SANDGATE DISTRICT
STATE HIGH SCHOOL

YEAR 8-10
SUBJECT COURSE GUIDE

2027

CONTENTS

WELCOME

At Sandgate District State High School, we follow the Australian Curriculum for Years 7 to 10, providing a broad-based curriculum that encompasses English, Mathematics, Science, History, Geography, The Arts, Languages, Health and Physical Education, and Technologies. This breadth of study provides students with the opportunity to explore a variety of subject areas and find their areas of interest.

In the final year of Junior Secondary (Year 9) and beyond, students will have more opportunities to specialise, choosing from a diverse range of elective subjects that complement the core curriculum. They can delve deeper into subjects they are passionate about, and they can start to consider future study and career options.

Throughout these formative years, we also place a strong emphasis on developing students' skills in critical thinking, problem-solving, creativity, communication, and collaboration – skills that are crucial for their future careers and personal growth.

Beyond academics, we also value the development of character and citizenship. We encourage our students to engage in our community service programs, leadership activities, and various cultural experiences offered throughout the year. Through these activities, students can build empathy, resilience, and a sense of responsibility, all of which will help them to become well-rounded individuals who can contribute positively to society.

We invite you to explore our subject course guide, browse our website, and follow our Facebook page for more updates and information about our school community. We also recommend attending our parent information sessions and school open days to get a firsthand feel of our school culture.

We look forward to accompanying your child on this exciting journey of discovery and growth at Sandgate District State High School. Together, we will help your child expand their horizons and realize their full potential.

Andy Stergou
Principal

KEY PERSONNEL

EXECUTIVE TEAM 2026

Principal	Mr Andy Stergou
Deputy Principal – Year 7 and Year 10	Mrs Rachel O'Connor
Deputy Principal – Year 8 and Year 12	Mrs Brooke Crouch
Deputy Principal – Year 9	Mrs Tiffany Seeto
Deputy Principal – Year 11	Mr Lyle Fredericksen
Business Manager	Mrs Kirsten Tuckett
Business Manager – Organisational Health	Mrs Cindy Stenson

YEAR LEVEL COORDINATORS 2026

Year 8 Coordinator	Mrs Amanda Everson
Year 9 Coordinator	Mrs Karley McGoldrick
Year 10 Coordinator	Mrs Katie Maguire

HEADS OF DEPARTMENT

English	Mr Steve Pender
Human Movements	Mr Jonathan Hatch
Humanities	Mrs Krista Cameron
Information Technology	Mr Alastair Smith
Industrial Technology and Design	Mr John Dillon
Learning Enhancement	Miss Elly Murphy
Mathematics	Ms Susan Jones
Science	Mrs Alison Zinserling
Senior Schooling/Hospitality/VET	Mrs Beth Oxley
Student Culture	Ms Kelly Hartzer
Student Engagement	Ms Veronica Fullard
Student Performance	Ms Alyiki Piva
The Arts	Mrs Julia Lennon

STUDENT WELFARE PERSONNEL

Guidance Officer	Ms Christelle North
Guidance Officer	Mr Anthony Tencati
Guidance Officer	Ms Carla Esson
Chaplain	Chloe
Youth Health Nurse	Dan

YEAR 8 - 10 AT SANDGATE DISTRICT STATE HIGH SCHOOL

Overview

Learning at Sandgate District State High School is developed around the Australian Curriculum. Curriculum implemented by highly qualified and engaging teachers utilising exemplary pedagogical practices throughout the junior school sees our students well prepared to enter the senior phase of learning. Students exit Sandgate District State High School at the completion of their schooling with a range of academic, cultural, sporting and life skills ensuring that they are confident, capable young adults, thoroughly prepared for a dynamic and fulfilling life after school.

Day Structure

The learning day at Sandgate District State High School is structured to commence with a 10 minute Connect class. Students study six subjects in any one semester. Each of these subjects is studied for three 70 minute lessons each week. Additionally, students participate in one lesson of Connect and one lesson of sport each week. Please refer to the relevant year level Course Overview for more information.

Lesson times:

Morning Connect	8.45 am – 8.55 am
Period 1	8.55 am – 10.05 am
Period 2	10.05 am – 11.15 am
Morning Tea	11.15 am – 11.45 am
Period 3	11.45 am – 12.55 pm
Lunch	12.55 pm – 1.40 pm
Period 4	1.45 pm – 2.55 pm

Assessment and Reporting

All students receive an electronic assessment planner within the first two weeks of each semester. This is able to be accessed through their OneSchool front page and also through QParents. This planner assists students to plan their workload to assist them to achieve at their best.

Assessment at Sandgate District State High School is measured against explicitly stated criteria and is supported by classroom preparation and support activities. Students develop their ability to problem-solve, analyse, evaluate, compare and contrast, recall, locate and select relevant information. Every student has the opportunity to succeed in assessment tasks and explicit feedback and Academic Mentoring processes assist students to improve future progress.

Students at Sandgate District State High School generally receive a written report four times per year. Parents also have the opportunity for scheduled parent teacher interview evenings twice per year. These dates are available on the school website calendar. The following reports are offered at Sandgate District State High School:

	Style	Information included
Term 1	Interim progress report	Achievement, Effort, and Behaviour ratings
Term 2	Semester 1	
Term 3	Interim progress report	
Term 4	Semester 2	

* Distribution graphs showing where your child's result sits in relation to the rest of the cohort are included with your child's report.
**Year 12 students do not receive an interim report for Term 3 or a Semester 2 report.

Planning a Course of Study

Students at Sandgate District State High School are offered a balanced program of study aligned with the Australian Curriculum. They are presented with the opportunity to select subjects within particular key learning areas of the Australian Curriculum. This enables each student to explore their individual interests and develop their skills and ability in these areas. The amount of choice students have increases with each year.

Subject choices are limited to places available within a class, based on maximum numbers and specialist teacher and facility availability. It is essential that both you and your child return subject enrolment forms as soon as possible to maximise your chances of successful enrolment in your chosen electives.

Connect @ Sandgate is our wellbeing and personal development program. In the junior school students will learn skills and strategies that empower them to be well equipped to successfully navigate their journey through high school, socially, emotionally and academically.

PERMAH+ at Sandgate District State High School	
Positive Emotion	While life will present many challenges to all of us, we need the skills to acknowledge what we are grateful for, to hold ourselves in high regard, and to be optimistic. Resilience in students at Sandgate District State High School is fostered through developing skills in positive emotion.
Engagement	When we're engaged, we're full present in what we're doing. In developing skills in engagement, students will better be able to focus on the task at hand and complete things to the best of their ability. Furthermore, resilience is developed through engagement, and students develop their ability to healthily balance their external stressors and the moment they are in.
Relationships	Relationships are an integral part of the human experience; in fact, connection to others is one of the single best determiners of long-term health and wellbeing. Through Connect @ Sandgate District State High School, students will develop skills in how to positively engage with fellow community members and make meaningful connections with those around them.
Meaning	Meaning is all about the understanding of how we contribute to the bigger picture, and the role we play in our community. Meaning is not about the individual; it's about seeing that we matter to, and impact upon, our community. At Sandgate District State High School, all students develop an understanding of their integral role in the overall welcoming and accepting nature of the school.
Accomplishments	Without working towards and celebrating our accomplishments, it's hard to feel like we're making progress. At Sandgate District State High School, students will engage in goal setting, achievement tracking, and meaningful reflection of the challenges they have overcome. In keeping with our school's mission, it is all about Expanding Horizons – taking in where we are, and seeing where we are capable of going.
Health	Health refers to how well we are able to check in with ourselves, and engage in healthy self-care. Health in Connect @ Sandgate District State High School is all about proactive measures students can take to maintain their wellbeing. This includes learning about sleep hygiene, mindfulness, and so much more.

YEAR 8 COURSE OVERVIEW

Year 8 students at Sandgate District State High School will study a maximum of 6 subjects at the same time. Each subject will provide three 70-minute lessons per week. Students will also have one 70-minute period for Connect (wellbeing and personal development), parade and one 70-minute period for sport. The Year 8 course structure is outlined below. Students will also have Connect for 10 minutes each day.

Learning Area	Year 8 Subjects
Subjects Studied All Year	
English	English or Excelsior English ^
Mathematics	Mathematics or Excelsior Mathematics ^
Science	Science or Excelsior Science ^
Humanities	Humanities or Excelsior Humanities ^ (History, Geography, Civics and Citizenship, and Economics and Business)
Connect	Well-being and personal development (120 minutes per week – including assembly and Year Level Parades)
Subjects Studied for 1 Semester	
Health and Physical Education	Health and Physical Education or Athlete Development Program * (studied all year) Sport Inter/Intra-School including Australian Rules Football and Rugby League Development Programs (1 period per week all year)
Languages	Japanese German Literacy Support Program #
Elective Subjects – Subjects studied for 1 Term In Year 8, students select two elective subjects in Technologies and two elective subjects in The Arts*. Subjects are selected during the subject selection process.	
Technologies	Digital Technologies Food Specialisations Design and Technologies
The Arts	Dance Drama Media Arts Music Visual Art
	Music Excellence Program~ Dance Excellence Program~

^Entry to Excelsior classes for English, Mathematics, Science and Humanities is by separate application and selection based on entry test results and academic results.
*ADP is a year-long program with students only studying one subject in The Arts and Technologies in yr 8.
#The Literacy Support Program is provided to students with a language exemption which is determined by individual needs.
~Music Excellence and Dance Excellence Programs are by audition and are studied in addition to The Arts curriculum subjects.

YEAR 8 SUBJECT COURSE GUIDES

English

In Year 8 English, teaching and learning is based on the three interrelated strands of language, literature and literacy which are fundamental to the Australian Curriculum: English. These strands develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts for enjoyment, developing appreciation of the aesthetic aspects of texts and language. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts to persuade, entertain, analyse and inform.

Learning Experiences

- Listen to a range of spoken and multimodal texts including speeches, poetry recitals, songs and music videos.
- Read factual texts, poetry, short stories and a novel.
- View speeches, short films, documentaries and episodes from a teen television drama series.
- Speak in front of audiences to engage, analyse, inform and share opinions.
- Write responses that consolidate and develop grammar, punctuation and spelling knowledge and skills.
- Create texts that entertain, analyse and reflect.

Assessment

- Monologue exploring an issue from a teen drama series (live performance).
- Novel review.
- Multimodal presentation analysing First Nations people's perspectives in texts.
- Narrative in response to poetry.

Mathematics

In Year 8 Mathematics, students develop their mathematical understandings and skills across the three strands: number and algebra, measurement and geometry and statistics and probability. The curriculum focuses on developing students' mathematical understanding, fluency, reasoning, and problem-solving skills so that students can respond to familiar and unfamiliar situations involving mathematics.

Learning Experiences

Year 8 students engage with the curriculum in four units across the year.

Semester 1

- Unit 1 – Number, Indices, Decimals and Percentages
- Unit 2 – Measurement, Statistics and Probability

Semester 2

- Unit 3 – Rates and Ratio, Linear Relationships
- Unit 4 – Geometry and Algebra

Assessment

In Junior Mathematics, students complete with three assessments per semester.

- Two Exams: Short answer test, Mid Semester and End of Semester
- One PSMT: Problem Solving and Modelling Task (assignment)

Science

In Year 8 Science, students cover the four main areas of science: Biological, Chemical, Physical and Earth and Space Sciences. Over the course of the year, students build on their Scientific Inquiry Skills through experimentation, research, and engagement in class activities related to each of the four main areas. They investigate how science can be used to solve real-world problems and the implications of this for different groups in society.

Learning Experiences

- Students will actively participate and engage in classwork through topics including:
- types of energy and the influence on objects
- geological formation processes
- impacts of natural disasters and technology associated with detection/ prevention
- elements, compounds, and mixtures
- chemical and physical properties of matter
- development of cell theory
- use of microscopes to identify cell types
- body systems and how they allow for functioning of the body (including dissections)

Assessment

Throughout junior sciences, students engage in the below types of assessment. In year 8, students will be exposed to these and provided with scaffolding to help familiarise them with the structures of scientific writing.

- Experimental Inquiry: presented as an experimental report
- Short response examinations
- Research assignments

Humanities

The Year 8 Humanities subjects provide a broad understanding of the world in which we live, and how people may participate as active and informed citizens, developing the analytical skills required for living in the twenty-first century. Humanities consists of 4 areas of study based on the Australian Curriculum - History, Geography, Civics and Citizenship and Economics and Business. The year 8 study requirements are:

Semester 1: History

Medieval History **–** Students gain an historical understanding of the period c.650-1750CE moving from ancient to the modern world. Specifically, the investigation focuses on Medieval Europe and The Vikings through participating in the process of historical inquiry and source analysis. Students develop critical thinking skills whilst investigating key concepts such as continuity and change, cause and effect, varying perspectives, empathy, significance and contestability.

Semester 2: Geography

Changing Nations and Landscapes and Landforms – Students investigate the human geography of countries including population, through the related concepts of migration and urbanisation. Students also examine the processes that create landforms, and how landscapes such as the Sandgate foreshore are managed using criteria such as social, economic and environmental factors and their effect on landforms.

*****A Civics and Citizenship short course is combined with History in Semester 1, and an Economics and Business short course is combined with Geography in Semester 2.

Learning Experiences

Students will actively participate in activities such as:

- Using evidence to prove a hypothesis and form an historical argument
- Identifying varied perspectives found in sources across societies now and in the past
- Researching and evaluating points of view with empathy
- Using timelines to represent events and time periods
- Conducting geographical field work to collect data
- Field sketching, creating surveys, maps, graphs, and tables
- Analysing data sets to formulate recommendations for change
- Creating reports, projects and investigations to represent findings
- Examining business concepts to make financial decisions

Assessment

- Semester 1: An historical investigation, an examination and a Civics project.

- Semester 2: A Geographical Investigation and Examination, and an Economics and Business Examination.

Health and Physical Education (HPE)

In Health and Physical Education, the curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. Students will acquire movement skills and strategies that enable them to confidently and competently participate in a range of physical activities. They will learn to apply and transfer the movement skills and concepts to a variety of physical activities.

Learning Experiences

- Theoretical: Investigate a range of physical, emotional, social and intellectual changes occurring during adolescence. Students identify the factors that contribute to sustainable health, impacts of social influences and investigate the increase in adult expectation as they transition towards independence.
- Modified games and sport
- Students demonstrate control and accuracy when performing specialised movement sequences and skills

Assessment

- Practical Tasks
- Written (tests, reports/assignments)
- Presentations

Academy of Sport – Athlete Development Program

The Athlete Development Program follows the Health and Physical Education course guide as stated above. This is a specialist program where students physical and mental abilities will be extended through the incorporation of external providers and experienced staff. These experiences are designed to extend the students abilities so that they will be able to apply these skills to their own specific sport. This program will be studied all year.

Learning Experiences

- Investigate health practices throughout the community, identify situations where they may be at risk and how adolescents respond to these. Examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing.
- ADP students will also investigate training programs, energy systems, anatomy and physiology along with sport specific training adaptations
- Modified games and sport
- Students demonstrate control and accuracy when performing specialized movement sequences and movement strategies as well as body and movement concepts.
- External inclusions- Acceleration Australia (sprint training) Physiotherapy screening, rehab program development, nutritionist, sport excursion and swim training performed by external coaches.

Assessment

- Practical Tasks
- Written (tests, reports/assignments)
- Presentations

Program Cost

ADP fee (to allow for enrichment opportunities)	$215
ADP and Sports Awards Dinner	Approximately $62 per person
ADP – training shirt	Approximately $33

Languages – German

In Year 8, German students will learn language about the following topics: Unit 1 – Daily life and Unit 2 – Living spaces. Languages provide opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning.

Learning Experiences

- discuss ideas in German in pairs and groups
- compose short texts in German and play language games
- listen to and view authentic texts
- research and participate in German cultural aspects

Assessment

Assessment reflects students' understanding of the two strands of the Australian Curriculum.

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning

Languages – Japanese

In Year 8, Japanese students will learn the following: My Daily Routine and My Town. Students are encouraged to communicate in Japanese within a range of contexts. Students use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal ideas. Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how scripts are used to create meaning. Students develop proficiency in reading and writing using hiragana and use high-frequency kanji to communicate meaning, in Japanese.

Learning Experiences

- embed the four macro skills of reading, listening, speaking and writing in class tasks
- compose short texts in Japanese using hiragana and kanji
- play games, participate in group work
- listen to and view authentic texts
- participate in cultural events

Assessment

Assessment reflects students' understanding of the two strands of the Australian Curriculum.

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning

Technologies - Digital Technologies

In Digital Technology, students acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with.

They further develop abstractions by identifying common elements while decomposing apparently different problems and systems to define requirements. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.

They broaden their programming experiences to include general-purpose programming languages, and incorporate subprograms into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems.

Students plan and manage individual projects with some autonomy. They consider ways of managing the exchange of ideas, tasks and files, and techniques for monitoring progress and feedback.

Learning Experiences
Students will:

- Investigate how digital systems represent text, image and audio data in binary
- Acquire data from a range of sources and evaluate authenticity, accuracy and timeliness
- Analyse and visualise data using a range of software to create information, and use structured data to model objects or events
- Define and decompose real-world problems taking into account functional requirements and technical and usability constraints
- Design the user experience of a digital system
- Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors
- Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language

Assessment

- Individual project – Gather eSports data and then present this data in a user friendly way using Excel
- Individual project – Use Python to complete coded solutions to a series of problems

Technologies - Food Specialisations

Students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating. Students analyse how foods are produced when designing managed environments and how these can become more sustainable. They apply design thinking to create a sustainable food production environment to address a school need or opportunity and explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.

Learning Experiences

- weekly cookery activities
- producing a food item by effectively applying safe and hygienic procedures in a designed environment
- collaborating and working individually throughout the process
- using project management processes to coordinate production.

Assessment

- Practical Tasks
- Written (reports/assignments)

Technologies – Industrial Technology and Design (ITD) – Design and Technologies

In Year 8 students investigate and select and use a variety of materials, systems, components, tools and equipment. Students consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions.

Content Strands
Engineering principles and systems - Analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions

Materials and technologies specialisation - Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment

Learning Experiences
In ITD, students design, produce and evaluate projects to meet the needs and wants of individual, families and communities in contemporary society, including aspects such as:

- Workplace health and safety
- Industrial literacies and communications
- Sustainable selection of materials and processes
- Engaging with emerging technologies
- Working creatively within constraints
- Developing criteria for success
- Developing design ideas, Graphical representation techniques (including CAD)
- Competing design factors
- How to justify choices
- How motion force and energy are used in control systems
- Project management process
- Production of designed solutions

Assessment
Students are assessed on their Knowledge and Understanding & Processes and Production Skills through Practical projects and Logbook.

- Engineering principles and systems – Laser-It (bag tag)
- Materials and technologies specialisation – Shape-It (kitchen utensil) & Hold-It (mosaic trivet)

The Arts – Dance

In Dance, students learn through movement as artists and audience through the practices of choreography, performance and appreciation. Student participate in an active manner to develop knowledge and skills in Dance, focussing on the communication of meaning through movement. Through making and responding, students develop skills in and understanding of their dance making by becoming increasingly proficient in using choreographic, performance and appreciating practices. As students learn about dance, they broaden their experiences of dance styles and challenge ideas about the world around them.

Learning Experiences
Students will:

- explore dance as an art form through choreography, performance and appreciation
- extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention
- understand that safe dance practices underlie all experiences in the study of dance
- develop technical skill, increasing their confidence, accuracy, clarity of movement and projection
- perform within their own body capabilities and work safely in groups.

Assessment

- in class group performance and group choreography task
- exam demonstrating understanding of dance elements

The Arts – Drama

In Drama, students learn by drawing on the human experience as a source for ideas. Students engage with the dramatic elements, and develop skills and techniques as they explore a range of styles. Through making and responding, students develop practical and critical understanding of how the elements of drama can be manipulated to create dramatic works.

Learning Experiences
Students will:

- build on their understanding of role, character and relationships
- use voice and movement to sustain character and situation
- use focus, tension, space and time to enhance drama
- incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- maintain safety in dramatic play and in interaction with other actors

Assessment

- performance of a published play text in a small group

The Arts – Media Arts

In Media Arts, students explore how stories and ideas are communicated through technologies such as film, television, social media, photography, video games and online platforms. Students learn how images, sound and text can be combined to create meaning for different audiences.

As an art form in the twenty-first century, Media Arts allows students to experiment with both familiar and emerging technologies. They develop skills in creating and responding to media while exploring how media reflects and influences society, culture and everyday life.

Learning Experiences
Students will:

- identify how media artworks communicate ideas and engage audiences
- explore basic media elements such as images, sound, text, camera angles and editing
- experiment with storytelling through simple media forms such as short videos, photo stories or digital designs
- develop an understanding of how meaning is shaped by purpose, audience and context
- explore media from different cultures, times and places
- begin to use media conventions such as shot types, genre and simple narrative structures

Assessment

- folio of media tasks (e.g. photo story, short video, digital design) responding to a brief
- short written or multimodal responses analysing how media artworks communicate meaning
- simple reflections or artist statements explaining ideas and choices

The Arts – Music

In Music, students learn about the elements of music through performing, composing and responding. They develop technical and compositional skills through performance and composition, drawing on a range of musical styles to expand their repertoire. Students consider the reasons for making music and develop an appreciation for the development of musical styles throughout history.

Learning Experiences
Students will:

- Practise and rehearse music to develop technical and expressive skills
- Analyse composers' use of the elements of music and stylistic features when listening to music
- Develop musical idea, by combining and manipulating the elements of music
- Experiment with texture and timbre in sound sources using aural skills

Assessment

- performance of music work and composition of music works
- Responding to music works analysing and evaluating the use of music elements

The Arts - Visual Art

In Visual Art, students create two-dimensional and three-dimensional artworks and respond to a range of artworks from local to internationally recognised artists. Students reflect critically on their own experiences and responses to the work of artists in the development of their own works. They draw on the world around them as a source of ideas and develop an appreciation for the manipulation of art elements.

Learning Experiences
Students will:

- Experiment with visual arts conventions and techniques, to represent a theme, concept or idea
- Develop ways to enhance their intentions as artists through exploration of how artists use materials, techniques, technologies and processes
- Practise techniques and processes to enhance representation of ideas in their art-making
- Analyse how artists use visual conventions in artworks

Assessment

- folio of 2D and 3D artworks
- Reflect to own work, Stimulus or Artwork of other artists

YEAR 9 COURSE OVERVIEW

Year 9 students at Sandgate District State High School will study a maximum of 6 subjects at the same time. Each subject will provide three 70-minute lessons per week. Students will also have one 70-minute period for Connect (wellbeing and personal development) and one 70-minute period for sport. The Year 9 course structure is outlined below.

Learning Area	Year 9 Subjects Subjects Studied All Year	
English	English or Excelsior English^	
Mathematics	Mathematics or Excelsior Mathematics^	
Science	Science or Excelsior Science^	
Humanities	Humanities or Excelsior Humanities^ (History, Geography, Business & Economics and Civics & Citizenship)	
Connect	Well-being and personal development (120 minutes per week – including assemblies and Morning Connect)	
	Subjects Studied for 1 Semester	
Health and Physical Education	Health and Physical Education or Athlete Development Program* (studied all year)	Sport Inter/Intra-School including Australian Rules Football and Rugby League Development Programs(1 period per week all year)
Elective Subjects – Subjects studied for 1 semester In Year 9, students study three semester length elective subjects across Languages, Technologies and The Arts learning areas.		
Languages	Japanese German	
Technologies	Digital Technologies Food Specialisations Materials and Technologies Specialisation	

	Engineering Principals and Systems
The Arts~	Dance Drama Music Media Art Visual Art

^Entry to Excelsior classes for English, Mathematics, Science and Humanities is by separate application and selection based on entry test results.
*The Athlete Development Program is a year length program with students only studying one subject in The Arts and Technologies or Languages in Year 9.
~Music Excellence and Dance Excellence Programs are by audition and are studied in addition to The Arts curriculum subjects.

YEAR 9 SUBJECT COURSE GUIDES

English

In Year 9 English, teaching and learning is based on the three interrelated strands of language, literature and literacy which are fundamental to the Australian Curriculum: English. These strands develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts for enjoyment, developing appreciation of the aesthetic aspects of texts and language. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts to persuade, entertain, analyse and inform. In Year 9, texts deal with more sophisticated themes and issues, higher levels of abstraction and require understanding of intertextual allusions.

Learning Experiences

- Listen to a range of spoken and multimodal texts including speeches, Ted Talks and VLOGS.
- Read factual texts, short stories and a novel.
- View texts from a science fiction television series and films from the Asia-Pacific region.
- Speak in front of audiences to engage, evaluate, inform and share opinions.
- Write responses that consolidate and develop grammar, punctuation and spelling knowledge and skills.
- Create texts that entertain, persuade, review and analyse.

Assessment

- Opinion editorial on issues impacting teens
- Analytical Essay in response to a novel
- Speculative fiction narrative under exam conditions.

Mathematics

In Year 9 Mathematics, students develop their mathematical understandings and skills across the three strands: number and algebra, measurement and geometry and statistics and probability. The curriculum focuses on developing students' mathematical understanding, fluency, reasoning, and problem-solving skills so that students can respond to familiar and unfamiliar situations involving mathematics.

Learning Experiences

Year 9 students engage with the curriculum in four units across the year.
Semester 1

- Unit 1 – Number, Indices, Decimals and Percentages
- Unit 2 – Measurement, Statistics and Probability

Semester 2

- Unit 3 – Rates and Ratio, Linear Relationships
- Unit 4 – Geometry and Algebra

Assessment

In Junior Mathematics, students complete with three assessments per semester.

- Two Exams: Short answer test, Mid Semester and End of Semester
- One PSMT: Problem Solving and Modelling Task (assignment)

Science

In Year 9, students cover the four main areas of science: Biological, Chemical, Physical and Earth and Space Sciences. Over the course of the year, students build on their Scientific Inquiry Skills through experimentation, research, and engagement in class activities related to each of the four main areas. They investigate how science understanding is refined over time, and the technological advances that are linked to scientific discoveries.

Learning Experiences

Students will actively participate and engage in classwork through topics including:

- how coordinated responses by body systems maintain homeostasis
- sexual and asexual reproduction
- heat transfer and its impacts on housing construction
- waves and the transfer of energy
- carbon cycling and spheres
- chemical reactions and their uses in society
- radioactivity and radioactive decay

Assessment

Throughout junior sciences, students engage in the below types of assessment. In year 9, students will be exposed to these and provided with scaffolding to help familiarise them with the structures of scientific writing.

- Experimental Inquiry: presented as an experimental report
- Short response examinations
- Research assignments

Humanities

The Year 9 Humanities subjects provide a broad understanding of the world in which we live, and how people may participate as active and informed citizens, developing the analytical skills required for living in the twenty-first century. Humanities consists of 4 areas of study based on the Australian Curriculum - History, Geography, Civics and Citizenship and Economics and Business. The year 9 study requirements are:

1 Semester of History

Modern History **–** Students gain an historical understanding of the making of the modern world from 1750-1918. In an era of European influence across the world, the study focuses on Australia and the impacts of colonisation on our First Nations people and migrant experiences. Concepts relating to governance and way of life are also examined. A study on Australia's involvement in WW1 1914-1918, completes student's investigations through the process of historical inquiry and source analysis. A short course in Civics and Citizenship is studied during the History course.

1 Term of Geography

Geographies of interconnections and Biomes and food security – Students investigate how people interact socially, economically and environmentally with a variety of places. They examine how we are interconnected including telecommunications and transport. Students explore distinctive aspects of biomes, food production and food security with a lens on comparing Australia to nations across the world.

1 Term of Economics and Business

Global Economies – Students are introduced to the concept of 'economy'. Australia as a part of a regional and global economy is investigated through contemporary events, issues and case studies. Students will become familiar with the workplace, managing financial risks and rewards, and what makes a competitive business.

Learning Experiences

Students will actively participate in activities such as:

- Locating valid evidence to prove a hypothesis and form an historical argument
- Identifying varied perspectives found in sources across societies now and in the past

- Researching and evaluating points of view with empathy
- Analysing data sets to formulate recommendations for change
- Creating reports, articles and presentations to represent findings

Assessment

- Historical Investigation
- Short response examination
- Business Report Extract

Health and Physical Education (HPE)

In Health and Physical Education, the curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to celebrate and respect difference and diversity and identify what a respectful relationship is and how empathy and ethical decision making contributes. Students will acquire movement skills and strategies that enable them to confidently and competently participate in a range of physical activities. They will learn to apply and transfer the movement skills and concepts to a variety of physical activities.

Learning Experiences

- Theoretical: Investigate health practices throughout the community and identify situations where they may be at risk and how adolescents respond to these. They examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing.
- Modified games and sport
- Students demonstrate control and accuracy when performing specialised movement sequences and skills

Assessment

- Practical Tasks
- Written (tests, reports/assignments)
- Presentations

Academy of Sport – Athlete Development Program

The Athlete Development Program follows the Health and Physical Education course guide as stated above. This is a specialist program where students physical and mental abilities will be extended through the incorporation of external providers and experienced staff. These experiences are designed to extend the students abilities so that they will be able to apply these skills to their own specific sport. This program will be studied all year.

Learning Experiences

- Investigate health practices throughout the community, identify situations where they may be at risk and how adolescents respond to these. Examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing.
- ADP students will also investigate training programs, energy systems, anatomy and physiology along with sport specific training adaptations
- Modified games and sport
- Students demonstrate control and accuracy when performing specialized movement sequences and movement strategies as well as body and movement concepts.
- External inclusions- Acceleration Australia (sprint training) Physiotherapy screening, rehab program development, nutritionist, sport excursion and swim training performed by external coaches.

Assessment

- Practical Tasks
- Written (tests, reports/assignments)
- Presentations

Program Cost

ADP fee (to allow for enrichment opportunities)	$215
ADP and Sports Awards Dinner	Approximately $56 per student ($55-$60 per adult)
ADP – training shirt	Approximately $33

Languages – German

In Year 9, German students will learn language about the following topics: Unit 1: Music and Unit 2: Health.

Languages is designed to enable all students in Australia to learn a language in addition to English. Languages provide opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning.

Learning Experiences

- discuss ideas in German in pairs and groups
- compose short texts in German and play language games
- listen to and view authentic texts
- research and participate in German cultural aspects

Assessment

Assessment reflects students' understanding of the two strands of the Australian Curriculum.

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning

Languages – Japanese

Year 9 Japanese consolidates and builds upon beginning language elements and communication through the study of the following units: Unit 1: My character and Unit 2: Leisure Time

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences.

Learning Experiences

- embed the four macro skills of reading, listening, speaking and writing in class tasks
- compose short texts in Japanese using hiragana, katakana and kanji
- play games, participate in group work
- listen to and view authentic texts
- participate in cultural events

Assessment

Assessment reflects students understanding of the two strands of the Australian Curriculum.

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning

Technologies - Digital Technologies

In Digital Technology, students analyse problems and design, implement and evaluate a range of digital solutions, including programming, 3D modelling and data theory. Students use structured

data to analyse, visualise, model and evaluate objects and events. They learn how to develop multilevel abstractions, and identify standard elements such as searching and sorting in algorithms.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs.

Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing solutions. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Learning Experiences

- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
- Analyse simple compression of data and how content data is separated from presentation
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data
- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs
- Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics
- Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases
- Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability

Assessment

- Individual task – Design, program and evaluate a Microbit device that provides a useful function for someone
- Individual task – Design, discuss and evaluate your own eSports console, controller and game, and create 3D representations using Blender

Technologies - Food Specialisations

Students analyse how characteristics and properties of food, determine preparation techniques and presentation when designing solutions for healthy eating. They apply design thinking as they develop a savoury parcel that fuses elements from two cultures and explore how social, ethical and environmental issues influence the design of a food product to create preferred futures for the school community. Students also investigate and make judgments on the ethical and sustainable production and marketing of food.

Learning Experiences

- weekly cookery activities
- producing a food item by effectively applying safe and hygienic procedures in a designed environment
- collaborating and working individually throughout the process
- using project management processes to coordinate production.

Assessment

- Practical Tasks
- Written (reports/assignments)

Technologies – Materials & Technology Specialisation (TMT)

This subject has been designed to provide students with knowledge about the characteristics of working methods, ideas, tools and materials. Useful life skills are developed throughout this subject. Through Materials and Technologies Specialisation, students can become discriminating, informed, innovative users and evaluators of products. They have the opportunity to work with and develop an understanding of the environment in which they interact daily. The knowledge gained provides them with the potential to create products to meet technological needs.

Materials and Technologies Specialisation is also a good skill development subject towards an apprenticeship or other technical type vocational pathway. Students will solve design problems by employing a design process. This includes communicating design strategies, justifying decisions, building a practical product and appraising the final product against design criteria.

Learning Experiences

Materials and Technologies Specialisation aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Apply safety work practices
- Develop personal and interpersonal skills
- Describe industry practices
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse manufacturing tasks to organise materials and resources
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use visual representations & design thinking to generate design ideas and communicate these to a range of audiences
- Select and apply production skills and procedures in manufacturing tasks to a range of materials, systems, components, tools and equipment creatively, competently and safely
- Plan and adapt production processes
- Create products & designed solution from specifications
- Evaluate industry practices, production processes and products, and make recommendations

Assessment

Students are assessed on their Knowledge and Understanding & Processes and Production Skills through practical projects and logbook.

- Unit 1: Light-It (Lighting design)
- Unit 2: Trink-It (Jewellery/wearables design)
- Unit 3: Hoop-It (custom basketball desk toy)

Technologies - Engineering Principles & Systems (TES)

This subject focuses on organising components into systems so that they work together to achieve a specific purpose or goal. Students will develop the skills to control everyday systems in a range of ways. This subject will prepare students to participate in our rapidly changing, technological world.

Students will solve design problems by employing a design process. This includes communicating design strategies, justifying decisions, fabricating/building/servicing a practical product and appraising the final product against success criteria. Engineering Principles & Systems is also a good skill development subject towards an apprenticeship or other technical type vocational pathway.

Learning Experiences

Engineering Principles & Systems aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Apply safe work practices
- Develop personal and interpersonal skills

- Describe industry practices
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse fabrication & servicing tasks to organise materials and resources
- Select and apply production skills and procedures in fabrication tasks
- Use visual representations and language conventions and features to communicate for particular purposes
- Plan and adapt production processes
- Produce designed solutions by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely
- Evaluate industry practices, production processes and products, and make recommendations

Assessment
Students are assessed on their Knowledge and Understanding & Processes and Production Skills through Practical projects and Logbook.

- Unit 1: Carry-It (Sheetmetal carry all)
- Unit 2: Drag-It (C02 Dragster)
- Unit 3: Fabricate-It (sheet metal creature)

The Arts – Dance

In Dance, students learn through movement as artists and audience through the practices of choreography, performance and appreciation. Student participate in an active manner to develop knowledge and skills in Dance, focussing on the communication of meaning through movement. Through making and responding, students develop skills in and understanding of their dance making by becoming increasingly proficient in using choreographic, performance and appreciating practices. As students learn about dance, they broaden their experiences of dance styles and challenge ideas about the world around them.

Learning Experiences
Students will:

- explore dance as an art form through choreography, performance and appreciation
- extend technical skills, increasing their confidence, accuracy, clarity of movement and projection
- reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography
- extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions
- build on their awareness of the body and how it is used in particular dance styles

Assessment

- in class group performance and group choreography task
- analysis and evaluation of the elements of dance and dance conventions in a range of response styles

The Arts – Drama

In Drama, students learn by drawing on the human experience as a source for ideas. Students engage with the dramatic elements, and develop skills and techniques as they explore a range of styles. Through making and responding, students develop practical and critical understanding of how the elements of drama can be manipulated to create dramatic works.

Learning Experiences
Students will:

- refine and extend their understanding and use of role, character, relationships and situation
- extend the use of voice and movement to sustain belief in character
- maintain focus and manipulate space and time, language, ideas and dramatic action
- explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama

- evaluate actors success in expressing the directors intentions and the use of expressive skills in drama they view and perform

Assessment
- performance of a published play text in a small group, devising a dramatic concept
- analysis and evaluation of the elements of drama and dramatic conventions in a range of response styles

The Arts – Music

In Music, students learning about the elements of music through performing, composing and responding. They develop technical and compositional skills through performance and composition, drawing on a range of musical styles to expand their repertoire. Students consider the reasons for making music and develop an appreciation for the development of musical styles throughout history.

Learning Experiences
Students will:
- extend technical and expressive skills in performance
- build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music
- evaluate performers success in expressing the composers intentions and expressive skills in music they listen to and perform
- learn that over time there has been further development of different traditional and contemporary styles as they explore music forms

Assessment
- performance of music work and composition of music works
- - musical element exams and analysis and evaluation of musical elements and concepts in a range of styles.

The Arts - Visual Art

In Visual Art, students create two-dimensional and three-dimensional artworks and respond to a range of artworks from local to internationally recognised artists. Students reflect critically on their own experiences and responses to the work of artists in the development of their own works. They draw on the world around them as a source of ideas and develop an appreciation for the manipulation of art elements.

Learning Experiences
Students will:
- refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
- identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints

Assessment
- folio of 2D and 3D artworks
- artist statements and analysis and evaluation of visual in a range of response styles

The Arts - Media Art

In Media Art, students create representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet, and mobile media. As an art form evolving in the twenty-first century, Media Art enables students to use existing and emerging technologies as they explore imagery, text, and sound. Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies.

Learning Experiences

Students will:

- analyse the way in which audiences make meaning and how audiences interact with and share media artworks
- explore meaning and interpretation, forms and elements, and social, cultural and historical influences of media arts as they make and respond to media artworks
- refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions
- draw on media arts from a range of cultures, times and locations as they experience media arts

Assessment

- folio of digital artworks and designs from brief
- artist statements and analysis and evaluation of visual in a range of response styles

YEAR 10 COURSE OVERVIEW

Year 10 students at Sandgate District State High School will study a maximum of 6 subjects at the same time. Each subject will provide three 70-minute lessons per week. Students will also have one 70-minute period for Connect (wellbeing and personal development) and one 70-minute period for sport. The Year 10 course structure is outlined below.

Learning Area	Year 10 Subjects Compulsory Subjects Studied All Year	
English	English or Excelsior English^	
Mathematics	Mathematics or Excelsior Mathematics^	
Science	Science or Excelsior Science^	
Connect	Well-being and personal development (120 minutes per week – including assemblies and Morning Connect)	
Excelsior Humanities^	Excelsior Humanities^ History for one semester and selection of one Humanities elective subject.	
	Compulsory Subject Studied for One Semester	
Humanities	Core History	
	Elective Subjects – Subjects studied for 1 semester In Year 10, students study five semester length elective subjects in Humanities, Languages, Technologies and The Arts learning areas. Some subjects offer two units providing study across the year. Unit 1 (1 semester)	Unit 2 (1 semester)
Humanities	Geography Civics and Citizenship (Legal Studies) Economics and Business Ancient History	
Health and Physical Education	HPE Unit 1	HPE Unit 2
	Athlete Development Program* (studied all year) Sport Inter/Intra-School including Australian Rules Football and Rugby League Development Programs (1 period per week all year)	
Languages	Japanese Unit 1	Japanese Unit 2
	German Unit 1	German Unit 2
Technologies	Digital Technologies Unit 1	Digital Technologies Unit 2
	Food Specialisations	
	Materials and Technologies Specialisation	
	Engineering Principles and Systems	
	Design and Technologies Extension	
	Engineering Excellence: Formula High School * (studied all year)	
The Arts~	Dance Unit 1	Dance Unit 2
	Drama Unit 1	Drama Unit 2
	Music Unit 1	Music Unit 2
	Media Art Unit 1	Media Art Unit 2
	Visual Art Unit 1	Visual Art Unit 2

^Entry to Excelsior classes for English, Mathematics, Science and Humanities is by separate application and selection based on entry test results.
*Athlete Development Program and Engineering Excellence are year length programs with students only studying 4 semester units in other elective subjects.
~Music Excellence and Dance Excellence Programs are by audition and are studied in addition to The Arts curriculum subjects.

YEAR 10 SUBJECT COURSE GUIDES

English

In Year 10 English, teaching and learning is based on the three interrelated strands of language, literature and literacy which are fundamental to the Australian Curriculum: English. These strands develop students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts for enjoyment, developing appreciation of the aesthetic aspects of texts and language. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts to persuade, entertain, analyse and inform. In Year 10, texts deal with more sophisticated themes and issues, higher levels of abstraction and require understanding of intertextual allusions. Additionally, students develop critical understanding of the contemporary media and the differences between media texts.

Learning Experiences

- Listen to a range of spoken and multimodal texts including speeches, Ted Talks and news media reports.
- Read factual texts, news media articles, a Shakespearean play, short stories and a novel.
- View film interpretations of Shakespearean plays, excerpts from satirical television series, news media and current affair segments
- Speak in front of audiences to inform, analyse, and share opinions.
- Write responses that consolidate and develop grammar, punctuation and spelling knowledge and skills.
- Create texts that inform, analyse, review, entertain and analyse.

Assessment

- Vlog on media bias.
- Essay in response to satirical texts (exam).
- Narrative intervention in response to a novel
- Imaginative response to a Shakesperean play

Mathematics

In Year 10 Mathematics, students develop their mathematical understandings and skills across the three strands: number and algebra, measurement and geometry and statistics and probability. The curriculum focuses on developing students' mathematical understanding, fluency, reasoning, and problem-solving skills so that students can respond to familiar and unfamiliar situations involving mathematics.

Year 10 students engage with the curriculum in four units across the year.

Semester 1

- Unit 1 – Statistics, Linear Relationships and Simultaneous Equations
- Unit 2 – Applications of Pythagoras and Trigonometry, and Geometry

Semester 2

- Unit 3 – Non-Linear Relationships
- Unit 4 – Introduction to Senior Mathematics

Note: In Unit 4, students will engage with Year 10 subject matter that will directly prepare them for their chosen senior maths subject.

Assessment

In Junior Mathematics, students complete with three assessments per semester.

- Two Exams: Short answer test, Mid Semester and End of Semester
- One PSMT: Problem Solving and Modelling Task (assignment)

Science

In Year 10, students cover the four main areas of science: Biological, Chemical, Physical and Earth and Space Sciences. Over the course of the year, students deepen their Science Understanding and application of Scientific Inquiry Skills through experimentation, research, and engagement in class activities related to each of the four main areas. They investigate how science understanding is refined over time, and the technological advances that are linked to scientific discoveries

Learning Experiences
Students will actively participate and engage in classwork through topics including:

- genetics and patterns of inheritance
- theory of evolution and natural selection
- factors that influence the motion of objects
- rates of chemical reaction
- origin and evolution of the universe
- patterns of global climate change

Assessment
Throughout junior sciences, students engage in the below types of assessment. In year 10, students independently demonstrate their understanding of science concepts and skills. Students will be provided the option to engage with assessment experiences similar to what might be seen in general science subjects in year 11.

- Experimental Inquiry: presented as an experimental report
- Short response examinations
- Research assignments

Humanities

The Year 10 Humanities subjects provide a broad understanding of the world in which we live, and how people may participate as active and informed citizens, developing the analytical skills required for living in the twenty-first century. The year 10 study requirements are:

1 Semester of History (compulsory)
Core History – Students gain an historical understanding of the modern world and Australia (1918-present). This study focuses on 2 depth studies: World War II (1939-1945), and Rights and Freedoms in the Globalised World (1945- present).

1 Semester Electives

Geography
Environmental change and management, and Geographies of Human Wellbeing – Students investigate a type of environment using geographical concepts to recommend sustainable change to challenges, and they measure and map human wellbeing and development across various societies with a focus on Africa, international aid and Australia's role.

Economics and Business
Business productivity, growth and living standards - Students investigate the factors that influence economic and financial decision making including the government's role in the management of the economy and living standards in Australia.

Civics and Citizenship Education
Government and democracy, Law and citizens and Citizenship, diversity and identity- Students engage with ideas on democracy, specifically Australia's form of government and compare this with other government structures. The court system, laws and the constitution are a key focus, along with considering challenges faced in keeping a cohesive society.

Ancient History
Students with a passion for the ancient world will investigate Mesopotamia and its artefacts. Students will engage with an exciting unit on the Vikings where they are historians evaluating and analysing sources.

Learning Experiences
Students will actively participate in activities such as:

- Conducting investigations specific to the field of study
- Using subject specific skills to engage with data
- Formulate recommendations for change
- Creating reports, articles and presentations to represent findings
- Engaging in rigorous discussion on topical world, regional and local issues

Assessment

- Independent Source Investigation
- Examination
- Geographical Investigation
- Business Report

Health and Physical Education (HPE)

In Health and Physical Education, the curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations.

Learning Experiences

- Theoretical: Investigate risk-taking behaviours and assess realistic responses to being encouraged to take unnecessary risks, and compare personal decisions with regard to alcohol and drugs. Investigate the role of social media in decision-making behaviours with regard to alcohol/drugs and access services available to support and provide advice on alcohol-related issues. Students will also engage in integrated learning experiences to explore ethics and integrity concepts along with the development of a sports psychology project.
- Modified games and sport
- Students demonstrate control and accuracy when performing specialised movement sequences and skills

Assessment

- Practical Tasks
- Written (tests, reports/assignments)
- Presentations

Academy of Sport – Athlete Development Program

The Athlete Development Program follows the Health and Physical Education course guide as stated above. This is a specialist program where students physical and mental abilities will be extended through the incorporation of external providers and experienced staff. These experiences are designed to extend the students abilities so that they will be able to apply these skills to their own specific sport. This program will be studied all year.

Learning Experiences

- Investigate health practices throughout the community, identify situations where they may be at risk and how adolescents respond to these. Examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing.
- ADP students will also investigate training programs, energy systems, anatomy and physiology along with sport specific training adaptations
- Modified games and sport

- Students demonstrate control and accuracy when performing specialized movement sequences and movement strategies as well as body and movement concepts.
- External inclusions- Acceleration Australia (sprint training) Physiotherapy screening, rehab program development, nutritionist, sport excursion and swim training performed by external coaches.

Assessment
- Practical Tasks
- Written (tests, reports/assignments)
- Presentations

Program Cost

ADP fee (to allow for enrichment opportunities)	$215
ADP and Sports Awards Dinner	Approximately $62 per person
ADP – training shirt	Approximately $33

Languages – German

In Year 10, German students will learn language about the following topics: Unit 1: Music and Unit 2: Health

Languages provide opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning.

Learning Experiences
- discuss ideas in German in pairs and groups
- compose short texts in German and play language games
- listen to and view authentic texts
- research and participate in German cultural aspects

Assessment
Assessment reflects students' understanding of the two strands of the Australian Curriculum.
- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning

Languages - Japanese

Japanese study in year 10 provides students with the opportunity to consolidate their previous years of their study in Japanese language. Students develop communication skills in listening, reading, speaking and writing skills. Year 10 Japanese provides a solid foundation for further study in years 11 and 12. Japanese in year 10 consists of the following units of study: Unit 1: School Life, Unit 2: Shopping, Unit 3: Healthy Lifestyles, Unit 4: Transition to senior

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. Students use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences.

Learning Experiences
- embed the four macro skills of reading, listening, speaking and writing in class tasks
- compose short texts in Japanese using hiragana, katakana and kanji
- play games, participate in group work
- listen to and view authentic texts
- participate in cultural events

Assessment
Assessment reflects students' understanding of the two strands of the Australian Curriculum.

- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning

Technologies - Digital Technology

In Digital Technology, students analyse problems and design, implement and evaluate a range of digital solutions, including 3D modelling and virtual reality. Students use structured data to analyse, visualise, model and evaluate objects and events. They learn how to develop multilevel abstractions, and identify standard elements such as searching and sorting in algorithms.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing solutions. They consider the privacy and security implications of how data are used and controlled, and suggest how policies and practices can be improved to ensure the sustainability and safety of information systems.

Learning Experiences
Students will:

- Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems
- Analyse simple compression of data and how content data is separated from presentation
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data
- Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs
- Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics
- Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases
- Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability

Assessment

- Individual task – Create an interactive website using HTML and CSS
- Individual task – Find programmed solutions to a series of problems using a Raspberry Pi and SenseHat LED matrix
- Individual task – Design, generate and evaluate 3D objects using Blender
- Individual task – Design, generate and evaluate a VR game using Blender, Unity and Oculus

Technologies - Food Specialisations

Students investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating. They critically analyse factors (including social, ethical and sustainability considerations) that impact on designed solutions for global preferred futures. Students apply design thinking as they develop a breakfast food item and explore how social, ethical and environmental issues influence the design of a food product to create preferred futures for the school community.

Learning Experiences

- weekly cookery activities
- producing a food item by effectively applying safe and hygienic procedures in a designed environment
- collaborating and working individually throughout the process
- using project management processes to coordinate production.
- involvement in school functions

Assessment

- Practical Tasks
- Written (reports/assignments)

Technologies – Materials & Technology Specialisation (TMT)

This subject has been designed to provide students with knowledge about the characteristics of working methods, ideas, tools and materials. Useful life skills are developed throughout this subject. Through Materials and Technologies Specialisation, students can become discriminating, informed, innovative users and evaluators of products. They have the opportunity to work with and develop an understanding of the environment in which they interact daily. The knowledge gained provides them with the potential to create products to meet technological needs. Materials and Technologies Specialisation is also a good skill development subject towards an apprenticeship or other technical type vocational pathway. Students will solve design problems by employing a design process. This includes communicating design strategies, justifying decisions, building a practical product and appraising the final product against design criteria.

Learning Experiences

Materials and Technologies Specialisation aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Apply safe work practices
- Develop personal and interpersonal skills
- Describe industry practices
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse manufacturing tasks to organise materials and resources
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use visual representations and design thinking to generate design ideas and communicate these to a range of audiences
- Select and apply production skills and procedures in manufacturing tasks to a range of materials, systems, components, tools and equipment creatively, competently and safely
- Plan and adapt production processes
- Create products and designed solution from specifications
- Evaluate industry practices, production processes and products, and make recommendations

Assessment

Students are assessed on their Knowledge and Understanding & Processes and Production Skills through practical projects and logbook.

- Unit 1: Furnish-It (Table)
- Unit 2: Design-It (LED lighting design)

Technologies - Engineering Principles & Systems (TES)

This course focuses on providing students with knowledge about the characteristics of working methods and use of workshop machines, welders, power tools, hand tools and engineering materials. Useful life skills are developed throughout this subject. Year 10 Engineering Principles & Systems is also a good skill development subject towards an apprenticeship or other technical type vocational pathway.

This subject focuses on organising components into systems so that they work together to achieve a specific purpose or goal. Students will develop the skills to control everyday systems in a range of ways. This subject will prepare students to participate in our rapidly changing, technological world.

Learning Experiences
Engineering Principles & Systems aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Apply safe work practices
- Develop personal and interpersonal skills
- Describe industry practices
- Demonstrate fundamental production skills
- Interpret drawings and technical information
- Analyse fabrication tasks to organise materials and resources
- Select and apply production skills and procedures in fabrication tasks
- Use visual representations and language conventions and features to communicate for particular purposes
- Plan and adapt production processes
- Create products from specifications
- Evaluate industry practices, production processes and products, and make recommendations

Assessment
Students are assessed on their Knowledge and Understanding & Processes and Production Skills through practical projects and logbook.

- Unit 1: Flat Pack-It (CNC Plasma Cut Chair/Table)
- Unit 2: Lock-It (Sheetmetal Cashbox)
- Unit 3: Dig-It (Folding shovel)

Costs
Work, Health and Safety Laws require specific clothing be worn by a person in manual work zones to minimize risk to their health or safety. Safe Work Uniform (cotton drill work trousers – Navy & Cotton button up long sleeve work shirt – Orange & Navy 2 tone) and steel cap work boots. Approximate cost starts at $150+. Students will also need to hire a locker for $5/semester to store project and safe work uniform.
Students enrolled in Year 10 TES / Certificate 2 in Engineering Pathways / Certificate 2 Automotive Vocational Preparation/ Formula High School are required to wear the Safe Work Uniform.

Design Technology Extension (DTX)

This course transitions to Senior Engineering or Design. Students selecting this subject should have a strong academic background. The problem-solving process in DTX involves the practical application of Science, Technology, Engineering and Mathematics (STEM) knowledge to develop sustainable products, processes and services. Engineers & Designers use their technical and social knowledge to solve problems in ways that meet the needs of today's individuals, communities, businesses and environments, without compromising the potential needs of future generations.

Students who study DTX develop technical knowledge, creativity and problem-solving skills that enable them to respond to and manage ongoing technological and societal change. Students learn to explore complex, open-ended problems and develop prototype solutions.

When students engage in problem-based learning, they recognise and describe problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine their physical or virtual prototype solutions. Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their solutions. The problem-based learning framework in DTX encourages students to become self-directed learners, and develop beneficial collaboration and management skills.

Learning Experiences
Design Technology Extension aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Develop confidence as critical users of technologies and designers and producers of designed solutions
- Investigate, generate and critique innovative and ethical designed solutions for sustainable futures
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- Evaluate processes and designed solutions and transfer knowledge and skills to new situations
- Understand the roles and responsibilities of people in design and technologies occupations and how they contribute to society

Assessment
Students are assessed on their Knowledge and Understanding & Processes and Production Skills through practical projects and logbook.

- Unit 1: Prototype-It (CAD & rapid prototyping)
- Unit 2: Span-It (engineered structure)
- Unit 3: Imagine-It (creative solutions)

The Arts - Dance

In Dance, students learn through movement as artists and audience through the practices of choreography, performance and appreciation. Student participate in an active manner to develop knowledge and skills in Dance, focussing on the communication of meaning through movement. Through making and responding, students develop skills in and understanding of their dance making by becoming increasingly proficient in using choreographic, performance and appreciating practices. As students learn about dance, they broaden their experiences of dance styles and challenge ideas about the world around them.

Learning Experiences
Students will:

- explore dance as an art form through choreography, performance and appreciation
- extend technical skills, increasing their confidence, accuracy, clarity of movement and projection
- reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography
- extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions
- build on their awareness of the body and how it is used in particular dance styles

Assessment

- in class group performance and group choreography task
- analysis and evaluation of the elements of dance and dance conventions in a range of response styles

The Arts – Drama

In Drama, students learn by drawing on the human experience as a source for ideas. Students engage with the dramatic elements, and develop skills and techniques as they explore a range of styles. Through making and responding, students develop practical and critical understanding of how the elements of drama can be manipulated to create dramatic works.

Learning Experiences
Students will:

- refine and extend their understanding and use of role, character, relationships and situation
- extend the use of voice and movement to sustain belief in character
- maintain focus and manipulate space and time, language, ideas and dramatic action
- explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama
- evaluate actors success in expressing the directors intentions and the use of expressive skills in drama they view and perform

Assessment

- performance of a published play text in a small group, devising a dramatic concept
- analysis and evaluation of the elements of drama and dramatic conventions in a range of response styles

The Arts – Music

In Music, students learning about the elements of music through performing, composing and responding. They develop technical and compositional skills through performance and composition, drawing on a range of musical styles to expand their repertoire. Students consider the reasons for making music and develop an appreciation for the development of musical styles throughout history.

Learning Experiences
Students will:

- extend technical and expressive skills in performance
- build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music
- evaluate performers success in expressing the composers intentions and expressive skills in music they listen to and perform
- learn that over time there has been further development of different traditional and contemporary styles as they explore music forms

Assessment

- performance of music work and composition of music works
- musical element exams and analysis and evaluation of musical elements and concepts in a range of styles

The Arts - Visual Art

In Visual Art, students create two-dimensional and three-dimensional artworks and respond to a range of artworks from local to internationally recognised artists. Students reflect critically on their own experiences and responses to the work of artists in the development of their own works. They draw on the world around them as a source of ideas and develop an appreciation for the manipulation of art elements.

Learning Experiences
Students will:

- refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
- identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints

Assessment

- folio of 2D and 3D artworks
- artist statements and analysis and evaluation of visual in a range of response styles.

The Arts - Media Art

In Media Art, students create representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet, and mobile media. As an art form evolving in the twenty-first century, Media Art enables students to use existing and emerging technologies as they explore imagery, text, and sound. Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies.

Learning Experiences

Students will:

- refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
- identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints

Assessment

- folio of 2D and 3D artworks
- artist statements and analysis and evaluation of visual in a range of response styles

SIGNATURE PROGRAMS

Sandgate District State High School offers a number of signature programs which allow suitably talented and motivated students to extend their learning in their chosen field. Applications are invited for membership of the Excelsior program classes for year 8-10 students in 2027. Students are required to demonstrate a high level of achievement, effort, behaviour, collaboration and creativity to be offered a place in an Excelsior program class each year. This will be determined through a mix of Report Card results in conjunction with an examination focused on Creative Thinking Processes. Applications are due 5 June 2026.

Excelsior program classes will be offered for English, Mathematics, Science and Humanities in Years 7 through to 10.

Signature Programs:

- Excelsior Program
  - Excelsior English
  - Excelsior Maths
  - Excelsior Science
  - Excelsior Humanities
- Athlete Development Program
- Music Excellence Program
- Dance Excellence Program
- Engineering Excellence Program

EXCELSIOR

Excelsior *(Latin adverb) Ex•cel•si•or.* Onwards and upwards.

Sandgate District State High School is proud to offer the Excelsior Program. This innovative and exciting program allows students from year 7-10 to tailor their learning experiences in an environment specifically targeted towards enrichment (onwards) and extension (upwards). Based on the Australian Curriculum, the Excelsior Program offers students the opportunity to develop:

- Higher order thinking skills
- Creativity, innovation and problem-solving skills
- Global citizenship, team building, collaborative and communication skills
- Competitions, excursions and unique learning opportunities
- Industry, business or university partnerships

Students who are members of the Excelsior program classes are offered flexibility to enrich, extend, compress or accelerate their learning in individual subject areas via an application process.

Subject Cost: Students enrolled in the Excelsior subjects will incur a subject fee to allow for the enrichment opportunities (eg competitions, materials and events)

Subject	Cost
Excelsior English	$ 30
Excelsior Maths	$ 30
Excelsior Science	$ 30
Excelsior Humanities	$ 30

Excelsior English

Excelsior English offers students numerous opportunities for enrichment and extension. The mandatory and assessable aspects of the curriculum are compressed within Excelsior English to provide students with the opportunity to work on an enrichment portfolio for a portion of each week. These enrichment portfolios culminate in the creation of artefacts and/or projects that extend upon the knowledge and skills of the core curriculum, allowing participants to pursue relevant interests and further develop their strengths in English. Additionally, in Excelsior English, text selection is designed to be challenging and will feature interaction with texts typically 'above' year level.

Excelsior Mathematics

Students in Excelsior Mathematics will study the Australian Curriculum at year level and concurrently with their peers. By compressing the curriculum and guided by the elements of creative and critical thinking and developing 21st century skills, students will be provided with opportunities to think, work and report like a mathematician developing their problem solving and mathematical modelling skills in tasks shared with the wider school community at completion. Where available, students will be offered additional opportunities to extend their mathematical thinking in competitions.

Excelsior Science

Students in Excelsior Science will engage in science learning at level with their peers. By compressing the curriculum, opportunities will be provided to students in order to enrich their science critical and creative thinking skills, personal and social capability, and provide avenues for students to pursue unit related topics that are of personal interest to them. Additionally, students will be provided opportunities to engage in science activities external to the school throughout the year (fees may apply).

Excelsior Humanities

Excelsior Humanities is an enrichment course that complements the core humanities program based on the Australian Curriculum. This course suits students who have a desire to delve into topics in greater scope, actively engaging in History, Geography, Civics and Citizenship, Economics and Business. The focus of enrichment occurs through active citizenship to stimulate change on a global issue in an ever-changing world. Extending and enhancing the skills of inquiry through participation in deeper learning, using a critical lens, students further develop analytical, evaluative and social-emotional skills that are at the heart of humanities. Students will have opportunity to nominate and engage in activities such as competitions, forums, and public speaking (fees may apply).

Athlete Development Program

The Athlete Development Program follows the Health and Physical Education Australian Curriculum at year level. This is a specialist program where students physical and mental abilities will be extended through the incorporation of external providers and experienced staff. These experiences are designed to extend the students abilities so that they will be able to apply these skills to their own specific sport.

Learning Experiences

- Theoretical: Investigate health practices throughout the community and identify situations where they may be at risk and how adolescents respond to these. They examine changes that occur as sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing.
- Modified games and sport
- Students demonstrate control and accuracy when performing specialised movement sequences and skills
- External inclusions- Acceleration Australia (sprint training) Physiotherapy screening, rehab program development, nutritionist, sport excursion.

Assessment

- Practical Tasks
- Written (tests, reports/assignments)
- Presentations

Program Cost

ADP fee (to allow for enrichment opportunities)	$215
ADP and Sports Award Dinner	Approx. $62 per person
ADP Shirt	Approx. $33

Dance Excellence Program

The Dance Excellence is an extension program with a focus on performance. This program is for students in years 7 to 12 who demonstrate exceptional talent in Dance. Students will be challenged and extend their abilities in a high-level performance troupe.

The program focusses on engaging students in performance through a variety of performance styles. Students will develop technical skills through weekly rehearsals with Dance staff and visiting choreographers and dance professionals. Students will have the opportunity to interact with like-minded students across the school and work with senior mentors as they continue their music development.

The Dance Excellence Program runs as an extra-curricular program outside of school hours.

The Dance Excellence program is available for students from Years 7-12, where students will:

- Develop an appreciation of a range of dance styles through a varied choreographic program
- Rehearse and refine technical skills to enhance the communication of meaning in Dance.
- Engage with professional artists in practical learning opportunities,
- Accelerate their music development towards Senior Dance and external Performance opportunities

Students involved in the Dance Excellence program will also be participants in the Dance Troupe program run during Sport lessons.

Assessment
Students will be assessed on a folio of performances across each semester. Assessment tasks will be based on the Australian Curriculum – The Arts (Dance), General Capabilities (Critical and Creative Thinking; Personal and Social Capability) in Year 7-10 and a range of external Dance Syllabus'.

Program Entry Requirements
All students who wish to enrol in the Dance Excellence Program will need to complete an Application Form (with their enrolment pack for those entering in Year 7) and attend an audition to demonstrate their current level of performance ability.

Program Cost

Dance Extension Resource Scheme Fee (Includes Dance Troupe Fee)	$180
Bus Fees to Eisteddfods and Performances	Approx. $50 per year
Various excursions to see performances, visiting artist fees – invoiced throughout year	

Music Excellence Program

The Music Excellence is an extension program with a focus on performance. This program is for students in years 7 to 12 who demonstrate exceptional music talent, instrumental and/or vocal. The program focusses on engaging students in performance through a variety of ensemble groups, solo and chamber performances in a wide range of musical styles that suit their music style. Students will develop music theory, composition, improvisation, and performance skilled through weekly tutorials provided by school staff. Students will have the opportunity to interact with like-minded students across the school and work with senior mentors as they continue their music development.

The Music Excellence program is available for students from Years 7-12, where students will:

- Develop music theory understanding and application, through study of the AMEB theory syllabus – ability to earn QCE points through accredited exams.
- Enhance their musicianship through practical performance-based learning
- Rehearse and practice music to develop technical skill and enhance their appreciation for different music styles
- Engage with professional artists in practical learning opportunities to engage with real world music making opportunities.
- Accelerate their music development towards Senior Music and Music Extension in Year 12

Assessment
Students will be assessed on a folio of performances across each semester and on work completed in tutorials. Assessment tasks will be based on the Australian Curriculum – The Arts (Music), General Capabilities (Critical and Creative Thinking; Personal and Social Capability) in Year 7-10 and the QCAA Music Extension Syllabus for Year 11 and 12.

Program Entry Requirements
All students who wish to enrol in the Music Excellence Program will need to complete an Application Form (with their enrolment pack for those entering in Year 7), attend an audition to perform repertoire that is representative of the level of performance ability and participate in an interview with music staff.

Program Cost

Music Resource Scheme Fee – invoiced at start of year if not participating in Instrumental Music Program	$60
Music Instrument Hire (if required)	$120
Music Shirt – invoiced in March	$40
Various excursions to see performances, visiting artist fees – invoiced throughout year	

Engineering Excellence Program - Formula High School

Formula High School is an Excellence program for high performing Year 10 students who are considering an ATAR pathway and are interested in developing their practical skills. In Year 10, students undertake a Certificate II in Engineering Pathways for 3 lessons a week which culminates in the fabrication of a Le Mans Formula High School race car. The fabrication program concludes at the end of Year 10 allowing students to focus on their Year 11 ATAR pathways. However, in Year 11 students will be provided with 1 lesson each week (during Connect Horizons) to prepare the car they built for racing at the annual Formula High School Race Day held at Lakeside Raceway.

Learning Experiences
Projects and practical activities set the context within which the key elements of the course are delivered. Some of the learning experiences students can expect from this course include:

- Safe work practices in manufacturing and engineering, manual handling and working in a team.
- Use hand tools, power tools, engineering workshop machines, electric welding machines and fabrication machines.
- Organising and communicating information including developing a career plan.

Assessment
Students complete theory and practical assessment tasks for each of the 12 units of competency in the course.

Entry Requirements
Completing the course is challenging. To be considered, students will require very good / excellent effort and behaviour grades across all Year 9 subjects & 85%+ in class attendance. It would also be an advantage for students to have completed Year 9 TES or TMT.

Program Costs

Certificate II course cost	No cost for students who are eligible for a subsidised training place under VET in Schools (VETiS) funded by the Queensland Government. Cost of the course if not VETiS funded is $5,060.
Safe Work Uniform (cotton drill work trousers - Navy & Cotton button up long sleeve work shirt) and steel cap work boots.	Approximately $150+
Locker to store safe work uniform and project components	$10
Racers License	$30 payable in Year 11 if students drive/race the Formula High School car at the Formula High School Race Day
Yr 10 Interschool Go kart Competition.	$50 payable if students drive on the day. Covers all fees including transport.

The Duke of Edinburgh's International Award

Sandgate District State High School is pleased to offer The Duke of Edinburgh's International Award. The Duke of Edinburgh's International Award is a leading structured (non-formal education) youth development program, empowering young Australians to explore their full potential and find their purpose, passion and place in the world.

The Duke of Edinburgh's International Award is available to students 14 years and over and is run as an extracurricular activity for students at Sandgate DSHS.

JUNIOR SECONDARY PATHWAYS

Learning Area and Subject Overview Table - Years 7 to 10

Table Key	Compulsory Study	2 Electives from Technologies and 2 from The Arts must be studied in both years 7 and 8*	Elective Studies

Learning Area	Year Level Subject			
	Year 7	Year 8	Year 9	Year 10
Connect	Connect	Connect	Connect	Connect
English^	English	English	English	English
Mathematics^	Mathematics	Mathematics	Mathematics	Mathematics
Science^	Science	Science	Science	Science
	History	History	History	History
	Geography	Geography	Geography	Geography
Humanities^	Civics and Citizenship	Civics and Citizenship	Economics and Business	Civics and Citizenship
				Economics and Business
Health and Physical Education	HPE or Athlete Development Program	HPE or Athlete Development Program	HPE or Athlete Development Program	HPE or Athlete Development Program
Languages	Japanese or German or Literacy Support#	Japanese or German or Literacy Support#	Japanese or German	Japanese or German
Technologies	Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies
	Food Specialisations	Food Specialisations	Food Specialisations	Food Specialisations
	Design and Technology	Design and Technology	Materials and Technologies Specialisation	Materials and Technologies Specialisation
			Engineering Principals and Systems	Engineering Principals and Systems
				Design and Technology Extension
				Formula High School
The Arts	Dance	Dance	Dance	Dance
	Drama	Drama	Drama	Drama
	Music	Music	Music	Music
	Visual Art	Visual Art	Visual Art	Visual Art
			Media Art	Media Art
	Dance Excellence	Dance Excellence	Dance Excellence	Dance Excellence
	Music Excellence	Music Excellence	Music Excellence	Music Excellence

^Excelsior is offered in English, Mathematics, Science and Humanities in Years 7 to 10. Entry requirements apply.
* Athlete Development Program has entry requirements. Students study one less subject of Technologies and The Arts in Years 7 and 8.
#The Literacy Support Program is provided to students with a language exemption which is determined by individual needs.
~Music Excellence and Dance Excellence Programs are by audition and are studied in addition to The Arts curriculum subjects.

MINIMUM PRE-REQUISITES FOR SENIOR SUBJECTS FOR 2027

(Year 10, Semester 1 Report)

The following table identifies the minimum achievement in year 10 subjects required to ensure students have the best opportunity for success in senior for each subject the school offers. Once the pre-requisite has been achieved, it must be maintained across the year.

Subject Name	Category	Pre-requisites
English as an Additional Language	General	C average in each Term and Semester of Year 10 English and completion of Eligibility Statement.
Essential English	Applied	Nil
Essential Mathematics	Applied	Nil
Furnishing Skills	Applied	
Hospitality Practices	Applied	Nil
Industrial Graphics	Applied	Nil
Information and Communication Technology	Applied	Nil
Media Arts in Practice	Applied	Nil
Science in Practice	Applied	Nil
Sport and Recreation	Applied	Nil
Visual Arts in Practice	Applied	Nil
Ancient History	General	C in Year 10 English
Biology	General	B in Year 10 Science B in Year 10 English C in Year 10 Mathematics
Business	General	C in Year 10 English
Chemistry	General	B in Year 10 Science B in Year 10 English C in Year 10 Mathematics
Dance	General	C in Year 10 English and Dance
Design	General	C in Year 10 English
Digital Solutions	General	C in Year 10 English and Digital Solutions
Drama	General	C in Year 10 English and Drama
Engineering	General	C in Year 10 Maths and Science
English	General	C average in each Term and Semester of Year 10 English
Geography	General	C in Year 10 English
German	General	C in Year 10 English and German
Japanese	General	C in Year 10 English and Japanese
Legal Studies	General	C in Year 10 English
General Mathematics	General	C in Year 10 Mathematics
Mathematical Methods	General	B in Year 10 Mathematics
Specialist Mathematics	General	B in Year 10 Mathematics
Modern History	General	C in Year 10 English
Music	General	C in Year 10 English and Music. Perform on an instrument or sing
Physical Education	General	C in Year 10 English
Psychology	General	B in Year 10 Science B in Year 10 English C in Year 10 Mathematics
Physics	General	B in Year 10 Science B in Year 10 English B in Year 10 Mathematics
Visual Art	General	C in Year 10 English. B in Year 10 Visual Art/Media Art
Certificate II in Automotive Vocational Preparation	VET	
Certificate II in Engineering Pathways	VET	
Certificate II in Tourism	VET	
Certificate III in Active Volunteering	VET	
Certificate III in Early Childhood Education and Care	VET	
Certificate III in Fitness	VET	C in Year 10 English
Certificate II in Workplace Skills	VET	
Diploma of Business	VET	B in Year 10 English
Final subject offerings each year may vary depending on student numbers and school resourcing considerations.		

C in Year 10 TMT

C in Year 10 TMT/TES

C in Year 10 TMT/TES - Incompatible subject with Formula High School

Nil

Nil

Nil

Nil

Students who have not met the pre-requisite for a subject on their Year 10, Semester 1 Report will not be offered a place in the subject at SET planning in term 3. Students who have not achieved a pre-requisite can work with their SET planning case manager to develop a plan to achieve the required result on their Semester 2 Report. Enrolment in the subject will be completed once the pre-requisite has been achieved, subject to availability of space in the subject at that time.