



Our Vision

# Excellence in Education for All

Our Values

# Learning, Respect & Safety

## YEAR 9 2026

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

# Introduction

---

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.

## Curriculum Philosophy

1. Teaching strategies, learning experiences and curriculum offerings cater to the developmental stages of young people. The needs of Year 9 students are different to those of senior secondary students (Years 10, 11 and 12).
2. Year 9 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 9 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 9 Curriculum Overview

It is a requirement that Year 9 students study core subjects of English, Mathematics, Science, Humanities and participate in the Pastoral Care program. All subjects operate 3x70min lessons per week except Pastoral Care (1x70min lesson) and Sport. Sport is 1 x70min lesson per week and is compulsory for all students. Sport and recreational options may vary each term and are determined by the HPE Faculty based on regional structures and availability.

### Required core subjects (12 months)

English  
Maths  
Science  
Humanities

### Elective subjects (6 months)

*Electives are chosen from the following options:*

Digital Technologies  
Drama  
Economics and Business  
Engineering Pathways  
Fitness, Sport and Recreation (FSR)  
Furnishing Pathways  
Health and Physical Education (HPE)  
Japanese  
Life Technologies – Food  
Media Arts  
Music  
STEAM  
Visual Arts

### Notes

- Students will choose 4 electives, with two electives being studied each semester.
- Two additional electives are to be chosen as second preferences/back up options.
- Students cannot repeat the same elective in Semester 2
- Students cannot study HPE & FSR in the same Semester
- Class numbers determine if the elective will be offered
- When a class reaches maximum capacity, no additional students can be enrolled.
- Instrumental Music is an offline additional elective.

# 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

| YEAR 7,8,9<br>Junior Secondary | YEAR 10<br>Senior Secondary | YEAR 11-12<br>Senior Secondary | PATHWAY |
|--------------------------------|-----------------------------|--------------------------------|---------|
|--------------------------------|-----------------------------|--------------------------------|---------|

### University Pathway

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

### Tertiary Options Pathway

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

### Employment Pathway

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

\*Queensland Certificate of Education – 20 credits    \*\*Australian Tertiary Admissions Rank    #Queensland Certificate of Individual Achievement

# Choosing Year 9 subjects

Year 9 is an important year as students should develop an appropriate standard of learning by the end of the year, to ensure they experience success either in senior school or position themselves well to transition to work options.

When choosing subjects, 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.

We also encourage Year 9 students to be active and busy during this developmental phase. Where possible stay involved in sport, hobbies, interests and community activities. When students are old enough, a casual job can support students to transition to independence and assist with senior pathway options.

## Career planning resources

A key element of the Year 9 Pastoral Care program is supporting students to investigate their skills, interests and pathway options. During Term 3, an individual JET Plan (Junior Education Training Plan) meeting will occur between students, families and their care teacher to ensure students are selecting senior subjects and programs that best support their aspirations and learning intentions.

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

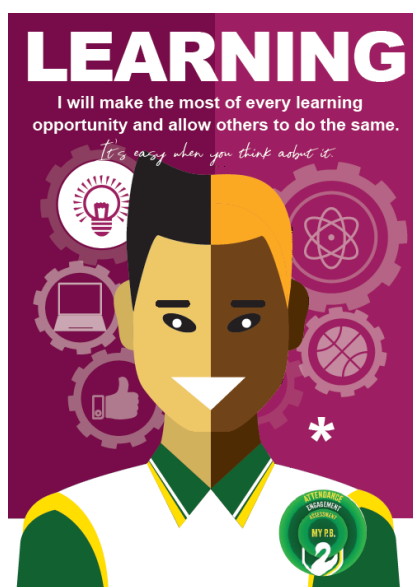
Student academic progress is monitored closely. Students must complete all assessment to a satisfactory effort as per the MSHS Assessment Policy. If a student is unsatisfactory, staff will follow the MSHS Effort for Learning policy to assist students to engage. This can include catch-up blocks at the 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 9 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

|                                 |  |  |  |
|---------------------------------|--|--|--|
| All Subjects                    | <div><input type="checkbox"/> Blue, black and red biro</div> <div><input type="checkbox"/> Pencils, pencil sharpener and eraser</div> <div><input type="checkbox"/> 1 x plastic ruler (metal and wood not permitted)</div> <div><input type="checkbox"/> 1 x stapler</div> <div><input type="checkbox"/> 1 pair of scissors</div> <div><input type="checkbox"/> USB Drive 16GB</div> | <div><input type="checkbox"/> 1 glue stick</div> <div><input type="checkbox"/> Pencil case</div> <div><input type="checkbox"/> 4 x Highlighters</div> <div><input type="checkbox"/> Pencil case</div> <div><input type="checkbox"/> Coloured pencils</div> |  |
| CORE SUBJECTS                   |  |  |  |
| English                         | <div><input type="checkbox"/> 1 x 128-page A4 exercise book for classroom journal</div> <div><input type="checkbox"/> Laptops required.</div>  | Mathematics  | <div><input type="checkbox"/> 2 x 96 page A4 exercise book</div> <div><input type="checkbox"/> Scientific calculator — Casio FX-82AU Plus 2<sup>nd</sup> ed</div> <div><input type="checkbox"/> 30cm ruler, protractor</div> <div><input type="checkbox"/> Entry into Australian Mathematics Competition</div> <div><input type="checkbox"/> Whiteboard marker</div> <div><input type="checkbox"/> Access to Ebook</div> |
| Humanities<br>(3 lessons/ week) | <div><input type="checkbox"/> 1 x 128 page A4 exercise book</div> <div><input type="checkbox"/> Laptop</div> <div><input type="checkbox"/> Coloured pencils</div>  | Science  | <div><input type="checkbox"/> 1 x 128 page A4 exercise book</div>  |
| ELECTIVE SUBJECTS               |  |  |  |
| Digital Technologies            | <div><input type="checkbox"/> 1 x 96 page A4 exercise book</div> <div><input type="checkbox"/> Student needs to ensure their printing account has a positive balance at all times</div> <div><input type="checkbox"/> Students must be part of the BYOd program to take this subject.</div>  | Drama  | <div><input type="checkbox"/> 1 x 96 page A4 exercise book</div> <div><input type="checkbox"/> 1 x A4 display book</div> <div><input type="checkbox"/> Costumes and props</div> <div><input type="checkbox"/> Additional photocopying as required</div>  |
| Economics and Business          | <div><input type="checkbox"/> 1 x 64 page A4 exercise book</div>   | Engineering Pathways   | <div><input type="checkbox"/> Leather shoes</div>  |
| Fitness, Sport and Recreation   | <div><input type="checkbox"/> 1 x 64-page A4 exercise book</div> <div><input type="checkbox"/> Sunscreen</div> <div><input type="checkbox"/> Hat</div>   | Furnishing Pathways  | <div><input type="checkbox"/> Leather shoes</div>  |
| Health and Physical Education   | <div><input type="checkbox"/> 1 x 64 page A4 exercise book</div> <div><input type="checkbox"/> Sunscreen</div> <div><input type="checkbox"/> Hat</div> <div><input type="checkbox"/> Laptop</div>  | Japanese   | <div><input type="checkbox"/> Excursions are offered as available – transport and entry fees</div> <div><input type="checkbox"/> Laptop required for script skills, Real World comprehension and composition skills, Multi modal Oral Tasks</div>  |
| Life Technologies – Food        | <div><input type="checkbox"/> Weekly cooking ingredients for food practicals</div> <div><input type="checkbox"/> Container to take food home</div> <div><input type="checkbox"/> Students must be part of the BYOd program to take this subject. iPads will not be suitable for this subject</div>   | Media Arts   | <div><input type="checkbox"/> 1 x 96-page Exercise Book</div> <div><input type="checkbox"/> A4 Display book</div> <div><input type="checkbox"/> Laptop</div> <div><input type="checkbox"/> USB (8GB Minimum)</div>   |
| Music                           | <div><input type="checkbox"/> 1 x Display folder</div> <div><input type="checkbox"/> Own instrument where applicable</div> <div><input type="checkbox"/> 1 x A3 display book</div>   | STEAM  | <div><input type="checkbox"/> 1 x 96 page A4 exercise book</div> <div><input type="checkbox"/> Electronic device</div>   |
| Visual Arts                     | <div><input type="checkbox"/> 2B pencil</div> <div><input type="checkbox"/> Artline finetip pen (Black)</div>  |  |  |
| SPECIALIST SUBJECTS             |  |  |  |
| Instrumental Music              | <div><input type="checkbox"/> Reeds</div> <div><input type="checkbox"/> String tuition - rosin, shoulder rest, spare strings, relevant textbook.</div>   | Sport Development Program  | <div><input type="checkbox"/> 1 x 64-page A4 exercise book</div> <div><input type="checkbox"/> Sunscreen</div> <div><input type="checkbox"/> Hat</div>   |

## 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 School 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.

## Instrumental Music – Offline

The school offers instruction on orchestral percussion, woodwind, brass, and string instruments. A subject fee applies for this subject, with lessons held during school hours.

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.

# 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.



## DIGITAL TECHNOLOGIES

|                                     |   |                  |          |
|-------------------------------------|---|------------------|----------|
|                                     | Elective  | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                         | <p>This course is a gateway to the jobs of the future, preparing students for the digital landscape ahead. It propels them into ethical hacking exploration, demystifying cybersecurity.</p> <p>They'll delve into data collection and creation, equipping them with sought-after skills. With challenges that demand higher-order thinking, students will master innovative problem-solving.</p> <p>The journey extends to leveraging diverse software like Blender and Unity, empowering them to create and innovate within a digital canvas. As they navigate this cutting-edge course, students cultivate a mindset primed for the evolving technological world.</p>                                    |                  |          |
| <b>Content</b>                      | <p>Unit 1: Immerse into Cyber Security and ethical hacking, unravelling the intricacies of wireless networks. Explore digital defence strategies, delving into ethical hacking's ethical nuances. Gain insights into network vulnerabilities and safeguards, shaping a future-ready understanding of cybersecurity.</p> <p>Unit 2: Embark on a creative journey through Blender Design and Unity Game Development. Unleash your imagination in Blender's digital canvas, crafting stunning visuals. Transition to Unity, where you'll transform concepts into interactive games. Master both design and coding, empowering you to bring your innovative ideas to life in the realm of game development.</p> |                  |          |
| <b>Prerequisites</b>                | Nil   |                  |          |
| <b>Assessment</b>                   | <p>Students will be assessed using a variety of techniques including:</p> <ul style="list-style-type: none"> <li>• Individual Projects</li> <li>• Teacher observations</li> <li>• Peer and self-assessment</li> </ul>   |                  |          |
| <b>Special subject requirements</b> | <ul style="list-style-type: none"> <li>• Pens as required</li> <li>• 48 page notebook</li> <li>• Headphones</li> <li>• 16 GB USB (not for exclusive use in this course)</li> <li>• Students must have a BYOd laptop to choose this course. Note – iPads are not suitable for this course.</li> </ul>  |                  |          |
| <b>Careers</b>                      | Digital Marketing Specialist, Cybersecurity, Data Analyst and Game Developer.   |                  |          |

## DRAMA

|                                     |   |                  |          |
|-------------------------------------|---|------------------|----------|
|                                     | Elective  | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                         | <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, as well as it helps as a foundation for all other selected subjects.</p>   |                  |          |
| <b>Content</b>                      | <ul style="list-style-type: none"> <li>• Who's Your Tribe</li> <li>• Into The Spotlight</li> </ul>  |                  |          |
| <b>Prerequisites</b>                | <p><b><i>What do we look for in a Drama student?</i></b></p> <ul style="list-style-type: none"> <li>• At least a Sound Achievement in Year 8 English.</li> <li>• Students who have an interest in the Creative Arts</li> <li>• 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.</li> <li>• Students who want to gain confidence in speaking in public</li> <li>• Students who are prepared occasionally to appear foolish in order to learn through trying something new and different.</li> </ul> |                  |          |
| <b>Assessment</b>                   | <p>Each of the three dimensions of forming, presenting and responding are assessed equally. Assessment tasks may include the following:</p> <p><b>Forming:</b> Analysis of text for performance, preparation of text, directing, designing, improvisation, play building, script writing.</p> <p><b>Presentation:</b> Performances of student devised or scripted drama.</p> <p><b>Responding:</b> Film making, essays, assignments, writing in role, interviews</p>  |                  |          |
| <b>Special subject requirements</b> | Nil   |                  |          |
| <b>Careers</b>                      | Involves working with people e.g. hospitality and travel industries, public relations work, teaching, nursing, demonstrating, advertising, performing arts, politics.   |                  |          |

## ECONOMICS AND BUSINESS

|                                     |  |                  |          |
|-------------------------------------|--|------------------|----------|
|                                     | Elective   | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                         | <p>Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.</p> <p>Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices.</p> |                  |          |
| <b>Content</b>                      | <p>The following key enquiry questions will be addressed during this course:</p> <ul style="list-style-type: none"> <li>• Why does Australia trade with other nations?</li> <li>• How do participants in the global economy interact?</li> <li>• What is the role of the financial sector in the Australian economy?</li> <li>• How does creating and maintaining a competitive advantage benefit businesses?</li> <li>• What processes can be used to manage financial risks and rewards?</li> </ul>  |                  |          |
| <b>Prerequisites</b>                | Nil  |                  |          |
| <b>Assessment</b>                   | <p>Assessment techniques MAY include:</p> <ul style="list-style-type: none"> <li>• Personal finance portfolio/assignment</li> <li>• Competitive advantage portfolio</li> <li>• Trade report</li> </ul>   |                  |          |
| <b>Special subject requirements</b> | <p>Students will be required to supply:</p> <ul style="list-style-type: none"> <li>• Blue, black and red pens</li> <li>• USB Drive (8GB recommended)</li> <li>• Laptop</li> </ul>  |                  |          |
| <b>Careers</b>                      | <p>Prepares students for future career paths including: business consultant, business analyst, project manager, human resources officer, event manager, operations manager and entrepreneur.</p>   |                  |          |

## ENGINEERING PATHWAYS

|                                     |  |                  |          |
|-------------------------------------|--|------------------|----------|
|                                     | Elective   | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                         | <ul style="list-style-type: none"> <li>• Develop an understanding of materials and processes applying to a range of metal work processes</li> <li>• Promote an appreciation for quality and specification</li> <li>• Develop problem solving skills through the Design Process</li> <li>• Introduce students to vocational education</li> <li>• Develop hand skills</li> <li>• Develop awareness of tradition and technology behind many every day products</li> <li>• Develop and promote Workplace Health &amp; Safety</li> </ul>  |                  |          |
| <b>Content</b>                      | <p><b>Metalwork:</b><br/>The study of sheet metal in various forms, fitting and fabrication (introduction), focusing on the important of accuracy and specifications. Metal turning through the use of Lathes. As well as art metal form, through design with Computer Aided Technology and use of the Laser Cutter. Students will have an opportunity to produce articles in the above areas and be exposed to theory in each area, along with the aligning safety protocols.</p> <p><b>Design Process</b><br/>Students are introduced to the design process and what it entails. This allows students to get a taste of the senior Design subject whilst supporting their continued progress of knowledge and understanding around the generating and reading of Plans/working drawings.</p> <p><b>Project Design, Workshop Graphics, Safety in the Production of Projects:</b><br/>Students will be exposed to plan reading, solving problems through design and safe working practices</p> |                  |          |
| <b>Prerequisites</b>                | NIL  |                  |          |
| <b>Assessment</b>                   | <p><b>Classwork:</b></p> <ul style="list-style-type: none"> <li>▪ Projects / Theory Test</li> <li>▪ Project work booklets</li> </ul> <p><b>Indicative Projects</b><br/>Sheet metal sliding case, Junior Hacksaw, Can crusher</p>   |                  |          |
| <b>Special subject requirements</b> | <p>The following are safety requirements in all practical areas of Industrial Technology and Design:</p> <ul style="list-style-type: none"> <li>• Students are required to wear sturdy leather fully enclosed shoes that are in a good state of repair (no thongs, sandals, canvas shoes, runners with breathable material, etc.)</li> <li>• Any loose clothing is required to be restrained (tucked in) or removed. (This includes coats and jumpers etc.)</li> <li>• <b>Long hair is required to be restrained at all times. (Where required, student will provide their own hair net – hygiene consideration.)</b></li> <li>• Students who are unable to comply with safety standards (as determined by their supervising teacher) will be withdrawn from practical learning experiences.</li> </ul>  |                  |          |
| <b>Careers</b>                      | <ul style="list-style-type: none"> <li>• Engineering Pathways provides some basis for Engineering Skills in senior.</li> <li>• Engineering Pathways has particular relevance for students wishing to pursue a career in the manufacturing and engineering industry</li> <li>• Engineering Pathways introduces students to Reading and Understanding Working drawings (Draftsmen, Graphics, Engineers, tradesman)</li> <li>• Engineering Pathways provides opportunities for students to gain self-confidence with use of hand tools, power tools, and machinery (Industry aligned)</li> <li>• Engineering Pathways gives students Practical skills that will stay with students well into their adult life, no matter the path they may take.</li> <li>• Engineering Pathways brings in mathematical knowledge, skills, and formulas to give students a practical application for these methods.</li> </ul>  |                  |          |

## 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 is used to plan units of work.</p> <p>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. These include various types of media texts, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues reflected in society, higher order reasoning and intertextual references.</p> <p>Literary texts that support and extend students in Years 9 as independent readers are drawn from a range of genres and traditions. They involve complex, challenging and unpredictable plot sequences and hybrid structures. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global 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 9, students will be able to engage with a combination of written and spoken assessment tasks to meet the Australian Curriculum Year 9 Achievement Standards.</p> <p>Semester 1:</p> <ul style="list-style-type: none"> <li>• Short Story</li> <li>• Persuasive monologue</li> </ul> <p>Semester 2:</p> <ul style="list-style-type: none"> <li>• Analytical writing</li> <li>• Multimodal panel discussion</li> </ul>  |                  |           |
| <b>Special subject requirements</b> | Nil   |                  |           |
| <b>Careers</b>                      | <p>The English course promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for 21st Century and lifelong learning across different context. English is undoubtedly an important subject for both further study and career selection. It is a prerequisite for every Tertiary and Apprenticeship course.</p> <p>Teacher – Lawyer – Journalist – Writer – Actor – Social Worker – Politician – Entrepreneur – Researcher – Blogger</p>   |                  |           |

## FITNESS SPORT AND RECREATION

|                                     |  |                  |          |
|-------------------------------------|--|------------------|----------|
|                                     | Elective   | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                         | <ul style="list-style-type: none"> <li>To participate in physical activities that develop skills and movement competency</li> <li>To develop positive interaction with others and key social skills</li> <li>To work collaboratively to enhance participation, enjoyment and performance</li> <li>To take responsibility for individual roles and contribute positively to group objectives</li> <li>To demonstrate a positive attitude to receiving and providing constructive feedback</li> <li>To display management and planning skills to achieve personal and group goals</li> <li>To perform movement skills with increasing proficiency</li> <li>To determine the purpose of movement, and to adapt and combine movements for purpose</li> </ul>   |                  |          |
| <b>Content</b>                      | <p><b>Fitness Sport and Recreation Studies (FSR) Units</b><br/>The physical activities undertaken in FSR will be determined by the teacher and students involved in the program. They will range from competitive and recreational activities, individual and team sports and community based activities.</p> <p><b>Health and Development Units</b><br/>Following is an example of the Health and Development Units studied:</p> <p><b>Unit 1 - Physical Activity and Sport in Society</b><br/>In this area of study students explore physical activity and sport from national, community and individual perspectives. Students develop a broad understanding of the roles and effects of physical activity and sport, and the benefits and opportunities they can provide.</p> <p><b>Unit 2 - Enhancing Participation and Performance – “We’re Gunna Play What!”</b><br/>In this area of study students are provided with opportunities to enhance their participation and performance in physical activity and sport. Students explore strategies to promote active lifestyles and also develop skills in specific movement contexts. This unit will focus on students understanding of what makes a good game. Students will create a modified game that focusses on getting people active and promote enjoyment. They will be required to investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation and promote health.</p> |                  |          |
| <b>Prerequisites</b>                | Nil  |                  |          |
| <b>Assessment</b>                   | <p>Profiles are constructed for each student which rate students according to:</p> <ul style="list-style-type: none"> <li>Knowledge and understanding</li> <li>Implementing and applying</li> <li>Application of movement concepts and strategies</li> <li>Application of specialised movement skills</li> <li>Demonstration of fair play and teamwork</li> </ul>  |                  |          |
| <b>Special subject requirements</b> | Nil  |                  |          |
| <b>Careers</b>                      | <p>Possible careers include:</p> <ul style="list-style-type: none"> <li>Coaching</li> <li>Personal Training</li> <li>Club/sports management</li> <li>Sport and Recreation Industry</li> <li>Sports Sciences</li> <li>Health &amp; Fitness Industry</li> <li>Recreation and Outdoor Environmental studies</li> </ul>  |                  |          |

## FURNISHING PATHWAYS

|                                     |   |                  |          |
|-------------------------------------|---|------------------|----------|
|                                     | Elective  | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                         | <ul style="list-style-type: none"> <li>• Develop an understanding of materials and processes applying to a range of woodwork and plastic processes</li> <li>• Promote an appreciation for quality</li> <li>• Develop problem solving skills through the Design Process</li> <li>• Introduce students to vocational education</li> <li>• Develop hand skills</li> <li>• Develop awareness of tradition and technology behind many every day products</li> </ul>  |                  |          |
| <b>Content</b>                      | <p><b>Woodworking:</b><br/>The study of timber in various types of construction including woodworking, carcass and framing constructions.</p> <p><b>Project Design, Workshop, Safety:</b><br/>In the production of projects students will be exposed to reading plans, solving problems through design thinking and applying safe work practices.</p>   |                  |          |
| <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><br/>Toy jeep and L.E.D. lamp design</p>  |                  |          |
| <b>Special subject requirements</b> | <p>The following are safety requirements in all practical areas of Industrial Technology and Design:</p> <ul style="list-style-type: none"> <li>• Students are required to wear sturdy shoes 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>• <b>Long hair is required to be restrained at all times. (Where required, student will provide their own hair net – hygiene consideration)</b></li> <li>• Students who are unable to comply with safety standards will be withdrawn from practical learning experiences.</li> </ul> |                  |          |
| <b>Careers</b>                      | <p>The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstering. Furnishing products can be manufactured from a range of materials such as textiles, timber, polymers, composites and metals. This subject provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.</p>  |                  |          |

## HEALTH & PHYSICAL EDUCATION

|                                     |   |                  |          |
|-------------------------------------|---|------------------|----------|
|                                     | Elective  | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                         | <ul style="list-style-type: none"> <li>• To encourage participation in regular physical activity</li> <li>• To acquire motor skills and apply movement concepts</li> <li>• To promote the health of individuals, groups and communities</li> <li>• To enhance personal identity and development</li> <li>• To maintain positive interactions and relationships with others</li> </ul>   |                  |          |
| <b>Content</b>                      | <p><b>Physical Activity Units</b><br/>Following is an example of the Physical activity units studied:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• Basketball</li> <li>• Badminton</li> <li>• My Golf</li> <li>• Volleyball</li> <li>• Touch</li> <li>• Cross Country</li> </ul> <p><b>Health and Development Units</b><br/>Following is an example of the Health and Development Units studied:</p> <p><b>Unit 1 – Respectful Relationships</b><br/>In this unit, students identify what respectful relationships are and how empathy and ethical decision-making contribute. Students explore adolescent issues such as stereotyping, positive and negative influences, peer pressure and sexuality.</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><b>Unit 2 – Drugs and Alcohol</b><br/>In this unit, students develop an understanding of the effects of drugs and alcohol on young bodies. Students will learn positive decision making options and strategies to improve their own and other's well-being when faced with challenges around drugs and alcohol.</p> |                  |          |
| <b>Prerequisites</b>                | Nil   |                  |          |
| <b>Assessment</b>                   | <p>Profiles are constructed for each student which rate students according to:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding</li> <li>• Investigation</li> <li>• Planning</li> <li>• Implementing and applying</li> <li>• Reflecting</li> </ul>  |                  |          |
| <b>Special subject requirements</b> | Laptop, sunscreen, hat and water  |                  |          |
| <b>Careers</b>                      | <p>Possible careers include:</p> <ul style="list-style-type: none"> <li>• Teaching</li> <li>• Defence Services</li> <li>• Physiotherapy</li> <li>• Medical Sciences</li> <li>• Sports Sciences</li> <li>• Nursing</li> <li>• Health &amp; Fitness Industry</li> <li>• Chiropractic</li> </ul>   |                  |          |



# HUMANITIES

|                   |   |           |           |
|-------------------|---|-----------|-----------|
|                   | Required Core   | Duration: | 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. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.</p>   |           |           |
| <b>Content</b>    | <p><b>GEOGRAPHY - SEMESTER ONE</b></p> <p><b>Unit 1: Biomes and Food Security</b><br/>This unit focuses on investigating the role of the biotic environment and its role in food and production. This unit examines the biomes of the world, their alteration and significance as a source of food, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and Asia.</p> <p><b>Unit 2: Geographies of Interconnections</b><br/>This unit focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy (trade) and the places they visit (travel). It studies the effects of these interconnections on the places that make them and provide services.</p> <p><b>HISTORY – SEMESTER TWO</b></p> <p>These two units provide a study of the history of the making of the modern world from 1750 to 1945.</p> <p><b>Unit 1: Industrial Revolution</b><br/>This unit explores the social, economic, political, technological and/or environmental causes and effects of the Industrial Revolution on Europe in the late 18th and 19th century. The changing population movements and settlement patterns during the period 1750 to 1900.</p> <p>Students explore the short-term and long-term effects of population movements and changing settlement patterns during this period, such as global demographic changes, transport, new ideas, and political and social reforms. the different perspectives and experiences of men, women and children during the Industrial Revolution, and their changing way of life. The ideas that emerged and influenced change in society, such as nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism.</p> <p><b>Unit 2: Making a Nation</b><br/>This unit explores the causes and effects of European expansion and the movement of peoples in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, and the different responses to colonisation and migration. Students will learn about key social, cultural, economic and political changes and their significance in the development of Australian society during this period.</p> <p><b>Unit 3: World War One</b><br/>It examines the significant events and turning points of the war and the nature of warfare, including the Western Front Battle of the Somme and the Armistice the effects of the First World War on Australian society, such as the role of women, political debates about conscription, relationships with the British Empire, and the experiences of returned soldiers. The commemoration of the First World War, including different historical interpretations and debates about the nature and significance of the Anzac legend and the war.</p> |           |           |
| <b>Assessment</b> | <p><b>Semester One – Geography</b></p> <p><b>Unit 1 – Combination Response Exam</b></p> <p><b>Unit 2 – Geographical Investigation: Multi Modal Presentation</b></p>   |           |           |

|                                     |  |                     |  |            |                          |     |                      |             |          |                |               |                |          |                        |                     |
|-------------------------------------|--|---------------------|--|------------|--------------------------|-----|----------------------|-------------|----------|----------------|---------------|----------------|----------|------------------------|---------------------|
|                                     | <b>Semester Two – History</b><br><b>Unit 1-</b> Source Analysis Exam<br><b>Unit 2 –</b> Pixton Story Board<br><b>Unit 3 –</b> Soldier Source Investigation   |                     |  |            |                          |     |                      |             |          |                |               |                |          |                        |                     |
| <b>Special subject requirements</b> | Nil  |                     |  |            |                          |     |                      |             |          |                |               |                |          |                        |                     |
| <b>Careers</b>                      | The processes and skills taught in History/Geography can be transferred to a wide range of Senior Subject offerings, particularly Ancient History, Legal Studies, Economics and Business.<br><table><tr><td>Journalism</td><td>Cartography (Map Making)</td><td>Law</td></tr><tr><td>Education/Child Care</td><td>Counselling</td><td>Business</td></tr><tr><td>Administration</td><td>Town Planning</td><td>Defence Forces</td></tr><tr><td>Business</td><td>Tourism and Recreation</td><td>Landscape architect</td></tr></table> |                     |  | Journalism | Cartography (Map Making) | Law | Education/Child Care | Counselling | Business | Administration | Town Planning | Defence Forces | Business | Tourism and Recreation | Landscape architect |
| Journalism                          | Cartography (Map Making)   | Law                 |  |            |                          |     |                      |             |          |                |               |                |          |                        |                     |
| Education/Child Care                | Counselling  | Business            |  |            |                          |     |                      |             |          |                |               |                |          |                        |                     |
| Administration                      | Town Planning  | Defence Forces      |  |            |                          |     |                      |             |          |                |               |                |          |                        |                     |
| Business                            | Tourism and Recreation   | Landscape architect |  |            |                          |     |                      |             |          |                |               |                |          |                        |                     |

## INTERSCHOOL AND RECREATIONAL SPORT

|                                     |   |                  |                               |
|-------------------------------------|---|------------------|-------------------------------|
|                                     | Sports Program  | <b>Duration:</b> | 12 Months (1 lesson per week) |
| <b>Aims</b>                         | <p>The Middle 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>During Terms 1 and 3, Year 9 students are encouraged to represent Maroochydore State High School in the Sunshine Coast Central Zone Interschool Sport Gala Days. These days provide the opportunity for students to compete against other schools and choose from a number of different sports.</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>During Terms 2 and 4, students will be involved in a wide range of sports and physical activities.</p>  |                  |                               |
| <b>Prerequisites</b>                | Nil   |                  |                               |
| <b>Assessment</b>                   | N/A   |                  |                               |
| <b>Special subject requirements</b> | Nil   |                  |                               |

## INSTRUMENTAL MUSIC

|                                     | Specialist Subject   | Duration: | 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></p> <p>Should already be enrolled in the Instrumental Music Program from previous years OR be learning a brass, woodwind, percussion or orchestral string instrument privately.</p> <p>Are required to attend weekly lessons, Core Ensemble rehearsals and culminating performances, alongside workshop opportunities offered throughout the year.</p> <p>Extension Ensemble and nomination for external excellence programs are also offered to students enrolled in Instrumental Music.</p> <p>Are able to work both independently and as a member of a team or who would like to develop their skills in these areas.</p> <p>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.</p>   |           |           |
| <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</p> <p>Willingness to participate in all areas of the subject</p> <p>Access to instrument (school instruments are available for hire)</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

|                                     |   |                  |           |
|-------------------------------------|---|------------------|-----------|
|                                     | Elective  | <b>Duration:</b> | 12 Months |
| <b>Aims</b>                         | <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> <p>Students refine their communication skills in Japanese in composing (writing and speaking) and comprehension (reading and listening).<br/>Attention is given to making a smooth transition to Senior Language learning.<br/>The Year 9 learner should be able to read the hiragana script and katakana 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.</p> |                  |           |
| <b>Content</b>                      | <ul style="list-style-type: none"> <li>• Making Plans and Invitations</li> <li>• Here, there and everywhere (Direction, getting around town)</li> </ul>   |                  |           |
| <b>Prerequisites</b>                | A satisfactory completion of Year 8 Japanese or like course.  |                  |           |
| <b>Assessment</b>                   | <ul style="list-style-type: none"> <li>• To receive a semester rating, students will be progressively assessed on all four macroskills of reading, writing, listening &amp; speaking.</li> <li>• Assessment takes place predominantly towards the end of each term to establish "Fullest and Latest" achievement.</li> <li>• Presentation of student's workbooks is a platform to establish an attitude, industry and organisational comment.</li> </ul>  |                  |           |
| <b>Special subject requirements</b> | <ul style="list-style-type: none"> <li>• Students are encouraged to be involved in a range of co-curricular activities: <ul style="list-style-type: none"> <li>- Listening to ethnic radio, foreign language TV programs</li> <li>- Language Competitions</li> <li>- International Student Exchanges</li> <li>- Visits to restaurants, theatres, Language Expos</li> <li>- Biennial school Japan study tour</li> </ul> </li> <li>• Computer required.</li> <li>• Incursions/excursions are offered as available. Transport and entry fees are extra to SRS Scheme.</li> </ul>   |                  |           |
| <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> <p style="text-align: center;"><b><i>"A man with two languages 'is worth two men'"</i></b><br/><i>Napoleon</i></p>   |                  |           |

## LIFE TECHNOLOGIES – FOOD

|                                     | Elective   | Duration: | 6 Months |
|-------------------------------------|--|-----------|----------|
| <b>Aims</b>                         | <p>Food Technology teaches students food nutrition and healthy living and sustainable food choices:</p> <ul style="list-style-type: none"> <li>• Educating students about the relationship between food choices and being environmentally friendly</li> <li>• Providing students with the life skill of food preparation through hands-on interactive experience</li> <li>• Introducing healthy foods for life</li> </ul> <p>Practical areas of study:</p> <ul style="list-style-type: none"> <li>• Serve up Health (One term)</li> <li>• Kilometre Cafe (Eco-friendly food – One term)</li> <li>• Students will be introduced to practical skills</li> <li>• 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</li> <li>• Students' time management and organisation will be enhanced</li> <li>• 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</li> <li>• Students will gain an understanding of appropriate work methods and use of equipment and utensils</li> <li>• Literacy: Students will recognise the importance of English - reading, writing</li> </ul> <p>Students will recognise the importance of good nutrition throughout life</p> |           |          |
| <b>Content</b>                      | <ul style="list-style-type: none"> <li>• Principles of cookery</li> <li>• Healthy food choices for students and the environment</li> <li>• Sustainable food choices</li> <li>• The composition and preparation of foods</li> <li>• Hygiene, safety and measuring skills</li> </ul>   |           |          |
| <b>Prerequisites</b>                | Nil  |           |          |
| <b>Assessment</b>                   | <p>Assessment will be continuous throughout the semester. Assessment will consist of:</p> <ul style="list-style-type: none"> <li>• Continuous Practical Assessment</li> <li>• Design Challenge Assignment and Practical Exams related to the assignment</li> </ul>   |           |          |
| <b>Special subject requirements</b> | 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.  |           |          |
| <b>Careers</b>                      | 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 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.  |           |          |

# 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>• recognise 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>By the end of Year 9, student's 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>  |           |           |
| <b>Prerequisites</b>                | <p>Students who have a very good achievement in year 8 will be placed into the year 9 Mathematics Extension class. Students in the year 9 Mathematics Extension class will learn from an enriched Mathematics curriculum designed to stimulate and engage them and prepare them for higher level mathematics</p>   |           |           |
| <b>Assessment</b>                   | <p>Students will be assessed using a variety of techniques including formal tests and Problem-Solving and Modelling Tasks (PSMT).</p>  |           |           |
| <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, protractor</li> <li>• Eraser, glue and scissors</li> <li>• Scientific calculator – Casio Fx-82AU Plus 2<sup>nd</sup> ed</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>Careers</b>                      | <p>The sky is the limit including professions such as Actuary, Computer scientist, Economist, Engineer, Finance, Mathematician, Medical researcher, Physicist, Scientist, Statistician, and Astronomer. Strong mathematical skills are also highly valued in many trades including Electrician, Mechanic, Fitter and turner, Plumber and Carpenter.</p>  |           |           |

## MEDIA ARTS

|                                     |  |                  |          |
|-------------------------------------|--|------------------|----------|
|                                     | Elective   | <b>Duration:</b> | 6 Months |
| <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>UNIT 1: "Expect the Unexpected" – Short Horror Filmmaking</b></p> <p>In this unit, students will understand the basics of film analysis and production skills through the lens of horror short filmmaking. Students will have a balance in critical and creative thinking opportunities focussed around core filmmaking concepts before engaging in a collaborative design and production task for their final assessment that uses the genre and narrative conventions of a horror short film.</p> <p><b>UNIT 2: "Media Royale" - Video Game Studies</b></p> <p>In this unit, students will be introduced to a range of media research and production through an exploration of video game culture. With a combination of formative making and responding activities completed individually and collaboratively, video game culture will be explored through focuses on character design, representation, marketing, audience engagement, and institution's production and regulation of video game media.</p>  |                  |          |
| <b>Prerequisites</b>                | Nil  |                  |          |
| <b>Assessment</b>                   | <p>Assessment is devised around two dimensions, Responding and Making, each considered equally important.</p> <p><b>9.1</b> - Responding – Film Weekly Short Response Exam</p> <p><b>9.2</b> - Making – Short Film Group Production</p> <p><b>9.3</b> - Making – Video Game Character Design, Production and Distribution</p>  |                  |          |
| <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> <li>• Some costumes and props – readily accessible in most households</li> </ul>   |                  |          |
| <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  | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                         | <p>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>Australian Rock (Unit 1) – Global Connections (Unit 2)</p> <p>Students will study and develop skills in the following range of music areas:</p> <ul style="list-style-type: none"> <li>• Composing – song writing (popular music), electronic dance music production, marketing music (film trailers), video game music</li> <li>• Performing – solo and group music performance, using technology to enhance performance – e.g. loop pedal, digital audio workstations, rehearsal strategies, music notation</li> <li>• Basics of music theory to maximise achievement and success within composing and performing</li> </ul>   |                  |          |
| <b>Prerequisites</b>                | Previous experience in Music is preferable.   |                  |          |
| <b>Assessment</b>                   | Composition and performance tasks. Reflection of repertoire.  |                  |          |
| <b>Special subject requirements</b> | Laptop ownership is essential   |                  |          |
| <b>Careers</b>                      | Performer, Media Composer, Sound Designer, Music Journalist, Songwriter, Music Supervisor in Media Industry   |                  |          |

|                                     |  |           |           |
|-------------------------------------|--|-----------|-----------|
|                                     | Required Core  | Duration: | 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 means 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 9 Science is supported by the Science Ways series of textbooks, the Stile on-line Science program and other materials used in class.</p>  |           |           |
| <b>Content</b>                      | <p>All Year 9 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>• compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism</li> <li>• describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species</li> </ul> <p><b>Chemical Sciences</b></p> <ul style="list-style-type: none"> <li>• explain how the model of the atom changed following the discovery of electrons, protons and neutrons and describe how natural radioactive decay results in stable atoms</li> <li>• model the rearrangement of atoms in chemical reactions using a range of representations, including work and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass</li> </ul> <p><b>Earth and Space Sciences</b></p> <ul style="list-style-type: none"> <li>• represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (geosphere, biosphere, hydrosphere, atmosphere)</li> </ul> <p><b>Physical Sciences</b></p> <ul style="list-style-type: none"> <li>• use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena</li> <li>• apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations</li> </ul> <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 achievement in Year 9.</p> |           |           |
| <b>Prerequisites</b>                | Nil  |           |           |
| <b>Assessment</b>                   | Tests, investigations/scientific reports, assignments.   |           |           |
| <b>Special subject requirements</b> | Nil  |           |           |

## STEAM

|                                     |  |                  |          |
|-------------------------------------|--|------------------|----------|
|                                     | Elective   | <b>Duration:</b> | 6 Months |
| <b>Aims</b>                         | STEAM incorporates science, technology, engineering, arts and mathematics and has a strong focus on creativity, critical thinking, problem solving and communication.  |                  |          |
| <b>Content</b>                      | <p><b>Term 1</b><br/>Students will investigate the science, technology, engineering and maths involved with launching vehicles into space, designing a Hohmann Transfer to Mars, landing spacecraft on Mars and sustaining a habitat on Mars. Several experiments and engineering challenges are completed to enhance understanding of these topics.</p> <p><b>Term 2</b><br/>Students undertake the design, 3D modelling and 3D printing, construction, wiring and coding of biped robot. Students develop knowledge and skills on how to use microcontrollers, actuators and sensors as well as introductory coding to control movements of the robot. The robot is a take-home project.</p> |                  |          |
| <b>Prerequisites</b>                | NIL  |                  |          |
| <b>Assessment</b>                   | Students will be required to show creativity and originality through science, engineering and technology. Assessments are largely hands on and involve working in teams, collaborating ideas to carry out scientific investigations and technology projects to solve real world problems.  |                  |          |
| <b>Special subject requirements</b> | <ul style="list-style-type: none"> <li>• Laptop</li> <li>• Rocketry software and design software installation (no cost)</li> </ul>   |                  |          |

## SPORTS 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>• The Human Body &amp; Functional Anatomy</li> <li>• The Role of Physical Activity &amp; Youth Participation</li> <li>• Surf Rescue &amp; CPR</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>• Spike ball</li> <li>• Volleyball</li> <li>• European Handball</li> <li>• Basketball</li> <li>• Cricket</li> <li>• Badminton</li> <li>• Soft crosse</li> <li>• Offside touch</li> <li>• Wakeboarding</li> <li>• Skateboarding</li> <li>• Golf</li> <li>• Ninja Jungle</li> <li>• Surf lifesaving</li> <li>• TenPin Bowling</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>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)



## VISUAL ARTS

|                                     |   |                  |          |
|-------------------------------------|---|------------------|----------|
|                                     | Elective  | <b>Duration:</b> | 6 Months |
| <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><b>Concept – The Local Environment</b></p> <p><b>Term 1/3:</b><br/> <b>The Local Environment: Ceramics –</b></p> <ul style="list-style-type: none"> <li>• Digital photograph of the local landscape during excursion</li> <li>• Manipulation using Photoshop / Art programs</li> </ul> <p><b>Ceramics -</b></p> <ul style="list-style-type: none"> <li>• Ceramic pot</li> <li>• Influenced by local flora and fauna</li> </ul> <p><b>Term 2/4:</b></p> <ul style="list-style-type: none"> <li>• <b>The Local Environment: Painting –</b></li> <li>• Landscape based on digital photography.</li> <li>• Acrylic on canvas.</li> </ul>   |                  |          |
| <b>Prerequisites</b>                | <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. Students considering this course should have achieved a Sound Achievement or better in Year 8 Art.</p>  |                  |          |
| <b>Assessment</b>                   | <p>Each term will contain these items:</p> <ul style="list-style-type: none"> <li>• Ceramic Pot</li> <li>• Painting</li> <li>• Responding Tasks, including written self-evaluations and short response exam</li> </ul>  |                  |          |
| <b>Special subject requirements</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>   |                  |          |