for presentation tasks. A plain black T-shirt and a pair of track-pants are sufficient.

There are excursions associated with this subject, which incur an additional cost.

Visual Art

Visual Art in Junior Secondary leads to two possible subjects in the Senior School - Visual Art and Certificate III in Visual Art. Both subjects would help a student who intended to pursue Certificate or Diploma courses at TAFE.

Students who intend to study Visual Art at University level need a qualifying Tertiary Entrance Score and a folio of work. Both Senior subjects would aid the compilation of the folio and also contribute towards the calculation of an ATAR for university study.

Aside from the obvious careers: Artist, Art teacher, Graphic Artist, Designers, Photographers, Architects and Landscapers, there are many other vocations where a background in Art studies may be relevant. These include: Primary and Pre-school Teaching, Hairdressing, Retail, Marketing and many aspects of the Hospitality industry.

Year 7 & 8 – Visual Art

Get creative, explore colour, make pottery and learn to draw! In Year 8 Art you will experiment with the elements of design to create a series of artworks using mixed media, painting and clay.



Year 9 – Visual Art

Learn how to make a print like the Japanese masters, and use the techniques of sacred Islamic geometry to create beautiful mixed media works. In this subject you will make and respond to artworks that explore the history and culture of the Middle East, Europe and Japan. Artworks will be made with a range of mixed media techniques (ink, painting, collage) and printmaking (lino printing and etching).



Year 10 – Visual Art

Paint yourself or a friend and build sculptures to state an opinion. In this subject you will explore Western Art movements and contemporary practice to make and respond to artworks. Create portraits with photography, mixed media and painting, and make sculptures using found objects to investigate social commentary.



Dance

Dance is a offered in Years 7 - 10 as an elective subject and in senior school as Dance in Practice. As a new subject introduced in 2023, the full program of units will be available by the end of the year. Dance subjects are fun, physical, collaborative and promote student wellbeing and social inclusion.

In Junior dance, students learn multiple genres, styles and traditions of dance and explore how they can express themselves through movement. They gain an understanding of diverse cultures and develop their personal, social and cultural identity. Students participate in practical dance classes, learning, making and performing dance in collaboration with their peers and study the theory of how movement can express meaning. Our program gives students the opportunity to view live dance performances, work with dance artists and participate in a variety of performances. Dance is in the heart of every culture; Dance is part of humanity; Dance is a vibrant, collaborative experience at Yeronga State High School.

Topic	Description	Assessment	Length
Why We Dance	In year 7, studying social, artistic, and ritual dance allows students to explore the cultural significance and historical context of various dance forms from around the world. This learning encourages self-expression, creativity, and an appreciation for the ways dance connects to social traditions and community practices.	Performance Choreography	1.5 minutes 30-60 seconds 500-word response
Year 8			
Making Meaning	Dance is a universal language that can be used to communicate an idea, meaning and/or perspective. As storytellers, choreographers make decisions to engage and/or inform their audience. In this unit, students develop their ability to choreograph meaningful movement and build their capacity to analyse dance to inform their own artistic choices.	Performance Choreography	1.5 minutes 30-60 seconds 500-word response
Year 9			
Dance on Film	In this unit, students explore the history and evolution of dance through the camera's lens, from its early recordings to its commercialisation through music videos and modern platforms like YouTube and TikTok. Students critically examine how dance on screen mirrors entertainment trends, popular culture, and societal values over time, understanding the role of dance in shaping public perception and cultural narratives.	Performance Choreography	1.5-3 minutes 45-90 seconds 500-word response
Yaer 10			
Dancing Identity	In this unit, students investigate how dance communicates cultural and personal identity by learning dances from diverse cultural traditions under the guidance of guest artists and the classroom teacher. Students reflect on respectful engagement with cultural dances and explore how fusion dance styles can reflect the complexities of identity.	Performance Analysis Task Choreography	1.5-3 minutes 2 x 70-minute lessons in exam conditions 45-90 seconds 2-4 minute multimodal presentation

Media Arts

Media Arts is an elective subject in year 7, 8, 9 and 10 which then leads to the **Certificate III in Screen and Media** in senior. Media Arts in the junior space is based around the acts of making and responding, building students creativity, collaboration and technology skills through the exploration of the key Media Arts concepts of *technologies, representations, audiences, institutions, languages and relationships*. Students create characters, plan productions, collaborate and work independently to create film productions, digital images and animations in the Adobe suite. They build critical and analytical skills though the analysis and evaluation of media products they consume, and this not only improves their productions but also provides students with the media literacy skills they need to help them unpack the ever-growing media consumption of our digital world.

Media Arts is a modern and relevant subject which will give students the edge in understanding much of how our world works. Media and technology are already part of every workplace and every home. Our students need to move from consumers of technology to creators of digital media to be successful in our increasingly digital world.

Year 7 – Media Arts

In year 7, you will use film equipment, green screen technology and editing software to design, plan and make a short news story parody based on an alien attack. You will develop your visual literacy and technology skills using Photoshop for image production and manipulation, making photomontages, hand colouring black and white photos and characterisations.



Year 8 – Media Arts

In year 8, you will learn about genre films and TV shows, analysing the Australian Dystopian series The Unlisted then, using your knowledge of the genre, make your own dystopian genre film.

Year 9 – Media Arts

In year 9 Media Arts, you will develop your photography visual literacy skills through studying famous photographers and exploring your own photographic project. Next, you will develop your collaboration skills and use industry equipment and technology to explore and understand 2D animations, creating a group animation project.

Year 10 – Media Arts

In year 10 Media Arts, you will go deep on the suspense genre, analysing representation of fear and culture in suspense films. Next, you will work individually or in groups, using industry standard equipment, to design, plan and make short films on social issues you feel passionately about and have the opportunity to create real world change through the Videos for Change project.



CREATIVE INDUSTRIES

Industrial Technology

Industrial Technology involves the development of skills and knowledge in construction and materials handling. Students will use materials such as wood, plastics and metal to construct practical and functional objects. Junior Industrial Technologies - Woodwork course prepare students for future Industrial Technologies subjects by teaching them basics about safety, tool use, machine operation, production processes and designing / manufacturing.

Year 8 – Industrial Technologies - Woodwork, Metal, Plastics

In this subject, students develop knowledge and skills relating to the use of a variety of materials, tools, machines and processes through the planning and production of quality practical projects. Students learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects, such as a pencil box, headphone holder and a game.



Year 9 – Industrial Technologies - Woodwork

In this subject, you will make small projects which use a range of timbers and acrylic. You will learn to use a range of hand tools, power tools and machines to assist in the manufacturing of a lolly dispenser, desk caddy and car.



Year 10 – Woodwork and Furnishing

In Year 10 Woodwork, you will manufacture a variety of projects using hand tools, power tools and machines. You will learn a range of processes and techniques to produce some items to use at home. Projects include a jewellery box, a shoe rack and a chess board.



Year 10 – Manufacturing

In manufacturing students learn to use a range of hand and power tools and advance manufacturing machines while making a range of designed products in wood and recycled plastics. Projects include a chopping board, knife block, plastic mallet and plastic bowl.



Year 10 - Metalwork

In Year 10, Metalwork students will be taught how to safely operate metal work machinery, power tools and hand tools. Students will produce a range of projects that will give them skills in plan reading, sheet metal, welding and machining. In the first unit of work students will apply knowledge and skills to design and create a project of their choice. In the past students have made bar stools, side tables, chairs and make up organisers.



Year 10 - Certificate I construction

Course name: CPC10120 Certificate I in Construction

QCE credits: 2

RTO: Yeronga State High School 30460

Cricos: 00608A

This program will be run on-site at Yeronga SHS

Cost: NIL

NATIONALLY RECOGNISED TRAINING

This course covers essential work health and safety requirements and teaches you basic skills in the use of construction tools and materials, reading and interpreting plans, making measurements and calculations and communicating in the workplace. This hands-on qualification is built around a basic construction project that integrates these skills just like in the workplace. Students obtain a White Card part of this course.

This certificate course can be undertaken by International Students.

Code	Competency	Core or Elective
CPCCVE1011	Undertake a basic construction project	Core
CPCCCM1011	Undertake basic estimation and costing	Core
CPCCOM1014	Conduct workplace communication	Elective
CPCCOM1013	Plan and organise work	Core
CPCCCM2004	Handle construction materials	Core
CPCCCM2006	Apply basic levelling procedures	Elective
CPCCOM2001	Read and interpret plans and specifications	Elective
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	Core
CPCCOM1012	Work effectively and sustainably in the construction industry	Core
CPCCCM2005	Use construction tools and equipment	Core
CPCCWHS1001*	Prepare to work safely in the construction industry	Core

An asterisk (*) against a unit code below indicates that there is a prerequisite requirement that must be met. This unit must be met before access to any building and construction work site.

RTO OBLIGATIONS

The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all 9 units of competency will be awarded a Qualification and a record of results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.



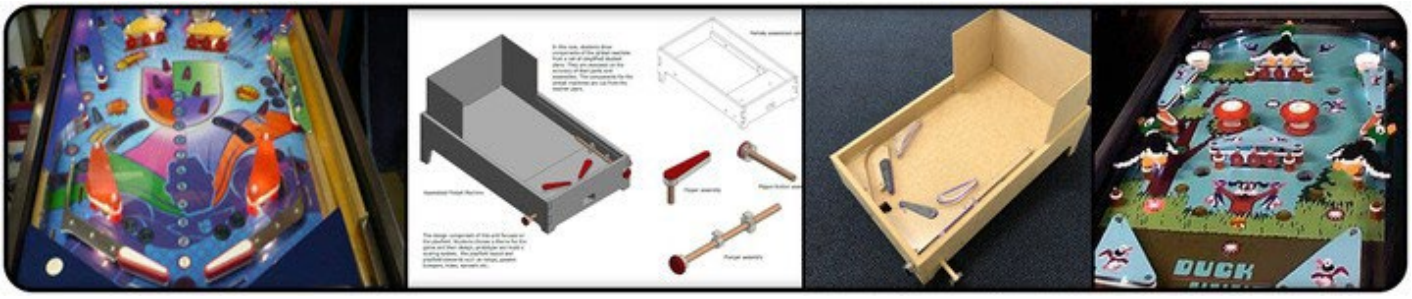
Design and Technology

Design and Technology focuses on the study of product design, environment design, architectural design and graphic design. Students will learn to develop design ideas by hand and on the computer. They will produce 2D technical drawings and 3D computer models that are presented as printed photographic images, animations, walkthroughs and 3D printed models. They will also learn to build by hand, scaled 3D models, prototypes and finished products.

Design and Technology is an extremely desirable subject for any student considering careers in the following areas: graphic and product design, the building and construction industry, electronics, 3D design, games and animation industry, broader computer industries, marine industries, engineering and architecture.

Year 8 – Design and Technology

Be a pinball wizard. You will make a pinball machine and design the moving parts as well as a way of scoring. You will also learn to draw using computers, manufacture your machine using cutting-edge technology (CNC and laser cutting) and learn basic electronics to make it cool.



Year 9 – Design and Technology

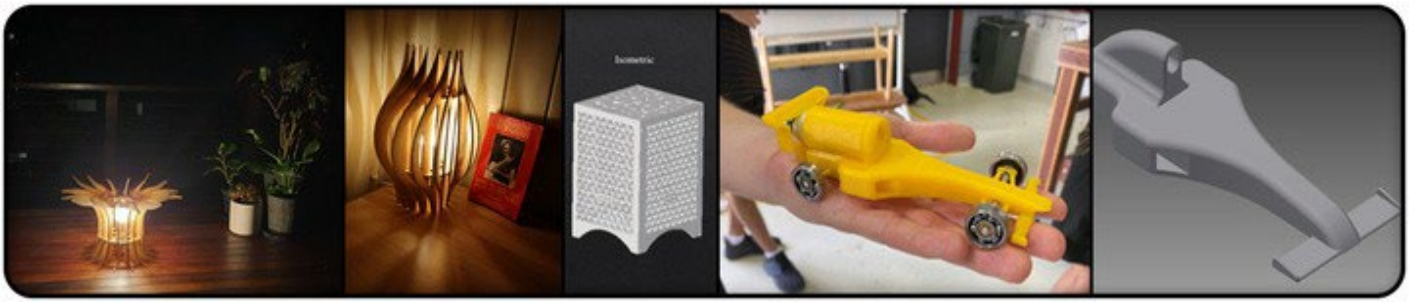
In Year 9 Design and Technology students will learn how to use 3D modelling software (Autodesk inventor) to create unique designs in response to design briefs. Students will then use modern manufacturing systems including laser cutters and 3D printers to produce designs such as archi-products. Students will then learn about the process of making, packaging and marketing a product

through the design of a tech deck fingerboard, and a printed and vacuum-formed packaging for it.



Year 10 – Design and Technology

In Design and Technology students will learn how to use 3D modelling software (Autodesk inventor) to create unique designs in response to design problems. Students will then use modern manufacturing systems including laser cutters and 3D printers to produce their designs. Projects for this subject include flat pack lampshades laser cut from ply wood and 3D printed race cars that are powered by C02 cannisters.



STEM Technologies

Developing 21st century skills through STEM (Science, Technology, Engineering & Maths) education. STEM is run as a journey-based, 3 year academy program. Students must apply through the YSHS website.

The future of employment is changing rapidly with many industries requiring a cross disciplinary approach to ensure they are competitive in this era of globalisation. Education plays a crucial role in ensuring that our students have the 21st century skills and digital capabilities to meet the challenges required of a future work force. STEM is taught in a cross disciplinary approach. Our STEM curriculum focuses on real-world problem solving through project-based and inquiry-based learning.

Year 7 – STEM Technologies

In Year 7, students are introduced to the design and manufacture process. This involves researching and understanding the design requirements for a tear drop campervan. Students are led through the design process, applying real-life constraints and conventions. Once the design is finalised, they use CAD and CAM technology to manufacture a scale model of their design.



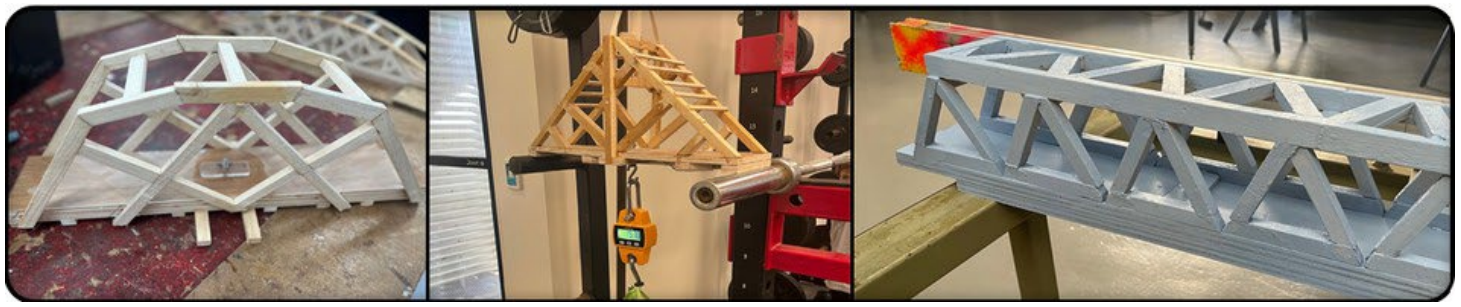
Year 8 – STEM Technologies

In Year 8, students make an arcade machine from the ground up. They design and code a game, which is loaded onto the arcade computer (raspberry pie) along with a suit of other games. Then, the design the graphic components of the arcade machine itself, whilst assembling it to production plans. At the end of the year long course, students have a fully functioning arcade machine that the whole family will love.



Year 9 - STEM Technologies

In Year 9, students are introduced to engineering principles as applied to bridges. Students learn fundamentals through prototyping and research. They work in groups to develop the strongest bridge model they can, which gets tested at the end of the semester. Strength testing reveals which bridge can hold the most weight before it breaks!



Year 10 – STEM Technologies

In Year 10 students are introduced to architectural and engineering principles and practices to design a sustainable house, in order to improve the future of housing in Brisbane. Students analyse a site and a local area demographic, which informs their design. They apply passive and active sustainability principles, modelling their house to architectural conventions at 1:1 scale in SketchUp. Prototype models and presentations are made, and their village comes together at 1:100 scale.



TECHNOLOGY

Digital Technologies is about utilising the four-stage process of defining, designing, implementing and evaluating digital solutions in a range of contexts using hardware and software, and/or specific instructions provided through programming.

COURSE OUTLINE and ASSESSMENT – DIGITAL TECHNOLOGIES

Topic Year 7	Description	Assessment	Length
Designing An App	Apps are everywhere. In this unit, students will explore the way that data is presented and utilized in apps. They will select appropriate data for a target audience and design a user interface for an app.	Project – Design an app interface	10 weeks
Making a Game!	Scratch is a block-based coding program that lets you code all sorts of creative games you can think of. By the end of the term, students will have created a range of fun sketches and combined them to design and code a game.	Project - Plan and Code a game in Scratch	10 weeks
Year 8			
Drawing with Code	Start to code using text-based programming languages. In this unit, you will learn to use code to draw shapes and patterns. Through the Python Turtle module, students will learn foundational coding principles such as sequence, selection and iteration that can be used to code in any language into the future.	Collection of work	10 weeks

Data Detectives	Data is all around us but sometimes it's in formats that we can't really see, make sense of or use. In this unit, students will explore the world of data. We will use Microbits to collect data and use it for a purpose. Students will also learn how to organize, interpret and visualize data in spreadsheets. This is an important foundation for moving ahead in the world of digital technologies and IT.	Collection of work	10 weeks

Year 9 and 10 Digital Technologies

Our Year 9 and 10 Digital Technologies program rotates each year. The two year levels cycle through the following units.

Topic Year A	Description	Assessment	Length
Using Data in Digital Systems	We all know video games, but do we know about the data behind them. This unit will explore databases and how they are utilized in video games. You will engage in areas of data such as player profiles and scoreboards and investigate how these add value to the games we play. We will also explore how data is used in websites and other digital systems.	Project	10 weeks
		Project	10 weeks
Topic Year B			
Introduction to Python	Discover how to code text-based games using the programming language Python. Develop core skills such as using variables, loops, functions and conditionals to manage a game and make efficient code.	Project	
Introduction to Object-Oriented Programming	Create a simple arcade-style game to explore object-oriented programming.	Project	





RELEVANCE TO FUTURE PATHWAYS

Ability to comprehensively use and adapt to technology is an increasing priority in schools. It enables students to engage with their other subject areas, as well as specialised content. Studying Digital Technologies in junior school leads to the possibility of studying the Information and Communication Technology applied subject offering 4 QCE points.

ADDITIONAL COSTS

There are excursions associated with this subject, which incur an additional cost.

LANGUAGES

The study of a foreign language is mandatory in Queensland high schools in Years 7 and 8 and is organised into sequential semester units of work.

Students at Yeronga SHS can elect to study Chinese, Japanese or Spanish in Year 7 and 8. In Year 9 and 10, students can choose to take a semester course of their chosen language or to develop toward fluency by undertaking a year long course. Students undertaking languages will have first preference for placement in international study tours aimed at language immersion.

Chinese/Japanese/Spanish

The world is becoming increasingly diverse, both in the immediate environment and on a more global level. This diversity involves many different ways of knowing, behaving, communicating and thinking. Learning a language other than English provides access to these different ways and opportunities to broaden understanding of self and others. Study in these subjects increases career and employment opportunities, and improves access to the systems of digital communication and representation which are increasingly a core component of students' lives in and out of school.

COURSE OUTLINE and ASSESSMENT: CHINESE

Year 7	Topic	Description	Assessment	Length
My personal world		How to introduce one's family members, their occupations, where they are from as well as how to say hello and numbers in Chinese.	Speaking exam Listening, Reading & writing exam	2 minutes speaking & 40 minutes L/R/W
School life		How to say common classroom objects and stationery items and measurement words. We also look at the Chinese Zodiac, how it works and its mythology.	Speaking exam Listening, Reading & writing exam	2 minutes speaking & 40 minutes L/R/W

My body parts	Learn the vocabulary for the different facial and head features. Become confident in introducing myself including name, age, year level and favourite colour.	Speaking exam Listening, Reading & writing exam	2 minutes speaking & 40 minutes L/R/W
Nationalities	How to say major cities of China as well as those of the countries your family are from.	Speaking exam Listening, Reading & writing exam	2 minutes speaking & 40 minutes L/R/W
Year 8			
What is family?	Describing our heritage and different nationalities.	Listening & reading exam	50 minutes
The student life	Describing the time and daily routines.	Listening, reading & writing exam	50 minutes
What's the weather like today?	Comparing weather conditions of different countries and describing suitable clothing.	Speaking exam Reading & writing exam	2 minutes speaking & 50 minutes R/W
I'm feeling lost!	Asking and giving directions and how to travel to different locations.	Listening, reading & writing exam	50 minutes
Year 9			
My busy life	Describing school life and different modes of transportation	Listening, reading & writing exam	50 minutes
Can I get that in a large?	Describing clothing and learning how to bargain at stores	Role-play Listening, reading & writing exam	3 mins oral & 50 mins L/R/W
Year 10			
Travel	Discuss plans or experience about vacation (travel, job, compare various tours to China, Australia and the world)	Listening, Reading and speaking Exam	50 minutes

iWorld	Discuss various forms of media and evaluate their usefulness and relevance in modern society (internet, print, TV, radio); create a qq or weibo account and compare them to Facebook and Twitter; debate the relevance of print media in today's society; express opinions on the positives and negatives of technology use; evaluate differing opinions (generations, parents/kids) on technology use.	Speaking: Debate – Print is Dead Listening and Reading Assessment	10 mins debate & 50 mins L/R
My leisure life	Express opinions on music choices, TV programs and movies, discuss the Chinese influence on music/ movies / TV / novels (Journey to the West) across Asia and the western world; discuss the influence of western countries on China's traditional leisure activities; use online dictionaries and translation tools to assist writing – discuss how they can hinder meaning if used incorrectly.	Student Profile (hand written) Listening Exam Comprehensive Exam (R)	60 mins
Health	Participate in a debate on whether the food at the canteen is healthy or not? Compare the language techniques and attitudes conveyed in Chinese advertisements to Australian advertisements; create a digital advertisement for a restaurant using PPT or other relevant app; discuss the typical eating habits of young Australian kids using questions and phrases like examine the influence of Chinese food across the world.	Food Journal Listening Task	150 characters & 10 mins
Cert II Applied Languages	Offered to Year 10 students before school on Wednesdays. Please see David Fan or Jess Corsbie for more information.		

COURSE OUTLINE and ASSESSMENT: JAPANESE

Year 7	Topic	Description	Assessment	Length
My personal world		How to introduce one's family members, their occupations, where they are from as well as how to say hello and numbers in Japanese.	Speaking exam Listening, Reading & writing exam	2 minutes speaking & 40 minutes L/R/W
School life		How to say common classroom objects and stationery items. We also look at the Japanese sound system and its characters development, how it works and how to write.	Speaking exam Listening, Reading & writing exam	2 minutes speaking & 40 minutes L/R/W
My body parts		Learn the vocabulary for the different facial and head features. Become confident in introducing myself including name, age, year level and favourite colour.	Speaking exam Listening, Reading & writing exam	2 minutes speaking & 40 minutes L/R/W
Nationalities		How to say major cities of Japan as well as those of the countries your family are from.	Speaking exam Listening, Reading & writing exam	2 minutes speaking & 40 minutes L/R/W
Year 8				
What is family?		Describing our heritage and different nationalities in Japanese and making new friends with different people.	Listening & reading exam	50 minutes
The student life		Describing the time and daily routines. Compare Japanese school routines and Australia school routines.	Listening, reading & writing exam	50 minutes

What’s the weather like today?	Comparing weather conditions of different countries and describing suitable clothing. Learning about Japanese traditional clothes and tea ceremony.	Speaking exam Reading & writing exam	2 minutes speaking & 50 minutes R/W

COURSE OUTLINE and ASSESSMENT: SPANISH

Year 7	Topic	Description	Assessment	Length
Unit 1: All about me/Friends and family - Identity and belonging		Students will explore the concept of self-identity and use language to communicate ideas about interest and influences on self-identity. They will interact with others to share ideas about self, interests and influences on self-identity. They will engage with a range of texts to obtain and convey information relating to influences on self-identity. Students will explore the concept of family and friendship, and expand their language use to include and incorporate other people.	Written work and Power Point presentation: presentation or voice over	2 to 3 minutes speaking or voice over power point
Unit 2: My neighbourhood		Students will be able to ask and provide information about the location of places, asking for and giving directions and describing the neighbourhood where they live	Examination write on familiar issues in response to stimulus material, e.g., simple written texts, asking and giving directions	40 minutes examination
Unit 3: People		In this unit, students use language to explore memorable places around the Spanish-speaking world They will identify significant people, places, events and influences in own and others' lives and explain why they are important to their sense of identity. Students will participate in intercultural experiences to notice, compare and reflect on language use and self-identity.	Extended response. Choose a Spanish speaking country and make an e- book.	1 week class time and homework
Unit 4: Places		Students will develop an understanding of the diversity of culture across habla hispana (the Spanish- speaking world). This unit builds on the content of the previous term and culminates in students demonstrating mastery of Spanish through understanding and communicating the content of the entire semester.	Speaking exam Listening, Reading & writing exam	2 minutes speaking & 40 minutes L/R/W

RELEVANCE TO FUTURE PATHWAYS

These languages are regarded as major international languages. The study of a foreign language provides many opportunities for employment: in the fields of education, hospitality, tourism, commerce, industry, trade, banking, the armed forces, medical services, the public service, the diplomatic service and the police service. Knowing a foreign language also has recreational benefits in that knowledge of another language and culture can be very useful when travelling overseas.

ADDITIONAL COSTS *there are excursions associated with this subject, which incur an additional cost.*

Unlock Your Leadership Potential

Leadership opportunities in the Junior School

Are you ready to take the lead and make a positive impact on your school community? We are excited to present you with exceptional leadership opportunities that align with our core values of harmony, quality, and sustainability. This is your chance to shape the future and be the change you wish to see!



Harmony

At Yeronga State High School, we believe in fostering a harmonious environment where every voice is heard, valued, and respected. Our leadership programs aim to promote inclusivity, empathy, and teamwork. As a student leader, you will have the opportunity to create a sense of unity among your peers, celebrate diversity, and cultivate a supportive atmosphere that inspires growth and understanding.



Quality

Leadership is about setting high standards and striving for excellence. As a part of our leadership initiatives, you will be encouraged to implement innovative ideas and solutions to enhance the quality of education and overall school experience. Whether it's organizing engaging events, improving academic resources, or championing extracurricular activities, you will have the power to make a lasting impact on the school's quality standards.



Sustainability

At Yeronga, we are committed to building a sustainable future for our planet. As a student leader, you will have the platform to promote eco-friendly practices, raise awareness about environmental issues, and initiate sustainable projects within the school community. Together, we can create a greener, cleaner, and more sustainable campus for generations to come.

Leadership opportunities in the Junior School:

- Student Representative Council
- Student Summits
- Student Congress
- Flag Custodian
- International buddy
- Student Representatives
- Gurumba Bigi leaders
- Social Network Leaders

Don't miss this chance to embark on an extraordinary journey of leadership, harmony, quality, and sustainability. Together, we can create a positive change that resonates within our school community and beyond. Take the first step towards becoming a future leader by joining our leadership programs today!

For more details and to apply for leadership opportunities, contact us at:

Holly Haswell-Smith – hhasw1@eq.edu.au

Brock Germain – bgerm1@eq.edu.au