



Our Vision

# Excellence in Education for All

Our Values

# Learning, Respect & Safety

## YEAR 7 2025

*This information is correct at time of publication but subject to change.*

# Introduction

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Maroochydore State High School aims to cater to the diverse range of students and families through offering unique pathways to success that appeal to all students in this key transitional period. Maroochydore State High School provides every student with the opportunity to prepare for success in life through the delivery of high-quality classroom-based education. Our pathway's supported curriculum is built on strong traditional values of Learning, Respect and Safety, which is implemented through excellent teaching and learning experiences.

## School Leadership Team

The year 7 and 8 school leadership team is overseen by the Principal, Year Level Deputy Principal, Year Level Head of Department and Dean of Students.

## Curriculum Philosophy

1. Teaching strategies, learning experiences and curriculum offerings cater to the developmental stages of young people. The needs of Year 7 students are different to those of senior secondary students (Years 10, 11 and 12).
2. Year 7 curriculum is drawn from the Australian Curriculum and provides access to all eight learning areas. Differentiated teaching and learning ensures the needs of all our diverse learners are met.
3. Year 7 curriculum supports a successful transition to high school *Pathways to Success* career pathway options (University, tertiary options and employment) to accommodate the different aspirations, orientations and capacities of our students.

## Year 7 Curriculum Overview

Year 7 students are required to study the core subjects of English, Mathematics, Science, Humanities, Health and Physical Education (one semester), and Japanese (one semester), as well as participate in the Pastoral Care program. All subjects are scheduled for three 70-minute lessons per week, except for Pastoral Care, which is one 70-minute lesson, and Sport, which is also one 70-minute lesson per week and is compulsory for all students.

### Required core subjects (12 months)

- English
- Maths
- Science
- Humanities

### Required core subjects (6 months)

- Japanese
- Health and Physical Education

## Drive Programs

Students are able to apply to be considered for the Maroochydore State High School Drive Programs. The Drive Program consists of three core areas - NextGen, Sports Development Program (SDP) and Arts Academy.

Students applying to the Drive Program must complete an application and may complete an audition and/or an interview. Students and parents are notified if they have been successful.

For more information regarding our drive program please refer to the school website.

<https://maroochydoreshs.eq.edu.au/curriculum/excellence-programs>

## Elective Subjects

Electives are subjects aligned with the Australian Curriculum that students study in addition to the required core subjects. These subjects run for one term and are grouped into predetermined blocks. Year 7 students select a block of elective subjects to study throughout the year.

Students in our Drive programs follow specialised elective pathways:

- Students in the Sports Development Program (SDP) study Japanese for one semester. For the other semester, they can choose either a specialist Creative Industry elective (which may require an audition) or two separate electives.
- Students in the Arts Academy can choose semester-long Creative Industry electives. They may study both specialist electives or combine one with two other electives.
- Students in the NextGen program also have the option of specialist Creative Industry electives (which may require an audition).
  - NextGen students who have also auditioned for the Arts Academy may choose to study both specialist electives, combine one with two other electives, or select a standard block of electives.
  - NextGen students who have not auditioned for the Arts Academy will select a standard block of electives to study throughout the year.

## Elective Subject Blocks

Students will choose electives from predetermined blocks of subject combinations. Information about these blocks and the subjects within each block is provided during the subject selection process, which usually occurs in Term 4 of the previous year. Subjects from one block cannot be mixed with those from another, and students are not permitted to switch between blocks during the year. Once a block is confirmed, students must remain within that block, and subject changes are not allowed throughout the year.

Elective offerings are determined by class numbers, and if a class reaches maximum capacity, no additional students can be enrolled. Instrumental Music is offered as an additional elective and is conducted offline.

The following elective subjects are available:

- Aerospace
- Design
- Digital Technologies
- Drama
- Engineering Principles and Systems
- Food Specialisations
- Materials and Technologies Specialisations
- Media Arts
- Music
- Visual Arts

Further information about the electives can be found throughout this booklet.

## Instrumental Music - Offline

The school offers instruction on percussion, woodwind, brass, and string instruments. Additional fees apply to these classes, which are held during school hours. Students may sign up for these classes at the beginning of the school year.

A limited number of school instruments are available for loan, and students hiring a school instrument are required to pay a rental fee. All students also pay a fee to cover photocopying, ensemble music purchases, and instrument maintenance. These fees do not cover any private tuition.

For performances, students will need to wear black pants or long black skirts. For more information, please contact the Head of the Creative Industries Department.

# Junior Secondary

## Elective subject guide



MAROOCHYDORE  
STATE HIGH SCHOOL  
STRIVE AND SERVE

### Aerospace

Students are exposed to theory and practical flying activities with a strong emphasis on aircraft model design and construction using aerodynamic principles.

Problem solving strategies are taught and used throughout to evaluate and appraise model aircraft performance characteristics such as stability, efficiency and acrobatic maneuvering.

### Design

Focuses on developing skills and understanding of the Design Process. Students analyse design briefs, investigate, generate, produce and evaluate design ideas using a variety of creative modes.

### Digital Technologies

Students investigate and explain the main input, output, processing and storage devices and functions of Digital Technologies systems. Students also describe a range of devices and processes for performing complex tasks using the correct Digital Technologies specific terminology.

### Drama

Students will examine the elements of drama and how these can be used to communicate ideas and meaning within a theatrical setting. Students will experiment with performance ideas to workshop and innovate various performances in the areas of clowning and physical theatre. Play reading and acting skills will be developed to allow students to build their own personal aesthetic.

### Engineering Principles and Systems

Students will learn the design process, 3D modelling and prototyping skills, to create designed solutions for real world problems.

Students use Engineering Principles and Systems to design, make and evaluate solutions using technologies such as laser cutting and 3D printing.

### Food Specialisations

Focuses on developing knowledge and skills to enable students to make healthy choices related to food and nutrition.

Students participate in weekly cooking classes.

### Materials and Technologies Specialisations

Students will learn how to use industry practice to manipulate materials such as timber, acrylic, steel and aluminium. To design and create solutions involves knowledge and understanding of characteristics and properties of a range of materials, components and production technologies.

### Media Arts

Students will explore the art and technology of stop-motion animation, and will develop skills and techniques in communicating meaning through the selection and manipulation of symbolic and technical elements. Students will understand the principles of animation, respond to animations of social value, and develop production skills in order to design and produce stop motion animated films.

### Music

Students will gain an introduction to traditional and modern music notation through keyboard and/or guitar performance, and will engage with a range of various music styles. Students will explore a range of different modern music styles and how these can be composed or performed using various music production technologies.

### Visual Arts

Students will explore a range of art media, with an emphasis on experimentation and developing techniques, to produce a folio of work including printmaking, clay, painting and drawing. Practical and theoretical learning experiences will help students communicate their own visual ideas and concepts.

### Music All Stars

*This is a specialist Arts Academy elective.*

Students will build on already established instrumental and vocal skills, to develop a broad range of music skills and techniques. Students will engage in composing (song writing) and performing via a range of individual and collaborative learning experiences. Innovative online and physical vocal and instrumental resources will connect students into the world of 21<sup>st</sup> century music making and promotion

*This elective runs for 2 terms.*

### Creative +

*This is a specialist Arts Academy elective.*

Students will experiment with their own visual ideas and dramatic elements to workshop and innovate performance items. Students will work both individually and collaboratively to creatively communicate their ideas and intentions (through the use of knowledge, ICT skills, techniques, processes, materials and media technologies).

*This elective runs for 2 terms.*

# Pathways to Success

At Maroochydore State High School, we offer Excellence in Education for All. This means we value all pathways that lead students to learn and become responsible citizens who can work productively and/or contribute to their community.



# Pathways TO SUCCESS



## University Pathway

|   |   |   |  |
|---|---|---|--|
| <p><b>DRIVE PROGRAM</b><br/>Achieving A's and B's.</p> <p><b>STRIVE AND SERVE PROGRAM:</b><br/>Achieving A's and B's.</p> | <p><b>EXTENSION OR GENERAL CLASSES</b></p> <p>Achieving at least B's in English, Maths and Science.</p> <p>Meet pre-requisites for Year 11 subject selection.</p> <p>Complete Certificate II.</p> | <p><b>QUALIFICATIONS</b><br/>QCE*, ATAR**</p> <p><b>SENIOR SUBJECTS</b><br/>Five general subjects includes General English, Maths and one other pathway option.</p> | <p>QTAC Application for University and TAFE.</p> <p>Australian Defence - Officer Entry.</p> <p>Full-Time Employment.</p> |
|---|---|---|--|

## Tertiary Options Pathway

|  |   |  |   |
|--|---|--|---|
| <p><b>DRIVE PROGRAM</b><br/>Achieving mainly B's.</p> <p><b>STRIVE AND SERVE PROGRAM</b><br/>Achieving mainly B's.</p> | <p><b>EXTENSION OR GENERAL CLASSES</b></p> <p>Achieving at least C's.</p> <p>Meet pre-requisites for Year 11 subject selection.</p> <p>Complete Certificate II.</p> | <p><b>QUALIFICATIONS</b><br/>QCE*, Certificate III, Certificate IV.</p> <p><b>SENIOR SUBJECTS</b><br/>Six subjects: combination of General, Essential, Applied VET Certificate III, IV or Traineeship options.</p> | <p>Alternate University entrance, TAFE.</p> <p>Apprenticeships/ Traineeships.</p> <p>Australian Defence – General Entry: Trades.</p> <p>Full-Time Employment.</p> |
|--|---|--|---|

## Employment Pathway

|   |   |  |  |
|---|---|--|--|
| <p><b>DRIVE PROGRAM</b><br/>Achieving at standard in Mathematics and English.</p> <p><b>STRIVE AND SERVE PROGRAM</b><br/>Achieving at standard.</p> | <p><b>ESSENTIAL CLASSES</b></p> <p>Achieving at standard in English and Maths.</p> <p>Complete Certificate II in Skills for Work and Vocational Pathways.</p> | <p><b>QUALIFICATIONS</b><br/>QCE* / QCIA#, Certificate I, II, III.</p> <p><b>SENIOR SUBJECTS</b><br/>Six subjects - combination of Essential, Applied VET and traineeship options.</p> | <p>Apprenticeships/ Traineeships, TAFE.</p> <p>Australian Defence – General Entry: Non-technical.</p> <p>Full-Time Employment.</p> |
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\*Queensland Certificate of Education – 20 credits    \*\*Australian Tertiary Admissions Rank    #Queensland Certificate of Individual Achievement

# Career Planning Resources

A key element of the Year 7 Pastoral Care program is supporting students to investigate their skills, interests and pathway options.

For further comprehensive information on all things career related, visit our school careers page at:

[www.maroochydocareers.com](http://www.maroochydocareers.com) or investigate the following websites -

- **Job Outlook** is an Australian Government website providing information about Australian careers, labour market trends and employment projections, covering around 350 individual occupations. It includes an interactive Career Quiz that helps to identify work styles and suggests careers options.
- **myfuture** is a comprehensive career and education website that help students explore career options based on their skills and interests.
- **myPROFILER** is a career profiling tool developed by TAFE Queensland that uses visual responses to stimulus to suggest career choices that match talents, skills and interests.
- **Apprenticeships Info** is a one-stop shop for information about apprenticeships and traineeships in Queensland. Australian Apprenticeships provides information about Australian apprenticeships for employers, job seekers, school leavers and career advisers. Australian Apprenticeships Pathways helps students find available apprenticeships and provides links to job pathways charts and job descriptions.
- **The Group Training Australia** website is a directory of organisations offering traineeships and apprenticeships across the country.
- **MySkills** provides information about vocational education and training and connects students with nationally accredited training providers. Queensland Skills Gateway contains everything students need to know about vocational education and training in Queensland, including courses, training providers, government funding and career pathways.
- **JobActive** includes job advertisements, information about training providers and tips on résumé writing and writing job applications.
- **JobAccess** contains information about disability employment services, including job advertisements, and financial support for workplace modifications

# Effort for Learning – Classwork and Assessment

Teachers will provide course information to students and parents/carers at the start of each unit. This will include the unit planner, learning goals and assessment requirements/reminders. Students must demonstrate that their classwork and participation is satisfactory every lesson. Students will be able to demonstrate they are satisfactory/on-track for learning if they;

- Complete all classwork and assessment
- Participate in their curriculum program
- Seek support when needed
- Catch up on missed work
- Follow the “R U Ready to Learn” expectations
  - bring equipment
  - be on time
  - line up quietly
  - phones off and away (all day)
  - follow the seating plan

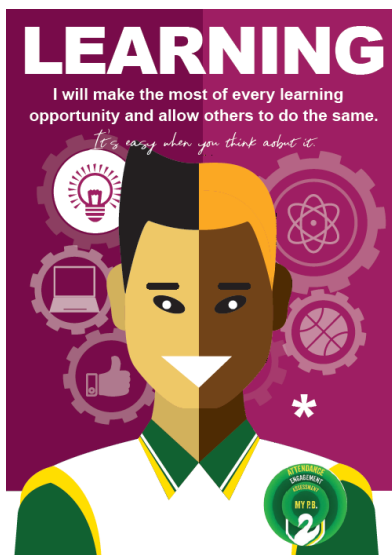
Student academic progress is monitored closely. Students must complete all assessment to a satisfactory effort as per the MSHS Assessment Policy. If a student is unsatisfactory, staff will follow the MSHS Effort for Learning policy to assist students to engage. This can include catch-up blocks at the start of each term to ensure students complete their learning.

# Behaviour for Learning

All students at Maroochydore State High School are required to demonstrate behaviours that are aligned with the school values of Learning, Respect and Safety, which are clearly outlined in the Student Code of Conduct.

In particular we expect that our Year 7 students will;

- Respect others right to learn
- Respect the teacher’s right to teach
- Take responsibility for personal progress, actions and choices
- Be on time and prepared
- Follow the school uniform and presentation requirements
- Be positive and resilient



# Equipment Requirements – Stationery

It is important for learning that students organise their notebooks and bring the correct equipment to every lesson (including laptops). Students are welcome to use 5 subject notebooks (with pockets) instead of individual notebooks. Below is a general overview of stationery requirements however refer to the school website for the most up-to-date stationery lists.

## Required Items to use for ALL SUBJECTS:

- Large pencil case
- Laptop
- USB (min 8GB, 16GB recommended)
- Blue and Red Biro's
- Pencils and Pencil sharpener
- Eraser (and/or white out tape)
- 1 x 30cm plastic ruler (wood and metal not permitted)
- 1 stapler
- 1 pair of scissors
- 1 glue stick
- Packet of highlighters
- Coloured pencils

## Supplied by School:

Student Planner

## Please do not bring:

Nikko permanent markers

| CORE SUBJECTS | ADDITIONAL REQUIREMENTS   |
|---------------|---|
| English       | 1 x 128 page A4 exercise book   |
| Mathematics   | 2 x 96 page A4 exercise book (per semester)<br>Scientific calculator – Casio FX-82AU Plus 2 <sup>nd</sup> edition<br>Document wallet<br>Drawing compass and protractor<br>Whiteboard marker |
| Science       | 1 x 128 page A4 exercise book   |
| Humanities    | 1 x 96 page A4 exercise book  |
| Japanese      | 1 x 128 page A4 exercise book   |
| HPE           | 1 x 64 page A4 exercise book<br>Water Bottle<br>School Hat<br>Sunscreen   |

| ELECTIVE SUBJECTS | ADDITIONAL REQUIREMENTS                  |
|-------------------|--|
| All               | All subjects require 1 x 64 page A4 book |

**\*\* Please note that elective subject blocks are finalised for each student at the beginning of Term 1. Any additional requirements for specific subjects will be communicated by the classroom teacher. Please have one extra book ready for each term.\*\***



# Equipment Requirements - Computers: BYOd Program

Maroochydore State High School recognises 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, students are required to provide their own laptop device for use 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. Students are also able to install the Adobe software suite onto their devices at no extra charge.

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. A minimum specifications table is available via the Office to assist in purchasing a suitable Windows or Apple device. There is an annual connectivity and licensing fee to cover the cost of participating in the BYOd program.

## Student Resource Scheme and User-Pays Subject Fees

Maroochydore SHS runs a Student Resource 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 Subject Resource List (available at the Office). The scheme purchases in bulk and has the buying power to significantly reduce the costs to parents. The SRS is approved by the P&C Association each year.

The additional user-pays subject levies for consumables (for example, excursions) are a requirement for some subjects. If these levies cannot be met, it will be necessary for students to choose another subject that does not have the associated costs.

# Student Wellbeing

Our young people are growing up in a world driven by new technologies and economic globalisation. Their future means they need a new set of cognitive, social and emotional skills for success.

We know that a supportive environment that combines a focus on wellbeing and learning is optimal — without one, the other will not happen. Responding to individual and group differences, promoting collaborative learning, connecting to the hearts and minds of every student and teaching students how to manage their wellbeing, are just some of the ways our teachers are making sure students thrive. To further support this, we provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

There will be times however when students may require extra support for various physical, social and/or emotional reasons. In these circumstances, we use a wrap-around approach which involves parents, school support staff and services, health professionals and other agencies to best support our students.

In particular, our Student Services team includes:

- School Guidance Officer
- School Based Youth Health Nurse
- School Based Police Officer
- School Chaplain
- Student Wellbeing Professional
- First Nations Community Education Councillor

You can make an appointment to see any of the Student Services team via the Student Counter or visit them in G Block.

## Pastoral Care and Wellbeing Program

The Pastoral Care and Wellbeing program endeavours to develop certain skills and abilities in young people.

These include:

- decision making, questioning, participating and reflecting, to ensure informed life choices
- the ability to determine modes of behaviour in different social/cultural settings
- the ability to adopt roles compatible with their values
- the ability to look ahead and plan for their future

These skills will be developed through topics such as:

- Health Issues
- Career Planning
- Study/Assessment Skills
- Community Spirit
- Understanding School Policies and Consequences
- Communication
- Self-Concept
- Bullying and Cyber Bullying

The aim is to assist the overall development of the individual - physical, emotional, social and intellectual. It provides an opportunity for young people to have access to and acknowledge the need for accurate and current information about issues that affect them and their interaction with others.

Students in Years 7-12 engage in Pastoral Care activities on a regular basis via their weekly care class sessions and within subjects studied. The Pastoral Care program has been written to allow students to develop skills relevant at different stages through their secondary school years. The program also looks to address relevant school or community issues at points in time during the year when/if they arise. Care teachers, Dean of Students and Heads of Department deliver the pastoral care and wellbeing program with specialised input from our student services personnel and other guest presenters.

## AEROSPACE

|   |  |                  |          |
|---|--|------------------|----------|
|   | Elective   | <b>Duration:</b> | One Term |
| <b>Aims</b>                             | <p>The course is the beginning of a six year stream of aerospace studies from Years 7-10 leading into the QCAA Aerospace program in Years 11 and 12. In Year 7, students are introduced to the fundamentals of aircraft flight through a collective branch of study known as STEM: Science, Technology, Engineering and Maths.</p> <p>Students are exposed to theory and practical flying activities with a strong emphasis on aircraft model design and construction using aerodynamic principles. Problem solving strategies are taught and used throughout to evaluate and appraise model aircraft performance characteristics such as stability, efficiency and acrobatic manoeuvring.</p> |                  |          |
| <b>Content</b>                          | <p>Each student will require a laptop as the course facilitates all teaching and learning through a digital workbook in the form of PowerPoints and online learning resources. Laptops are also required for digital design in the form of CAD (Computer Aided Design) and manufacturing in the form of CNC laser cutting and wing form construction.</p> <p>There is a strict adherence to safety in the course and students who are unable to comply with safety requirements will be withdrawn from practical learning experiences.</p>   |                  |          |
| <b>Prerequisites</b>                    | Nil  |                  |          |
| <b>Assessment</b>                       | <p>Students are assessed in three main areas:</p> <ul style="list-style-type: none"> <li>• Model Aircraft Construction</li> <li>• Digital Workbook Completion</li> <li>• Term Examination</li> </ul>   |                  |          |
| <b>Special subject requirements</b>     | Nil  |                  |          |
| <b>Fees (Additional to SRS charges)</b> | A subject fee applies to this subject for project materials and consumables.   |                  |          |

## ARTS ACADEMY

|   |   |                  |           |
|---|---|------------------|-----------|
|   | Drive Program   | <b>Duration:</b> | 12 Months |
| <b>Aims</b>                             | The Arts Academy program is designed for students passionate about the Creative Industries. This program develops students who have a high-level of focus and determination to succeed in all areas of schooling with a focus on harnessing their creativity.   |                  |           |
| <b>Content</b>                          | <p>Students accepted into this program will be supported towards their personal best with:</p> <ul style="list-style-type: none"> <li>• An adapted curriculum and teaching, enriched with relevant industry-specific learning</li> <li>• Specialist facilities, technology, internal and external learning opportunities</li> <li>• Connection with industry professionals, role models and mentors</li> <li>• Leadership and personal development opportunities</li> <li>• Connection with like-minded students in core curriculum subjects</li> </ul> <p>Students in this program will select from two specialised electives, Music All Stars and Creative+. Music All Stars fosters students' passion for the music industry, exploring performance, composition and production aspects. Creative+ nurtures students' passion for the performing arts, exploring performance, design and production elements.</p> <p>Arts Academy students' schooling experience is enriched by connection with industry experts and facilities.</p> |                  |           |
| <b>Prerequisites</b>                    | Students are required to apply to be part of the class. Part of the application process is an audition. Continuation in the program is dependent upon student maintaining at least a 'B' in effort and behaviour in all subject areas.  |                  |           |
| <b>Assessment</b>                       | Practical tasks and theory assessment   |                  |           |
| <b>Special subject requirements</b>     | Laptop required   |                  |           |
| <b>Fees (Additional to SRS charges)</b> | <p>Please note there are additional fees for these specialised electives:</p> <ul style="list-style-type: none"> <li>• Music All Stars</li> <li>• Creative+</li> </ul>  |                  |           |
| <b>Careers</b>                          | Creative Industries careers including: performer, events coordinator, hospitality and travel industries, public relations, teaching, politics, advertising and marketing, designer.   |                  |           |

## CREATIVE +

|   |   |                  |          |
|---|---|------------------|----------|
|   | Arts Academy Program Elective   | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                             | <p>The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"> <li>• conceptual and perceptual ideas and representations through design and inquiry processes</li> <li>• visual arts techniques, materials, processes and technologies</li> <li>• critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement</li> <li>• respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences</li> <li>• confidence, curiosity, imagination and enjoyment</li> <li>• a personal aesthetic through engagement with visual arts making and ways of representing and communicating.</li> </ul> |                  |          |
| <b>Content</b>                          | <ol style="list-style-type: none"> <li>1. The Creative Me</li> <li>2. Dance</li> </ol>  |                  |          |
| <b>Prerequisites</b>                    | <p>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.</p>   |                  |          |
| <b>Assessment</b>                       | <p>Responding: includes exploring, responding to, analysing and interpreting artworks<br/>           Making: includes learning about and using knowledge, ICT skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions</p>   |                  |          |
| <b>Special subject requirements</b>     | Arts Academy Audition   |                  |          |
| <b>Fees (Additional to SRS charges)</b> | Please note there may be additional fees for this subject.  |                  |          |
| <b>Careers</b>                          | Involves working with people e.g., hospitality and travel industries, public relations work, teaching, nursing, demonstrating, advertising, performing arts, politics   |                  |          |

## DESIGN

|   | Elective  | Duration: | One Term |
|---|---|-----------|----------|
| <b>Aims</b>                             | Students will: <ul style="list-style-type: none"> <li>• understand the design process and influencing factors to meet present and future needs.</li> <li>• develop production skills for an intended purpose.</li> <li>• investigate and apply a range of materials, tools, equipment and processes to create a designed solution.</li> <li>• evaluate their product using criteria for success.</li> </ul> |           |          |
| <b>Content</b>                          | My Space<br>This subject allows students to develop an understanding of the Design Process and work through the five steps to gain practical experience in producing designed solutions. Students will investigate and produce a product to improve individual passions and wellbeing.  |           |          |
| <b>Prerequisites</b>                    | Nil   |           |          |
| <b>Assessment</b>                       | Assessment will be continuous throughout the term. Assessment will consist of: <ul style="list-style-type: none"> <li>• Theory Booklets</li> <li>• Portfolio</li> <li>• Product</li> </ul>  |           |          |
| <b>Special subject requirements</b>     | Students will be required to supply materials for their design task.  |           |          |
| <b>Fees (Additional to SRS charges)</b> | A subject fee applies for resources and equipment used in class.<br>Students are required to purchase materials for assessment items.   |           |          |

## DIGITAL TECHNOLOGIES

|   |  |                  |          |
|---|--|------------------|----------|
|   | Elective   | <b>Duration:</b> | One Term |
| <b>Aims</b>                             | <p>Students live in a digital world where technology is becoming more and more prevalent in every day jobs, from game development to engineering. Technology includes the software and digital systems that enable data and information to be managed, stored, processed and communicated.</p> <p>This class takes students on a digital adventure, guiding them in the art of design and coding for modern technology. They'll uncover the magic of transforming ideas into interactive software and reveal the hidden insights within extensive data. Additionally, they'll become skilled in cyber security, learning to shield against potential digital risks.</p> <p>Digital Technologies assists students to become competent, discriminating, creative and productive users of computer software. 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> <p>Students studying Digital Technologies will:</p> <ul style="list-style-type: none"> <li>• Use programming and design tools in different subjects for effective inquiry, creation, collaboration, and communication, while managing data efficiently.</li> <li>• Understand software systems' input, output, and processing, unraveling their workings for practical application.</li> <li>• Explain a variety of cyber security measures for ensuring digital safety</li> <li>• Master information and content management in personal or collaborative digital spaces, upholding accuracy and reliability</li> </ul> |                  |          |
| <b>Content</b>                          | <p>Students will explore the exciting realm of game development. They'll analyse existing games, dissecting their components and design choices. Through hands-on experience, they'll craft animations and design levels for a pre-existing game, applying both classroom-taught and self-researched coding techniques. This immersive journey empowers students to comprehend the intricate world of game development, fostering creativity and problem-solving skills. As they shape virtual experiences, students gain a deeper appreciation for the fusion of technology and artistic expression.</p>  |                  |          |
| <b>Prerequisites</b>                    | Nil  |                  |          |
| <b>Assessment</b>                       | Multimodal Portfolio Presentation  |                  |          |
| <b>Special subject requirements</b>     | Students will need to provide a 16 GB USB  |                  |          |
| <b>Fees (Additional to SRS charges)</b> | Please note there may be additional fees for this subject.   |                  |          |
| <b>Careers</b>                          | Game Developer/Programmer, Level Designer, Game Tester/QA Tester, Narrative Designer.  |                  |          |

## DRAMA

|   | Elective  | Duration: | One Term |
|---|---|-----------|----------|
| <b>Aims</b>                             | <p>In addition to the overarching aims of the Australian Curriculum: The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"> <li>• conceptual and perceptual ideas and representations through design and inquiry processes</li> <li>• visual arts techniques, materials, processes and technologies</li> <li>• critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement</li> <li>• respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences</li> <li>• confidence, curiosity, imagination and enjoyment</li> <li>• a personal aesthetic through engagement with visual arts making and ways of representing and communicating.</li> </ul> |           |          |
| <b>Content</b>                          | <p>Year 7</p> <ul style="list-style-type: none"> <li>• Elements of Drama</li> <li>• Clowning Unit</li> <li>• Physical Theatre</li> <li>• Play Reading</li> <li>• Acting and Performance</li> </ul>  |           |          |
| <b>Prerequisites</b>                    | <p>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.</p>   |           |          |
| <b>Assessment</b>                       | <ul style="list-style-type: none"> <li>• Responding: includes exploring, responding to, analysing and interpreting artworks</li> <li>• Making: includes learning about and using knowledge, ICT skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions</li> </ul>  |           |          |
| <b>Special subject requirements</b>     | <p>Please note there may be special subject requirements.</p>   |           |          |
| <b>Fees (Additional to SRS charges)</b> | <p>Please note there may be additional fees for this subject.</p>   |           |          |
| <b>Careers</b>                          | <p>Involves working with people e.g. hospitality and travel industries, public relations work, teaching, nursing, demonstrating, advertising, performing arts, politics</p>   |           |          |



## ENGINEERING PRINCIPLES AND SYSTEMS

|   |   |                  |          |
|---|---|------------------|----------|
|   | Elective  | <b>Duration:</b> | One term |
| <b>Aims</b>                             | <p>The aim of Engineering Principles and Systems is to inspire and prepare students for future careers in fields such as engineering, physics, product design, and drafting. The subject encourages students to think critically and creatively while introducing them to fundamental engineering concepts. By engaging with cutting-edge technologies and innovative processes, students will explore how systems and design principles can solve complex real-world problems. This subject emphasizes developing analytical skills, hands-on experience, and an understanding of how engineering can shape the world around us.</p> |                  |          |
| <b>Content</b>                          | <p>Students will learn the design process, 3D modelling and prototyping skills, to create designed solutions for real world problems.<br/>Students use Engineering Principles and Systems to design, make and evaluate solutions using technologies such as laser cutting and 3D printing.</p>  |                  |          |
| <b>Prerequisites</b>                    | Nil   |                  |          |
| <b>Assessment</b>                       | Design folio and practical project  |                  |          |
| <b>Special subject requirements</b>     | Nil   |                  |          |
| <b>Fees (Additional to SRS charges)</b> | Please note there may be additional fees for this subject.  |                  |          |
| <b>Careers</b>                          | Engineer, Physicist, Product designer, Draftsman.   |                  |          |

## ENGLISH

|   |   |                  |           |
|---|---|------------------|-----------|
|   | Required Core   | <b>Duration:</b> | 12 Months |
| <b>Aims</b>                             | <p>The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them.</p> <p>The Australian Curriculum: English aims to ensure that students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.</p> |                  |           |
| <b>Content</b>                          | <p>Students engage with a variety of texts for enjoyment. These include various types of media texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.</p>   |                  |           |
| <b>Prerequisites</b>                    | Nil   |                  |           |
| <b>Assessment</b>                       | <p>By the end of Year 7, students will be able to engage with a combination of written and spoken assessment tasks to meet the Australian Curriculum Year 7 Achievement Standards.</p> <p>Semester 1:</p> <ul style="list-style-type: none"> <li>• Persuasive Speech</li> <li>• Analytical essay exam</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>• Multi-modal panel discussion</li> <li>• Personal memoir</li> </ul>   |                  |           |
| <b>Special subject requirements</b>     | Nil   |                  |           |
| <b>Fees (Additional to SRS charges)</b> | Please note there may be additional fees for this subject.  |                  |           |

## FOOD SPECIALISATIONS

|   | Elective   | Duration: | One Term |
|---|--|-----------|----------|
| <b>Aims</b>                             | Students will be able to: <ul style="list-style-type: none"> <li>• make quality nutritious foods suitable for a healthy lunch box.</li> <li>• explain the nutritional value of these foods.</li> <li>• plan, produce and present a healthy lunch box for a teenager, using a variety of techniques and equipment.</li> <li>• organise and manage time and resources when producing quality design solutions.</li> <li>• evaluate the success of their design ideas</li> </ul>                              |           |          |
| <b>Content</b>                          | Food Specialisations in Year 7 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.<br><br>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. |           |          |
| <b>Prerequisites</b>                    | Students will need to supply cooking ingredients for weekly food practicals.   |           |          |
| <b>Assessment</b>                       | Assessment will be continuous throughout the course. Assessment will consist of: <ul style="list-style-type: none"> <li>• Theory booklet</li> <li>• Continuous Cookery</li> <li>• Food Design Challenge</li> </ul>   |           |          |
| <b>Special subject requirements</b>     | Students will need to supply weekly cooking ingredients for food practicals.   |           |          |
| <b>Fees (Additional to SRS charges)</b> | A subject fee applies. This covers the cost of supplying materials for demonstrations and food tastings.   |           |          |

## HEALTH AND PHYSICAL EDUCATION

|   |   |                  |          |
|---|---|------------------|----------|
|   | Required Core   | <b>Duration:</b> | 6 months |
| <b>Aims</b>                             | <p>Health &amp; 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"> <li>• promoting the health of individuals and communities</li> <li>• developing concepts and skills for physical activity</li> <li>• enhancing personal and social skills</li> </ul> <p>Students are encouraged to act individually or collectively in socially appropriate ways, to enhance health and wellbeing.</p> <p>They are encouraged to promote structures in society which support their own and others' health and well-being.</p>  |                  |          |
| <b>Content</b>                          | <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 -<br/>Modified games, T-Ball/Cricket, Frisbee Ultimate, Speedminton, Speedball, Newcombe Volleyball, Cross Country, Athletics, Indigenous Games</p> <p><b>Unit 1: Attack of the Puberty Monsters</b><br/>In this unit, students will focus on the individual as they grow from childhood to adolescence. They will investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. Students will explore the development of self-values and beliefs and address increases in adult expectations as they transition towards independence. Students will examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They will investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence.<br/>Note: this unit contains some sensitive concepts, images and terminology related to puberty.</p> <p><b>Unit 2: Healthy Choices</b><br/>This unit will focus on students understanding protective behaviours and evaluating community resources to seek help for themselves and others. They will investigate how media and influential people impact attitudes, beliefs, decisions and behaviours in relation to health, safety, relationships and wellbeing. Students will plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing.</p> |                  |          |
| <b>Prerequisites</b>                    | Students should wear hats and sunscreens for all their outdoor activities whilst at school.   |                  |          |
| <b>Assessment</b>                       | Students will be assessed on both physical activities and Health and Development units  |                  |          |
| <b>Special subject requirements</b>     | Hat<br>Laptop<br>Water<br>Sungscreen  |                  |          |
| <b>Fees (Additional to SRS charges)</b> | Nil   |                  |          |
| <b>Careers</b>                          | Health and Fitness industry, Physiotherapy, Medical Sciences, Sport Sciences, Sports education.   |                  |          |

## HUMANITIES

|   |   |                  |           |
|---|---|------------------|-----------|
|   | Required Core   | <b>Duration:</b> | 12 months |
| <b>Aims</b>                             | <p>The Humanities are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.</p> <p>Through studying Humanities, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change.</p>  |                  |           |
| <b>Content</b>                          | <p><b>GEOGRAPHY - SEMESTER ONE</b></p> <p><b>Unit 1 - Place and Liveability</b><br/>This unit examines factors that influence liveability and how it is perceived. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from the local area, Australia and Europe.</p> <p><b>Unit 2 - Water in the World</b><br/>In this unit students will examine the many uses of water, the ways it is perceived and valued, its different forms as a resource and the ways it connects places as it moves through the environment. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries in North Africa.</p> <p><b>HISTORY – SEMESTER TWO</b></p> <p><b>Unit 1 – Ancient Egypt</b><br/>Students will investigate the reasons why and how this ancient civilisation developed and concentrate on its social structure, religious practices, art and artefacts, laws and customs. The key historical concepts of evidence, continuity and change, cause and effect, perspectives, and significance will be highlighted in this depth study.</p> <p><b>Unit 2 –The Ancient Past</b><br/>This unit seeks to identify the tools, techniques and methods used by historians and archaeologists to investigate history. It investigates a historical mystery from Ancient Australia, and introduces the concept of 'contestability' by studying the theory of human migration from Africa. A study of Ancient China allows students to understand why and how ancient civilisations developed.</p> |                  |           |
| <b>Prerequisites</b>                    | Nil   |                  |           |
| <b>Assessment</b>                       | <p><b>Semester One - Geography</b></p> <p><b>Unit 1 – Place and Liveability</b></p> <ul style="list-style-type: none"> <li>Multi-Modal Presentation (improving the liveability of the local area)</li> </ul> <p><b>Unit 2 – Water in the World</b></p> <ul style="list-style-type: none"> <li>Short Response Test: Part A and Part B (mapping, graphing &amp; responding)</li> </ul> <p><b>Semester Two – History</b></p> <p><b>Unit 1 – Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>Investigation – Making an artefact &amp; writing a museum display response</li> </ul> <p><b>Unit 2 – The Ancient Past</b></p> <ul style="list-style-type: none"> <li>Response to Stimulus Test</li> </ul>   |                  |           |
| <b>Special subject requirements</b>     | Laptop<br>USB<br>Coloured pencils   |                  |           |
| <b>Fees (Additional to SRS charges)</b> | <ul style="list-style-type: none"> <li>Excursion to collect data from local area for Liveability unit</li> <li>Excursion to Abbey Museum (Caboolture) for Ancient Egypt unit</li> </ul>   |                  |           |

## INSTRUMENTAL MUSIC

|   |  |                  |           |
|---|--|------------------|-----------|
|   | Enrichment   | <b>Duration:</b> | 12 months |
| <b>Aims</b>                             | <p>The overarching purpose of Instrumental Music as a curriculum subject is to provide students with the opportunity to become musicians and experience the expressive qualities of music through learning to play a band or orchestral instrument and to participate in performance ensembles.</p> <p>Instrumental Music is a QCAA approved program of study, aligned with the National Curriculum framework. Continued participation in the Instrumental Music Program facilitates ongoing development of ACARA identified general capabilities; literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.</p> <p>Students that have progressed to Levels of 7-10 of the Instrumental Music Curriculum by Year 11/12 are also eligible for QCE points.</p>   |                  |           |
| <b>Content</b>                          | <p>Students enrolled in Instrumental Music attend a weekly lesson of 35 minutes duration and a Core Ensemble rehearsal of 60 minutes duration each week.</p> <p>Lessons: Technical development, solo and small ensemble performance<br/>Core Ensemble: Technical development, large ensemble performance</p> <p>Extension Ensemble opportunities are also offered for students enrolled in Instrumental Music that are demonstrating a high level of commitment in lessons and Core Ensemble rehearsals.</p>   |                  |           |
| <b>Prerequisites</b>                    | <p><b>Instrumental Music students:</b><br/>Should already be enrolled in the Instrumental Music Program from previous years OR be learning a brass, woodwind, percussion or orchestral string instrument privately.<br/>Enrolment in Instrumental Music is ongoing from Year 7 onwards.</p> <p><b>Instrumental Music students:</b></p> <ul style="list-style-type: none"> <li>• Are self-directed students who demonstrate or would like to develop their organisational skills.</li> <li>• Are prepared to participate, to experiment in performance and to workshop in the lesson and rehearsal setting to overcome and use nervous energy effectively in performance work.</li> <li>• Will be offered the opportunity to represent Maroochydore SHS through performances at school events and in the local community, as well as working with visiting artists.</li> <li>• Are able to work both independently and as a member of a team or who would like to develop their skills in these areas.</li> </ul> |                  |           |
| <b>Assessment</b>                       | <p>Each of the three dimensions of literacy, technique and performance are assessed equally. All tasks are performance based, across each semester students are assessed on the following objectives:</p> <p><b>Literacy:</b> Instrument care, Symbols and Terms, Rhythm and Melody, Sightreading<br/><b>Technique:</b> Posture, Tuning and Intonation, Tone, Articulation, Pitch<br/><b>Performance:</b> Solo and ensemble performance and contribution</p>   |                  |           |
| <b>Special subject requirements</b>     | <p>Prior enrolment in the Instrumental Music<br/>Willingness to participate in all areas of the subject<br/>Access to instrument (school instruments are available for hire)</p>   |                  |           |
| <b>Fees (Additional to SRS charges)</b> | <p>Please note there may be additional fees for this subject.</p>  |                  |           |
| <b>Careers</b>                          | <p>A course of study in Music can establish a basis for further education and employment in the fields of music performance, arts administration, communication, education, creative industries, public relations and science and technology.</p> <p>The skills, concepts and attitudes that students acquire as a result of music education benefit them not only during their schooling but also in the years beyond, whatever their chosen career path.</p> <p>Musician, Music Educator, Music Therapist, Events Coordinator, Audio Engineer, Composer, Music Journalist, Songwriter, Music Librarian</p>   |                  |           |

## JAPANESE

|   |  |                  |          |
|---|--|------------------|----------|
|   | Required Core  | <b>Duration:</b> | 6 months |
| <b>Aims</b>                             | <p>The Japanese language course welcomes all students at various stages of Japanese. The emphasis is on communication and establishing 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. Students of Japanese have the opportunity to engage with Japanese exchange students.</p> <p>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> |                  |          |
| <b>Content</b>                          | <ul style="list-style-type: none"> <li>• Self introduction, family and friends</li> <li>• School /Hobbies</li> <li>• Food</li> </ul>   |                  |          |
| <b>Prerequisites</b>                    | Nil  |                  |          |
| <b>Assessment</b>                       | <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"> <li>• In class work</li> <li>• Homework tasks</li> <li>• Formal reading/writing/listening tasks</li> <li>• Oral Presentations – ie Individual/Group</li> </ul>  |                  |          |
| <b>Special subject requirements</b>     | <ul style="list-style-type: none"> <li>• Computer required</li> <li>• Incursions are offered as available. Fees are extra to SRS scheme</li> </ul>   |                  |          |
| <b>Fees (Additional to SRS charges)</b> | Possible food tasting costs associated.  |                  |          |
| <b>Careers</b>                          | <p>A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.</p>   |                  |          |

## MATERIALS AND TECHNOLOGIES SPECIALISATIONS

|   |   |                  |          |
|---|---|------------------|----------|
|   | Elective  | <b>Duration:</b> | One Term |
| <b>Aims</b>                             | Use project management processes when working individually to coordinate production of solutions.   |                  |          |
| <b>Content</b>                          | <ul style="list-style-type: none"> <li>• Explaining and interpreting drawings, planning and production steps needed to produce products for specific purposes</li> <li>• Organising time, evaluating decisions and managing resources to ensure successful project completion and protection of the work space and local environment</li> <li>• Identifying risks and how to avoid them when planning production</li> <li>• Investigating the time needed for each step of production</li> </ul>  |                  |          |
| <b>Prerequisites</b>                    | Nil   |                  |          |
| <b>Assessment</b>                       | <p><b>Classwork:</b></p> <ul style="list-style-type: none"> <li>• Projects</li> <li>• Project work booklets</li> </ul> <p><b>Indicative Projects</b></p> <ul style="list-style-type: none"> <li>• Pencil Case</li> <li>• COG Puzzle</li> </ul>  |                  |          |
| <b>Special subject requirements</b>     | <p>The following are safety requirements in all practical areas of Materials and Technologies Specialisations:</p> <ul style="list-style-type: none"> <li>• Students are required to wear sturdy shoes (full leather) that are in a good state of repair (no thongs, sandals, canvas shoes, etc.)</li> <li>• Any loose clothing is required to be restrained (tucked in) or removed. This includes coats and jumpers, etc.</li> <li>• Long hair is required to be restrained at all times. (Where required, student will provide their own hair net – hygiene consideration)</li> <li>• Students who are unable to comply with safety standards will be withdrawn from practical learning experiences.</li> </ul> |                  |          |
| <b>Fees (Additional to SRS charges)</b> | Please note there may be additional fees for this subject.  |                  |          |
| <b>Careers</b>                          | Leads students into Furnishings (woodwork) and Engineering (metalwork) courses  |                  |          |



## MATHEMATICS

|   | Required Core  | Duration: | 12 months |
|---|--|-----------|-----------|
| <b>Aims</b>                             | <p>Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• recognize connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study</li> </ul> <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"> <li>• Algebra and Number</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul> |           |           |
| <b>Content</b>                          | <p><b>Understanding and Fluency</b></p> <ul style="list-style-type: none"> <li>• Integers, Introduction to Algebra, Decimals, Fractions and Percentage, Rates and Ratios.</li> <li>• Length, Perimeter, Area, Volume, Surface Area, Geometry</li> <li>• Collecting data, measures of central tendency and spread, creating and interpreting graphs, probability.</li> </ul> <p><b>Problem solving and Reasoning</b><br/>Students practice solving real world problems using the Formulate, Solve, Evaluate, Communicate Model.</p>   |           |           |
| <b>Prerequisites</b>                    | Nil  |           |           |
| <b>Assessment</b>                       | Students will be assessed in two criteria using a variety of techniques including formal tests and Problem-Solving and Modelling Tasks (PSMT).   |           |           |
| <b>Special subject requirements</b>     | <p>Students will require:</p> <ul style="list-style-type: none"> <li>• Exercise book (2 x 96 page per semester) – One book will be a Summary Book of their notes in class</li> <li>• Pens, pencils HB, 2B and coloured pencils</li> <li>• 30cm ruler, highlighter, protractor</li> <li>• Eraser, glue and scissors</li> <li>• Scientific calculator Fx-82AU II Plus 2nd edition</li> <li>• Whiteboard marker and whiteboard eraser.</li> </ul> <p>It is recommended students use their laptop to access their online textbook and online maths programs.</p> <p>During the year, students may enter the AMT Mathematics Competition.</p>   |           |           |
| <b>Fees (Additional to SRS charges)</b> | <p>Entry to Australian Mathematics Competition for 7N<br/>Incursion fee for 7N, 7A and 7S<br/>Subscription for Pearson e-book<br/>Subscription for Mangahigh.com<br/>Subscription for Blooket.com<br/>Cost of photocopied resources.</p>   |           |           |
| <b>Careers</b>                          | Actuary, Economist, Engineer, Finance, Mathematician, Physicist, Statistician, Astronomer  |           |           |

## MEDIA ARTS

|  | Elective  | Duration: | One Term |
|--|---|-----------|----------|
| <b>Aims</b>                              | <p>Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, media arts enable students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.</p> <p>In addition to the overarching aims for the Australian Curriculum: The Arts, media arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"> <li>• enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them</li> <li>• creative and critical thinking, and exploring perspectives in media as producers and consumers</li> <li>• aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences</li> <li>• knowledge and understanding of their active participation in existing and evolving local and global media cultures.</li> </ul> |           |          |
| <b>Content</b>                           | <p><b>Change the Frame - Animation Unit</b></p> <p>In this unit, students will explore the art of stop-motion animation. Students will experiment with the principles of animation, respond to animations of social value, and develop compositing skills in order to design and produce animated stop-motion works that communicate messages about social issues.</p> <p>Students identify and analyse how representations of social values and points of view are portrayed in the animations they make, distribute and view. They evaluate how they and other makers and users of animations from different cultures, times and places use genre and media conventions and technical and symbolic elements to make meaning.</p> <p>Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use stop-motion animation conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.</p>  |           |          |
| <b>Prerequisites</b>                     | Nil   |           |          |
| <b>Assessment</b>                        | Making – Shoe Box Animation Project (Written Proposal, Storyboard and Animated Sequence)  |           |          |
| <b>Special subject requirements</b>      | <p>Students will require:</p> <ul style="list-style-type: none"> <li>• 1 x 96-page Exercise Book</li> <li>• A4 Display book</li> <li>• Laptop</li> <li>• USB (8GB Minimum)</li> </ul>   |           |          |
| <b>Fees (Additional to SRS charges):</b> | A subject fee applies to cover the cost of production materials and Adobe Creative Cloud access.  |           |          |
| <b>Careers</b>                           | <ul style="list-style-type: none"> <li>• Actors &amp; Entertainers</li> <li>• Advertising and Social Media Marketing</li> <li>• Costume &amp; Set Designers</li> <li>• Film, Television, Video Game &amp; Stage Directors</li> <li>• Journalists and Publication Writers</li> <li>• Media Producers &amp; Presenters</li> <li>• Photographers &amp; Videographers</li> <li>• Special Effects Artists</li> </ul>   |           |          |

## MUSIC

|  | Elective   | Duration: | One Term |
|--|--|-----------|----------|
| <b>Aims</b>                              | <p>The global or wider aims of the Year 7 Music Program reflect those of the 7-8 Australian Curriculum. In addition to the overarching aims of the Australian Curriculum: The Arts, music knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"> <li>• the confidence to be creative, innovative, thoughtful, skilful and informed musicians</li> <li>• skills to compose, perform, improvise, respond and listen with intent and purpose</li> <li>• aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions</li> <li>• an understanding of music as an aural art form as they acquire skills to become independent music learners.</li> </ul> |           |          |
| <b>Content</b>                           | <p>All students are involved in music learning experiences in the areas of:</p> <ul style="list-style-type: none"> <li>• Music Notation</li> <li>• Keyboard Performance</li> <li>• Music Elements – rhythm, texture, melody, timbre, simple harmony.</li> <li>• Composition – using music software, virtual instruments/samples</li> </ul> <p>This course incorporates both practical and theoretical learning experiences.</p>  |           |          |
| <b>Prerequisites</b>                     | Nil  |           |          |
| <b>Assessment</b>                        | The emphasis is on developing basic keyboard performance skills (Performance Assessment). This provides a background for further work with music elements in developing a track of Electronic Dance Music (EDM) – Composition Assessment.  |           |          |
| <b>Special subject requirements</b>      | Laptop ownership is essential  |           |          |
| <b>Fees (Additional to SRS charges):</b> | Nil  |           |          |
| <b>Careers</b>                           | Performer, Media Composer, Music Journalist, Songwriter, Music Supervisor in Media Industry  |           |          |

## MUSIC ALL STARS

|  |  |                  |          |
|--|--|------------------|----------|
|  | Arts Academy Program Elective  | <b>Duration:</b> | 6 months |
| <b>Aims</b>                              | <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> <p>Through Music All Stars, students individually and collaboratively develop:</p> <ul style="list-style-type: none"> <li>• the confidence to be creative, innovative, thoughtful, skillful and informed musicians</li> <li>• skills to compose, perform, improvise, respond and listen with intent and purpose</li> <li>• aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions</li> <li>• an understanding of music as an aural art form as they acquire skills to become independent music learners</li> </ul> |                  |          |
| <b>Content</b>                           | <p>The course is organised into two units of work:</p> <ul style="list-style-type: none"> <li>• <b>Carnival of the Animals</b>- An exploration of how composers have captivated audiences for centuries from the orchestra to the cinema.</li> <li>• <b>Writing my own Song</b>- Students will work collaboratively to compose, perform and record an original song. This will be professionally recorded in a recording studio.</li> </ul>  |                  |          |
| <b>Prerequisites</b>                     | Music All Stars is an audition-based program. Students need to prepare and perform two short contrasting pieces of music for Music staff.  |                  |          |
| <b>Assessment</b>                        | The course comprises of composing, performing and responding through music analysis of repertoire.   |                  |          |
| <b>Special subject requirements</b>      | Music Exercise Book (with manuscript) and “Blitz Your Theory” book 1 by Samantha Coates.   |                  |          |
| <b>Fees (Additional to SRS charges):</b> | Nil  |                  |          |
| <b>Careers</b>                           | Music educator, music occupational therapist, musician, Performer, Events Coordinator, Youtuber, Audio/recording engineering, Media Composer, Music Journalist, Songwriter, Music Supervisor in Media Industry, Music librarian etc  |                  |          |



## NEXT GEN

|   |  |                  |           |
|---|--|------------------|-----------|
|   | Drive Program  | <b>Duration:</b> | 12 months |
| <b>Aims</b>                             | The Next Gen program is tailored for students demonstrating exceptional performance across a range of academic areas with high-level social and personal capabilities. The program focusses on the growth of each student as innovators, entrepreneurs, lifelong learners and responsible global citizens.   |                  |           |
| <b>Content</b>                          | <p>Students accepted into this program will be supported towards their personal best with:</p> <ul style="list-style-type: none"> <li>• An adapted curriculum and teaching, enriched with relevant industry-specific learning</li> <li>• Specialist facilities, technology, internal and external learning opportunities</li> <li>• Connection with industry professionals, role models and mentors</li> <li>• Leadership and personal development opportunities</li> <li>• Connection with like-minded students in core curriculum subjects</li> </ul> <p>Students will experience a variety of enrichment activities that engage them in a deeper understanding and appreciation of the curriculum.</p> <p>Next Gen students will access specialised teaching and learning resources, including the latest technological tools for learning and engagement while also connecting with professionals and guest speakers.</p> <p>Please note there is an additional fee of \$275 for this program. This covers transport, administration, guest speakers and workshops, and other enrichment activities.</p> |                  |           |
| <b>Prerequisites</b>                    | Students are required to apply to be part of the class. Continuation in the program is dependent upon student maintaining at least a 'B' in effort and behaviour in all subject areas.   |                  |           |
| <b>Assessment</b>                       | Practical tasks and theory assessment  |                  |           |
| <b>Special subject requirements</b>     | Laptop required  |                  |           |
| <b>Fees (Additional to SRS charges)</b> | Please note there may be additional fees for this subject.   |                  |           |
| <b>Careers</b>                          | As Next Gen encompasses the required core subjects of English, Maths, Science and Humanities it is a pathway linked with all careers.  |                  |           |

## SCIENCE

|   |   |                  |           |
|---|---|------------------|-----------|
|   | Required Core   | <b>Duration:</b> | 12 months |
| <b>Aims</b>                             | <p>The Australian Curriculum: Science aims to ensure that students develop:</p> <ul style="list-style-type: none"> <li>• an interest in science as a way of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in</li> <li>• a solid foundation of knowledge of the biological, Earth and space, physical and chemical sciences, including being able to select and integrate scientific knowledge and practices to explain and predict phenomena and to apply understanding to new situations and events</li> <li>• an understanding of scientific inquiry and the ability to use a range of scientific inquiry practices, including questioning; planning and conducting experiments and investigations based on ethical and interculturally aware principles; generating and analysing data; evaluating results; and drawing critical, evidence-based conclusions</li> <li>• an ability to communicate scientific understanding and findings to a range of audiences, to justify claims with evidence, and to evaluate and debate scientific explanations and arguments</li> <li>• an ability to solve problems and make informed decisions about current and future uses of science while taking into account ethical, environmental, social and economic implications of decisions</li> <li>• an understanding of the dynamic nature of science knowledge including historical and global contributions, and an understanding of the relationship between science and society including the diversity of science careers</li> </ul> <p>This approach to Year 7 Science is supported by the Science Ways series of textbooks, the Stile app on-line Science program and other materials used in class.</p> |                  |           |
| <b>Content</b>                          | <p>All Year 7 Science students will study the same Science course covering the following Science Understandings:</p> <p><b>Biological Sciences</b></p> <ul style="list-style-type: none"> <li>• Investigate the role of classification in ordering and organizing the diversity of life on Earth and use and develop classification tools including dichotomous keys.</li> <li>• Use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations.</li> </ul> <p><b>Chemical Sciences</b></p> <ul style="list-style-type: none"> <li>• Use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance.</li> <li>• Use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures.</li> </ul> <p><b>Earth Sciences</b></p> <ul style="list-style-type: none"> <li>• Model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.</li> </ul> <p><b>Physical Sciences</b></p> <ul style="list-style-type: none"> <li>• Investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.</li> </ul>  |                  |           |
| <b>Prerequisites</b>                    | Nil   |                  |           |
| <b>Assessment</b>                       | Tests, investigations/scientific reports, assignments   |                  |           |
| <b>Special subject requirements</b>     | Nil   |                  |           |
| <b>Fees (Additional to SRS charges)</b> | Please note there may be additional fees for this subject.  |                  |           |

## SPORT DEVELOPMENT PROGRAM

|   |   |                  |           |
|---|---|------------------|-----------|
|   | Drive Program   | <b>Duration:</b> | 12 months |
| <b>Aims</b>                             | Sport is an important part of the Australian way of life. The Sports Development Program (SDP) is a 12-month targeted development program for students passionate about sport. The program focusses on the growth of each student, including their mental and physical strengths and aims to improve non-technical skills that will benefit them in their own sporting progression.   |                  |           |
| <b>Content</b>                          | <p>Students accepted into the program will not experience the regular Health and Physical Education subject. Instead, they will participate in accelerated theory units on the following topics:</p> <ul style="list-style-type: none"> <li>• Teamwork, Sportsmanship and Leadership</li> <li>• Inclusivity in Sport</li> <li>• Embracing Failure, Developing a Growth Mindset and Goal Setting</li> <li>• Sports Nutrition</li> </ul> <p>Additionally, students will experience a wider variety of sporting opportunities on and off campus. They will have access to local facilities to participate in a range of sports including the following:</p> <ul style="list-style-type: none"> <li>• Minor games (teamwork/problem solving focus)</li> <li>• Football (soccer)</li> <li>• Athletics (jumps and throws)</li> <li>• Gaelic football</li> <li>• Street hockey</li> <li>• Rounders/softball</li> <li>• Rock climbing</li> <li>• Biathlon</li> <li>• Rowing</li> <li>• Circuit and functional training</li> <li>• Field hockey</li> <li>• Wheelchair Basketball/Wheelchair Rugby</li> <li>• Surf life saving</li> <li>• Zumba</li> </ul> <p>Students will have access to specialised development officers and professionals across a range of these activities.</p> |                  |           |
| <b>Prerequisites</b>                    | Students are required to apply to be part of the class  |                  |           |
| <b>Assessment</b>                       | Practical tasks and theory assessment   |                  |           |
| <b>Special subject requirements</b>     | Laptop required   |                  |           |
| <b>Fees (Additional to SRS charges)</b> | Please note there may be additional fees for this subject.  |                  |           |
| <b>Careers</b>                          | Health and Fitness Industry, Physiotherapy, Medical Sciences, Sport Sciences, Sports Education, Athlete   |                  |           |

## SCHOOL SPORTING HOUSES

HINKLER (Purple)



PALMER (Red)



KINGSFORD-SMITH (Green)



LAVERACK (Blue)



## SPORT AND RECREATIONAL SPORT

|   |   |                  |           |
|---|---|------------------|-----------|
| <b>Subject type:</b>                    | Enrichment  | <b>Duration:</b> | 12 months |
| <b>Aims</b>                             | <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> <p>Students are involved in a weekly sports program. Students also participate in weekly Sport and Recreation sport options.</p> <p>Participation in sport provides children with the knowledge, skills and behaviours required to develop and maintain their physical, mental, social and emotional health. Sport promotes the potential for lifelong participation in physical activity through the development of motor skills, movement competence and health-related physical fitness. Engaging in sport provides children with a sense of community and social connectedness which are vital components of overall wellbeing.</p> |                  |           |
| <b>Content</b>                          | <p>Year 7 students are encouraged to represent Maroochydore State High School in the Sunshine Coast Central Zone Interschool Sport Competition during Terms 2 and 4. 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>Year 7 students not selected in these teams choose from a range of Recreational Sport options in Term 2 and 4.</p> <p>During Terms 1 and 3, students will be involved in interhouse competition across a wide range of sports and physical activities. Therefore, all students experience both sporting activities and Recreation activities during the year.</p>  |                  |           |
| <b>Prerequisites</b>                    | Nil   |                  |           |
| <b>Assessment</b>                       | N/A   |                  |           |
| <b>Special subject requirements</b>     | Nil   |                  |           |
| <b>Fees (Additional to SRS charges)</b> | <p>There is a fee to cover transport to Sport or Rec. and an additional small fee for Year 7 Interschool Sport.</p> <p>Year 7 Rec. activities [charges per information sheet distributed via students to parents each term].</p>  |                  |           |



## VISUAL ARTS

|   |   |                  |          |
|---|---|------------------|----------|
|   | Elective  | <b>Duration:</b> | One Term |
| <b>Aims</b>                             | <p>In addition to the overarching aims of the Australian Curriculum: The Arts, visual arts knowledge, understanding and skills ensure that, individually and collaboratively, students develop:</p> <ul style="list-style-type: none"> <li>• conceptual and perceptual ideas and representations through design and inquiry processes</li> <li>• visual arts techniques, materials, processes and technologies</li> <li>• critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement</li> <li>• respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers; visual arts as social and cultural practices; and industry as artists and audiences</li> <li>• confidence, curiosity, imagination and enjoyment</li> <li>• a personal aesthetic through engagement with visual arts making and ways of representing and communicating.</li> </ul> |                  |          |
| <b>Content</b>                          | <p>All students are involved in creative learning experiences in some of the following areas:</p> <ul style="list-style-type: none"> <li>• Printmaking</li> <li>• Painting</li> <li>• Clay</li> <li>• Drawing – Mixed</li> </ul> <p>This course incorporates both practical and theoretical learning experiences.</p>   |                  |          |
| <b>Prerequisites</b>                    | Nil   |                  |          |
| <b>Assessment</b>                       | <p>The emphasis is on experimenting with media and developing techniques while producing a small resolved folio of art work that is supported by a process visual diary.<br/>Art exam – short response.</p>   |                  |          |
| <b>Special subject requirements</b>     | Nil   |                  |          |
| <b>Fees (Additional to SRS charges)</b> | Nil   |                  |          |
| <b>Careers</b>                          | <p>Photographer, graphic artist, sign writer, art editor, blogger/vlogger, web content producer, illustrator, screenwriter, interior designer, textiles designer, specialist classroom teacher, curator, exhibition designer, concept artist, creative director, digital content producer, multimedia designer.</p>   |                  |          |