# Table of Contents

**Principal's Overview - 2018 School Year** .......................................................... 3
**A Message to Students** ......................................................................................... 5
**Planning a Course of Study** .................................................................................. 7
**Years 7 and 8 - 2018** ............................................................................................ 8
**Year 9 - 2018** ....................................................................................................... 9
**Year 10 - 2018** ..................................................................................................... 10
**Curriculum Learning Areas** ................................................................................ 11

**KEY LEARNING AREA: ENGLISH** .................................................................. 12
  **English** ............................................................................................................. 12

**KEY LEARNING AREA: TECHNOLOGIES** ...................................................... 14
  **Humanities and Social Sciences** .................................................................... 14
  **CEOs At Work** ............................................................................................... 14
  **Senior Humanities** .......................................................................................... 15
  **Business** ......................................................................................................... 17
  **CEOs At Work** ............................................................................................... 20

**KEY LEARNING AREA: MATHEMATICS** ......................................................... 22
  **Mathematics** ................................................................................................... 22

**KEY LEARNING AREA: SCIENCE** ................................................................ 24
  **Science** ............................................................................................................ 24

**KEY LEARNING AREA: THE ARTS** ................................................................. 26
  **Visual Art** ....................................................................................................... 26
  **Music** .............................................................................................................. 27
  **Instrumental Music** ........................................................................................ 28
  **Drama** ............................................................................................................ 29
  **Dance** ............................................................................................................. 30
  **Design Technology** ....................................................................................... 33
  **Industrial Technology (Woodwork & Metal work)** ....................................... 34
  **Media Arts (Film, TV and New Media)** .......................................................... 35

**KEY LEARNING AREA: LANGUAGES** ............................................................ 37
  **Chinese (Years 7 to 10)** .................................................................................. 37

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)** ............. 42
Principal’s Overview - 2018 School Year

The Junior Secondary phase of schooling, currently Years 7, 8 and 9, provides students with many new and exciting opportunities for participation. Through our Paving Pathways to Success Junior Secondary curriculum model, students have a real choice in determining the course that best meets their individual needs and helps them to fulfil their vocational goals and dreams.

While students experience increasing flexibility of subject choice as they progress through Year 7 to Year 12, we have developed our Junior Secondary programs according to the philosophy of middle schooling which assists students in making the transition to the senior years through a commitment to:

- Developing and challenging each student’s:
  - Literacy skills (reading and writing) through our intensive Reading for Success intervention program
  - Numeracy skills by embedding core skills in each subject area and dedicating increased curriculum time - at least 300 minutes per week
  - ICT skills (Information Communication Technologies) through explicit teaching across all subject areas and our 1:1 laptop program

- Setting high expectations for learning, uniform and behaviour through our 5P approach (Being Productive, Prepared, Positive, Punctual and Proud).

Year 7 and 8 students sample a range of subjects throughout the year. The Junior Secondary curriculum in our school is organised around eight curriculum Learning Areas: English, Mathematics, Science, Humanities and Social Sciences, The Arts, Health and Physical Education, Languages Other Than English, and Technology. These Learning Areas provide students with the best opportunity to acquire the essential knowledge, skills and understandings for future success in Years 10, 11 and 12.

As students move into Years 9 and 10 they will be given an opportunity to select elective subjects from a broader range of Learning Areas including The Arts, Technology, and HPE. Although there is increased choice, all students retain the core subjects in the Learning Areas of Mathematics, English, 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.

Our school day starts at 8:50am and is currently structured around 5 learning blocks that allow teachers to focus on developing and extending literacy, numeracy and thinking skills. The school day finishes at 2:40pm allowing students extra time to manage their study, sport, recreational and family commitments.

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 selections. I am convinced that your course of study at our school will bring great 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.

This is an exciting and culturally vibrant school community where all students are challenged to work towards our school vision of achieving “Quality Pathways to Success”. I trust that your time at Yeronga State High School is an enjoyable and rewarding experience.

Terry Heath
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. Students with exceptional abilities may enrol in subjects of a higher year level, and when in Year 10 may enrol in Year 11 subjects, subject to timetabling ability. Students and parents who wish to make this choice should contact the timetabling Deputy Principal.

To see the actual choices a subject selection form should be consulted.

In this Handbook

After the introductory pages, each learning area has a section. In each section you will find:

- Subject maps – a visual look at the relationship of each semester unit to all the units in a particular subject. Links are shown in the diagrams and should be read from top to bottom.
- Subject lines – a description of the subject content, assessment, relevance to future pathways and approximate additional costs.
- Recommended pre-requisites – advice about which Junior Secondary subjects are necessary for successful study of specific senior subjects.
A Message to Students

Your Responsibilities as a Student

- Read this handbook carefully
- Attend all the information sessions – those at school as well as those with your parents
- Complete the subject selection form by the due date
- Contact the school with any questions.

Choosing Subjects
There are many important decisions you have to make at school. Some of the most important are subject selections. In Junior Secondary and Year 10, a number of semester units are selected to make up a course 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.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided and ask for help along the way, you should come up with a list of subjects that meet your needs.

How to Succeed

1. The Basics based on our 5 Ps – Punctual, Prepared, Positive, productive, Proud

To succeed there are some simple steps. The difference between success and failure is in how consistent you are when completing each step. How do you do with these?
- Doing your work?
  - Are you prepared?
  - Are you on time?
  - Do you have your homework done?
  - Do you listen to your teacher?
  - Are you organised?
- Asking if you don’t understand?
  - Do you listen when your questions are answered?
  - Do you ask further questions if necessary?
  - Do you listen when others ask questions?
- Exercising your right to learn and protecting the rights of others to learn?
  - Have you developed good relationships with teachers and other students?

2. Daily Routine...

Being a full time student is a way of life. If you are to enjoy life and make the best of it, it is important to be organised so that your work is balanced with your recreation.
A suggested daily routine on school days is:

- Rise early enough to have time for breakfast.
- Attend to any special interests or chores (sport training, feeding pets, helping around the house etc.)
- Get to school on time to be organised for the day and to meet with your friends.
- Be punctual for each class, with all the things you need.
- Put yourself in a frame of mind that will let you work in class (e.g. cool down after lunch)
- After school, organise your time for:
  - Recreation
  - Helping around the house
  - Homework and study
  - Going to bed at a time which gives you enough sleep for the next day.

3. Homework...

The only person who is going to make you succeed is YOU! That means you have to take responsibility for your own learning. You should expect to do some school work 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.

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:


My Future: [www.myfuture.edu.au](http://www.myfuture.edu.au)

Subject Choice

All students will study a mixture of Core and Elective Subjects in Junior Secondary with the number of core (compulsory) subjects declining as the student progresses into the senior school.

INVESTING FOR SUCCESS

All students in Junior Secondary undergo regular diagnostic testing in literacy and numeracy. Students whose results indicate that they may be at risk of not achieving at the national minimum standards (NAPLAN) will be enrolled into units of ACL and/or ACN in 10 week blocks instead of studying Chinese, HPE and/or Humanities.

![Image retrieved from](http://www.familiesmagazine.com.au/accelerated-learning/)

ACL – Accelerated Literacy!

A program designed to support and accelerate literacy success. Through collaborative small group work, students will rotate through a variety of activities to improve their vocabulary, reading, spelling and writing.

ACN – Accelerated Numeracy is a targeted maths and numeracy intervention program. It is designed to identify and fill gaps in student knowledge or previous learning. Since its inception the program has helped Yeronga SHS to achieve its goal of lifting all students to the national minimal standard as set out by NAPLAN by the end of year 9.
Planning a Course of Study

When making your selections, choose units you ENJOY and in which you DO WELL. Keep in mind:

1. **Past Achievement**
   Is your past record a good indicator of future success? Have you demonstrated an interest and high achievement in the subject in the past? Did you enjoy the subject? If your results are well below average, it is strongly recommended that you discuss the matter with your teacher or Head of Department before selecting the subject.

2. **Ambition/Career Plans**
   As you progress towards Year 12, it essential that you choose a course which will help you achieve your goals. Remember that the compulsory study of English, Mathematics, Science and Humanities and Social Sciences allows greater choice and flexibility when looking at career options.

3. **Ability**
   You should consider your special strengths, e.g.: Do I enjoy studying? Am I good with my hands? Do I prefer working with numbers and formula rather than words and sentences? Am I able to achieve success in.....?

4. **Interests**
   You are more likely to be successful in a subject if you enjoy the subject. After considering all factors, try to choose subjects you are most interested in.

5. **The Nature of the Subjects**
   Each subject makes specific and particular demands of students. Students will be required to:
   - Demonstrate effective time management skills, e.g.: assignment writing and submitting a number of assignments with similar deadlines;
   - Discipline themselves to bring correct equipment to school, e.g.: specialist uniforms, textbooks, equipment, ingredients
   - Participate in physically demanding practical courses, e.g.: Physical Education
   - Commit time to pursuing their course outside school time, e.g.: drama rehearsals, industry training.

You DO NOT CHOOSE SUBJECTS based on:
- one person says it is good or bad
- your friends are or are not taking it
- you think it is easy or difficult
- you like or dislike the teacher
- you believe only boys or girls tend to take the subject (all subjects have value for both males and females).

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

Students must then select another two elective units – one each from the Arts and Technology curriculum learning areas. The Arts subjects are: Drama, Dance, Music and Visual Art. The Technology subjects are Industrial Technology – Woodwork and Metalwork, Design Technology, Digital Technology and Food and Textiles. Information and Communication Technology (ICT) is embedded across all subjects.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Average Time Mins/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – Core</td>
<td>English or EALD English Year 7 320</td>
<td></td>
<td></td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Year 8 280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 - Core</td>
<td>Mathematics or EALD Mathematics Year 7 320</td>
<td></td>
<td></td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Year 8 280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 – Core</td>
<td>Science or EALD Science Year 7 100</td>
<td></td>
<td></td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>Year 8 150</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – Core</td>
<td>Semester of History or EALD History Year 7</td>
<td>Semester of Geography or EALD Humanities</td>
<td></td>
<td>120</td>
</tr>
<tr>
<td></td>
<td>(100 mins for 1 Semester)</td>
<td>Year 7 (100 mins for 1 Semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 8 (150 mins for 1 Semester)</td>
<td>Year 8 (100 mins for 1 Semester)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 - Electives</td>
<td>Semester of Arts (220 mins for 1 Semester)</td>
<td></td>
<td></td>
<td>220</td>
</tr>
<tr>
<td></td>
<td>Choose 1 of : (Year 7) Dance, Music, CEO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Year 8) Visual Art, Drama, Instrumental Music</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 - Core</td>
<td>Health and Physical Education or ACN or</td>
<td></td>
<td></td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Language Other Than English (LOTE) – Chinese</td>
<td></td>
<td></td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>or EALD ICT (Information Communication Technologies) or ACL</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care</td>
<td>Daily: 10 minutes day x 4</td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Care Class</td>
<td>Y CARE – students engage in Yeronga’s Wellbeing</td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>program targeting concepts like: career and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>time management, relationships, research</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and operational skills, study techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>and approaches.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sport</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Total Time</td>
<td></td>
<td></td>
<td></td>
<td>1450</td>
</tr>
</tbody>
</table>

Subject Selection is made at the enrolment interview with the Deputy Principal or HOSES for all new students.

Subject Selection Process for students entering Year 8 in 2018 will be the same as for students entering Year 9 and are detailed at the bottom of the next page.
**Year 9 - 2018**

**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, Humanities and Social Sciences (HUM) 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).

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Total Time/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Core</td>
<td>English or EALD English</td>
<td></td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>2 - Core</td>
<td>Mathematics or EALD Mathematics</td>
<td></td>
<td></td>
<td>220</td>
</tr>
<tr>
<td>3 - Core</td>
<td>Science or EALD Science</td>
<td></td>
<td></td>
<td>210</td>
</tr>
<tr>
<td>4 - Core</td>
<td>Semester of Humanities and Social Sciences or EALD Humanities</td>
<td></td>
<td></td>
<td>110</td>
</tr>
<tr>
<td>5 - Core</td>
<td>Health and Physical Education (HPE) or ACL/ACN (10 weeks)</td>
<td></td>
<td></td>
<td>100</td>
</tr>
<tr>
<td>6 and 7 Electives</td>
<td><strong>4 Electives for 1 semester each (210 mins each)</strong></td>
<td></td>
<td></td>
<td>420</td>
</tr>
<tr>
<td></td>
<td>Choose any four (4) of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Introduction to Business and Economics, Drama, Music, Instrumental Music* Visual Arts, Media Arts, Woodwork, Metalwork, Design Technology, Digital Technology, Textiles and Food Studies, Chinese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Instrumental music must be studied for 2 semesters each</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Non-curriculum activities**

| Care                          | Daily: 10 minutes day x 4                     |                                               |                                               | 40              |
| Extended Care Class           | Y CARE – students engage in Yeronga’s Wellbeing program targeting concepts like: career and time management, relationships, research and operational skills, study techniques and approaches. |                                               |                                               | 30              |
| Assembly                      |                                               |                                               |                                               | 40              |
| Sport                         |                                               |                                               |                                               | 60              |
| **Total Time**                |                                               |                                               |                                               | **1450**        |

**Subject Selection Process for students entering Year 9**

1. Heads of Department speak to students about the subject selection process and core content covered in the subjects offered.
2. The Guidance Officer is available for consultation.
3. Curriculum Handbooks and subject selection forms are issued.
4. Subject Selection forms are submitted to their Care teacher by the due date.
**Year 10 - 2018**

In **Year 10** students will study the core units of English, Mathematics, Science and Geography and select their other elective subjects based on their study plans in Year 11 and 12 or career aspirations. The focus of all subjects is preparation for Years 11 and 12. Students 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.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>Lesson 1</th>
<th>Lesson 2</th>
<th>Lesson 3</th>
<th>Lesson 4</th>
<th>Total Time/Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Core</td>
<td>English or EALD English</td>
<td></td>
<td></td>
<td></td>
<td>210</td>
</tr>
<tr>
<td>2 - Core</td>
<td>Mathematics or EALD Mathematics</td>
<td></td>
<td></td>
<td></td>
<td>210</td>
</tr>
<tr>
<td>3 - Core</td>
<td>1 semester of: History, Geography or, EALD Essential English or EALD Academic English</td>
<td></td>
<td></td>
<td></td>
<td>210 each semester</td>
</tr>
<tr>
<td>4 - Core</td>
<td>1 semester of: Science or EALD Science</td>
<td></td>
<td></td>
<td></td>
<td>210</td>
</tr>
<tr>
<td>5, 6 &amp; 7 Electives</td>
<td>3 Electives (210 mins each)</td>
<td>Choose any three (3) from : Drama, Music, Instrumental Music, Media Arts, Visual Arts, Metalwork and Automotive, Woodwork and Furnishing, Design Technology, Textiles and Food Studies, Chinese, HPE, Accelerated Accounting (Year 11 Accounting and Certificate III in Accounts Administration), Senior Science and Senior Humanities, EALD Information Communication Technologies, Business Studies, Health Pathways Preparation, Digital Technologies.</td>
<td></td>
<td></td>
<td>650</td>
</tr>
<tr>
<td>Forum- Career Exploration, Set Planning, Study Skills and Welfare</td>
<td>Non-curriculum activities</td>
<td></td>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td>Care</td>
<td>Daily: 10 minutes day x 4</td>
<td></td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Assembly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Year Level Meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Total Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1450</td>
</tr>
</tbody>
</table>

**Subject Selection Process for students entering Year 10**

1. Heads of Department speak to Year 9 students about the subject selection process.
2. The Guidance Officer is available for consultation.
3. Parent Information Evening is held and Subject Selection details are distributed.
5. Subject Selection forms are submitted to their Care teacher by the due date.
## Curriculum Learning Areas

<table>
<thead>
<tr>
<th>LEARNING AREA</th>
<th>SUBJECT OFFERINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Humanities and Social Sciences and Business</strong></td>
<td>Humanities and Social Science</td>
</tr>
<tr>
<td></td>
<td>CEOs at work</td>
</tr>
<tr>
<td></td>
<td>Senior Humanities</td>
</tr>
<tr>
<td></td>
<td>Accelerated Accounting and Cert III Accounts Administration</td>
</tr>
<tr>
<td></td>
<td>Business Foundations</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Senior Sciences</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>Visual Arts</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Instrumental Music</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Dance</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Design Technology</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology</td>
</tr>
<tr>
<td></td>
<td>Woodwork and Furnishing</td>
</tr>
<tr>
<td></td>
<td>Metalwork and Automotive</td>
</tr>
<tr>
<td></td>
<td>Digital Technology</td>
</tr>
<tr>
<td></td>
<td>Media Arts</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Health Pathways Preparation</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>Chinese</td>
</tr>
</tbody>
</table>

**Other Pathways**

*English as an Additional Language or Dialect (EALD)*

Other Year 11 subjects are available depending on timetabling; also other subjects may be available through the School of Distance Education. Consult the Guidance Officer or a Deputy Principal for more information.
**KEY LEARNING AREA: ENGLISH**

**English**

English is a compulsory subject through Years 7 to 10.

Years 7 to 10 English are organised into separate semester units, leading to Semester 2 in Year 10 when students will be introduced to Senior English concepts.

**SUBJECT OUTLINE**
In Year 7 students will explore a range of topics such as:
- Persuasion in media texts
- Life writing
- Literature about Australia and Australians
- Perspectives in poetry and songs.

In Year 8 students will explore a range of topics such as:
- Teenage representations through the media
- Exploring Indigenous perspectives through literary texts
- Investigating issues through television scripts and drama
- Literary transformations.

In Year 9 students will explore a range of topics such as:
- The Australian Identity
- Speculative Fiction
- Issues through drama
- Contemporary issues portrayed through prose.

In Year 10 students will explore a range of topics such as:
- Understanding satire in texts
- Conflict in the novel
- Exploring issues through poetry
- Shakespeare’s view of the world
- Media representations and the short story.

**ASSESSMENT**
There will usually be four tasks each semester in a range of written, oral and multimodal formats.

**RELEVANCE TO FUTURE PATHWAYS**
The English program is sequential and over three years explores a range of genres and social contexts appropriate to the increasing level of maturity and language competence of students.

The course reflects the core elements of the Australian curriculum and will encourage students’ development as language learners. Students will engage with a range of texts over the three years using resources which are spoken, written, visual and electronic. Activities in units of work and assessment tasks will involve students reading, writing, listening, speaking and viewing for a range of purposes and audiences. Through the study of genres such as media, film, prose and poetry they will develop their skills as critical readers, viewers and listeners and learn how language works to position readers/listeners to feel and think a certain way.

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.

**ADDITIONAL COSTS**
None
KEY LEARNING AREA:

Humanities and Social Sciences

The Humanities and Social Sciences (H and SS) program includes the traditional subject areas of Civics, History and Geography and Business. The H and SS program 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.

SUBJECT OUTLINE

The course will be organised as follows:

- In Year 7 students will study History, Geography, and Civics and Citizenship. A group of students will also study an integrated Humanities/Business elective subject: CEOs at Work.
- In Year 8 students will study History, Geography, and Civics and Citizenship.
- In Year 9 they will study History and/or Geography.
- In Year 10 students will study an elective of Senior Humanities (year-long program) or will elect to study a semester of History or Geography.

ASSESSMENT

There are 3-4 major pieces which could include written reports, short response tests, oral presentations and/or multimedia projects.

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

Field excursion will involve a cost.

CEOs At Work

Successful businesses are important to continue Australia’s high standard of living. The subject CEOs At Work focuses on developing the knowledge, skills, creativity, and experience of students as entrepreneurs. Employing an inquiry approach, students develop foundational knowledge and skills in business and economics. Students apply their learning to come up with new ideas/products and demonstrate behaviours and skills that successful entrepreneurs and business people possess.

SUBJECT OUTLINE

Students will study economics, business, and behaviours and skills of successful entrepreneurs and business people. They will undertake a project involving a business idea of their own and manage their business.

ASSESSMENT

Assessment items will be selected from the following categories: report, multimodal presentation, and project work.

ADDITIONAL COSTS

If required, a portion of the start-up cost for the business project will be subsidized by the Faculty; students will incur a cost if their idea exceeds subsidized amount. Excursion may involve a cost.
Senior Humanities

Senior Humanities is the study of the selected units of History and Geography. Adopting an inquiry approach, including critical thinking, students employ investigation, observation, evaluation and communication skills to study topics with a science focus.

SUBJECT OUTLINE

Students investigate Diseases and Pandemics (Surviving the Zombie Apocalypse), Environmental Change & Management (Beach Erosion at the Gold Coast), Eugenics (Hitler, Madman with a Passion), and Ancient History (Who Killed the Ice Man).

ASSESSMENT

Assessment items will be selected from short response tests, research reports, a field report and a multimodal presentation.

ADDITIONAL COSTS

Excursions will involve a cost.


Business

SUBJECT OUTLINE

Year 9 Business students study the Introduction to Business and Economics (IBE). Students will explore topics such as Managing financial responsibilities, risks and rewards; Competing as a business in the global economy, the Nature of Business Environments, Production and Markets, Source Documents, Entrepreneurial Creativity and Developing a Business Idea.

Year 10 Business programme has three study options.

The first option is Business, Economics, and Entrepreneurship (BEE) where concepts of economics and business are explored in greater depth over the first semester. In the second semester, students assume the role as Entrepreneurs and apply their learning to come up with new ideas/products and demonstrate behaviours and skills that successful entrepreneurs and business people possess. Students undertake a project involving a business idea of their own and manage their business.

The second option is Year 10 EALD Business Foundations where students are introduced to concepts such as business plans, companies and career education.

The third option available for Year 10 students is Accelerated/Certificate III in Accounts Administration. This is a 3 year stand-alone course offered in conjunction with the AXIOM College. This Certificate III is worth 6 QCE points. (Please see page 18 for information on the Certificate III in Accounts Administration.)

This program is aimed at students thinking of a future in Accounting as well as those students with high achievements in Year 9 Business. Students will commence the Senior Accounting program a year early. They will complete the required course of study as well as a Certificate III in Accounts Administration. In Year 12 there are also opportunities to complete Griffith BUSINESS and Start QUT program. The Griffith BUSINESS program gives students knowledge, skills, and experiences of university study and life at the Griffith Business School. The Start QUT program give students the opportunity to study one or two university units, one each semester. If students pass the units they will receive credit for these units towards a related bachelor degree at QUT. They can also receive up to two bonus QTAC entry ranks and up to four credit points towards their Queensland Certificate of Education (QCE).

ASSESSMENT

A combination of written exams and assignments, as well as group presentations makes up the scope of assessment for Business Essentials.

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 as well as Business Management.

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

Cert III in Accounts Administration: $500
FNS30315 Certificate III in Accounts Administration

Qualification description
This course will help you to gain knowledge and experience in essential administration tasks, including filing, writing documents, working with computerised accounting systems, processing financial transactions and extracting reports, checking and processing financial data entry, assisting with entering transaction data to ledgers and maintaining a general ledger, performing financial calculations and providing exceptional customer service.

Once you have successfully completed this qualification you will have the skills to seek entry level employment in an accounting area.

Refer to training.gov.au for specific information about the qualification.

Entry requirements
There are no entry requirements for this qualification.

Duration and location
This is a three-year course delivered in Years 10, 11 and 12 on site at Yeronga State High School in partnership with Axiom College.

Course units
To attain a FNS30315 Certificate III in Accounts Administration, 11 units of competency must be achieved.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBITU306</td>
<td>Design and produce business documents</td>
</tr>
<tr>
<td>FNSACC304</td>
<td>Conduct business activities using a computerised accounting system</td>
</tr>
<tr>
<td>BSBWRT301</td>
<td>Write simple documents</td>
</tr>
<tr>
<td>FNSACC311</td>
<td>Process financial transactions and extract interim reports</td>
</tr>
<tr>
<td>FNSACC312</td>
<td>Administer subsidiary accounts and ledgers</td>
</tr>
<tr>
<td>FNSACC313</td>
<td>Perform financial calculations</td>
</tr>
<tr>
<td>FNSINC301</td>
<td>Work effectively in the financial service industry</td>
</tr>
<tr>
<td>BSBWHS201</td>
<td>Contribute to health and safety of self and others</td>
</tr>
<tr>
<td>BSBCM301</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>BSBCUS301</td>
<td>Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>BSBFIA401</td>
<td>Prepare financial reports</td>
</tr>
</tbody>
</table>

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include:
- face-to-face instruction
- work-based learning
- guided learning
- online training.

Fees
The cost of this course is $500

Assessment
Assessment is competency based. Assessment techniques include:
- observation
- folios of work
- questioning
- projects
- written and practical tasks.

Work placement
Students are provided with the opportunity to do structured workplace learning, where they could work in a real office.

Pathways
This qualification may articulate into:
- BSB40215 Certificate IV in Business
- work within a business/office administration area.

See other financial qualifications at training.gov.au.

Obligation
The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification.

Students who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results by Axiom College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.
CEOs At Work

Successful businesses are important to continue Australia’s high standard of living. The subject CEOs At Work focuses on developing the knowledge, skills, creativity, and experience of students as entrepreneurs. Employing an inquiry approach, students develop foundational knowledge and skills in business and economics. Students apply their learning to come up with new ideas/products and demonstrate behaviours and skills that successful entrepreneurs and business people possess.

SUBJECT OUTLINE
Students will study economics, business, and behaviours and skills of successful entrepreneurs and business people. They will undertake a project involving a business idea of their own and manage their business.

ASSESSMENT
Assessment items will be selected from the following categories: report, multimodal presentation, and project work.

ADDITIONAL COSTS
If required, a portion of the start-up cost for the business project will be subsidized by the Faculty; students will incur a cost if their idea exceeds subsidized amount. Excursion may involve a cost.
KEY LEARNING AREA: MATHEMATICS

Mathematics

Students in Years 7 to 10 will study content specified by the Mathematics syllabus of the Australian Curriculum. As the course is primarily sequential, students will need to know and remember definitions, formulae and standard results as well as practise routine procedures and applications. Close attention must be given to class work and homework in both learning and in practice.

SUBJECT OUTLINE
Learning Mathematics creates opportunities for, and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry and Statistics and Probability. It develops numeracy capabilities that all citizens need in their personal, work and civic life, and provides the fundamentals on which mathematical specialities and professional applications of mathematics are built.

The students are given opportunities to develop problem solving, communication and higher order thinking skills within the contexts of the strands listed above. Activities that are completed by students have open ended elements where students can direct their focus beyond the scope of expected learning.

In Years 7 - 9, all students will study the same course as their peers. During Year 10, identified students are given the opportunity to experience the concepts and rigour that is involved with Extension Mathematics, a pure mathematics that prepares students for senior Mathematics B and C. On the completion of semester 1 Year 10 students will be placed into preparation class to begin their senior education pathway.

ASSESSMENT
Assessment will include a combination of supervised exams, modelling and problem solving tasks and mathematical investigations.

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.
KEY LEARNING AREA: SCIENCE

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 10 and prepares students for the senior subjects, Biology, Chemistry, Physics and Science in Practice. To better facilitate this, students will study one semester of core material in Year 10. They will also have the option of an elective Science Extension subject which will be a pre-requisite for Biology, Chemistry and Physics in year 11.

SUBJECT OUTLINE

Over Years 7 to 10, students study units of work from the 4 main branches of science – Biology, Chemistry, Earth Science and Physics. Students use experimentation to enhance their application of theory and in some cases longer investigations are performed to test predicted hypotheses. They make predictions and propose explanations, drawing on evidence to support their views.

Year 7: Solutions, mixtures and their separation, the application of filtration systems in water treatment and recycling processes, gravitational and friction forces, propulsion systems, solar and lunar eclipses, tides, phases of the moon, seasons and the effect on human endeavour, the production and use of keys to identify organisms, food chains and webs.

Year 8: Science skills, particles of matter, chemical reactions, classifying and identifying rocks, forms of energy, energy in food, reproduction and building blocks of life.

Year 9: Thermal and electrical energy, sound and light waves, atomic structure, nuclear decay, the changing earth, body systems, ecosystems, chemical reactions.

Year 10: (1 semester Core) Renewable energy, investigating power outputs of wind and solar energy, genetics and inheritance, factors affecting rate of reactions, exploring the universe.

Year 10 (Senior Sciences): Advanced Genetics, evolution, periodic table, rates of reaction, energy, analysis of motion, electric circuits, electro-chemistry. If students choose Senior Sciences they must also select Senior Humanities and do not have to complete the semester of year 10 Science on the different timetable line.

ASSESSMENT

Assessment will be a combination of written exams, responses to stimulus, extended experimental investigations, scientific reports, assignments, presentations and practical tests.

ADDITIONAL COSTS

There will be excursions and incursions carried out in each year level that will involve transportation and organisational costs. No more than $40 per year.
KEY LEARNING AREA: THE ARTS

Visual Art

This is an elective subject but it is recommended that students who are interested study the subject over the 5 semesters that it is available in Junior Secondary. Although we prefer that students study all semesters of Visual Art, they are welcome to come into the subject for any semester of Junior Secondary studies. Art is offered as a subject in either Semester 1 or Semester 2 in Year 8 and then in all 4 semesters of Years 9 and 10.

We strongly recommend that anyone considering a Senior art subject studies Visual Art at Year 10 level.

SUBJECT OUTLINE
The course is a sequential development of an understanding of the elements and principles of design through the application of 2 and 3 dimensional making skills including painting, drawing, printmaking, digital art ceramics and other sculptural media. The course is organised to give students a balanced Art experience over the Year 7 to 10 courses. The responding aspects of the course (theoretical) will be related to the making areas.

ASSESSMENT
There will always be at least one responding task (usually a written assignment) a semester and at least one, but usually more, folios of practical assessment. The artists we look at in responding will be relevant to the type of tasks we are pursuing in making. Students will also be expected to maintain a visual journal where they account for the development of their making works. This is an essential part of preparation for visual art subjects in the Senior School.

RELEVANCE TO FUTURE PATHWAYS
Visual Art in Junior Secondary leads to two possible subjects in the Senior School - Visual Art (an OP subject) and Certificate I and Certificate II in Visual Art and Contemporary Craft (a Vocational Education subject). 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 photographic folio of work. Both Senior subjects would aid the compilation of the folio but only the Authority subject contributes to the student’s Tertiary Entrance Score.
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.

ADDITIONAL COSTS
Students may be required to go on excursions related to their art course in Year 9 and 10. It is very rare that there would be more than one excursion a year. The cost is usually under $20.00 in total.
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. 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 sufficient to enable their successful late entry into the course.

SUBJECT OUTLINE
Music classes at this school are very small. For this reason, it is offered as a one semester course in Year 7 in either Semester 1 or 2 and there is a composite Year 9 and 10 class where a variety of musical styles are studied, e.g. rock music, film music, jazz and world music. The Junior Secondary music program is organised around a unit approach which builds and develops the student’s musical skills and self-esteem whilst studying units which the students will find interesting and challenging.

ASSESSMENT
Assessment in the Music course will usually include aspects of performance - solo and group, composition and responding.

RELEVANCE TO FUTURE PATHWAYS
The Junior Secondary Music program prepares students for the Senior Music Authority subject. Most tertiary courses relevant to music require an audition as well as good school achievement in Music and other academic subjects.

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 schools instrumental program and willing to participate in the schools bands or ensembles.
**Instrumental Music**

This is a multi-age elective subject that is designed to prepare students for Music in senior. Students who have a strong music background are encouraged to study both Music and Instrumental Music. Most tertiary courses relevant to music require an audition as well as good school achievement in Music and other academic subjects.

**SUBJECT OUTLINE**

Instrumental Music is a course for students with some previous musicianship or those with a genuine interest in learning music. This course focuses on contemporary music performance and production (guitar, bass, keyboard, drums and voice) but allows for individual interests within the music industry. The course gives students experience in performing as a soloist and as a band, composition, event management, stage craft, sound recording and more. Students will also gain experience in live sound mixing and other technology used within the music industry.

**ASSESSMENT**

This practical hands-on course is a combination of mostly individual work and some team work. Students will be required to complete short response writing relating to the practical tasks.

**RELEVANCE TO FUTURE PATHWAYS**

Instrumental music prepares students for the Senior Certificate IV in Music. Career options on successful completion of the Certificate IV in Music include but are not limited to, Performer, Event manager, Music Producer, Music Teacher, Song Writer, Composer, Music Journalist, Audio Engineer, Sound Technician, Conductor, Sound and Lighting and Back Stage Crew.

**ADDITIONAL COSTS, EQUIPMENT AND EXPECTATIONS**

Students are not required to have their own instrument however it is an advantage so that they can practice at home. Instrumental Music students are encouraged to be involved in the school’s instrumental program and/or solo, duo or band performance opportunities.
Drama

SUBJECT OUTLINE
Drama is an elective subject in Years 8, 9 and 10. There are 5 semesters, each one exploring a specific topic. While it is preferable that students study the course for 5 semesters. 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.

Drama helps students develop as articulate, assertive and confident young men and women who can take responsibility for their own decisions, and are capable of taking an active place in a highly competitive world.

Drama also gives students opportunities to move into an imagined world – to share experiences and take on the values and attitudes of others. This is necessary in order to develop the student’s ability to view themselves, their peers, their actions, their world and their problems from a variety of perspectives.

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.

The course looks at scripts from a variety of places and times, including student developed scripts as well as responding to the performances of others and reflecting on personal performances.

ASSESSMENT
Assessment in the Drama course will usually include aspects of performance (solo and group), developing scripts (solo or in groups) and responding to the performances and scripts of others.

RELEVANCE TO FUTURE PATHWAYS
The Junior Secondary Drama program prepares students for the Senior Drama Authority subject. Most tertiary courses relevant to drama require an audition as well as good school achievement in drama and other academic subjects.

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.

Excursions form part of the course and there are costs involved in these.
Dance

SUBJECT OUTLINE
Dance is a Semester long elective subject in Years 7. Students will explore many interesting components of dance through choreography, performing and responding.

As a foundation, students will learn to develop safe dance practices and are introduced to choreography and the processes involved in creating dance works.

ASSESSMENT
Assessment may include performance, choreography, self-evaluation and responding assignments.

RELEVANCE TO FUTURE PATHWAYS
Senior Dance at this school is currently in the form of a SAS subject. Tertiary education in Dance usually requires audition as part of the selection process.

Career opportunities include dance performance and any of the performing arts and teaching. Aside from these, dance also has other lifestyle advantages helping students with exercise, posture training, flexibility, rhythm, personal confidence, body image, working in teams and choreography.

ADDITIONAL COSTS
- Clothing suitable for movement based activities black tights or pants and shirt (blacks needed for assessment performances).
- Dance excursions are offered and these usually include a workshop and show package. Costs vary but are usually around $30.00.
KEY LEARNING AREA: TECHNOLOGY

There are two streams with 4 subjects:

**DESIGN AND TECHNOLOGIES**
Industrial Technology: Manual Arts, woodwork, metalwork, plastics and design

**DIGITAL TECHNOLOGIES**
Digital Technology: web design, programming and multimedia
Design Technology: 3D modelling, printing, graphics and design
Media Arts: Film & TV, animation, digital imaging, photography and new technology
Design Technology

SUBJECT OUTLINE
Design Technology focuses on the study of product design, environment and 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. Other aspects of the course focus on marketing, packaging and project management.
Design Technology is an elective subject. The course is sequential and, as skills are built up over the two year course, it is recommended that a student who is interested in the subject in the Senior school, study the subject in Junior to gain the necessary grounding.

RELEVANCE TO FUTURE PATHWAYS
From the earliest times, humans have interpreted, shaped and altered their environments in an attempt to improve the quality of their lives. In the process, technologies have evolved and been developed to the extent that, today, they have an impact on most aspects of our daily lives.
Australia needs business, industry and community leaders who understand the nature of design and technology; who will foster and promote innovation and the creative use of technologies; and who appreciate how design and technological activity contribute to the lives of individuals and to cultures and environments.
Design 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.

ASSESSMENT
Students learning will be assessed through folios of design work, prototypes, finished products and written evaluations of designs and the design process.

ADDITIONAL COSTS
Students may be required to contribute $5.00 - $10.00 for enhancements to their projects if they wish to use special materials, make extra 3D prints or make larger items.
Industrial Technology (Woodwork & Metal work)

SUBJECT OUTLINE
Industrial Technology offers a number of elective subjects. The elective subjects start as a one semester course in Year 8 followed by 3 or 4 Semesters over Years 9 and 10. Industrial Technology involves the development of skills and knowledge in construction and materials handling. Students will use materials such as wood, plastics and metal, as well as electrical components, to construct practical and functional objects.

Woodwork and Furnishings
Students are introduced to a range of basic workshop processes and materials used in various industries today. They will be working on projects to build skills and knowledge of materials, tools, joining methods and finishing techniques. By the end of the course students will be involved in the production of projects which they have designed with an emphasis on a problem solving approach.

ASSESSMENT
In these subjects students learning will be assessed through class projects and an assignment.
**Media Arts (Film, TV and New Media)**

**SUBJECT OUTLINE**
In Media Arts, students make and study a variety of Media types including, film & television, photography, both 2D and 3D animation, digital imaging, print, video games, the internet, mobile media and emerging media technologies such as augmented reality. Much of the course is computer based using a range of industry standard software that includes, Adobe the Master Collection (Photoshop, Premier, Flash, After Effects, Bridge & Illustrator), Blender (3D Modelling, texturing & Animation) and Stop Motion Pro. 

Media Arts is a modern and relevant subject which will give you the edge in understanding much of how your 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.

In Media Arts, Students will learn how to apply media technologies in real-world situations to solve technical and creative problems. Through the creation of written, visual, auditory and interactive texts, students will express meaning in a variety of contexts, and gain an appreciation of how media communications connect ideas and purposes with audiences.

**ASSESSMENT**
Students will be assessed on their ability to make a broad range of media works as well evaluate media arts works and analyse the use of codes and conventions, using media arts terminology.

**RELEVANCE TO FUTURE PATHWAYS**
Junior Media Arts prepares students for the senior subjects *Certificate III in Screen and Media* and *Technology Studies.*

CUA31015 Certificate III in Screen and Media is an entry level qualification for those looking to enter the creative digital media industry. This course is designed to provide an introduction to media-related industries such as Film & Television, multimedia and Internet, developing content for hand held devices such as smart phones and tablets, animation and graphic design. You will gain knowledge of the screen and media industries and obtain skills in a variety of digital media software.

**ADDITIONAL COSTS**
Students may be required to go on excursions related to their media arts course in Year 9 and 10. It is very rare that there would be more than one excursion a year. The cost is usually under $20.00 in total.
**KEY LEARNING AREA: TECHNOLOGIES**

**Digital Technology & DigiMinds**  
This is an elective subject but it is recommended that students who are interested study the subject in the semesters that it is available in Junior Secondary. It is recommended that students interested in digital technology choose these electives wherever possible, as the knowledge and content within the subject often builds on previous learning.

**SUBJECT OUTLINE**  
The national digital technologies curriculum cover a range of useful skills and content. By the end of Year 8, students will be able to use their knowledge and understanding of data and digital systems to apply processes and production skills as they create digital solutions. They apply the four-stage process of defining, designing, implementing and evaluating when individually or collaboratively managing projects to create digital solutions. Solutions may be developed using combinations of readily available hardware and software applications, and/or specific instructions provided through programming. Evidence may include folios, e.g. storyboards, Y frames, reflection, journals, blogs.

**ASSESSMENT**  
Assessment is hand-on and includes digital projects, research, collection of work and supervised assessment. Coding, robotics, app design, and game design, using a variety of industry-standard software applications, including but not limited to Adobe suite and Microsoft Office.

**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 technology in junior school leads to the possibility of studying a Certificate II in Information, Digital Media and Technology (IDMT) in year 11 and 12s, offering 4 possible QCE points. Most careers now involve elements of technology, and the Certificate II in IDMT helps to prepare students for a broad range of jobs in areas such as administration, tech support and generalised digital technology use.

**ADDITIONAL COSTS**  
Students may be required to go on excursions related to their course. It is very rare that there would be more than one excursion a year.  
Students are expected to have and look after a USB drive to back-up files from their school device, and many of our software programs are easier to use with a mouse. Both of these items can be bought for very affordable prices.
Technologies – Digital technology

Generic ICT skills embedded within all subject areas

- Year 7 Digital Technology
- Year 8 Digital Technology
- Year 9 Digital Technology
- Year 10 Digital Technology
- Year 11/12 Certificate III in Media
- Year 11/12 Certificate II in Information, Digital Media and Technology
- Year 11/12 Technology Studies

- Year 7 ICT for EALD Learners
- Year 8 ICT for EALD Learners
- Year 10 ICT for EALD Learners
**KEY LEARNING AREA: HEALTH and PHYSICAL EDUCATION**

In Years 7, 8, 9 and 10 all students will study Health and Physical Education for a two semesters.

**Health and Physical Education (HPE)**

**SUBJECT OUTLINE**

The practical units of this course will look at fitness and skill development in physical activities including swimming, athletics, team sports and orienteering.

Theory units will support practical activities.

**Year 7:** Students examine the impact of physical changes on gender, cultural and sexual identities. They investigate the changing nature of peer and family relationships and propose strategies to manage these changes. Research will be done on a variety of snack and lunch options and nutritional value will be evaluated. They will examine and demonstrate the similarities of strategies used in different physical activities and how they can be transferred to new movement situations. Students will design and perform movement sequences to create, move and defend space.

**Year 8:** Students learn how to take positive action to enhance health, safety and well-being. Relationships are studied in regard to how they influence people’s beliefs, attitudes and behaviours. Health and physical activity information and services are discussed and evaluated. Analysis of body control and co-ordination takes place to understand how they affect movement composition and performance.

**Year 9:** One semester – Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They apply more specialised movement skills and complex movement strategies and concepts to different sports. Analysis takes place of how participation in physical activity and sport influences an individual’s identity and exploration occurs of the role participation plays in shaping cultures.

**Year 10:** Students experience different roles that contribute to successful participation in physical activity and propose strategies to support preventive health strategies. Exploration takes place of movement strategies to evaluate and refine their own and others’ movement performances in various sports. Personal and social skills in a range of physical activities are looked at in order to refine and consolidate in order to demonstrate leadership and teamwork.

**ASSESSMENT**

Practical Assessment: Skills tests, modified game play, game play

Theory Assessment: Journals, research reports, role plays with written responses, exams, stimulus response questions, oral/multi-modal presentations.

**RELEVANCE TO FUTURE PATHWAYS**

Health and Physical Education is concerned with the study and the practice of physical activity and focuses on the importance of physical activity and health in the life of individuals and on the significant role that physical activity plays in modern society. Health and Physical Education at Yeronga SHS offers students opportunities to develop knowledge, skills and attitudes necessary to lead a healthy life through promoting health of individuals and communities, skill development in physical activity and enhancing personal development.

Future pathways for HPE students include: Community recreation industry – lifeguard, recreation activities co-ordinator; Fitness industry – personal trainer, fitness instructor, exercise physiologist; Outdoor recreation industry – adventure therapy, environmental / outdoor education officer; Sport – athlete, administration, coach, sport scientist; Allied Health – dietician, physiotherapist, massage therapist.

**ADDITIONAL COSTS**

HPE uniform, pool entry, swimwear
Textiles and Food Studies

Food and Textiles is an elective course. It is offered for one semester in Years 7 or 8 and 3 semesters over Years 9 and 10. It is recommended that students who are interested, study all 4 semesters of Food and Textiles.

- The Food and Textiles Department offers units of work which address learning outcomes from Technology under the Australian Curriculum.
- All learning outcomes are offered within the context of food and nutrition, human development and relationships, living environments and textiles.
- Study of these units provide firm foundations for Hospitality, Early Childhood Practices and Home Economics which are senior subjects offered by the Food and Textiles Department.

SUBJECT OUTLINE

Food and Textiles has 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.

Students will learn to design their own textile product and plan and execute menus. Budgeting is a focus. Students will also discover ways and means of enhancing sustainable futures through budgeting, recycling and revamping with both food and textiles.

Students will investigate foods for health, food models, nutrition and health claims and different diets. They will design and construct a textile item that enhances their self-image.

By the end of the course, students will have an understanding of the history and tastes of cultures that contribute to the intricate fabric of Modern Australian society. They will also be expected to prepare a range of food and textile items that fulfil design brief criteria.

ASSESSMENT

Students will be assessed on their ability to plan and execute practical tasks and their demonstrated understanding of concepts addressed in the course.

RELEVANCE TO FUTURE PATHWAYS

Food and Textiles in Junior Secondary leads to a number of subjects offered in the Senior School. Home Economics is offered in the Senior School as an academic OP level subject. There are also Hospitality and Early Childhood Studies that are both SAS subjects and lead into industry areas suggested by their titles.

The careers relevant to Food and Textiles Design Technologies are: nutrition, teaching, nursing, food technology, fashion and clothing design, childcare, nanny, any of the hospitality fields e.g. chef, housekeeping, waiting and bar keeping.

ADDITIONAL COSTS

Food ingredients: approximately $5.00 - $10.00 for each cookery session (as advised). Fabrics: approximately $5.00 - $15.00 for each project.
Year 9 Core HPE

Year 7 and 8 Core HPE

Year 9 Core HPE

Year 7 and 8 Food & Textiles Studies

Year 7 and 8 Food & Textiles Studies

Year 9 Food & Textiles

Year 10 HPE

Year 10 Health Pathways Preparation

Year 10 Early Childhood Studies

Year 11/12 Physical Education

Year 11/12 Recreation Studies

Year 11/12 Early Childhood Studies

Year 11/12 Hospitality Practices (VET Cert II Hospitality)
KEY LEARNING AREA: 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. The study of Chinese was introduced into the Year 8 curriculum in 2014, and is the compulsory language taught in Years 7 and 8. Chinese will be offered to Year 9 and 10 students as an elective.

To study Chinese in the Senior school, students must have studied five semesters of Chinese across Years 7, 8, 9 and 10.

Chinese (Years 7 to 10)

SUBJECT OUTLINE

In Year 7 2015 – Chinese
This is the foundation course for Chinese. Students will be provided with the concept of Chinese language as well as intercultural understanding. Four discrete units will be taught. The delivery of content is underpinned by the study of vocabulary and grammatical structure, classroom instruction, online learning experience and cultural interaction activities both in and out of the classroom.

In Year 8 2015 – Chinese
Eight discrete units will be taught. Students will be provided with a revision of Primary LOTE basics to make new students comparable to students who already have proficiency in Chinese. The delivery of content is underpinned by as study of vocabulary and grammatical structure, classroom instruction, cultural education and success in Chinese comprehension and composition.

In Year 9 2015 – Chinese
This is the continuing course for Chinese. Students will be provided with the further concept of Chinese language as well as intercultural understanding. Eight discrete units will be taught. The delivery of content is underpinned by the study of vocabulary and grammatical structure, classroom instruction, online learning experience and cultural interaction activities both in and out of the classroom.

In Year 10 2015 – Chinese
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 Chinese (Modern Standard Chinese) provides access to these different ways and opportunities to broaden understanding of self and others.
China is a powerful Asian economy with ever-increasing trade links to Australia. Study in this subject 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.

Special Features:

Bonus ranks – Griffith University, QUT and UQ offer bonus rank points following the successful completion of Year 11 and 12 language course. These bonus points may improve a student’s chance for entrance to a tertiary course with higher OP requirements. Other interstate Universities also offer Chinese language studies bonus points. Please contact the relevant universities for details.

ASSESSMENT

Reading, writing, listening and speaking tests are given during and immediately after each topic.

RELEVANCE TO FUTURE PATHWAYS

Chinese and German are taught as foreign languages in Queensland high schools and 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

Cultural excursions when appropriate (transport costs) + venue costs (when applicable).
LANGUAGES

Year 7
Foundations for Chinese

Year 8
Chinese for Beginners

Year 9
Chinese Language

Year 10
Chinese Language

Year 11/12
Senior Chinese

Year 11/12
Certificate II Applied Language - Chinese

Year 11/12
Certificate III Applied Language - Chinese

Years 10, 11 and 12
Other LOTE may be studied through School of Distance Education (SDE) eg Vietnamese, Italian, French, Russian, German, Spanish – Must consult with the Distance Education Coordinator
ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EALD)

The Yeronga State High School English as an Additional Language or Dialect (EALD) Unit supports the English language development of immigrant and refugee students who have language backgrounds other than English. Students arrive from:

- Milperra State High School (a reception centre for new arrivals who come from language backgrounds other than English)
- Primary Schools
- other EALD Units
- interstate
- directly overseas.

ORGANISATION
Learners are placed in EALD classes where they continue to receive intensive English support while they are gradually integrated into mainstream classes. Placement depends on their:

- chronological age
- educational background
- language development needs

LANGUAGE SUPPORT OFFERED
Classes in the EALD Unit aim to provide English acquisition that will enable students to function in the mainstream classroom. Integration begins immediately. Students are enabled to become part of the school through being involved being in form classes, school sport and extra-curricular activities with mainstream students, as well as being in other mainstream classes that possibly include Mathematics, Science and Information and Communication Technology. Placement in mainstream core classes occurs when language learning has progressed to a level where the EALD student can function with some independence.

Year 8
Students who are learning EALD may have an EALD subject that aligns with the English curriculum area. Students will study topics that reflect the mainstream equivalent subject in content essentials. The difference is in the emphasis on additional language learning as well as the subject material. If the English area is culturally complex then the EALD English teacher may choose different texts and topics to best help the students through additional scaffolding of language and content material.

The students will likewise have a second EALD subject that follows some of the essential standards of the Humanities and Social Sciences curricula, which will also be language intensive. For example, students learn to read maps in one unit and what good nutrition is in another. Again, language features are most important for the development of speaking, listening, reading and writing in English. This occurs through intensive intervention with vocabulary, grammar, sentence construction and whole text production.

Some EALD students may benefit from having intensive Numeracy/Maths assistance from an EALD teacher as well. This is helpful with gaining control of number facts and Maths vocabulary that support the learner’s needs.

A semester-long ICT intensive class that supports Year 8 EALD learners to catch up missing expertise and gaps in their computer literacy is also available, and may be chosen as a subject instead of Chinese.

When Year 8 students move into mainstream high school subjects EALD teachers, multi-lingual aides or EALD volunteers may still support them.

Year 9
All students who are learning EALD may have an EALD subject that aligns with the English curriculum area. Students will study topics that reflect the mainstream equivalent subject in content essentials. These may include, for instance, use of film and a movie review. The difference will be in the emphasis on additional language learning as well as the subject material. Language that will be important includes noun groups, nominalisation and modal verbs as well as use of opinionative words and phrases and text connectors. If the English area is
culturally complex then the EALD teacher may choose different texts and topics to best support the students learning in the new language.

The students may likewise have a second EALD subject that follows some of the Humanities and Social Sciences curricula, which will also be language intensive. For example, students learn about Antarctica in one unit and may learn to write journals, how to construct an information report and create a historical recount. Again, language features are most important for the development of speaking, listening, reading and writing in English. This occurs through intensive intervention with vocabulary, grammar, sentence construction and whole text production.

Some students benefit from having intensive Numeracy/Maths assistance from an EALD trained teacher to help them develop mathematical skills to match the age appropriate curriculum standards.

When Year 9 students move into mainstream high school subjects EALD teachers, multi-lingual aides or EALD volunteers may still support them.

Year 10
This is a transition year where students prepare for senior studies. To meet EALD students’ needs we offer:

- **Parallel English** classes that cover the English curriculum while continuing to promote language acquisition - this is aimed at students who may be able to study the OP subject English for ESL Learners in Year 11 and 12.
- An alternative **EALD English** for students whose language and literacy acquisition will benefit from this additional support and is likely to lead into English Communication in Year 11 and 12.
- **EALD Maths** for those students whose numeracy development or Maths vocabulary understanding has not reached that of mainstream Year 10 Maths. This subject explicitly supports the language of Maths. Students move into mainstream Maths to prepare for Year 11 and 12 as soon as they are ready.
- **EALD Science** classes that are differentiated according to student interest and ability in Science. Some of these classes are parallel to the Year 10 mainstream Science classes, for students interested in studying Biology, Physics or Chemistry in Year 11 and 12 and other EALD Science classes focus on foundation Science concepts to prepare them for Science in Practice in Year 11 and 12.
- **EALD Academic English** supports the English language development of EALD students who aspire to writing/speaking complex text types required for Academic subjects in Year 11 and 12.
- **EALD Essential English** class supports English language acquisition for speaking/listening/reading and writing.
- **EALD ICT** intensive class that will support EALD learners catch up missing expertise with computers and further assist students in developing computer literacy.
- **EALD Business Foundations** to prepare students for studying Certificate II in Business in Year 11 and 12.
- **Health Pathways Program** to prepare students for studying in allied health fields
- Access and support opportunities for those students who have integrated into mainstream Key Learning Areas.

**ADDITIONAL ASSISTANCE**

The following programs may be available each day or weekly:

- The EALD Department has a Communities Liaison Officer from Sudan who works with students to support them with a range of issues at school and/or home.
- Many multi-lingual aides and teachers who support students in Arabic, Dari, Farsi, Amharic, Sidama, Kirundi, Swahili, Krio, Somali, French, Tamil, Chinese, Vietnamese, Hindi and Fullah.
- EALD Homework Club is available each Thursday in I10, where help is offered by EALD teachers and teacher aides, mainstream teachers and volunteers. The club begins at 2.45pm and ends at 4.15pm.
- Computer access is provided in I10 before school and each morning tea for students who do not have computers/internet/printers at home.
- Volunteers work in EALD classes each day, helping individuals or small groups.
- EALD Reading program, where an EALD teacher works intensively with students and subject teachers to provide best-practice literacy and language skills development.