

MAROOCHYDORE STATE HIGH SCHOOL

STRIVE ~ SERVE ~ SUCCEED ~ SHINE



OUR VISION

EXCELLENCE IN EDUCATION FOR ALL

Year 8 & 9

2018



VERSION DATE July 2017
This information is correct at time of publication but subject to change

Department of Education and Training
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JUNIOR SECONDARY CURRICULUM

Maroochydore State High School ensures every student has the opportunity to be well prepared for life through a high standard of personalised education. Our learning environment whilst based on strong traditional values, also features an innovative and dynamic curriculum, rich digital learning experiences and it is enhanced by excellent teaching and resources.

Our curriculum philosophy recognizes a number of principles specific to junior secondary schooling.

1. Teaching strategies, learning experiences and curriculum offerings cater to the developmental stages of young people. The needs of junior secondary students (Years 7, 8 and 9) are very different to those of senior secondary students (Years 10, 11 and 12).
2. Junior secondary schooling is based around a broad and general education with a central core of English, Maths, Science and Humanities; we seek to build relationships, engage students and lay the foundations for success in the senior school. This is shaped by the Australian curriculum.
3. The junior secondary curriculum has a distinct focus on literacy and numeracy and includes social, cultural, scientific, technological and kinaesthetic learning.

Students in Years 8 and 9 follow the Australian Curriculum and is administered by the Australian Curriculum, Assessment and Reporting Authority (ACARA), an independent statutory body, is responsible for the development and administration of this national curriculum, the national assessment of student achievement and the reporting of school educational outcomes.

The following subjects are compulsory for all students in Junior Secondary (Years 8 and 9)

- English
- Mathematics
- Science
- Humanities and Social Sciences (History and Geography)
- Health and Physical Education

	Year 8	Year 9
CORE	<input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Humanities and Social Sciences (History and Geography) <input type="checkbox"/> Health and Physical Education <input type="checkbox"/> Japanese (LOTE)	<input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Humanities and Social Sciences (History and Geography) <input type="checkbox"/> Health and Physical Education
ELECTIVES	Students study each of the following for one term. <ul style="list-style-type: none"> • Digital Technologies • Industrial Design and Technology • Life Technologies • Visual Art 	Students select four electives (two per semester) <ul style="list-style-type: none"> • Business – New Wealth • Business Technology and Communication • Design and Technology • Digital Technologies • Drama • Health and Physical Education • Japanese • Life Technologies – Food • Life Technologies - Fashion • Shop A • Shop B • STEAM (Science, Technology, Engineering, Arts and Maths) • Visual Art
SPECIALIST	<ul style="list-style-type: none"> • Drive Academic Excellence class • Specialist Sport • Specialist Music • Specialist Encore 	<ul style="list-style-type: none"> • Specialist Sport • Specialist Music • Specialist Encore

CURRICULUM SNAPSHOT -

Year 8

Key Learning Area	Time Studied	
ENGLISH	3 x 70min lessons per week	
MATHEMATICS	3 x 70min lessons per week	
HUMANITIES AND SOCIAL SCIENCES	3 x 70min lessons per week	
SCIENCE	3 x 70min lessons per week	
HEALTH AND PHYSICAL EDUCATION	3 x 70min lessons per week (1 semester)	
JAPANESE	3 x 70min lessons per week (1 semester)	
ELECTIVE SUBJECTS Students study each of the following for one term.	Digital Technologies Industrial Technology and Design Life Technology – Food and Textiles Visual Art	3 x 70min lessons per week (1 term)
SPECIALIST SUBJECTS Students study one of the following for the entire year (Please note students must have studied these subjects in Year 7 and have auditioned for selection into these classes.)	Drive Specialist Encore Specialist Music Sports Development	3 x 70min lessons per week (all year)

REACH FOR THE STARS



Textbooks and Resources

The school runs a Text & Resource Management Scheme (SRS). Parents can voluntarily join the scheme or elect to purchase these same texts and learning resources (including publications, work sheets, diaries, etc., as listed on the "Subject Resource List").

The scheme purchases in bulk and has the buying power to significantly reduce the cost to parents of texts and learning resources compared to parents purchasing them privately.

The SRS is approved by the P&C Association each year. Once SRS has been paid, your child automatically receives an initial printing balance of \$5.00. Students have access to five networked black and white laser printers and one networked colour printer. Once students have exhausted this money, they will need to contribute further funds to re-enable their printing account. This can be done in the Information Centre.



2018 Year 8 Stationery Requirements

All Subjects	<input type="checkbox"/> Blue, black and red biros <input type="checkbox"/> Pencils, pencil sharpener and eraser <input type="checkbox"/> 1 x wooden ruler (metal not permitted) <input type="checkbox"/> 1 x stapler <input type="checkbox"/> 1 pair of scissors	<input type="checkbox"/> 1 glue stick <input type="checkbox"/> Pencil case <input type="checkbox"/> 4 x Highlighters <input type="checkbox"/> Pencil case <input type="checkbox"/> Coloured pencils	
CORE SUBJECTS			
English (3 lessons/ week)	<input type="checkbox"/> 1 x 128 page A4 exercise book for classroom journal <input type="checkbox"/> "Voices on the Coast" (optional) <input type="checkbox"/> 8GB USB Drive <input type="checkbox"/> Laptops required for Online Literacy in class and Homework Program, Research Tasks and Assignment Draft Work including Multi Modal Oral Tasks	Mathematics (3 lessons/ week)	<input type="checkbox"/> A4 96 page book binder <input type="checkbox"/> Scientific calculator <input type="checkbox"/> 30cm ruler, drawing compass, protractor <input type="checkbox"/> Document wallet <input type="checkbox"/> Entry into Australian Mathematics Competition
Humanities (3 lessons/ week)	<input type="checkbox"/> 1 x 128 page A4 exercise book	Science (3 lessons/ week)	<input type="checkbox"/> 1 x 128 page A4 exercise book
HPE (3 lessons/ week) * ONE SEMESTER	<input type="checkbox"/> 1 x A4 64 page exercise book <input type="checkbox"/> Hat <input type="checkbox"/> Sunscreen	Japanese (3 lessons/ week) * ONE SEMESTER	<input type="checkbox"/> 1 x 128 page A4 exercise book
ELECTIVE SUBJECTS			
Art (3 lessons/week) * ONE TERM	<input type="checkbox"/> 2 x 2B pencil <input type="checkbox"/> Artline Black Finetip Pen	Digital Technologies (3 lessons/week) * ONE TERM	<input type="checkbox"/> 1 x 96 page A4 exercise book <input type="checkbox"/> USB Drive (8GB Recommended) <input type="checkbox"/> Student needs to ensure their printing account has a positive balance at all times (approx \$2.50 per term) <input type="checkbox"/> Students must be part of the BYOx program to take this subject. iPads will not be suitable for this subject
Industrial Design and Technology (3 lessons/week) * ONE TERM	<input type="checkbox"/> 1 x 2H Pencil <input type="checkbox"/> 2 x HB Pencil	Life Technologies (3 lessons/week) * ONE TERM	<input type="checkbox"/> Weekly cooking ingredients for food practical <input type="checkbox"/> Container to take food home <input type="checkbox"/> Pins
SPECIALIST SUBJECTS			
Drive (3 lessons/week) * ONE TERM	<input type="checkbox"/> 1 x 96 page A4 notebook <input type="checkbox"/> Selected project materials for community presentation as required	Encore (3 lessons/week) * ALL YEAR	<input type="checkbox"/> USB Drive (2GB Recommended) <input type="checkbox"/> 1 x 96-page Exercise Book <input type="checkbox"/> Additional photocopying as required
Specialist Music (3 lessons/week) * ALL YEAR	<input type="checkbox"/> 1 x music book (must have manuscript) <input type="checkbox"/> 1 x Display folder <input type="checkbox"/> Master Your Theory (Dulcie Holland) Grade One <input type="checkbox"/> Display folder <input type="checkbox"/> Own instrument where applicable	Sports Development (3 lessons/week) * ALL YEAR	<input type="checkbox"/> 1 x 96-page exercise book <input type="checkbox"/> Hat <input type="checkbox"/> Sunscreen
Instrumental Music	<input type="checkbox"/> Reeds <input type="checkbox"/> String tuition - rosin, shoulder rest, spare strings, relevant textbook.		

BYOd (BRING YOUR OWN DEVICE)

Maroochydore State High School recognizes the critical role that Digital Technologies play in enhancing student learning outcomes.

Digital Technologies:

- Enhance independence and self-initiated learning among students
- Promotes the development of 21st Century teaching and learning
- Facilitates the creation and sharing of knowledge
- Allows differentiation in learning

To facilitate this, **Maroochydore SHS embraces a Bring Your Own Device (BYOd) program for all students.**

Being part of BYOd program has many benefits including but not limited to:

- Students who access their own computers take greater pride and ownership over the knowledge they create and are more independent learners
- A flow-on to more flexible forms of schooling
- 1-to-1 programs extend formal learning communities to include parents, siblings and other people important in students' lives.

What is a Bring Your Own Device (BYOD) scheme?

Students are required to provide their own laptop device for usage at school. The school will provide access to the internet, printing services and shared network drives for these devices and allow students to use the devices in class to support teaching and learning.

One of the rationales for the BYOd scheme is that students will be comfortable using a device that they "own" and manage themselves. They should be familiar with how it works and the software installed on the device.

Parents will be provided with a minimum specifications table to assist in purchasing a suitable Windows or Apple device.

A fee of \$40 is payable to cover technical support and licensing.

USER PAYS SUBJECT FEES

These are additional direct costs for consumables and these are outlined on the separate "Subject Resource List". They cover excursions, activities and materials that are course requirements.

Additional excursions and activities may arise but these are elective rather than a course requirement.

In Years 8, there is one charge for each class.

In Year 9, there will be separate charges dependent upon the subjects selected.

INSTRUMENTAL MUSIC

The school offers instruction on the following instruments: percussion, woodwind, brass and strings. There are some additional fees attached to these classes.

Lessons are held during school time. Students may sign up for these classes at the start of the school year. There are a limited number of school instruments available for loan. For performances, black pants/long black skirts will be required. Please contact the Music Department for more information.

Students must have long black dress pants.

Students enrolled in Instrumental Music are required to pay a fee if hiring a school instrument.

All students pay a fee which goes to photocopying / purchase of ensemble music and part of fee contributes to maintenance of school instruments. These fees do not cover any private tuition

ART

Subject type:	Year 8	Duration:	12 months
	The Year 8 course runs across one school term (10-11 weeks) varying throughout the year.		
Aims	<p>The global or wider aims of the Junior Art Program reflect those of the P-10 Syllabus.</p> <ul style="list-style-type: none"> • To develop skills and creativity in the visual art process. • To acquire knowledge and understanding of the visual arts. • To develop discrimination and appreciation of the visual world (to value and be confident in one's own creative ability, to value the artistic contribution of others in and to our society). 		
Content	<p>All students are involved in creative learning experiences in some of the following areas:</p> <ul style="list-style-type: none"> • Printmaking. • Painting. • Sculpture – Clay. • Drawing – Mixed Media. <p>This course incorporates both practical and theoretical learning experiences.</p>		
Prerequisites	Nil		
Assessment	The emphasis is on experimenting with media and developing techniques while producing a small resolved folio of art work. This includes visual diary and finished small artworks.		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	Nil		
Careers	Art/Drama educator, Artist, Arts administrator, Art Gallery technician, Graphic Designer, etc		
Course Accreditation	N/A		

DIGITAL TECHNOLOGIES

Subject type:	Year 8	Duration:	One Term
	<p>This course is completed by all Year 8 Core Classes however it should be noted that Digital Technologies are integrated throughout the entire Junior Secondary curriculum.</p> <p>Students live in a technological world where digital technologies are integral to everyday situations. Digital Technologies include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated.</p> <p>Students independently and collaboratively work in online and stand-alone environments across a range of learning contexts, including coding.</p> <p>Applying Digital Technologies as a tool for learning assists students to become competent, discriminating, creative and productive users of Digital Technologies. Digital Technologies can be integrated in a variety of ways within and across all key learning areas to support thinking, learning, collaboration and communication.</p>		
Aims	<p>Students studying Digital Technologies will:</p> <ul style="list-style-type: none"> • use a range of advanced Digital Technologies functions and applications across key learning areas to • inquire, create, collaborate and communicate, and to efficiently manage information and data. • investigate and explain the main input, output, processing and storage devices and functions of Digital Technologies systems • describe a range of devices and processes for performing complex tasks using the correct Digital Technologies specific terminology • manage integrity of information and content in personal or collaborative digital environments including personal safety in cyberspace 		
Content	<ul style="list-style-type: none"> • Cybersafety • Computer Basics • Microsoft Office programs • Coding • Image manipulation • Digital Literacy • Robotics 		
Prerequisites	Nil		
Assessment	<ul style="list-style-type: none"> • Portfolio of work • Multimedia Assignment • Practical Assessment • Notebook 		
Special subject requirements	<p>Students will need to provide:</p> <ul style="list-style-type: none"> • 4 GB (min) USB • 48 page notebook • Pen • School diary 		
Fees (Additional to SRS charges):	Nil		
Course Accreditation	N/A		

SPECIALIST ENCORE

Subject type:	Year 8	Duration:	12 months
Aims	<p>The Encore Program aims to set a thorough grounding for the Arts through their schooling. A combination of Drama, Art and Media, the different strands allow the students to work on various strengths at different times throughout the course. The units foster a group work and a sense of working with others when focusing on creativity and self-expression.</p> <p>It prepares the students for Drama, Art and Media for the Senior years of schooling.</p>		
Content	<ul style="list-style-type: none"> • Elements of Drama • Dance • Advertising • Commedia Dell'Arte – Animation? 		
Prerequisites	<ul style="list-style-type: none"> • Students who are prepared to participate, to experiment in performance and to workshop in the classroom to overcome and use nervous energy effectively in performance work. • Students who are prepared occasionally to appear foolish in order to learn through trying something new and different. 		
Assessment	<p>Responding: includes exploring, responding to, analysing and interpreting artworks</p> <p>Making: includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions</p>		
Special subject requirements			
Fees (Additional to SRS charges):	Theatre Excursion		
Careers	Involves working with people e.g. hospitality and travel industries, public relations work, teaching, nursing, demonstrating, advertising, performing arts, maybe even politics.		
Course Accreditation	N/A		

ENGLISH

Subject type:	Year 8	Duration:	12 months
Aims	<p>Students will already be familiar with most of the activities in which they become involved during this year, as the course is an extension of those communication skills previously acquired. English as a subject prioritises skills rather than content.</p> <p>The student's ability to be a capable and proficient writer, speaker and a critical reader, listener and viewer will be fostered through exposure to a wide variety of spoken, written and visual material, of both a literary and non-literary genre.</p> <p>Writing and speaking are to be understood as having meaningful purposes for particular audiences. Students will see that the conventions of language such as spelling, punctuation and structure are essential if the communication process is to be effective.</p> <p>The English Program is implementing The National Curriculum.</p>		
Content	<p>Students engage with a variety of texts for enjoyment and deconstruction. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.</p> <p>These texts include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Texts will include written and oral narrative traditions of Indigenous and Asian cultures.</p> <p>Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.</p> <p>Students create a range of imaginative, informative and persuasive types of texts</p> <p>Throughout the year, students are encouraged to enter English competitions in public speaking and writing, rehearse and improve each student's ability to communicate effectively when writing and publishing their work. This allocated literacy time supports individual's language and grammar development.</p>		
Prerequisites	Year 5 and Year 6 English		
Assessment	<p>Each term, students will be expected to demonstrate their learning and skills by presenting or submitting items of assessment:</p> <p>There are four complete units delivered over the year with a combination of oral and written Assessment Tasks:</p> <ul style="list-style-type: none"> • Comprehension Tasks • Essay Writing • Unseen Class Test • Digital Multimodal Visual, Oral & Written Task <p>Students are expected to draft and then edit their work before final submission by the due dates.</p>		
Special subject requirements	Nil		
Fees (Additional to SRS charges):			
Course Accreditation	N/A		

HEALTH AND PHYSICAL EDUCATION

Subject type:	Year 8	Duration:	Six months
Aims	<p>Health & Physical Education offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:</p> <ul style="list-style-type: none"> ▪ promoting the health of individuals and communities ▪ developing concepts and skills for physical activity ▪ enhancing personal development <p>Students are encouraged to act individually or collectively in socially appropriate ways, to enhance health and well being.</p> <p>They are encouraged to promote structures in society which support their own and others' health and well-being.</p>		
Content	<p>Active engagement in physical activity is a major emphasis in Health and Physical Education.</p> <p>This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium for learning.</p> <p>Following is one example of the physical activity units studied -</p> <p>Year 8: Modified games, Ultimate Frisbee, Paddle tennis, Softball or Hockey, Touch, AFL or Lacrosse, Cross Country, Athletics</p> <p>Following is an example of the Health and Development units studied -</p> <p>Year 8: Unit 1 My Fitness Profile In this unit, students will examine components of fitness and energy systems and how they relate to sporting performance</p> <p>Year 8: Unit 2 My Adolescent relationships In this unit, students recognise that they are becoming independent, and explore risk-taking behaviours and identity experimentation as they grow up. They explore respectful relationships with peers and how to conduct these relationships in real life and online.</p> <p>They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social-networking situations.</p>		
Prerequisites	Students should wear hats and sunscreens for all their outdoor activities whilst at school.		
Assessment	Students will be assessed on both physical activities and Health and Development units		
Special subject requirements	Hat, water, sunscreen		
Fees (Additional to SRS charges):	Nil		
Careers	Health and Fitness industry, Physiotherapy, Medical Sciences, Sport Sciences, Sports education etc		
Course Accreditation	N/A		

HUMANITIES AND SOCIAL SCIENCES

Subject type:	Year 8	Duration:	12 months
Aims	<p>The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period. Taken together they constitute the unique contribution history makes to the curriculum</p> <p>Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies.</p> <p>Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.</p> <p>The key inquiry questions for Year 8 are:</p> <ul style="list-style-type: none"> ▪ How do environmental and human processes affect the characteristics of places and environments? ▪ How do the interconnections between places, people and environments affect the lives of people? ▪ What are the consequences of changes to places and environments and how can these changes be managed? 		
Content	<p>Topics studied:</p> <p>Unit 1: Medieval Europe</p> <p>Unit 2: The decline of the Angkor Khmer Empire</p> <p>Unit 3: Landforms and landscapes</p> <p>Unit 4: Changing Nations</p>		
History			
Geography			
Prerequisites	Nil		
Assessment	<p>Assessment instruments include a range of tasks to develop key historical and geographical skills. Such tasks include research assignments, response to stimulus tests, multi-modal presentations and report writing.</p>		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<p>Year 8 Drive Class</p> <ul style="list-style-type: none"> • Geography Competition • History Competition • Living History Presentation <p>All Humanities Classes:</p> <ul style="list-style-type: none"> • Living History Presentation - Medieval Day • Field Trip (excursion) to the Mountains 		
Course Accreditation	N/A		

INDUSTRIAL TECHNOLOGY AND DESIGN

Subject type:	Year 8	Duration:	One term
Aims	<p>ITD places emphasis on design. Students will use a DMA (Design Make Appraise) approach to problem solving and the manufacture of projects.</p> <p>It is imperative that students develop a strong sense of safety and take responsibility for their own actions.</p> <p>Students will gain knowledge and skill through</p> <ol style="list-style-type: none"> The design and production of projects with assistance of the teacher; Research in technology; and Safety in the workplace. <p>Students will be given an assignment to complete both at home and at school.</p>		
Content	<p>Each student is to supply their own pencil (HB), and soft eraser. If required, manual drawing equipment such as set squares and compass will be supplied by the school.</p> <p>Students who are unable to comply with safety standards will be withdrawn from practical learning experiences.</p>		
Prerequisites	Nil		
Assessment	<p>ITD assessment comprises projects and design problem folios.</p> <p>Graphics classwork, assignments and computer drawings all contribute to assessment</p>		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	A subject fee applies to this subject for project materials and consumables.		
Course Accreditation	N/A		

JAPANESE

Subject type:	Year 8	Duration:	Six months
Aims	<p>The Japanese language course continues the language learning of previous years and introduces students to formalised language studies. The emphasis remains on communication and establishes positive learning habits to succeed with a scripted language. It is a communicatively based course encouraging students to use the language orally and investigate the characters, culture and art of traditional and modern Japan.</p> <p>Students of Japanese have the opportunity to engage with Japanese exchange students. These opportunities are very valuable in extending the student's knowledge and overall performance in this language, as well as a global/cultural appreciation.</p>		
Content	<ul style="list-style-type: none"> • Hobbies and daily routines • Travel 		
Prerequisites	Nil		
Assessment	<p>This course is one semester and is designed to give students a sample of language learning. During this time, communication skills will be determined by</p> <ul style="list-style-type: none"> • In class role play • Homework tasks • Formal reading/writing/listening tasks • Oral Presentations – ie Individual/Group 		
Special subject requirements	Nil		
Fees (Additional to SRS charges):			
Careers	<p>The academic focus in mainstream: nature of the language classes determines the learning approach, with an emphasis on the student's ability to maintain an interest in languages and to secure a sound foundation for Year 9 Japanese.</p>		
Course Accreditation	N/A		

LIFE TECHNOLOGIES – FOOD AND TEXTILES

Subject type:	Year 8	Duration:	10 weeks
Aims	<p>Life Technologies (Food) in Years 8 focuses on developing knowledge, understanding and skills that will support students to make healthy choices about food and nutrition. Students learn about this by exploring the influences on these choices and developing practical skills to support healthy choices.</p> <p>Organisation and content of the course is taken from Health and Physical Education (Food and Nutrition) and Design and Technologies (Food Specialisations) from the Australian Curriculum.</p> <p>Life Technologies (Textiles) focuses on the characteristics and properties of materials to design and produce sustainable products. Organisation and content of the course is taken from the Design and Technologies Curriculum (Materials and Technologies Specialisations) from the Australian Curriculum.</p>		
Content	Year 8 Units of work include: Fabulous Fibre, Out of the Box, Out of the Bag.		
Prerequisites	Students will need to supply cooking ingredients for food practicals. Textile requirements will be supplied by the school.		
Assessment	<p>Assessment will be continuous throughout the course. Assessment will consist of:</p> <ul style="list-style-type: none"> • Continuous Cookery • Practical Sewing Task • Theory booklets / Assignments • Food Design challenge 		
Special subject requirements			
Fees (Additional to SRS charges):	Nil		
Careers	N/A		
Course Accreditation	N/A		

MATHEMATICS

Subject type:	Year 8	Duration:	12 months
Aims	<p>The Australian Curriculum: Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> • are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens • develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability • recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study. <p>The Maroochydore State High School Junior School Mathematics program develops these skills through the three strands of the Australian Mathematics Curriculum</p> <ul style="list-style-type: none"> • Algebra and Number • Measurement and Geometry • Statistics and Probability 		
Content	<p>Understanding and Fluency</p> <ul style="list-style-type: none"> • Decimals, Fractions and Percentage, Financial Mathematics, Factorising, Graphing Linear expressions • Area, Volume, Surface Area, Geometry • Collecting data, measures of central tendency and spread, creating and interpreting graphs, probability. <p>Problem solving and Reasoning</p> <ul style="list-style-type: none"> • Students practice solving real world problems using the Plan, See, Do, Check model. 		
Prerequisites	Nil		
Assessment	Students will be assessed in two criteria using a variety of techniques including formal tests, assignments and mathematical investigations.		
Special subject requirements	<p>Students will require a scientific calculator. The school uses the Casio Fx-82AU Plus and Fx-82ES Plus.</p> <p>Students also require</p> <ul style="list-style-type: none"> • Exercise book (1 x 96 page per semester) • Pens, pencils HB, 2B and coloured pencils • 30cm ruler, drawing compass, protractor • Eraser, glue and scissors • Scientific calculator – Fx-82AU Plus or Fx-82ES Plus <p>During the year, students may enter the AMT Mathematics Competition.</p>		
Fees (Additional to SRS charges):	Entry to Mathematics Competition by invitation only for all students except 8C and 9C. All students will have access to MangaHigh as well as the Maths online program. The school has negotiated a special price per student per year at \$11.00 per student.		
Careers	Students will have the opportunity to represent their class in the annual Coalition Maths Day of Excellence held in Term 1.		
Course Accreditation	N/A		

SPECIALIST MUSIC

Subject type:	Year 8	Duration:	12 months
Aims	<p>Music is a rewarding, creative subject which encourages self-reliance, independent learning and cooperation in group activities. Students gain confidence in public performance and enhance their presentation skills, as well as acquire a life-long leisure activity which they can share with others. Students are involved in presenting/performing music as singers and instrumentalists. They create music compositions. They also aurally and visually respond to music through analysis and they reflect on what they have learnt</p>		
Content	<p>Minions to Mario – The Music of Film and Media This semester, students will explore examples of music created for film, television, computer games and advertising. They will look specifically at how the elements of music are used by composers to: create mood and atmosphere; character; emotion; time and place; or to persuade the listener. Students will explore the role and power of music in film and media. Through the composition of a short film, game or commercial score students will demonstrate their understanding of the genre and the elements of music.</p> <p>Thunder Struck – Contemporary Music This semester, students will explore examples of Contemporary Music. They will explore the roots of Contemporary music for both popular and Art music. Through the analysis and performance of Contemporary repertoire, students will gain an understanding of how the elements of music are used to create style.</p>		
Prerequisites	<p>Students must be enrolled in the specialist music program via a successful audition with the Head of Creative Industries.</p>		
Assessment	<p>The course comprises of one written test and performance assessments in keyboard and guitar. A composing task will also be completed.</p> <p>Composing – Students create a composition reflecting the Contemporary identity. Performing – Students perform a work from Contemporary repertoire. (May be small groups or individual.) Responding – Students will complete an exam relating to the analysis of repertoire.</p>		
Special subject requirements	<p>Students are required to supply a Music Exercise Book (with manuscript)</p>		
Fees (Additional to SRS charges):	<p>Nil</p>		
Careers	<p>Music educator, Music librarian, musician, Audio/recording engineering etc</p>		
Course Accreditation	<p>N/A</p>		

SCIENCE

Subject type:	Year 8	Duration:	12 months
	In 2018, Maroochydore State High School will continue to plan, teach, assess and report Science using the Australian Curriculum.		
Aims	<p>The Australian Curriculum: Science aims to ensure that students develop:</p> <ul style="list-style-type: none"> • an interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live • an understanding of the vision that Science provides of the nature of living things, of the earth and its place in the cosmos and of the physical and chemical processes that explain the behaviour of all material things • an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions • an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims • an ability to solve problems and make informed, evidence-based decisions about current and future applications of Science while taking into account ethical and social implications of decisions • an understanding of historical and cultural contributions to Science as well as contemporary Science issues and activities, and • an understanding of the diversity of careers related to Science • a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events and to appreciate the dynamic nature of science knowledge. <p>This approach to Year 8 Science is supported by the Science Ways series of textbooks and other materials used in class.</p>		
Content Year 8	<p>All Year 8 Science students will study the same Science course covering the following Science Understandings:</p> <p>Biological Sciences</p> <ul style="list-style-type: none"> • Cells are the basic units of living things they have specialised structures and functions • Multi-cellular organisms contain systems of organs carrying out specialised functions that enable them to survive and reproduce <p>Chemical Sciences</p> <ul style="list-style-type: none"> • Properties of the different states of matter can be explained in terms of the motion and arrangement of particles • Differences between elements, compounds and mixtures can be described at a particle level • Chemical change involves substances reacting to form new substances <p>Earth Sciences</p> <ul style="list-style-type: none"> • Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales <p>Physical Sciences</p> <ul style="list-style-type: none"> • Energy appears in different forms including movement (kinetic energy), heat and potential energy and energy transformations and transfers cause change within systems 		
Prerequisites	Nil		
Assessment	Tests, investigations/scientific reports, assignments, homework questions		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	During the year, students in the Drive class will undertake advanced practical work, be challenged to develop a higher level of skills and knowledge, take part in the Big Science Competition and also be involved in an excursion.		
Careers	N/A		
Course Accreditation	N/A		

SPECIAL EDUCATION PROGRAM

Subject type:	Years 8 and 9	Duration:	12 months
	<p>The Special Education Program has been established and staffed especially to provide for the special educational needs of students with disabilities:</p> <p>Students with disabilities are supported through the Educational Adjustment Program, (EAP) and Individual Curriculum Plans (ICP). These plans are developed in partnership with parents, students and specialist staff.</p>		
Aims	<p>The Special Education Program aims to prepare young people for a life after school which has independence, meaning and quality. The Junior programs enable students to develop skills in preparation for Senior pathways.</p>		
Content	<p>Students in Year 7, 8 and 9 participate in programs based on their individual needs. Some students participate in mainstream programs with support. Other programs combine SEP English and Maths classes with mainstream subjects. A small group of students have highly modified programs, These may include SEP Science, SEP Lifeskills and SEP Health and Social Wellbeing.</p> <p>Students in Year 10, 11, 12 are supported to develop a work pathway. This is developed through work experience in Year 10, where students are exposed to a variety of work environments. In Year 11 and 12, we work closely with employment agencies to support the transition to school based traineeships, permanent work or further education.</p>		
Prerequisites	Nil		
Assessment	<p>Students are assessed throughout courses by formal, informal and standardised tests as well as classwork and assignments.</p>		
Special subject requirements	<p>To find out more, phone or visit and see how we can support students who have special abilities.</p>		
Fees (Additional to SRS charges):	Nil		
Careers	<p>The Special Education program has strong links with outside agencies that support students with disabilities in Work Experience, Traineeships, Employment Skills and Work Placements.</p>		
Course Accreditation	<p>The Queensland Certificate of Individual Achievement (QCIA) is undertaken by some senior students.</p>		

LEARNING SUPPORT

Subject type:	Years 8 and 9	Duration:	12 months each
Aims	<p>Learning Support is offered to Maroochydore State High School students in Years 8 and 9, based on the level of need indicated by literacy and numeracy assessment results.</p> <p>All teachers in the school are responsible for delivering a quality curriculum for students with learning difficulties. Those students with the highest levels of need may be offered a place in a dedicated Learning Support class in Years 8 and 9 for either literacy, numeracy or both.</p>		
Content	English Foundations and Maths Foundations in a dedicated class is delivered to students using the Australian Curriculum.		
Inclusion	Students in Year 8 and 9 may be recommended for inclusion in the English and Maths Foundations classes based on their academic achievement, feedback from teachers, diagnostic testing and discussions with students and parents.		
Prerequisites	Nil		
Assessment	Students are assessed in each subject through course work, tests and assignments		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	Nil		
Careers	N/A		
Course Accreditation	N/A		

SPORT AND RECREATIONAL SPORT

Subject type:	Year 8	Duration:	12 months
	<p>The Junior Secondary School Sports Program involves students having the opportunity to participate in the annual interhouse swimming, cross country and athletics carnivals with the best performers selected in the school teams to compete at zone or regional carnivals.</p> <p>Elite athletes are provided with a pathway for selection over a range of sports in Sunshine Coast and Queensland teams.</p>		
Aims	<p>Year 8 students will participate in a weekly sports program where they either choose to participate in a recreational sport, or alternatively represent the school in a competitive sport against other school teams.</p>		
Content	<p>During Terms 2 and 4, Year 8 students are encouraged to represent Maroochydore State High School in the Sunshine Coast Central Zone Interschool Sport Competition. This provides the opportunity for students to compete against nine other schools and choose from a number of different sports each term for each year level.</p> <p>Maroochydore State High School has a commitment to fill teams in all sports, as the competition has delivered an excellent sports experience for our students over many years.</p> <p>Students not selected in these teams choose from a range of Recreational Sport options.</p> <p>During Terms 1 and 3, students will be involved in interhouse competition across a wide range of sports and physical activities.</p>		
Prerequisites	Nil		
Assessment	N/A		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<p>There is a fee to cover transport to Sport or Rec. and an additional small fee for Year 8 Interschool Sport.</p> <p>Year 8 Rec. activities [charges per information sheet distributed via students to parents each term].</p>		
Careers	N/A		
Course Accreditation	N/A		

CURRICULUM SNAPSHOT -

Year 9

Key Learning Area		Time Studied
ENGLISH		3 x 70min lessons per week
MATHEMATICS		3 x 70min lessons per week
HUMANITIES AND SOCIAL SCIENCES		3 x 70min lessons per week
SCIENCE		3 x 70min lessons per week
ELECTIVE SUBJECTS Students elect 4 semester courses from the following courses of study	Visual Art Business Own Wealth Business Technology and Communication Design and Technology Digital Technologies Drama Japanese Life Technology - Food Life Technology - Textiles Music Product Design and Manufacture STEAM Systems and Control	3 x 70min lessons per week (1 semester)
SPECIALIST SUBJECTS Students study one of the following for the entire year (Please note students must have studied these subjects in Year 7 and have auditioned for selection into these classes.)	Drive Specialist Encore Specialist Music Sports Development	3 x 70min lessons per week (all year)

YEAR 9 CURRICULUM

The Year 9 curriculum at Maroochydore State High School consolidates individual strengths by delivering a challenging curriculum, leadership opportunities and supportive real-life partnerships with the Smith Family to ensure a successful transition into senior secondary. All Year 9 students complete a Junior Education and Training Plan at an interview with their parents.



2018 Year 9 Stationery Requirements



All Subjects	<input type="checkbox"/> Blue, black and red biros <input type="checkbox"/> Pencils, pencil sharpener and eraser <input type="checkbox"/> 1 x wooden ruler (metal not permitted) <input type="checkbox"/> 1 x stapler <input type="checkbox"/> 1 pair of scissors	<input type="checkbox"/> 1 glue stick <input type="checkbox"/> Pencil case <input type="checkbox"/> 4 x Highlighters <input type="checkbox"/> Pencil case <input type="checkbox"/> Coloured pencils	
CORE SUBJECTS			
English (3 lessons/ week)	<input type="checkbox"/> 1 x 128 page A4 exercise book for classroom journal <input type="checkbox"/> "Voices on the Coast" (optional) 8GB USB Drive <input type="checkbox"/> Laptops required for Online Literacy in class & Homework Program, Research Tasks & Assignment Draft Work including Multi Modal Oral Tasks.	Mathematics (3 lessons/ week)	<input type="checkbox"/> 1 x 240 page A4 exercise book <input type="checkbox"/> Scientific calculator <input type="checkbox"/> 30cm ruler, drawing compass, protractor <input type="checkbox"/> Document wallet <input type="checkbox"/> \$6.00 - Entry into Australian Mathematics Competition
Humanities (3 lessons/ week)	<input type="checkbox"/> 1 x 128 page A4 exercise book <input type="checkbox"/> Laptop/computer	Science (3 lessons/ week)	<input type="checkbox"/> 1 x 128 page A4 exercise book
ELECTIVE SUBJECTS			
Business Own Wealth (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> 8G USB <input type="checkbox"/> Student needs to ensure their printing account has a positive balance at all times <input type="checkbox"/> Students must be part of the BYOx program to take this subject. iPads will not be suitable for this subject.	Life Technologies – Food (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> Weekly cooking ingredients for food practicals <input type="checkbox"/> Container to take food home <input type="checkbox"/> Students must be part of the BYOx program to take this subject. iPads will not be suitable for this subject <input type="checkbox"/> Earphones
Business Technology and Communication (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> 8G USB <input type="checkbox"/> Student needs to ensure their printing account has a positive balance at all times <input type="checkbox"/> Students must be part of the BYOx program to take this subject. iPads will not be suitable for this subject.	Life Technologies – Textiles (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> Fabric and accessories for two textile assessment items <input type="checkbox"/> Printing costs for assignments <input type="checkbox"/> Laptop <input type="checkbox"/> Display Folder
Design and Technology (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> A4 Sketch pad	Shop A (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> Leather shoes
Digital Technologies (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> 1 x 96 page A4 exercise book <input type="checkbox"/> USB Drive (8GB Recommended) <input type="checkbox"/> Student needs to ensure their printing account has a positive balance at all times <input type="checkbox"/> Students must be part of the BYOx program to take this subject. iPads will not be suitable for this subject.	Shop B (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> Leather shoes
Drama (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> 1 x 96 page A4 exercise book <input type="checkbox"/> 1 x A4 display book <input type="checkbox"/> Costumes and props <input type="checkbox"/> Additional photocopying as required	STEAM (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> 1 x 96 page A4 exercise book <input type="checkbox"/> USB Drive (8GB Recommended) <input type="checkbox"/> Electronic device
Health and Physical Education (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> 1 x 64 page A4 exercise book <input type="checkbox"/> Sunscreen <input type="checkbox"/> Hat	Visual Art (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> 2B pencil <input type="checkbox"/> Artline finetip pen (Black) <input type="checkbox"/> 2G USB
Japanese (3 lessons/week) * ONE SEMESTER	<input type="checkbox"/> Excursions are offered as available – transport and entry fees <input type="checkbox"/> Laptop required for script skills, Real World comprehension and composition skills, Multi modal Oral Tasks		
SPECIALIST SUBJECTS			
Encore (3 lessons/week) * ALL YEAR	<input type="checkbox"/> USB Drive (2GB Recommended) <input type="checkbox"/> 1 x 96 page Exercise Book <input type="checkbox"/> Additional photocopying as required <input type="checkbox"/> A4 Display book <input type="checkbox"/> Some costumes and props – readily accessible in most households	Sports Development (3 lessons/week) * ALL YEAR	<input type="checkbox"/> 1 x 64 page A4 exercise book <input type="checkbox"/> Sunscreen <input type="checkbox"/> Hat
Specialist Music (3 lessons/week) * ALL YEAR	<input type="checkbox"/> 1 x music book (must have manuscript) <input type="checkbox"/> 1 x Display folder <input type="checkbox"/> How to Blitz your Theory - Grade One <input type="checkbox"/> Own instrument where applicable	Instrumental Music	<input type="checkbox"/> Reeds <input type="checkbox"/> String tuition - rosin, shoulder rest, spare strings, relevant textbook.

CHOOSING YEAR 9 SUBJECTS

Students are encouraged to discuss subject choices with teachers. MSHS staff have an understanding of your student's strengths and weaknesses, and will be able to give them guidance on the appropriateness of their subject choice. Students will be required to study four (4) elective subjects.

Students will be required to identify an additional two (2) electives of interest for consideration should their first four preferences not be available.

Two elective subjects are studied for each semester of Year 9.

Students will have many influences at this time of subject selection: -- personal likes/dislikes, career aspirations, expectations of family and others', influence of friends' and media.

The subjects you choose should include subjects which:

- you are interested in
- you have experienced past success with
- may lead to your preferred career path
- optimise opportunities to reach your potential.
- Make use of this booklet which provides information about each elective subject

If parents have any questions regarding the processes of subject selection, please contact Mr Leon Harris 5409 7333 for assistance.

SELECTING SUBJECTS – SUBMITTING YOUR FINAL CHOICES

Final subject choices are submitted online through OneSchool. The OneSchool website is <https://oslp.eq.edu.au> and students are required to have their school username and password to access the site. An information process with stepped instructions for the submission of these online selections is provided in this book.

Advice regarding the timeline for submitting their subject choices is in the OneSchool instructions below. To avoid disappointment, it is important that online subject selection is submitted on time and as early as possible.

SELECTING SUBJECTS – WHAT IF YOU CHANGE YOUR MIND?

While the on-line subject selection process is open students may change their choices as many times as they like; however, once this process 'closes' the opportunity for change will be minimal because of the extensive range of factors that impact on the selection and timetabling process. Some of these factors are described below. Updating a preference will also change the recorded time of submission, which is used to place students in classes where numbers are limited.

SELECTING SUBJECTS – CLAUSES

Whilst every effort will be made to accommodate a student's preferences, scheduling and the availability of resources will mean that not every student will be assigned their first four preferences. When a class/subject reaches maximum capacity, no additional students can be enrolled into that class/subject. Therefore, you will be required to select two (2) additional electives that you are prepared to study.

Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors: - Time of submission of elective preferences or changes to preferences. - Selection processes in specialist classes such as languages - Acceptance into Excellence and specialist programs - Availability of staff and physical resources such as specialist classrooms - Class size numbers

Remember that your choice of subjects now may affect your choice later in Years 11 and 12.

For example:

- It will be difficult in the future to take Mathematical Methods and Specialist Maths without a background in Year 10 Maths Extension. (Students are selected for Maths Extension in Year 10 from their Year 9 level of achievement)
- Chemistry and Physics will be much easier after effective study of Science Extension and Maths Extension in Year 10
- Music and Japanese in the Year 11 and 12 require previous study in Years 9 and 10.

Make a decision about a combination of subjects that suits you

- a) It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because
- someone told you that you will like or dislike it
 - your friends are or are not taking it
 - you like or dislike the teacher
 - “All the boys or girls take that subject” (all subjects have equal value for males and females)
- b) Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Be prepared to ask for help

If you need more help then seek it, otherwise you may regret it later. Talk to your parents, Teachers, Guidance Officers, Heads of Department, Deputy Principals and Principal.

- Make use of the school subject selection program.

Pre Requisites for Certain Subjects in Year 11 & Year 12

The Year 9 and 10 Curriculum is designed to articulate with the Senior Curriculum. For specific advice about prerequisites for senior subjects see the relevant Head of Department or a Guidance Officer. Some general principles are:

To study:

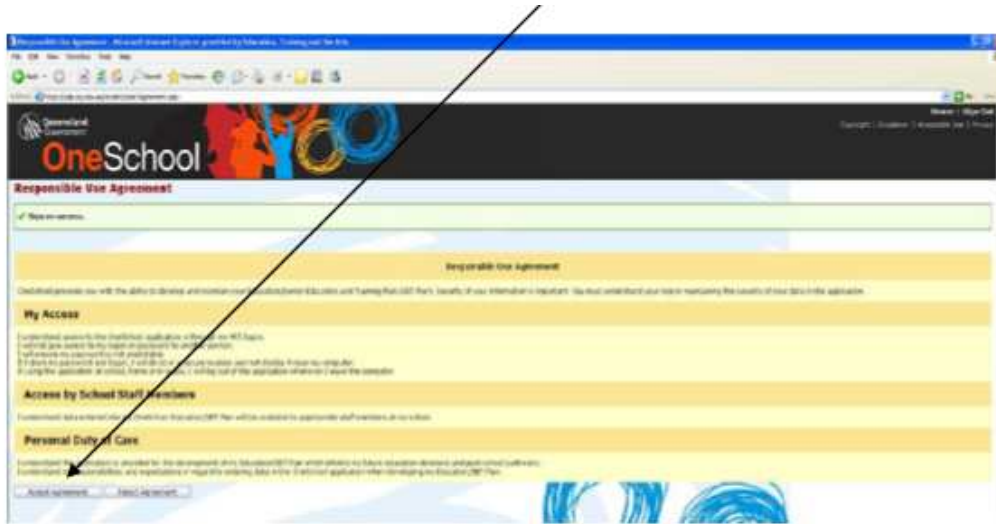
- Specialist Mathematics or Mathematical Methods - You need High or Very High Achievement in Advanced Maths
- Japanese - You need a sound achievement in Year 10 Japanese
- Biology, Chemistry, Marine Science, Psychology or Physics - You need High or Very High Achievement in Year 10 Science
- Aquatic Practices - You need Sound Level of Achievement in Year 10 Science

SUBJECT SELECTION GUIDE

Step 1: Go to <https://oslp.eq.edu.au>.

Step 2: Enter your username and password as if logging onto a computer at school.

Step 3: You may be directed to the Responsible Use Agreement as shown below. Read prior to selecting “Accept Agreement”.



Step 4: If you have been enrolled at a different school prior to coming to Maroochydore State High School you may also be asked to confirm your school.

Step 5: You will then be directed to your home page, as recognised by your EQ Id and Name in the top right hand corner. Select from the menu 'My Education Plan', and then click the 'Subject Selection' tab.



Step 6: You will be asked to select 'here' to complete your selections. The subject selection guide for Year 9 is also available to download.



Step 7: You need to left mouse click to select the Year 9 Subject Preferences, then select save.



Step 8: Select the edit button to continue.



Step 9: Left mouse click next to your first two preferences. You are required to add 2 additional preferences, do this using the drop down menu and left click to select. You must then select 'add new'.



Step 10: Please ignore the comments regarding OP eligibility as this is only applicable to students in Yrs 11 and 12.

Step 11: 'Return to subject selections'. You can then use the edit pencil to make any changes up until 9.00am Tuesday 13th September. Sign out is on the top of screen.

NOTE – Please make sure that you enter your selections ASAP, and are familiar with the selection clauses outlined in this document.

CORE SUBJECTS

ENGLISH (ENG)

Subject type:	Year 9	Duration:	12 months
Aims	<p>By the end of Year 9 students will be expected to show improved confidence in both written and oral expression. In developing active and informed citizenship, students should be able to use language to:</p> <ul style="list-style-type: none"> • Participate as active and confident members of family /community life • Communicate with appropriate style and language • Seek employment or participating in work experience • Be involved in satisfying recreational activities, particularly those involving literature, drama and mass/written media. 		
Content	<p>The units of work continue to follow the expectation of the Middle Phase of Learning and implement The National Curriculum. Students will engage with a variety of texts for enjoyment and deconstruction. They interpret, create, evaluate, discuss and perform a wide range of literary texts whose primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop critical understanding of the contemporary media, and the differences between media texts.</p> <p>The range of literary texts comprises Australian literature, the written and oral narrative traditions of Aboriginal people and Torres Strait Islander people and classic and contemporary world literature, including texts from and about Asia.</p> <p>Students create a range of imaginative, informative and persuasive types of texts</p> <p>Learning support may be offered to students who need assistance with the literacy demands and meet ascertainment guidelines of the junior secondary school curriculum</p>		
Prerequisites	Year 7 and Year 8 English		
Assessment	<p>All students are expected to complete assessment based on the 4 complete units of work facilitated by the class teacher.</p> <ul style="list-style-type: none"> • Three reading comprehension tasks • Three-four written tasks • Two-three speaking tasks, inc. digital • The result of Year 9 will be based on a folio work from Year 9, with emphasis on global information. • Written work is to be desktop published. DO NOT submit a USB and back up all work regularly during publishing to avoid technological hurdles when it is time to submit work (refer Homework Planner) • All assessment tasks require you to meet a drafting process (Draft Date), editing and a final submission (Due Date). 		
Special subject requirements	<p>Students are encouraged to take responsibility for the development of their language by reading as widely and as often as possible. Reading skill is closely linked to high language command in English. Allocated literacy learning time is scheduled weekly to support individual language and grammar development. Students will be required to purchase an exercise book for daily work. Students will be supplied with a Literacy Skills Workbook/Membership for in class and homework learning tasks.</p> <p>Learning tasks/research and assessment work will benefit from personal computer access.</p>		
Fees (Additional to SRS charges):	A subject fee applies in Year 9 for a theatre performance, a Literacy Skill Handbook/Membership online		
Careers	English is undoubtedly an important subject for both further study and career selection. It is a prerequisite for every Tertiary and Apprenticeship course. It is the first subject most employers look at in the portfolio of a job seeker.		
Course Accreditation	N/A		

MATHEMATICS (MAT)

Subject type:	Year 9	Duration:	12 months
	Learning support may be offered to students who need assistance with the literacy demands of the junior curriculum. A Head of Department, teacher or parent may refer students to the support staff.		
Aims	<p>The Australian Curriculum: Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> • are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens • develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability • recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study. <p>The Maroochydore State High School Junior School Mathematics program develops these skills through the three strands of the Australian Mathematics Curriculum</p> <ul style="list-style-type: none"> • Algebra and Number • Measurement and Geometry • Statistics and Probability 		
Content	<p>By the end of Year 9, students express numbers in scientific notation and apply the index laws to numbers. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques.</p> <p>Students list outcomes, assign and determine probabilities for events. They construct displays and investigate the position of the mean and median and describe the shape of the distribution.</p> <p>Students calculate areas of shapes and volume and surface area of right prisms. They investigate similar and congruent triangles and problems involving Pythagoras' theorem.</p> <p>Students recognise the connection between similarity and the trigonometric ratios and use trigonometry to solve right-angled triangle problems.</p>		
Prerequisites	Nil		
Assessment	Students' knowledge and skills will be assessed using a variety of methods, including formal exams, assignments and investigations.		
Special subject requirements	<ul style="list-style-type: none"> ▪ Workbook ▪ Two (2) different coloured pens ▪ Calculator FX-82ES plus ▪ Grid book (5mm) <p>[All students require a calculator for use within certain areas of the course. The calculators need to be the scientific type.]</p>		
Fees (Additional to SRS charges):	<p>Entry to Mathematics Competition by invitation only for all students except 8C and 9C.</p> <p>All students will have access to the MangaHigh as well as the Maths online program. The school has negotiated a special price per student per year at \$11.00 per student.</p>		
Careers The Total Picture	<p>Year 9</p> <p>The Year 9 Mathematics course builds on the experiences gained in Year 8.</p> <p>Students in the Year 9 Drive (formerly Challenge class) class will work a fast tracked Mathematics curriculum designed to stimulate and engage students not just in Mathematics.</p>		
Course Accreditation	N/A		

SCIENCE (SCI)

Subject type:	Year 9	Duration:	12 months
	In 2018, Maroochydore State High School will continue to plan, teach, assess and report Science in Year 9 using the Australian Curriculum.		
Aims	<p>The Australian Curriculum: Science aims to ensure that students develop:</p> <ul style="list-style-type: none"> ▪ an interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live ▪ an understanding of the vision that Science provides of the nature of living things, of the earth and its place in the cosmos and of the physical and chemical processes that explain the behaviour of all material things ▪ an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions ▪ an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence and to evaluate and debate scientific arguments and claims ▪ an ability to solve problems and make informed, evidence-based decisions about current and future applications of Science while taking into account ethical and social implications of decisions ▪ an understanding of historical and cultural contributions to Science as well as contemporary Science issues and activities and an understanding of the diversity of careers related to Science ▪ a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge. <p>This approach to Year 9 Science is supported by the Science Ways series of textbooks and other materials used in class. All Year 9 Science students will study the same Science course covering the following Science Understandings:</p>		
Content	<p>Biological Sciences</p> <ul style="list-style-type: none"> ▪ Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment ▪ Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems <p>Chemical Sciences</p> <ul style="list-style-type: none"> ▪ All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms ▪ Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed ▪ Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer <p>Earth and Space Sciences</p> <ul style="list-style-type: none"> ▪ The theory of plate tectonics explains global patterns of geological activity and continental movement <p>Physical Sciences</p> <ul style="list-style-type: none"> ▪ Energy transfer through different mediums can be explained using wave and particle models <p>At the end of Year 9, students will be allocated to a Year 10 Science course. That decision will primarily be based on students' work ethic and grades achieved in Year 9.</p>		
Prerequisites	Nil		
Assessment	Tests, investigations/scientific reports, assignments, homework questions		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<p>A subject fee applies for all Year 9 Science students for specialised laboratory materials and activities.</p> <p>During the year, students in the Drive class will undertake advanced practical work, be challenged to develop a higher level of skills and knowledge and take part in the Big Science Competition.</p>		
Careers	N/A		
Course Accreditation	N/A		

HUMANITIES AND SOCIAL SCIENCES (HUM)

Subject type:	Year 9	Duration:	12 months
Aims	<p>WHAT IS HISTORY?</p> <p>The Australian Curriculum History Rationale states that “History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination.</p> <p>Awareness of history is an essential characteristic of any society and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.</p> <p>History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience.</p> <p>The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges.</p> <p>The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.”</p> <p><i>The Australian Curriculum v3.0 History: Rationale</i></p> <p>History is essential.</p> <ul style="list-style-type: none"> ● History is about the present. It helps students understand their world. ● History helps students to understand their origins. ● History helps students develop valuable life skills. ● History makes students aware of how the past is used in society today. <p>The Year 9 curriculum provides a study of history of the making of the modern world from 1750 to 1918.</p> <p>WHAT IS GEOGRAPHY?</p> <p>Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned.</p> <p>They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies.</p> <p>Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life and at work.</p> <p>The key inquiry questions for Year 9 are articulated below.</p> <ul style="list-style-type: none"> ● What are the causes and consequences of change in places and environments and how can this change be managed? ● What are the future implications of changes to places and environments? ● Why are interconnections and interdependencies important for the future of places and environments? 		
Content	<p>Topics studied may include:</p> <p>History</p> <p>Unit 1: Making a Better World, The Industrial Revolution and Australia Making a Nation</p> <p>Unit 2: World War I</p> <p>Geography</p> <p>Topics may include:</p> <ul style="list-style-type: none"> ● Biomes and Food Security ● Geographies of interconnections 		

HUMANITIES AND SOCIAL SCIENCES

Subject type:	Year 9	Duration:	12 months																								
Prerequisites	Nil																										
Assessment	<p>Assessment instruments include a range of tasks to develop key historical and geographical skills. Such tasks include research assignments, response to stimulus tests, multi-modal presentations and report writing.</p> <p>Year 9 Drive Class (formerly Challenge Class) may participate in the following:</p> <ul style="list-style-type: none"> • Competitions: Asia Wise, Geography Competition, History Competition • Field Trip 																										
Special subject requirements	Nil																										
Fees (Additional to SRS charges):	<ul style="list-style-type: none"> • A subject fee will apply for Year 9 – for field trip • DRIVE class – History competition and Geography competition • RSL Museum 																										
Careers	<p>The processes and skills taught in History/Geography (for example, researching and processing information and presenting information) can be transferred to a wide range of Senior Subject offerings, particularly Ancient and Modern History and Legal Studies and Economics and Business Management.</p> <p>On leaving school, these skills form the basis of most tertiary courses and can support/lead to various career options. Such courses/careers include:</p> <table> <tr> <td>Journalism</td> <td>Law</td> <td>Cartography (Map Making)</td> </tr> <tr> <td>Teaching</td> <td>Business</td> <td>Counsellor</td> </tr> <tr> <td>Administration</td> <td>Defence Forces</td> <td>Tour Guide</td> </tr> <tr> <td>Business</td> <td>Landscape architect</td> <td>Town Planning</td> </tr> <tr> <td>Politics</td> <td>Landscaper</td> <td>Tourism and Recreation</td> </tr> <tr> <td>Travel Agent</td> <td>Pilot</td> <td>Meteorology</td> </tr> <tr> <td>Police work</td> <td>Flight Steward</td> <td>National Parks Ranger</td> </tr> <tr> <td>Nursing</td> <td>Child Care Worker</td> <td>Advertising</td> </tr> </table>			Journalism	Law	Cartography (Map Making)	Teaching	Business	Counsellor	Administration	Defence Forces	Tour Guide	Business	Landscape architect	Town Planning	Politics	Landscaper	Tourism and Recreation	Travel Agent	Pilot	Meteorology	Police work	Flight Steward	National Parks Ranger	Nursing	Child Care Worker	Advertising
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Course Accreditation	N/A																										

ELECTIVE SUBJECTS

BUSINESS – OWN WEALTH (BNW)

Subject type:	Year 9	Duration:	Six months
	<p>This course will enable students to examine the roles and responsibilities of participants in the changing Australian and global workplace. They will also be able to investigate and explain why and how people manage financial risks and rewards in the current Australian and global financial landscape. It also gives them experience in managing shares (by playing the online Australian Sharemarket Game).</p>		
Aims	<p>The aims of this course are to provide students with:</p> <ul style="list-style-type: none"> • understanding of the work and business environments within the Australian economy and its interactions and relationships between various groups • behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society. 		
Content	<p>The following key enquiry questions will be addressed during this course:</p> <ul style="list-style-type: none"> • What are the responsibilities of participants in the workplace and why are these important? • What strategies can be used to manage financial risks and rewards? 		
Prerequisites	Nil		
Assessment	<p>Assessment techniques may include:</p> <ul style="list-style-type: none"> • Extended Response • Investigation (Research) • Combination Response 		
Special subject requirements	<p>Students will be required to supply:</p> <ul style="list-style-type: none"> • Blue, black and red biros • USB Drive (8GB recommended) <p>Students MUST be part of the Laptop Program or have a BYO Laptop with appropriate software and internet access to take this subject (MANDATORY).</p>		
Fees	A subject fee applies to offset supplies and consumables.		
Careers	N/A		
Course Accreditation	N/A		

BUSINESS TECHNOLOGIES AND COMMUNICATION (BTC)

Subject type:	Year 9	Duration:	Six months
	<p>This course will enable students to develop their understanding of how and why businesses seek to create and maintain a competitive advantage in the market, including the global market. They will also investigate Australia as a trading nation and its place within the rising economies of Asia and the broader global economy, as well as looking into how and why participants in the global economy are dependent on each other.</p>		
Aims	<p>The aims of this course are to provide students with:</p> <ul style="list-style-type: none"> • understanding of the business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region • reasoning and interpretation skills to apply economics and business concepts to make informed decisions. 		
Content	<p>The following key enquiry questions will be addressed during this course:</p> <ul style="list-style-type: none"> • How does creating a competitive advantage benefit business? • How do participants in the global economy interact? 		
Prerequisites	Nil		
Assessment	<p>Assessment techniques may include:</p> <ul style="list-style-type: none"> • Extended Response • Investigation (Research) • Combination Response 		
Special subject requirements	<p>Students will be required to supply:</p> <ul style="list-style-type: none"> • Blue, black and red biros • USB Drive (8GB recommended) <p>Students MUST be part of the Laptop Program or have a BYO Laptop with appropriate software and internet access to take this subject (MANDATORY).</p>		
Fees	A subject fee applies to offset supplies and consumables.		
Careers	N/A		
Course Accreditation	N/A		

DESIGN AND TECHNOLOGY (DAT)

Subject type:	Year 9	Duration:	Six months
	Year 8 students may be able to change their subject selections for Year 9 after they sample all the subjects offered in Year 8 ITD		
Aims	<ul style="list-style-type: none"> ITD aims to provide learning experiences that draw on and develop “High Order Thinking” skills. Student will engage with both current and future technologies to meet design based challenges. It is a course which encourages knowledge and application of available resources, systems and practices through inquiry, design and problem-solving methodologies. 		
Content	<p>This subject involves students in designing and producing innovative and creative products. Products may encompass artefacts, processes, systems or computer generated simulations. The study requires students to:</p> <ul style="list-style-type: none"> Identify and analyse needs; Respond to design tasks; Devise and implement plans or strategies to solve design problems; Evaluate outcomes. <p>Safety is incorporated into all activities associated with the design and development of a product. Students are encouraged to transfer the need for safety into real-life situations. Safety involves:</p> <ul style="list-style-type: none"> current compliance standards safe workshop practices personal safety safety standards <p>Students who are unable to comply with safety standards will be withdrawn from practical learning experiences.</p> <p>Manufacturing Resources: Manufacturing Resources include:</p> <ul style="list-style-type: none"> CNC Machinery i.e. CNC Laser Cutter, Milling Machine Materials Tools Processes Systems <p>Through these resources students have the opportunity to develop knowledge, skills, processes and understanding required in the workplace today and in the future.</p>		
Prerequisites	This subject is offered to provide a technological design pathway for students who were successful in their study (minimum “C” Level of Achievement) of Year 8 ITD.		
Assessment	<ul style="list-style-type: none"> Design Port Folios and Projects Objective Tests 		
Special subject requirements	<ul style="list-style-type: none"> A willingness to explore and develop self-directed responses and solutions. Equipment - A4 display folder 		
Fees (Additional to SRS charges):	A subject fee applies to this subject in Year 9 to cover cost of incidental consumables in projects.		
Careers	<ul style="list-style-type: none"> Prepares students for future study in ITD subjects such as Technology Studies and Graphics. Develops High Order Thinking Skills transferable to a broad range of study areas and Queensland Core Skills (QCS) test. Promotes interest and skill in vocational pursuits such as Architecture, Drafting, Engineering and many / any Design Based industries. 		
Course Accreditation	N/A		

DIGITAL TECHNOLOGIES (DIG)

Subject type:	Year 9	Duration:	Six months
	<p>This is an enormously popular course that develops students' technology and design skills using a variety of software packages.</p> <p>The course is challenging and requires students to make use of higher order thinking skills to solve problems.</p>		
Aims	<p>Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking.</p> <p>Students plan and manage digital projects using an interactive approach. They define and decompose complex problems in terms of functional and non-functional requirements.</p> <p>Students design and evaluate user experiences and algorithms.</p>		
Content	<ul style="list-style-type: none"> • Learn the Gamemaker program to develop introductory programming skills and create an interactive and exciting computer game • Learn the basics of image manipulation with Adobe Photoshop • Learn both html and CSS to develop web pages <p>A range of other software is used during this course. This includes (but is not limited to)</p> <ul style="list-style-type: none"> • Gamemaker • Adobe Photoshop • Adobe Dreamweaver 		
Prerequisites	Nil		
Assessment	<p>Students will be assessed using a variety of techniques including:</p> <ul style="list-style-type: none"> • Individual Projects • Teacher observations • Peer and self-assessment 		
Special subject requirements	<ul style="list-style-type: none"> • Pens as required • 48 page notebook • Headphones • 4 GB USB (not for exclusive use in this course) (8GB recommended) • Students must have a BYOD laptop to choose this course. Note – iPads are not suitable for this course. 		
Fees (Additional to SRS charges):	Nil		
Careers	N/A		
Course Accreditation	N/A		

DRAMA (DRA)

Subject type:	Year 9	Duration:	Six months
Aims	<p>The Drama course contributes to the development of creativity and self expression and fosters student involvement and appreciation of Drama as a performer and as an audience member. It explores the world of film making and the elements used to create short drama.</p> <p>It prepares students for further studies in Drama in Year 11 and 12 where Drama is an Authority subject</p>		
Content	<ul style="list-style-type: none"> • Circles and Sawdust – Clowning and Physical Theatre • One Act Play • Elements of Drama • Media – Film making 		
Prerequisites	<p><i>What do we look for in a Drama student?</i></p> <ul style="list-style-type: none"> • At least a Sound Achievement in Year 8 English. • Students who are prepared to participate, to experiment in performance and to workshop in the classroom to overcome and use nervous energy effectively in performance work. • Students who are prepared occasionally to appear foolish in order to learn through trying something new and different. 		
Assessment	<p>Each of the three dimensions of forming, presenting and responding are assessed equally. Assessment tasks may include the following:</p> <p>Forming: Analysis of text for performance, preparation of text, directing, designing, improvisation, play building, script writing.</p> <p>Presentation: Performances of student devised or scripted drama.</p> <p>Responding: Film making, essays, assignments, writing in role, interviews</p>		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 for</p> <ul style="list-style-type: none"> • Arts Council performances, and • Workshop by visiting expert 		
Careers	Involves working with people e.g. hospitality and travel industries, public relations work, teaching, nursing, demonstrating, advertising, performing arts, maybe even politics.		
Course Accreditation	N/A		

HEALTH & PHYSICAL EDUCATION (HPE)

Subject type:	Year 9	Duration:	12 months
Aims	<ul style="list-style-type: none"> • To encourage participation in regular physical activity • To acquire motor skills and apply movement concepts • To promote the health of individuals, groups and communities • To enhance personal identity and development • To maintain positive interactions and relationships with others 		
Content	<p>Physical Activity Units Following is an example of the Physical activity units studied:</p> <ul style="list-style-type: none"> • Athletics – A range of Track (e.g. Sprints, Middle distance, long distance and hurdles) and Field events (e.g., High, Long and Triple jump, Shot-put, Discus, Javelin) • Basketball • Badminton • My Golf • Volleyball • Touch • Cross Country <p>Health and Development Units Following is an example of the Health and Development Units studied:</p> <p>Unit 1 – Bones and Muscles: In this unit, students will examine the skeletal and muscular systems of the body and how they interact</p> <p>Unit 2 – Respectful relationships: In this unit students identify what respectful relationships are and how empathy and ethical decision-making contribute. Students examine the changes they are going through as their 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. They evaluate situations and propose appropriate responses, as they reflect on possible outcomes and make decisions in relationship contexts.</p> <p>This unit has sexually sensitive material. The topic overview has alternative key ideas that are elaborated in the topic outline. The school will decide the most appropriate pathway taking into consideration available resources and the needs of the students.</p> <p>Unit 3 – Active Aussies: In this unit, students examine the role that physical activity, outdoor recreation and sport have played in defining the Australian cultural identity. They also look at motor skills and the use of modification in sports and activities.</p>		
Prerequisites	Nil		
Assessment	<p>Profiles are constructed for each student which rate students according to:</p> <ul style="list-style-type: none"> • Knowledge and understanding • Investigation • Planning • Implementing and applying • Reflecting 		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	A subject fee applies to Year 9 for school-produced work books		
Careers	<p>Possible careers include:</p> <ul style="list-style-type: none"> • Teaching • Defence Services • Physiotherapy • Medical Sciences • Sports Sciences • Nursing • Health & Fitness Industry • Chiropractic 		
Course Accreditation	N/A		

JAPANESE (JAP)

Subject type:	Year 9	Duration:	Six months
Aims	<p>The Year 9 Japanese elective develops the student’s ability to comprehend and construct texts. They build on the fundamental skills established in Year 7 and 8 as practiced and well-rehearsed learners to learners with simple and effective communication skills in Japanese.</p> <ul style="list-style-type: none"> • Students refine their communication skills in Japanese in composing (writing and speaking) and comprehension (reading and listening) • Attention is given to making a smooth transition to Senior Language learning • The Year 9 learner should be able to read the hiragana script and use it competently in written communication, reading short passages and writing letters. They should also be able to hold a simple conversation built on short, accurate sentence construction and be prepared to use their skill when communicating with a native speaker 		
Content	<ul style="list-style-type: none"> • Making Plans • Here, there and everywhere (Directions) 		
Prerequisites	A satisfactory completion of Year 8 Japanese or like course.		
Assessment	<ul style="list-style-type: none"> • To receive a semester rating, students will be progressively assessed on all four macroskills of reading, writing, listening & speaking. • Assessment takes place predominantly towards the end of each term to establish “Fullest and Latest” achievement. • Presentation of student’s workbooks is a platform to establish an attitude, industry and organisational comment. 		
Special subject requirements	<ul style="list-style-type: none"> • Students are encouraged to be involved in a range of co-curricular activities: <ul style="list-style-type: none"> - International Student Exchanges - Language Competitions - Biennial school Japan study tour - Visits to restaurants, theatres, Language Expos - Listening to ethnic radio, foreign language TV programs <p>Excursions are offered as available. Transport and entry fees are extra to SRS Scheme.</p> <p>Computer access is recommended as it will assist with script, sentence construction, learning tasks and class research.</p>		
Fees (Additional to SRS charges):	Nil		
Careers	<p>Studying a language and developing an appreciation of another culture is a valuable and useful experience and skill for students who wish to pursue careers involving trade, tourism, science, finance and education as well as enriching their personal interest.</p> <p style="text-align: center;"><i>“A man with two languages ‘is worth two men” Napoleon</i></p>		
Course Accreditation	N/A		

LIFE TECHNOLOGIES – FOOD (LTF)

Subject type:	Year 9	Duration:	Six months
	<p>Food Technology teaches students food nutrition and healthy living and sustainable food choices:</p> <ul style="list-style-type: none"> • Educating students about the relationship between food choices and being earth friendly • Providing students with the life skill of food preparation through hands-on interactive experience • Introducing healthy foods for life <p>Practical areas of study:</p> <ul style="list-style-type: none"> • Serve up Health (one term) • Eating Green (eco-friendly food – one term) 		
Aims	<ul style="list-style-type: none"> • Students will be introduced to practical skills that will be with them for life • Students will be immersed in food and nutrition language and skills, whether they seek employment in the Hospitality industry or lifestyle skills and food preparation • Students' skills in time management and organisation will be enhanced • Studies are integrated with other areas of study, Maths → measuring, weighing and time. Food classes include regular cooking demonstrations and experiments with basic to advanced cooking techniques • Students will gain understanding of appropriate work methods and use of equipment and utensils • Literacy: Students will recognise the importance of English → reading, writing Students will recognise the importance of good nutrition throughout life 		
Content	<ul style="list-style-type: none"> • Principles of cookery • Healthy food choices for students and the earth • Sustainable food choices • The composition and preparation of foods • Hygiene, safety and measuring skill 		
Prerequisites	Nil		
Assessment	<p>Assessment will be continuous throughout the semester. Assessment will consist of:</p> <ul style="list-style-type: none"> • Continuous Practical Assessment • Assignment (Design) and Practical Exams related to the assignment • Theory Exam 		
Special subject requirements	Students need to be aware of the costs involved in providing ingredients, as required, on a weekly basis. They will be given notice of ingredients prior to the task.		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 for materials / resources for recipe testing and evaluating and demonstration and experiment work.</p> <p>Students are required to purchase ingredients for practical work each week and assessment practicals.</p>		
Careers	<p>Food Technology is included in our subject choices as a lead into the senior subjects of Certificate II in Hospitality, Certificate II in Kitchen Operations and Certificate II / III in Tourism. This subject has particular relevance for students who wish to enter any professions related to food or where good 'people skills' are required. Students will benefit in many ways by developing a broad range of skills. Food Technology is particularly relevant to students wishing to gain entry to the school's Trade Training Centre courses.</p>		
Course Accreditation	N/A		

LIFE TECHNOLOGIES – TEXTILES (LTT)

Subject type:	Year 9	Duration:	Six months
Aims	<ul style="list-style-type: none"> • To gain an understanding of the Design Process • To investigate and make judgments on the characteristics and properties of textile materials, tools and equipment when creating designed solutions • To develop textile production skills for an intended purpose • To analyse factors such as ethical and sustainability and their impact on designed solutions 		
Content	<p>This subject is studied over one semester and develops the student’s understanding of the design process by completing two different design challenges.</p> <p>UNIT 1: Sun Savvy Sewing</p> <p>Students investigate design features necessary for sun safe clothing as well as characteristics of fabrics with respect to sun protection. Students then design a selection of sun safe clothing and produce one of these items. They will evaluate their final product in terms of skills, professional standards and effectiveness as a sun safe item of clothing.</p> <p>UNIT 2: Revamped Fashion for the Future</p> <p>In this unit, students will investigate ethical and sustainability issues in today’s textiles industry. They will use this information to design a selection of items that use recycled or repurposed materials. From here, students will create and produce a textile item that is ethical, sustainable and uses recycled or repurposed materials</p>		
Prerequisites	Nil		
Assessment	<p>Assessment will be continuous throughout the course.</p> <p>Assessment will consist of:</p> <ul style="list-style-type: none"> • Design challenges involving practical sewing • Completion of textile workbooks 		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<p>A subject fee applies to this subject for resources. Most sewing equipment is provided by the school.</p> <p>Students are required to purchase fabric and sewing notions for all assessment items.</p>		
Careers	N/A		
Course Accreditation	N/A		

SHOP A (SHA)

Subject type:	Year 9	Duration:	Six months
	Year 8 students may be able to change their subject selections for Year 9 after they sample all the subjects offered in Year 8 ITD		
Aims	<ul style="list-style-type: none"> ▪ Develop an understanding of materials and processes applying to a range of woodwork and plastic processes ▪ Promote an appreciation for quality ▪ Develop problem solving skills through the Design Process ▪ Introduce students to vocational education ▪ Develop hand skills ▪ Develop awareness of tradition and technology behind many every day products 		
Content	<p>Plastics: A modern material in common usage in many areas. Students will have an opportunity to study plastics in theory and produce articles in several types of plastic.</p> <p>Woodworking: The study of timber in various types of construction including woodworking, carcass and framing constructions.</p> <p>Project Design, Workshop, Safety: In the production of projects students will be exposed to plan reading, solving problems through design and applying safe work practices.</p>		
Prerequisites	Nil		
Assessment	<p>Classwork: ☑☑Projects ☑☑Project work booklets</p> <p>Indicative Projects Games Box, Push Mould, Jointing exercise, Desk Set</p>		
Special subject requirements	<p>The following are safety requirements in all practical areas of Industrial Technology and Design:</p> <ul style="list-style-type: none"> ▪ Students are required to wear sturdy shoes that are in a good state of repair (no thongs, sandals, canvas shoes etc.) ▪ Any loose clothing is required to be restrained (tucked in) or removed. (This includes coats and jumpers etc.) ▪ Long hair is required to be restrained at all times. (Where required, student will provide their own hair net – hygiene consideration) ▪ Students who are unable to comply with safety standards will be withdrawn from practical learning experiences. 		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 to cover cost of consumables and project materials. Early Payment is Essential</p>		
Careers	<ul style="list-style-type: none"> ▪ Industrial Technology and Design courses provide the basics for skills required in the Senior Industrial Technology and Design course. ▪ Shop A provides some basis for Technology Studies and Furnishings in the senior school. <p>Shop A has particular relevance for students wishing to pursue a career in construction, furnishings or process manufacturing industry.</p>		
Course Accreditation	N/A		

SHOP B (SHB)

Subject type:	Year 9	Duration:	Six months
	Year 8 students may be able to change their subject selections for Year 9 after they sample all the subjects offered in Year 8 ITD		
Aims	<ul style="list-style-type: none"> ▪ Develop an understanding of materials and processes applying to a range of metal work processes ▪ Promote an appreciation for quality ▪ Develop problem solving skills through the Design Process ▪ Introduce students to vocational education ▪ Develop hand skills ▪ Develop awareness of tradition and technology behind many every day products 		
Content	<p>Metalwork: The study of sheetmetal in various forms, fitting and fabrication (introduction), metal turning and art metal form. Students will have an opportunity to produce articles in the above areas and be exposed to theory in each area.</p> <p>Electrical/Electronics: Students will be exposed to basic electronic theory and will make projects using electronic components.</p> <p>Mechanics: Students may encounter units involving theory of Internal Combustion Engines.</p> <p>Project Design, Workshop Graphics, Safety in the Production of Projects: Students will be exposed to plan reading, solving problems through design and safe working practices</p>		
Prerequisites	Nil		
Assessment	<p>Classwork:</p> <ul style="list-style-type: none"> ▪ Projects / Theory Test ▪ Project work booklets <p>Indicative Projects Skills exercise, Junior Hacksaw, Aluminium Dish, Dust Pan, Wind Chime</p>		
Special subject requirements	<p>The following are safety requirements in all practical areas of Industrial Technology and Design:</p> <ul style="list-style-type: none"> ▪ Students are required to wear sturdy shoes that are in a good state of repair (no thongs, sandals, canvas shoes etc.) ▪ Any loose clothing is required to be restrained (tucked in) or removed. (This includes coats and jumpers etc.) ▪ Long hair is required to be restrained at all times. (Where required, student will provide their own hair net – hygiene consideration.) ▪ Students who are unable to comply with safety standards will be withdrawn from practical learning experiences. 		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 to cover cost of consumables and project materials. Early Payment is Essential</p>		
Careers	<ul style="list-style-type: none"> ▪ Industrial Technology and Design courses provide the basics for skills required in the Senior Industrial Technology and Design course. ▪ Shop B provides some basis for Technology Studies in the senior school and engineering. ▪ Shop B has particular relevance for students wishing to pursue a career in the manufacturing and engineering industry 		
Course Accreditation	N/A		

STEAM (SCIENCE, TECHNOLOGY, ENGINEERING, ARTS and MATHEMATICS) (STM)

Subject type:	Year 9	Duration:	Six months
	STEAM incorporates science, technology, engineering, arts and mathematics and has a strong focus on creativity, critical thinking, problem solving and communication.		
Other	Students are able to select this elective for either one or two semesters.		
Content	<p>Students will participate in one or more workshops run by The Queensland University of Technology that involve digital literacies such as coding, electronics and robotics.</p> <p>Digital literacies will be used throughout the course. Students will gain experience in coding, robotics and 3D printing using MSHS's Lego Robots, Humanoid Robots, Arduinos and Sphero SPRK+. Students will also have the opportunity to join the MSHS's STEM club which will involve participation in various STEAM challenges in the region.</p>		
Prerequisites	Students require a strong interest in problem solving, investigation of the world around them and some capability in mathematics.		
Assessment	The CSIRO CREST awards will also be incorporated into the program. Students will be required to show creativity and originality through science, engineering and technology. This is a non-competitive award that requires students to individually design and carry out a technology or engineering project or a science investigation that has a real world application. Students will be taught entrepreneurial skills which will help them to communicate and promote their project to interested parties.		
Special subject requirements	Students will be encouraged to engage with use of emerging technologies and consequently access to an electronic device is encouraged.		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 for:</p> <ul style="list-style-type: none"> • An excursion to QUT • Consumables and project materials. 		
Careers	N/A		
Course Accreditation	N/A		

VISUAL ART (ART)

Subject type:	Year 9	Duration:	Six months
	The Year 9 course is a six month course offered in Semester One and Semester Two. (Year 10 runs for two Semesters – whole year).		
Aims	<p>The global or wider aims of the Junior Art Program reflect those of the P-10 Syllabus.</p> <ul style="list-style-type: none"> To develop creativity in the visual art process. To acquire knowledge of the visual arts. To acquire skills necessary for interpretation (to describe, analyse, interpret and evaluate/ make judgments about Art), communication and the production of art works. To develop discrimination and appreciation of the visual world (to value and be confident in one's own creative ability, to value the artistic contribution of others in and to our society). 		
Content	<p>Concept – The Australian Landscape</p> <p>Term 1: Photography –</p> <ul style="list-style-type: none"> Digital photograph of the local landscape during excursion Manipulation using Photoshop / Art programs <p>Sculpture –</p> <ul style="list-style-type: none"> Ceramic pot (minimum size 30cm) Influenced by local flora and fauna <p>Term 2: Painting –</p> <ul style="list-style-type: none"> Landscape based on digital photography. Acrylic on canvas. Written Assignment (400-500 words) 		
Prerequisites	<p>In Year 9, the course structure builds on the basic introduction offered with the Year 8 Programs. This course is designed for students who have a genuine interest or proven aptitude in Art.</p> <p>Students considered this course should have achieved a Sound Achievement or better in Year 8 Art.</p>		
Assessment	<p>Each term will contain these items:</p> <ul style="list-style-type: none"> A completed major piece of artwork. Worksheets, media experiments. Research recorded in Visual Diary. <p>There will be one written assignment (400-500 words):</p>		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 for:</p> <ul style="list-style-type: none"> Excursion. Use of digital cameras. Painting frame. Clay and glazes. Plastic Folder. <p>Visual Diary</p>		
Careers	Desirable but not essential for those wishing to study Art in Year 10		
Course Accreditation	N/A		