



Our Vision

Excellence in Education for All

Our Values

Learning, Respect & Safety

YEAR 9

2024

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

Introduction

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 pathways 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 the *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)

Students must choose 2 electives in each semester

Creative Industries

Semester 1	Semester 2
<input type="checkbox"/> Art	<input type="checkbox"/> Media
<input type="checkbox"/> Music	<input type="checkbox"/> Drama

Health & Physical Education

Semester 1	Semester 2
<input type="checkbox"/> HPE	<input type="checkbox"/> HPE
<input type="checkbox"/> Sports Development Program (12mths – invitational only)	

Humanities

Semester 1	Semester 2
<input type="checkbox"/> Big Ideas	
<input type="checkbox"/> Business & Enterprise	<input type="checkbox"/> Business & Enterprise
<input type="checkbox"/> Japanese (12mths)	

Information Technology & Design

Semester 1	Semester 2
	<input type="checkbox"/> Aerospace
<input type="checkbox"/> Design (STEM)	
<input type="checkbox"/> Digital Solutions	<input type="checkbox"/> Digital Solutions
<input type="checkbox"/> Engineering	<input type="checkbox"/> Engineering
<input type="checkbox"/> Furnishing	<input type="checkbox"/> Furnishing

Life Technology

Semester 1	Semester 2
<input type="checkbox"/> Life Technologies - food	<input type="checkbox"/> Life Technologies – food

Notes

- Students cannot repeat the same elective in Semester 2
- Students cannot study HPE & HPE-Pass 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.



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.maroochydorecareers.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

Instrumental Music - Offline

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

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

Students must have long black dress pants.

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

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

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 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

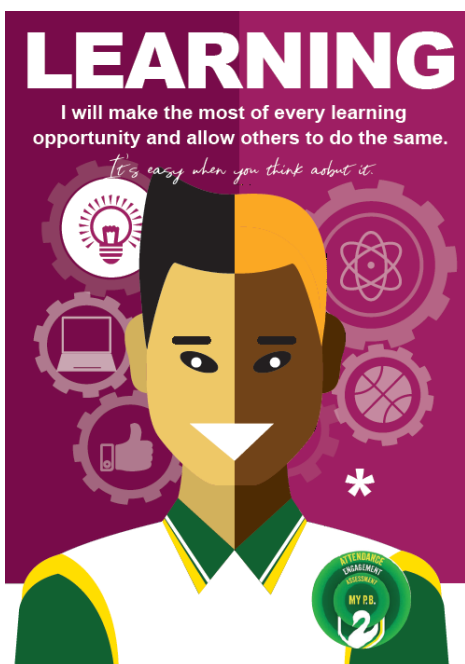
Student academic progress is monitored closely. Students must complete all assessment to a satisfactory standard as per the MSHS Assessment Policy. If a student is unsatisfactory, staff will follow the MSHS Effort for Learning policy to assist students to engage. This can include catch-up blocks at the 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	<input type="checkbox"/> Blue, black and red biros <input type="checkbox"/> Pencils, pencil sharpener and eraser <input type="checkbox"/> 1 x wooden ruler (metal not permitted) <input type="checkbox"/> 1 x stapler <input type="checkbox"/> 1 pair of scissors <input type="checkbox"/> USB Drive 16GB	<input type="checkbox"/> 1 glue stick <input type="checkbox"/> Pencil case <input type="checkbox"/> 4 x Highlighters <input type="checkbox"/> Pencil case <input type="checkbox"/> Coloured pencils	
CORE SUBJECTS			
English	<input type="checkbox"/> 1 x 128-page A4 exercise book for classroom journal <input type="checkbox"/> Laptops required.	Mathematics	<input type="checkbox"/> 2 x 96 page A4 exercise book <input type="checkbox"/> Scientific calculator — Casio FX-82AU Plus 2 nd ed <input type="checkbox"/> 30cm ruler, protractor <input type="checkbox"/> Entry into Australian Mathematics Competition <input type="checkbox"/> Whiteboard marker <input type="checkbox"/> Access to Ebook
Humanities (3 lessons/ week)	<input type="checkbox"/> 1 x 128 page A4 exercise book <input type="checkbox"/> Laptop <input type="checkbox"/> Coloured pencils	Science	<input type="checkbox"/> 1 x 128 page A4 exercise book
ELECTIVE SUBJECTS			
Aerospace	<input type="checkbox"/> A4 Sketch pad	Big Ideas	<input type="checkbox"/> Laptop <input type="checkbox"/> A4 display folder
Life Technologies	<input type="checkbox"/> Leather shoes	Life Technologies – Food Studies	<input type="checkbox"/> Weekly cooking ingredients for food practicals <input type="checkbox"/> Container to take food home <input type="checkbox"/> Students must be part of the BYOd program to take this subject. iPads will not be suitable for this subject
Furnishing Pathways	<input type="checkbox"/> Leather shoes	Digital Solutions	<input type="checkbox"/> 1 x 96 page A4 exercise book <input type="checkbox"/> Student needs to ensure their printing account has a positive balance at all times <input type="checkbox"/> Students must be part of the BYOd program to take this subject.
Engineering Pathways	<input type="checkbox"/> Leather shoes	Drama	<input type="checkbox"/> 1 x 96 page A4 exercise book <input type="checkbox"/> 1 x A4 display book <input type="checkbox"/> Costumes and props <input type="checkbox"/> Additional photocopying as required
Health and Physical Education	<input type="checkbox"/> 1 x 64 page A4 exercise book <input type="checkbox"/> Sunscreen <input type="checkbox"/> Hat <input type="checkbox"/> Laptop	Japanese	<input type="checkbox"/> Excursions are offered as available – transport and entry fees <input type="checkbox"/> Laptop required for script skills, Real World comprehension and composition skills, Multi modal Oral Tasks
Art	<input type="checkbox"/> 2B pencil <input type="checkbox"/> Artline finetip pen (Black)	Design (STEM)	<input type="checkbox"/> 1 x 96 page A4 exercise book <input type="checkbox"/> Electronic device
Media	<input type="checkbox"/> 1 x 96-page Exercise Book <input type="checkbox"/> A4 Display book <input type="checkbox"/> Laptop <input type="checkbox"/> USB (8GB Minimum)		<input type="checkbox"/>
SPECIALIST SUBJECTS			
Encore	<input type="checkbox"/> 1 x 96-page Exercise Book <input type="checkbox"/> Additional photocopying as required <input type="checkbox"/> A4 Display book <input type="checkbox"/> Some costumes and props – readily accessible in most households	Sport Development Program	<input type="checkbox"/> 1 x 64-page A4 exercise book <input type="checkbox"/> Sunscreen <input type="checkbox"/> Hat
Music	<input type="checkbox"/> 1 x Display folder <input type="checkbox"/> Own instrument where applicable	Instrumental Music	<input type="checkbox"/> Reeds <input type="checkbox"/> String tuition - rosin, shoulder rest, spare strings, relevant textbook.

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 Officers
- Deans of Students
- School Based Youth Health Nurse
- School Based Police Officer
- School Chaplain
- IFYS and other youth support workers

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

Pastoral Care and Wellbeing Program

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

These include: -

- (a) decision making, questioning, participating and reflecting, to ensure informed life choices;
- (b) the ability to determine modes of behaviour in different social/cultural settings;
- (c) the ability to adopt roles compatible with their values; and
- (d) 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.

ENGLISH (ENG)

	Year 9	Duration:	12 months
Aims	<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>		
Content	<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>		
Prerequisites	Nil		
Assessment	<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"> • Short Story • Persuasive monologue <p>Semester 2:</p> <ul style="list-style-type: none"> • Analytical essay exam • Multi-modal panel discussion 		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	A subject fee applies		
Careers	<p>The English course promotes open-mindedness, imagination, critical awareness and intellectual flexibility — students for 21st Century and lifelong learning across different context. English is undoubtedly an important further study and career selection. It is a prerequisite for every Tertiary and Apprenticeship course.</p> <ul style="list-style-type: none"> • Teacher • Lawyer • Journalist • Writer • Actor • Social worker • Politician • Entrepreneur • Researcher • Blogger 		

MATHEMATICS (MAT)

	Year 9	Duration:	12 months
Aims	<p>Mathematics aims to ensure that students:</p> <ul style="list-style-type: none"> • are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens • develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability • recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study. <p>The Maroochydore State High School Junior School Mathematics program develops these skills through the three strands of the Australian Mathematics Curriculum</p> <ul style="list-style-type: none"> • Algebra and Number • Measurement and Geometry • Statistics and Probability 		
Content	<p>By the end of Year 9, 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>		
Prerequisites	<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>		
Assessment	<p>Students will be assessed using a variety of techniques including formal tests and Problem-Solving and Modelling Tasks (PSMT).</p>		
Special subject requirements	<p>Students will require:</p> <ul style="list-style-type: none"> • Exercise book (2 x 96 page per semester). One book will be a Summary Book of their notes in class • Pens, pencils HB, 2B and coloured pencils • 30cm ruler, protractor • Eraser, glue and scissors • Scientific calculator – Casio Fx-82AU Plus 2nd ed <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>		
Fees (Additional to SRS charges):	<p>Entry fee for Australian Mathematics Competition for 9 Extension Subscription for Pearson e-book Subscription for Mangahigh.com Subscription for Blooket.com Cost of photocopied resources</p>		
Careers	<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>		

SCIENCE (SCI)

	Year 9	Duration:	12 months
Aims	<p>In 2023, Maroochydore State High School will continue to plan, teach, assess and report Science in Year 9 using the Australian Curriculum.</p> <p>The Australian Curriculum: Science aims to ensure that students develop:</p> <ul style="list-style-type: none"> ▪ an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world they live in ▪ 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 ▪ 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 ▪ 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 ▪ 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 ▪ 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 <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>		
Content	<p>All Year 9 Science students will study the same Science course covering the following Science Understandings:</p> <p>Biological Sciences</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 <p>Chemical Sciences</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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 <p>Earth and Space Sciences</p> <ul style="list-style-type: none"> ▪ represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere) <p>Physical Sciences</p> <ul style="list-style-type: none"> ▪ use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena ▪ apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations <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>		
Prerequisites	Nil		
Assessment	Tests, investigations/scientific reports, assignments.		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	A subject fee applies for all Year 9 Science students for specialised laboratory materials and activities. During the year, students in the extension class will undertake enriching practical work and be challenged to develop a higher level of skills and knowledge.		
Careers	N/A		

HUMANITIES (HUM) – GEOGRAPHY AND HISTORY

	Year 9	Duration:	12 months																		
Aims	<p>Students in Year 9 study one semester of Geography and one Semester of History.</p> <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>																				
Content	<p>Unit 1: Geographies of Interconnections</p> <p>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>Unit 2: Biomes and Food Security</p> <p>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>These two units provide a study of the history of the making of the modern world from 1750 to 1945.</p>																				
Geography Semester One	<p>Unit 3: Revolution and Change</p> <p>The unit 'Revolution and Change', concentrates on a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power.</p> <p>Unit 4: War and Peace (World Wars I and II)</p> <p>The 'War and Peace' unit follows on from this by concentrating on the two world wars of the twentieth century, allowing students to ponder the causes and effects of World War I, including its impact on the decades that followed regarding international relations and the lead up to World War II. Australia's involvement in these conflicts is studied through the investigation of a local service man or woman, in conjunction with Maroochydhore RSL.</p>																				
History Semester Two																					
Assessment	<p>Geography:</p> <p>Unit 1 – Combination Response Exam Unit 2 – Geographical Investigation: Multi Modal Presentation</p> <p>History:</p> <p>Unit 3 – Response to Stimulus Exam Unit 4 – Investigation – Research Task</p>																				
Special subject requirements	<p>Laptop USB Coloured Pencils</p>																				
Fees (Additional to SRS charges):	<ul style="list-style-type: none"> • Geography Excursion – Interconnections/Biomes • History Excursion – Maroochydhore RSL Museum 																				
Careers	<p>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.</p> <table border="0"> <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> <tr> <td>Politics</td> <td>Meteorology</td> <td>Pilot</td> </tr> <tr> <td>Police</td> <td>National Parks Ranger</td> <td>Nursing</td> </tr> </table>			Journalism	Cartography (Map Making)	Law	Education/Child Care	Counselling	Business	Administration	Town Planning	Defence Forces	Business	Tourism and Recreation	Landscape architect	Politics	Meteorology	Pilot	Police	National Parks Ranger	Nursing
Journalism	Cartography (Map Making)	Law																			
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Business	Tourism and Recreation	Landscape architect																			
Politics	Meteorology	Pilot																			
Police	National Parks Ranger	Nursing																			

AEROSPACE (AER)

	Year 9	Duration:	Six Months
Aims	<ul style="list-style-type: none"> Aerospace aims to provide learning experiences that draw on and develop “High Order Thinking” skills. Students will engage with both current and future technologies to meet design based challenges. It is a course which encourages knowledge and application of available resources, systems and practices through inquiry, design and problem-solving methodologies. 		
Content	<p>This subject involves students designing and producing innovative and creative products. Products may encompass artefacts, processes, systems or computer generated simulations. The study requires students to:</p> <ul style="list-style-type: none"> Identify and analyse needs; Respond to design tasks and design criteria; Devise and implement plans or strategies to solve design problems; Work collaboratively with others; Test and evaluate outcomes. <p>Safety is incorporated into all activities associated with the design and development of a product. Students are encouraged to transfer the need for safety into real-life situations. Safety involves:</p> <ul style="list-style-type: none"> current compliance standards safe workshop and fieldwork practices personal safety safety standards <p>Students who are unable to comply with safety standards will be withdrawn from practical learning experiences.</p> <p>Manufacturing Resources: Manufacturing Resources include: Plant Machinery, Laser Cutter and 3D Printers and their associated:</p> <ul style="list-style-type: none"> Materials Tools Processes Systems <p>Through these resources, students have the opportunity to develop knowledge, skills, processes and understanding required in the workplace today and in the future.</p>		
Prerequisites	NIL		
Assessment	<ul style="list-style-type: none"> Digital workbook completion Quadcopter Model and flight test Examination 		
Special subject requirements	<ul style="list-style-type: none"> A willingness to explore and develop self-directed responses and solutions. Equipment – Computer for Digital Port Folio 		
Fees (Additional to SRS charges):	A subject fee applies to this subject in Year 9 to cover cost of incidental consumables in projects.		
Careers	<ul style="list-style-type: none"> Prepares students for future study in ITD subjects such as Design and Aerospace Systems. Develops High Order Thinking Skills transferable to a broad range of study areas and Queensland Core Skills (QCS) test. Promotes interest and skill in vocational pursuits such as Architecture, Drafting, Engineering and many / any Design Based industries. 		

BIG IDEAS! (BID)

	Year 9	Duration:	Six months
Aims	<ul style="list-style-type: none"> To foster a love and capacity for learning To ask big questions and investigate big ideas about our planet, life, and humanity To engage students in a 13.8 billion-year adventure with an integrated approach to Science (Physics, Biology), History, Geography (Geology) and Technology. To improve students' literacy proficiency, using evidence, argument, critical thinking and reasoning skills 		
Content	<p><i>Big Ideas!</i> follows the principles of the <i>Big History Project</i>, a global initiative developed by Australian professor David Christian and sponsored by Bill Gates. The course of study integrates traditional world history with science and the social sciences. It asks the big questions about the history of the Cosmos, Earth, Life and Humanity. It is a course that covers history from the Big Bang through to the present and beyond in an interdisciplinary way.</p> <p><i>Students will be engaged in investigating Key Inquiry Questions such as:</i></p> <ul style="list-style-type: none"> Why do we look at things from far away and close up? (The Big Bang, the Solar System and Earth) How did life begin and change and are we still evolving? (Life) What makes humans different from other species? (Collective Learning) What does the future hold? 		
Prerequisites	A 'C' standard or above in English, Science and Humanities		
Assessment	Term 3 – Podcast Term 4 – Comic Strip and Rationale 'The assessment in this subject is aligned to Year 9 ACARA Science and Humanities syllabi Weekly bookwork tasks to aid academic writing, reading and critical thinking. Collaborative group debating tasks, discussions and open-ended inquiry will form a part of the units.		
Special subject requirements	<ul style="list-style-type: none"> A willingness to question, explore and develop self-directed responses and solutions. Equipment - A4 notebook, laptop Participation in school's BYOd programme 		
Fees (Additional to SRS charges):	A subject fee applies to this subject in Year 9 to cover cost of incidental consumables in projects. Excursion/s: Queensland Museum and Science Centre, Brisbane		
Careers	<ul style="list-style-type: none"> Prepares students for future study in Science, History, Geography and Technology Develops High Order Thinking Skills transferable to a broad range of study areas 		

BUSINESS AND ENTERPRISE (BAE)

	Year 9	Duration:	One Semester
Summary	<p>This course will enable students to develop their understanding of:</p> <ul style="list-style-type: none"> • The role of Australia's financial sector and its effect on economic decision-making by individuals, businesses and global markets. • How individuals and businesses manage consumer and financial risks and rewards • The roles and responsibilities of entrepreneurs in the changing workplace. 		
Aims	<p>The aims of this course are to provide students with:</p> <ul style="list-style-type: none"> • understanding of the work and business environments within the Australian economy and its interactions and relationships between various groups. • behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society. • Reasoning, interpretation and entrepreneurial skills to apply economics and business concepts to make informed decisions. 		
Content	<p>The following key enquiry questions will be addressed during this course:</p> <ul style="list-style-type: none"> • How does creating a competitive advantage benefit business? • How do participants in the domestic and global economy interact? • What are the responsibilities of participants in the workplace and why are these important? 		
Prerequisites	Nil		
Assessment	<p>Assessment techniques include:</p> <ul style="list-style-type: none"> • Creating a portfolio of evidence. This will include: <ul style="list-style-type: none"> - Personal finance portfolio - Competitive advantage portfolio - Business enterprise portfolio 		
Special subject requirements	<p>Students will be required to supply:</p> <ul style="list-style-type: none"> • Blue, black and red pens • USB Drive (8GB recommended) • Laptop 		
Fees	A subject fee applies to offset supplies and consumables.		
Careers	Prepares students for future career paths including: business consultant, business analyst, project manager, human resources officer, event manager, operations manager and entrepreneur.		

DIGITAL SOLUTIONS (DIG)

	Year 9	Duration:	Six Months
	<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>		
Content	<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>		
Prerequisites	Nil		
Assessment	<p>Students will be assessed using a variety of techniques including:</p> <ul style="list-style-type: none"> • Individual Projects • Teacher observations • Peer and self-assessment 		
Special subject requirements	<ul style="list-style-type: none"> • Pens as required • 48 page notebook • Headphones • 16 GB USB (not for exclusive use in this course) • Students must have a BYOd laptop to choose this course. Note – iPads are not suitable for this course. 		
Fees (Additional to SRS charges):	Nil		
Careers	Digital Marketing Specialist, Cybersecurity, Data Analyst and Game Developer.		

DRAMA (DRA)

	Year 9	Duration:	Six months
Aims	<p>The Drama course contributes to the development of creativity and self expression and fosters student involvement and appreciation of Drama as a performer and as an audience member. It explores the world of film making and the elements used to create short drama.</p> <p>It prepares students for further studies in Drama in Year 11 and 12 where Drama is an Authority subject, as well as it helps as a foundation for all other selected subjects.</p>		
Content	<ul style="list-style-type: none"> • Collage Drama • Children's Theatre or Theatre in Education 		
Prerequisites	<p><i>What do we look for in a Drama student?</i></p> <ul style="list-style-type: none"> • At least a Sound Achievement in Year 8 English. • Students who have an interest in the Creative Arts • 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 want to gain confidence in speaking in public • Students who are prepared occasionally to appear foolish in order to learn through trying something new and different. 		
Assessment	<p>Each of the three dimensions of forming, presenting and responding are assessed equally. Assessment tasks may include the following:</p> <p>Forming: Analysis of text for performance, preparation of text, directing, designing, improvisation, play building, script writing.</p> <p>Presentation: Performances of student devised or scripted drama.</p> <p>Responding: Film making, essays, assignments, writing in role, interviews</p>		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 for</p> <ul style="list-style-type: none"> • Arts Council performances, and • Workshop by visiting expert 		
Careers	<p>Involves working with people e.g. hospitality and travel industries, public relations work, teaching, nursing, demonstrating, advertising, performing arts, politics.</p>		

ENGINEERING PATHWAYS (EPY)

	Year 9	Duration:	Six Months
Aims	<ul style="list-style-type: none"> ▪ Develop an understanding of materials and processes applying to a range of metal work processes ▪ Promote an appreciation for quality and specification ▪ Develop problem solving skills through the Design Process ▪ Introduce students to vocational education ▪ Develop hand skills ▪ Develop awareness of tradition and technology behind many every day products ▪ Develop and promote Workplace Health & Safety 		
Content	<p>Metalwork: 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>Design Process 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>Project Design, Workshop Graphics, Safety in the Production of Projects: Students will be exposed to plan reading, solving problems through design and safe working practices</p>		
Prerequisites	NIL		
Assessment	<p>Classwork:</p> <ul style="list-style-type: none"> ▪ Projects / Theory Test ▪ Project work booklets <p>Indicative Projects Sheet metal sliding case, Junior Hacksaw, Can crusher</p>		
Special subject requirements	<p>The following are safety requirements in all practical areas of Industrial Technology and Design:</p> <ul style="list-style-type: none"> ▪ Students are required to wear sturdy leather fully enclosed shoes that are in a good state of repair (no thongs, sandals, canvas shoes, runners with breathable material, etc.) ▪ Any loose clothing is required to be restrained (tucked in) or removed. (This includes coats and jumpers etc.) ▪ Long hair is required to be restrained at all times. (Where required, student will provide their own hair net – hygiene consideration.) ▪ Students who are unable to comply with safety standards (as determined by their supervising teacher) will be withdrawn from practical learning experiences. 		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 to cover cost of consumables and project materials. Early Payment is Essential</p>		
Careers	<ul style="list-style-type: none"> ▪ Engineering Pathways provides some basis for Engineering Skills in senior. ▪ Engineering Pathways has particular relevance for students wishing to pursue a career in the manufacturing and engineering industry ▪ Engineering Pathways introduces students to Reading and Understanding Working drawings (Draftsmen, Graphics, Engineers, tradesman) ▪ Engineering Pathways provides opportunities for students to gain self-confidence with use of hand tools, power tools, and machinery (Industry aligned) ▪ Engineering Pathways gives students Practical skills that will stay with students well into their adult life, no matter the path they may take. <p>Engineering Pathways brings in mathematical knowledge, skills, and formulas to give students a practical application for these methods.</p>		

FURNISHING PATHWAYS (FPY)

	Year 9	Duration:	Six Months
Aims	<ul style="list-style-type: none"> ▪ Develop an understanding of materials and processes applying to a range of woodwork and plastic processes ▪ Promote an appreciation for quality ▪ Develop problem solving skills through the Design Process ▪ Introduce students to vocational education ▪ Develop hand skills ▪ Develop awareness of tradition and technology behind many every day products 		
Content	<p>Woodworking: The study of timber in various types of construction including woodwork, carcass and framing constructions.</p> <p>Project Design, Workshop, Safety: In the production of projects students will be exposed to reading plans, solving problems through design thinking and applying safe work practices.</p>		
Prerequisites	Nil		
Assessment	<p>Classwork:</p> <ul style="list-style-type: none"> ▪ Projects ▪ Project work booklets <p>Indicative Projects Toy jeep and L.E.D. lamp design</p>		
Special subject requirements	<p>The following are safety requirements in all practical areas of Industrial Technology and Design:</p> <ul style="list-style-type: none"> ▪ Students are required to wear sturdy shoes that are in a good state of repair (no thongs, sandals, canvas shoes etc.) ▪ Any loose clothing is required to be restrained (tucked in) or removed. (This includes coats and jumpers etc.) ▪ Long hair is required to be restrained at all times. (Where required, student will provide their own hair net – hygiene consideration) ▪ Students who are unable to comply with safety standards will be withdrawn from practical learning experiences. 		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 to cover cost of consumables and project materials. Early Payment is Essential</p>		
Careers	<p>The furnishing industry comprises a wide range of fields, including soft furnishing, commercial and household furniture-making, cabinet-making and upholstery. 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 (HPE)

	Year 9	Duration:	Six Months
Aims	<ul style="list-style-type: none"> To encourage participation in regular physical activity To acquire motor skills and apply movement concepts To promote the health of individuals, groups and communities To enhance personal identity and development To maintain positive interactions and relationships with others 		
Content	<p>Physical Activity Units Following is an example of the Physical activity units studied:</p> <ul style="list-style-type: none"> Athletics – A range of Track (e.g. Sprints, Middle distance, long distance and hurdles) and Field events (e.g., High, Long and Triple jump, Shot-put, Discus, Javelin) Basketball Badminton My Golf Volleyball Touch Cross Country <p>Health and Development Units Following is an example of the Health and Development Units studied:</p> <p>Unit 1 – Fitter, Faster, Stronger Students will learn about fitness components and principles of training. They will participate in fitness testing culminating with the students developing a training program.</p> <p>Unit 2 – Welcome to the Jungle 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 as well as developing an understanding of the effects of drugs and alcohol on young bodies. 'Welcome to the jungle' focusses on positive decision making.</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>		
Prerequisites	Nil		
Assessment	Profiles are constructed for each student which rate students according to: <ul style="list-style-type: none"> Knowledge and understanding Investigation Planning Implementing and applying Reflecting 		
Special subject requirements	Laptop, sunscreen, hat and water		
Fees (Additional to SRS charges):	A subject fee applies to Year 9 for school-produced work books		
Careers	Possible careers include: <ul style="list-style-type: none"> Teaching Defence Services Physiotherapy Medical Sciences Sports Sciences Nursing Health & Fitness Industry Chiropractic 		

JAPANESE (JAP)

	Year 9	Duration:	12 Months
Aims	<p>The Year 9 Japanese elective develops the student's ability to comprehend and construct texts. They build on the fundamental skills established in Year 7 and 8 as practiced and well-rehearsed learners to learners with simple and effective communication skills in Japanese.</p> <ul style="list-style-type: none"> • Students refine their communication skills in Japanese in composing (writing and speaking) and comprehension (reading and listening). • Attention is given to making a smooth transition to Senior Language learning. • The Year 9 learner should be able to read the hiragana script and 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. 		
Content	<ul style="list-style-type: none"> • Making Plans and Invitations • Here, there and everywhere (Direction, getting around town) 		
Prerequisites	A satisfactory completion of Year 8 Japanese or like course.		
Assessment	<ul style="list-style-type: none"> • To receive a semester rating, students will be progressively assessed on all four macroskills of reading, writing, listening & speaking. • Assessment takes place predominantly towards the end of each term to establish "Fullest and Latest" achievement. • Presentation of student's workbooks is a platform to establish an attitude, industry and organisational comment. 		
Special subject requirements	<ul style="list-style-type: none"> • Students are encouraged to be involved in a range of co-curricular activities: <ul style="list-style-type: none"> - Listening to ethnic radio, foreign language TV programs - Language Competitions - International Student Exchanges - Visits to restaurants, theatres, Language Expos - Biennial school Japan study tour • Computer required. • Incursions/excursions are offered as available. Transport and entry fees are extra to SRS Scheme. 		
Fees (Additional to SRS charges):	Nil		
Careers	<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;"><i>"A man with two languages 'is worth two men'" Napoleon</i></p>		

LIFE TECHNOLOGIES – FOOD STUDIES (LTF)

	Year 9	Duration:	Six months
Summary	Food Technology teaches students food nutrition and healthy living and sustainable food choices: <ul style="list-style-type: none"> • Educating students about the relationship between food choices and being environmentally friendly • Providing students with the life skill of food preparation through hands-on interactive experience • Introducing healthy foods for life Practical areas of study: <ul style="list-style-type: none"> • Serve up Health (One term) • Kilometre Cafe (Eco-friendly food – One term) 		
Aims	<ul style="list-style-type: none"> • Students will be introduced to practical skills • Students will be immersed in food and nutrition language and skills, whether they seek employment in the Hospitality industry or lifestyle skills and food preparation • Students' time management and organisation will be enhanced • Studies are integrated with other areas of study, Maths - measuring, weighing and time. Food classes include regular cooking demonstrations and experiments with basic to advanced cooking techniques • Students will gain an understanding of appropriate work methods and use of equipment and utensils • Literacy: Students will recognise the importance of English - reading, writing Students will recognise the importance of good nutrition throughout life 		
Content	<ul style="list-style-type: none"> • Principles of cookery • Healthy food choices for students and the environment • Sustainable food choices • The composition and preparation of foods • Hygiene, safety and measuring skills 		
Prerequisites	Nil		
Assessment	Assessment will be continuous throughout the semester. Assessment will consist of: <ul style="list-style-type: none"> • Continuous Practical Assessment • Design Challenge Assignment and Practical Exams related to the assignment 		
Special subject requirements	Students need to be aware of the costs involved in providing ingredients, as required, on a weekly basis. They will be given notice of ingredients prior to the task.		
Fees (Additional to SRS charges):	A subject fee applies in Year 9 for materials/resources for recipe testing and evaluating and demonstration and experiment work. Students are required to purchase ingredients for practical work each week and assessment practicals.		
Careers	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.		

INSTRUMENTAL MUSIC

	Instrumental Music	Duration:	12 months
Aims	<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>		
Content	<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 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>		
Prerequisites	<p>Instrumental Music students: Should already be enrolled in the Instrumental Music Program from previous years OR be learning a brass, woodwind, percussion or orchestral string instrument privately. Enrolment in Instrumental Music is ongoing from Year 7 onwards</p> <p>Are self-directed students who demonstrate or would like to develop their organisational skills. 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. 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. 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>		
Assessment	<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>Literacy: Instrument care, Symbols and Terms, Rhythm and Melody, Sightreading Technique: Posture, Tuning and Intonation, Tone, Articulation, Pitch Performance: Solo and ensemble performance and contribution</p>		
Special subject requirements	<p>Prior enrolment in the Instrumental Music Willingness to participate in all areas of the subject Access to instrument (school instruments are available for hire)</p>		
Fees (Additional to SRS charges):	<p>Subject Fee contributes towards:</p> <ul style="list-style-type: none"> • Purchase of lesson and ensemble repertoire • Maintenance of school instruments • Purchase of physical resources, including music stands • Workshops with visiting artists 		
Careers	<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>		

MUSIC (MUS091A)

	Year 9	Duration:	6 months
	The Year 9 course runs across a single semester		
Aims	<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"> • the confidence to be creative, innovative, thoughtful, skilful and informed musicians • skills to compose, perform, improvise, respond and listen with intent and purpose • aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions • an understanding of music as an aural art form as they acquire skills to become independent music learners. 		
Content	<p>Students will study and develop skills in the following range of music areas:</p> <ul style="list-style-type: none"> • Composing – song writing (popular music), electronic dance music production, marketing music (film trailers), video game music • Performing – solo and group music performance, using technology to enhance performance – e.g. loop pedal, digital audio workstations, rehearsal strategies, music notation • Basics of music theory to maximise achievement and success within composing and performing 		
Prerequisites	Previous experience in Music is preferable.		
Assessment	Composition and performance tasks. Reflection of repertoire.		
Special subject requirements	Laptop ownership is essential		
Fees (Additional to SRS charges):	\$40		
Careers	Performer, Media Composer, Sound Designer, Music Journalist, Songwriter, Music Supervisor in Media Industry		

INTERSCHOOL AND RECREATIONAL SPORT

	Year 9	Duration:	12 months (1 lesson per week)
	<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>		
Aims	<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>		
Content	<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>		
Prerequisites	Nil		
Assessment	N/A		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	There is a fee to cover transport to venues away from the school.		
Careers	N/A		

STEM (DESIGN) (SCIENCE, TECHNOLOGY, ENGINEERING and MATHEMATICS)

	Year 9	Duration:	1 Semester
	STEM incorporates science, technology, engineering, arts and mathematics and has a strong focus on creativity, critical thinking, problem solving and communication.		
Other	Students are able to select this elective for either one semester.		
Content	<p>Term 1 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>Term 2 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>		
Prerequisites	NIL		
Assessment	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.		
Special subject requirements	<ul style="list-style-type: none"> • Laptop • Rocketry software and design software installation (no cost) 		
Fees (Additional to SRS charges):	Term 1 - Excursion fees to QUT, engineering experiments consumables Term 2 – Consumables, Robot parts and electronics		
Careers	N/A		

MEDIA (MED)

	Year 9	Duration:	6 Months
Aims	<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"> • enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them • creative and critical thinking, and exploring perspectives in media as producers and consumers • 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 • knowledge and understanding of their active participation in existing and evolving local and global media cultures. 		
Content	<p>UNIT 1: “Expect the Unexpected” – Short Horror Filmmaking</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>UNIT 2: "Media Royale" - Video Game Studies</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>		
Prerequisites	Nil		
Assessment	<p>Assessment is devised around two dimensions, Responding and Making, each considered equally important.</p> <p>9.1 – Responding – Film Weekly Short Response Exam 9.2 – Making – Short Film Group Production 9.3 - Making – Video Game Character Design, Production and Distribution</p>		
Special subject requirements	<p>Students will require:</p> <ul style="list-style-type: none"> • 1 x 96-page Exercise Book • A4 Display book • Laptop • USB (8GB Minimum) • Some costumes and props – readily accessible in most households 		
Fees (Additional to SRS charges):	A subject fee applies in Year 9 to cover cost of production materials and Adobe Creative Cloud access.		
Careers	<ul style="list-style-type: none"> • Actors & Entertainers • Advertising and Social Media Marketing • Costume & Set Designers • Film, Television, Video Game & Stage Directors 	<ul style="list-style-type: none"> • Journalists and Publication Writers • Media Producers & Presenters • Photographers & Videographers • Special Effects Artists 	

ART (ART)

	Year 9	Duration:	Six months
	The Year 9 course is a six-month course offered. (Year 10 runs for two Semesters – whole year).		
Aims	<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"> • conceptual and perceptual ideas and representations through design and inquiry processes • visual arts techniques, materials, processes and technologies • critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement • 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 • confidence, curiosity, imagination and enjoyment • a personal aesthetic through engagement with visual arts making and ways of representing and communicating. 		
Content	<p>Concept – The Local Environment</p> <p>Term 1/3: Photography –</p> <ul style="list-style-type: none"> • Digital photograph of the local landscape during excursion • Manipulation using Photoshop / Art programs <p>Ceramics –</p> <ul style="list-style-type: none"> • Ceramic pot • Influenced by local flora and fauna <p>Term 2/4: Painting –</p> <ul style="list-style-type: none"> • Landscape based on digital photography. • Acrylic on canvas. 		
Prerequisites	<p>In Year 9, the course structure builds on the basic introduction offered with the Year 8 Programs. This course is designed for students who have a genuine interest or proven aptitude in Art. Students considering this course should have achieved a Sound Achievement or better in Year 8 Art.</p>		
Assessment	<p>Each term will contain these items:</p> <ul style="list-style-type: none"> • Ceramic Pot • Painting • Responding Tasks 		
Special subject requirements	Nil		
Fees (Additional to SRS charges):	<p>A subject fee applies in Year 9 for:</p> <ul style="list-style-type: none"> • Excursion. • Use of digital cameras. • Painting frame / canvas, paint and brushes. • Clay firing and glazes. • Visual Diary 		
Careers	<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. Desirable but not essential for those wishing to study Art in Year 10</p>		