Mackay

STATE HIGH SCHOOL

We acknowledge the Yuibera people as the traditional owners of this land.

Year 9 & 10 Subject Guide

PRINCIPAL	**Mrs Felicity ROBERTS**
DEPUTY PRINCIPAL	**Ms Sharon BARNARD**
DEPUTY PRINCIPAL	**Mr Ethan JOHNS**
DEPUTY PRINCIPAL	**Mrs Cicely BAIRA**
DEPUTY PRINCIPAL	**Mrs Elizabeth O'NEILL**
BUSINESS MANAGER	Mrs Kathryn BULL
GUIDANCE OFFICER	Ms Tina VOYSEY
GUIDANCE OFFICER	Ms Jodie PEET
YOUTH SUPPORT COORDINATOR	Mr Vincent PROPSTING
YOUTH WORKER	Ms Kim PRESLAND
SCHOOL BASED YOUTH HEALTH NURSE	Mrs Ann-Maree BRIGHTMAN
SCHOOL CHAPLAIN	Vacant
COMMUNITY EDUCATION COUNSELLOR	Lakeesha ANIBA
HEADS OF DEPARTMENT	
Agriculture/ Technologies- Digital & Design	Miss Kim PATTI
English and Languages	Ms Claire BLESSAS
Health and Physical Education	Ms Nina JONES
Humanities	Mrs Roxanne APRILE
Head of Year – 7	Mr Mel NIEMI
Head of Year – 8	Mr Matt SKINNER
Head of Year – 9	Ms Sarah PURNELL
Head of Year – 10	Ms Isy Dodd
Senior Schooling & Head of Year – 11/ 12	Ms Emily ROVELLI
Mathematics	Mrs Jasmin HUXLEY
Science	Ms Kylie ANTHES
Special Education Services	Ms Majella HOFFMANN
The Arts	Ms Mia LUXFORD-PARKES

A Message from the Principal
Mrs Felicity Roberts

Mackay State High School is proud to be a large, diverse school community and has grown to more than 1150 students and 120 staff. *Our mission is to provide educational excellence and diverse pathways for students, based on a culture of inclusion, high expectations and pride.* Our committed and caring staff focus on developing individual students to attain their full potential in academic, sporting, cultural and arts fields. In preparing students to be tomorrow's citizens, our curricula and co-curricular programs are infused with a focus on pathways that meet individual learning needs and career aspirations. We believe that this is best achieved when teachers, students, parents and the community work together to build positive and supporting relationships. At the heart of the school are the core values of *Respect, Responsibility and Resilience* and our 3 R's guide all of our practices and expectations for behaviour.

As Principal of the school, I am committed to developing a first-class education system that meets the unique needs of your child. This booklet has been compiled in an attempt to answer the many questions you may have about the philosophy of Junior Secondary and curriculum available at Mackay State High School.

In Years 9 and 10, students will study Australian Curriculum subjects in eight (8) key learning areas:

1. English
2. Maths
3. Science
4. Humanities
5. Health and Physical Education
6. Arts
7. Technology
8. Languages

Our Junior Secondary school focuses on successful transition from Primary School and from 2021, we have introduced programs such as the Resilience Project and our Positive Behaviour for Learning framework to support student wellbeing and engagement.

I hope that you find this booklet useful in answering your questions about the programs on offer in Junior Secondary. I encourage you to take the time to read the information and if you have any questions, please do not hesitate in contacting me.

We have a great school; fantastic students and I am proud to be leading such an amazing organisation.

Felicity Roberts
Principal

Foreword from the Head of Middle School
Mr Ethan Johns

Mackay State High School caters for a wide variety of clientele. We promote high quality teaching through a wide range of pedagogical and systemic processes, continually assessing what we offer, how we offer it, and how we can improve. Community plays a large part in providing quality education and recognition of achievement.

Emphasis is placed on students to do their best, planning pathways for their future. To this end, the whole school operates under 3 core values, which feed our ideology in all aspects of what we do. These three values are: Respect, Responsibility and Resilience.

Our school motto “Labor Vincit – Work Conquers” and our vision “We Believe, We Achieve” provide a focussed mantra which reflects our school ethos and is referred to in everything we do. They convey a simple but reflective reminder of why we're here and where we are heading.

In the Year 10 Senior Secondary curriculum, a variety of mandated and elective subjects are offered which enables students to prepare for future pathways and prepare them for their selections available in Years 11 and 12. The range of subjects offered at Mackay State High School is designed to cater for students of all levels of ability, interests, and career aspirations. Selecting subjects across the next three years is a very important process. It is very important that students make correct choices. The major objective of this booklet is to provide you with as much information as possible.

When selecting subjects to study in Years 9 and 10, the best advice we can give is for students to pick subjects that they enjoy and where they are capable of success. Elective subjects have banded curriculums that stretch across year 9 and 10, so it is highly encouraged for students to complete two years of their electives. If students follow these guidelines, they will enjoy the schoolwork and success will naturally follow.

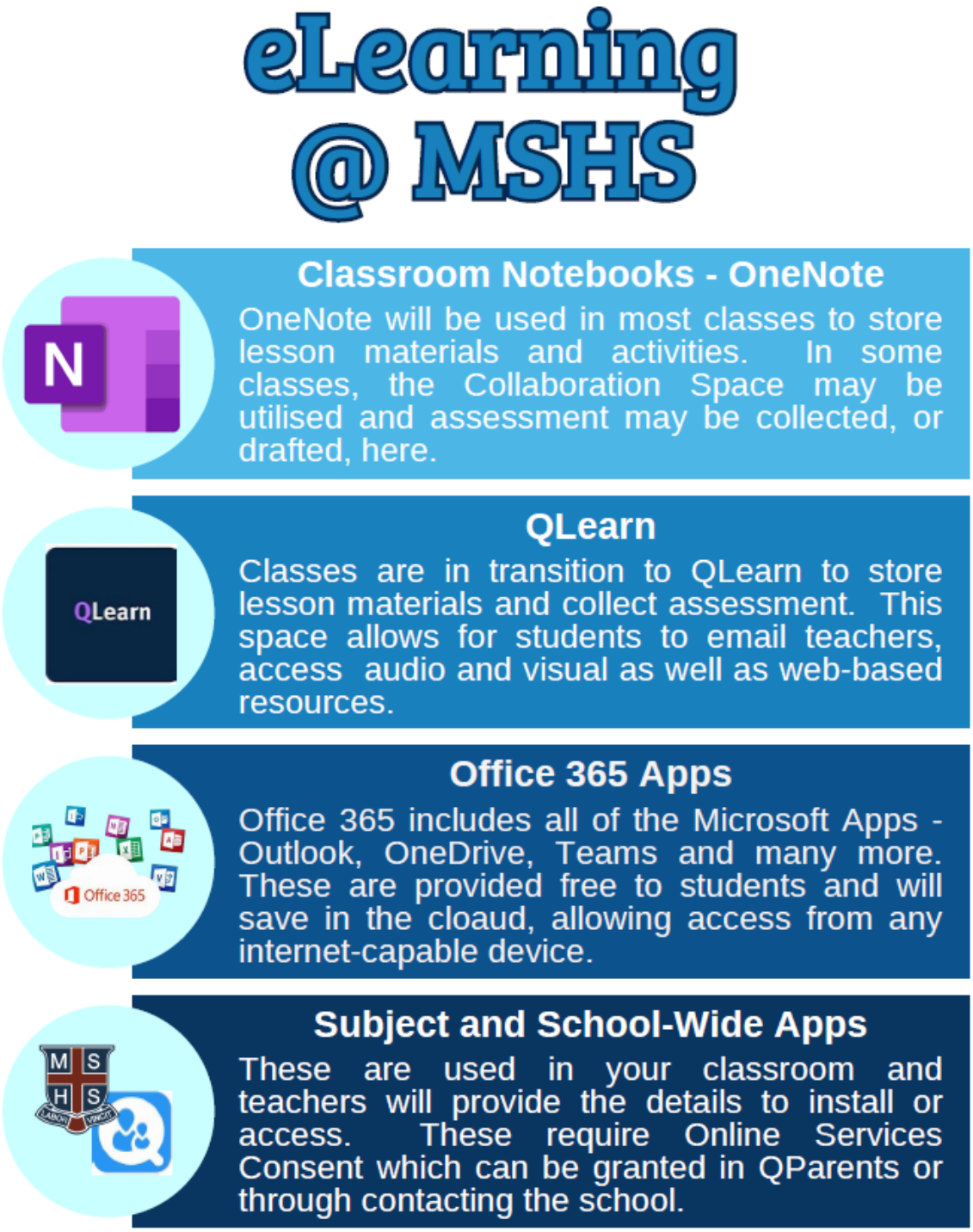
The best decisions for subjects are based on good information. Good luck with your research and considerations. If you need more help, please see either me, the Transitions Officer, Guidance Officer, Curriculum HODs or your teachers.

Kind regards

Ethan Johns
Deputy Principal

Contents

BYOx eLEARNING PROGRAM



As eLearning is integral to meeting curriculum requirements, students are required to have access to a device (BYOx) to support their learning.

For more information about BYOx please see the BYOx Guide on our school website.

Special Features offered by Mackay State High School

Along with the Core Curriculum we are able to offer an extensive range of specialised learning areas and extracurricular opportunities. These include offerings in Academic Excellence, The Arts, and the Sporting arena.

ACADEMIC EXCELLENCE ACADEMY

Mackay State High School has a rich history in exemplary Academic performance. For the benefit of 'like' ability students the school offers high achievers the opportunity to apply for a position in the Academic Excellence Academy. Students in the Academic Excellence Academy will participate in the National Curriculum for core subjects, but will also have the opportunity to extend beyond this with a range of rich and inspiring tasks and activities designed to challenge and extend them. Students in this Academy from Year 7 will exist as an identifiable class and will then transition as such through to Year 9, where they will study the core subject areas as an ongoing part of the Academic Excellence Program. Further details about the Academic Excellence Academy class are contained in the *School Subject* section of the booklet.

SPORTS ACADEMIES

The Health and Physical Education (HPE) Department prides itself on providing many and varied opportunities for success for all students, whether it be in the academic or sporting fields. As part of an extensive extracurricular program students are offered opportunities to play and compete at local, Regional, State, National and International levels in sport. Some school sporting teams are also given the opportunity to be invited to be part of State and International Touring Teams. Three sports, **Rugby League**, **Football** and **Netball**, are offered as a specialised learning area as Sporting Academy classes, that are scheduled in the Curriculum offerings. These Sporting Academies are unique to Mackay State High School. One of the aims of the Sports Academies is to provide students with training and playing opportunities, above and beyond, what currently exists in the Mackay area for talented players. Students can apply to be enrolled in a Sporting Academy class as an alternative to their HPE class. Further details about the Academy classes are contained in the *School Subject* section of the booklet.

CREATIVE ARTS ACADEMY

The Creative Arts Academy recruits gifted and talented students and provides an opportunity to excel in a structured extra-curricular course facilitated by our amazing specialist staff. Over year 9 and 10, the Arts become elective subjects, so the academies exist to push students beyond the curriculum and support them to unleash their true potential.

The **Instrumental Music Program** is a co-curricular program funded by the Education department that both extends and supports the classroom music course and is worth QCE points. It is encouraged that Instrumental Music students take classroom Music to help them develop technical skills in the following years of study. Students will also work on developing performance skills on a variety of instruments.

XL Media is an academy focussed on skill development in all areas of media-making including filmmaking, animation, gaming, photography and social media. Students will develop and refine their knowledge and skills in these areas to compliment and extend curriculum opportunities in Media. This academy will focus on authentic experience opportunities to expose the students to real-world application of media skills.

XL Art is an academy focussed on skill development in the areas of Realism, Illustration and Photoshop/photography. Students will gain knowledge and skills in these areas to then enter work into competitions and participate in and lead the making of the school magazine. It is also the intention of the academy to expose students to a range of Visual Arts professionals in the form of workshops and gallery experiences.

XL Drama is an academy focussed on skill development in the areas of Performing and Devising. Students will gain knowledge and skills in these areas to then complete a performance that will be performed at Eisteddfod and on Arts night in term 4. It is also the intention of the academy to expose students to a range of Performing Arts professionals in the form of workshops and performances.

Creative Arts Academy Students have participated with success in a range of school and community Arts events, including **Mackay Eisteddfod**, **Creative Generation, Excellence Awards in Visual Art**, **Mackay Orchestras and Bands Competition, Fanfare, CQCM Jazz Festival and MECC Theatre workshops.**

The Arts at Mackay State High School provide an energetic, creative and supportive learning environment that encourages students' educational and personal development through participation.

ACCESS CENTRE for DIVERSE LEARNERS
Alternate and Cross Curricular Educational Student Support

Mackay State High School can cater for students with verified learning disabilities and learning difficulties through programs offered via the Access Centre. This facility contains qualified and trained specialist staff to support and cater for students with highly diversified needs. Staff at the centre can create individualised learning programs that not only cater for a student's educational needs but also their social and emotional needs, work and life skills. Staff will work with parents on the creation of Individual Curriculum Plans and Alternative programs that can see students supported all the way through their secondary education and to the successful attainment of a QCIA (Queensland Certificate for Individual Achievement) or a QCE (Queensland Certificate of Education). Details of the classes available are contained in the pages in this booklet. Additional information can be available by making an appointment with our HOSES (Head of Special Education Services).

RESOURCE CENTRE

Mackay State High School has an extensive collection of print and audio-visual resources to support the curriculum and for recreational reading, located within a large and welcoming Resource Centre.

Opening hours
Every day: 8:00am – 3:15pm
And daily during both breaks.

Books can be borrowed, using the Student's Identification Card, for two weeks and then they need to be renewed or returned at the due date.

IT SUPPORT

Students will have access to Technology support staff in the Resource Centre before school and at lunch times.

Our technology staff can assist students with a whole range of troubleshooting issues with BYOx devices including internet access, email, OneNote and generalised technology advice.

There are two dedicated student printer/photocopiers which can be accessed in the Resource Centre using the Student's Identification Card and ONLY outside of class times.

ENGLISH		**ENG**
This subject includes a fee?	**YES**	**NO**
		✓

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises of Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. 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. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

At the commencement of Year 10, students are given the opportunity to select Foundation English instead of English. Foundation English is recommended for students who are considering choosing a vocational pathway into Senior. The course prepares students for Essential English and ultimately entry into the workforce rather than a university pathway.

Where will this subject lead	**Year 11 & 12** English / Essential English / English as an Additional Language

MATHEMATICS		MAT
This subject includes a fee?	**YES**	**NO**
	✓	

YEAR 9

The mathematics curriculum is built around the foundational skills required throughout junior and senior mathematics implementing version 9 of the Australian Curriculum. The proficiency strands of understanding, fluency, problem solving and reasoning are an integral part of the design of learning experiences across the six strands: number, algebra, measurement, space, statistics and probability.
Students in year 9 further develop proficiency and positive dispositions towards mathematics and its use as they:

- apply scientific notation in measurement contexts, routinely consider accuracy in measurement and work with absolute, relative and percentage errors in a range of different measurement contexts
- work with the real number line as a geometric model for real numbers that provides a continuous measurement scale; locate different fractions exactly on the common scale of the real number line using scale and similarity, and locate some irrational square roots of natural numbers using Pythagoras' theorem
- use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs and algebra, including with the use of digital tools
- manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions using a variety of techniques including tables, diagrams, algorithms and digital tools
- formulate and solve related linear and non-linear equations exactly or approximately using numerical, graphical and algebraic approaches
- solve measurement problems about the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required
- use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems using given sets of information
- investigate probabilities of compound events from two-step experiments and solve related problems; use a variety of representations such as Venn diagrams, tree diagrams, two-way tables and grids to assist in determining the probabilities for these events; design experiments to gather empirical data about relative frequencies and use these to check their reasoning
- compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew; justify their choice of data representation with respect to data types and context, and critically review the statistical presentation of data and related arguments of others.

At the end of year 9 students may nominate for Mathematics Extension (MAX) in year 10. It is recommended that students wishing to pursue Mathematical Methods (MAM) or Specialist Mathematics (MAS) in their senior phase of learning nominate for MAX.

YEAR 10

Students will complete their course of study with core mathematics (MAT) or mathematics extension (MAX).
Students in year 10 further develop proficiency and positive dispositions towards mathematics and its use as they:

- investigate the accuracy of decimal approximations to irrational real numbers; consider the accuracy of computation with real numbers in context and the use of logarithmic scales to deal with phenomena involving small and large quantities and change
- apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in 2 variables
- generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions
- use mathematical modelling to solve problems in applied situations exhibiting growth or decay using linear, quadratic and exponential functions; and solve related equations, numerically, graphically and algebraically, with the use of digital tools as applicable
- solve measurement problems involving the surface area and volume of common objects, composite objects and irregular objects; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems in two- and three-dimensions, and manipulate images of their representations using digital tools
- apply geometric theorems to deduce results and solve problems involving plane shapes, and interpret networks and network diagrams in authentic contexts

- investigate conditional probability and its relation to dependent and independent events, including sampling with and without replacement; devise and use simulations to test intuitions involving chance events that may or may not be independent
- compare different ways of representing the distribution of continuous data and interpret key features of the distribution; explore association between pairs of variables, decide the form of representation, interpret the data with respect to the context and discuss possible conclusions; use scatterplots to informally discuss and consider association between 2 numerical variables and informally consider lines of good fit by eye, interpolation, extrapolation and limitations.

Students completing the MAX course of study will be taught and assessed additional material using different assessment instruments.
All students require a calculator. We recommend CASIO fx-8200AU which is available for purchase at Officeworks. This calculator will be used from years 7 to 12.

Where will this subject lead?	**Year 9 & 10**	Mathematics core and extension
	Year 11 & 12	General Mathematics / Mathematical Methods / Specialist Mathematics / Essential Mathematics

SCIENCE — SCI

This subject includes a fee?	**YES**	**NO**
	✓	

YEAR 9

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science
Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces and develop the ability to quantify changes and relative amounts.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Students that achieve to a high standard by the completion of Year 9 Science will be placed into Extension Science in year 10.

YEAR 10

The science inquiry skills and science as a human endeavour strand are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

Incorporating the key ideas of science
In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Year 10 Science is offered as three different courses (Pending on student achievement in Year 9):

1. Extension Science (SCX) - Students that who highly motivated and/or achieve a high standard of completion in Year 9. It is designed for those students wishing to undertake a General Science course of study in senior years (Biology, Psychology, Chemistry, Physics or Earth Environmental Science). Assessment techniques mirror general senior science techniques.
2. Core Science (SCI) – Students who work well to achieve a pass in science. If passed, students may choose a senior science course of study (general and/or applied). This tier is not for students who wish to undertake physics and chemistry – they must be placed in Extension Science.
3. Foundation Science (SCF) – This is a very practical science strand which is suitable for those students unsuccessful with year 9 science. It enables students access to a contextualized course of study. Assessment work is of a practical nature and consists of practical projects and applied investigations. Students in this strand may choose an applied senior science (Aquatic Practices and/or Science in Practice). This tier is NOT for students wishing to study a general senior science subject (Biology, Psychology, Chemistry, Physics or Earth Environmental Science, as they must at least undertake core science with a passing grade to participate in these general senior subjects)

Where will this subject lead?	**Year 11 & 12 Biological** Science / Chemistry / Earth & Environmental Science / Physics / Psychology / Aquatic Practices / Science in Practice Cert II in Sampling and Measurement/ Cert III in Laboratory Skills

HUMANITIES

This subject includes a fee?	**YES**	**NO**
		✓

YEAR 9

HISTORY (Semester 1 only)	HIS

The making of the modern world

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in the First World War (1914–1918), known as the "war to end all wars".

An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.

In Year 9, students are expected to study the sub-strand *Making and transforming the Australian nation (1750–1914)* and the sub-strand the First World War *(1914–1918)*. *The Industrial Revolution and movement of peoples (1750–1900)* and the *Asia and the World (1750–1914)* sub-strands may be studied as options.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills.

The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the causes and significance of the First World War?
- What were the perspectives of different people at the time?

What are the contested debates and reasons for different historical interpretations?

GEOGRAPHY (1 Semester only – elective)	GEG

The Year 9 curriculum involves the study of 2 sub-strands.

Biomes and food security – focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

It is suggested that the study of this topic draws on studies from Australia and countries in Asia.

Geographies of interconnections – focuses on 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. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

It is suggested that the study of this topic draws on studies from Australia and other countries.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- What are the causes and consequences of change in places and environments, and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

ECONOMICS & BUSINESS (1 Semester only – elective)	ECB

The focus of learning in Year 9 is the topic **"international trade and interdependence"** within a global context, including trade with the countries of Asia.

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.

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.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- Why does Australia trade with other nations?
- How do participants in the global economy interact?
- What is the role of the financial sector in the Australian economy?
- How does creating and maintaining a competitive advantage benefit business?

What processes can be used to manage financial risks and rewards?

YEAR 10

HISTORY (Semester 1 only) — HIS

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia's social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

An overview of the study of the modern world and Australia requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between the First World War and the Second World War, including the Great Depression, and developments post– the Second World War, including Cold War international relations. It also involves understanding related historical themes of the post– the Second World War world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience.

In Year 10, students are expected to study at least 2 sub-strands: *the Second World War* and *Building Modern Australia. The globalising world* is a sub-strand that may be studied as an option.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How did the nature of global conflict change across the 20th century?
- What were the causes and consequences of the Second World War? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period? What were the perspectives of people at the time? How did these perspectives change?
- What are the contested debates and reasons for different historical interpretations?

Where will this subject lead?	**Year 11 & 12** Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered

GEOGRAPHY (1 Semester only – elective) — GEG

The Year 10 curriculum involves the study of 2 sub-strands.

Environmental change and management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

It is suggested that the study of this topic draws on studies from within Australia, and other countries.

Geographies of human wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

It is suggested that the study of this topic draws on studies from within Australia, India and another country in Asia or the Pacific.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Where will this subject lead?	**Year 11 & 12**

	Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered

CIVICS AND CITIZENSHIP (1 Semester only - elective)	**CIV**

This Year 10 program contains content from Year 9 in Term 3 and Year 10 in Term 4.

In Term 3 students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.
Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

In Term 4 students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the functions of the High Court of Australia and how does it protect rights under the Constitution?
- What are the features of a resilient democracy?
- How does Australia respond to emerging global issues?

Where will this subject lead?	**Year 11 & 12** Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered

ECONOMICS & BUSINESS (1 Semester only – elective)	**ECB**

The focus of learning in Year 10 is the topic **"productivity, growth and living standards**" within a national context.

Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce.

Australia's superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.

Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts:

- What processes do governments use to manage economic decision-making?
- How does the government intervene in the economy to improve economic performance and living standards?
- Why is a continuing focus on workforce efficiency and productivity important for the success of business?
- How does Australia's superannuation system support human wellbeing, a prosperous economy and the common good?
- What factors influence decision-making within consumer and financial contexts, and how are participants impacted?

Where will this subject lead?	**Year 11 & 12** Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered

HISTORY EXTENSION (1 Semester only - elective)	**HIS**

Having completed all requirements for History in the Australian Curriculum, students can choose to extend their studies in History in Semester 2 by selecting this subject. It aims to introduce skills for both Senior Ancient & Modern History. Students may choose this subject to help prepare them for the Senior Histories or just because they love the subject.

Semester 2 of Year 10 History allows students to explore particular areas from the ancient and modern world. Students will further develp their historical skills through the process, analysis and synthesis of information from primary and secondary sources.They will engage in a historical inquiry of their choice that focusses on the significance of either a key person or event through research, discussion and historical argument.

The key inquiry questions at this year level are:

- How do historians research, develop, evaluate and modify questions to frame a historical inquiry?
- How did the nature of a key person/event change or cause change wthin the ancient or modern world?
- What were the consequences of the key event/person's actions and how did these shape the time period?

Where will this subject lead?	**Year 11 & 12** Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered

HEALTH AND PHYSICAL EDUCATION		**HPE**
This subject includes a fee?	**YES**	**NO**
		✓

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Students' complete lessons:

- 1 x Theory
- 1 x Practical

Focus areas to be addressed in Years 9 and 10 include:

- alcohol and other drugs (AD)
- Inclusion and Diversity (ID)
- Skill related Fitness/ Biometrics (SRFB)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

Where will this subject lead?	**Year 11 & 12** Physical Education / Health / Sport & Recreation / Certificate III in Fitness / Certificate II in Health / Early Childhood Studies

<table>
<tr><th colspan="2">LANGUAGES – ITALIAN (Elective)</th><th colspan="2">ITL</th></tr>
<tr><td colspan="2" rowspan="2">This subject includes a fee?</td><td>YES</td><td>NO</td></tr>
<tr><td></td><td>✓</td></tr>
<tr><th colspan="4">YEAR 9</th></tr>
<tr><td>Learning Experiences</td><td colspan="3">Year 9 Italian (Year 7 Entry) is recommended for all students who are interested in learning a language other than English and have an interest in international relationships and culture.
Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the BYOx eLearning Program to support their learning.</td></tr>
<tr><td rowspan="2">Semester Outline</td><td>Semester 1</td><td colspan="2">Semester 2</td></tr>
<tr><td>Multicultural radio.
Students produce and present Italian language learning segments for an Australian ethnic language radio/podcast.</td><td colspan="2">The Prize.
Students prepare a submission for the StuditaliA Prize.
https://education.qld.gov.au/schools-educators/international/global-opportunities/explore/italy-studitalia-prize</td></tr>
<tr><td>Assessment</td><td colspan="3">1. Podcast.
This assessment has two parts.
Part A. Students will deliver a language learning lesson, teaching Italian to English speakers via radio/podcast. The content of the lesson will focus on metalanguage, Italian culture and useful vocabulary.
Part B. Students perform a scripted conversation in Italian. At the conclusion of the conversation, students translate key vocabulary used into English.
2. Short Response.
In a conversation with their teacher, students explain why they are studying Italian and reflect on their language learning journey so far. Students should also identify, consider and convey their views and perspectives on a self-selected topic.</td></tr>
<tr><td>Where will this subject lead?</td><td colspan="3">Year 10
Italian

Year 11 & 12
General level Italian</td></tr>
<tr><th colspan="4">YEAR 10</th></tr>
<tr><td>Learning Experiences</td><td colspan="3">Learning Experiences: As a two-year course, Year 10 Italian is recommended for students continuing their studies from Year 9. Students selecting Italian in Year 10 should discuss this with the Subject Area Coordinator prior to selecting the subject.
Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the BYOx eLearning Program to support their learning</td></tr>
<tr><td rowspan="2"></td><td>Semester 1</td><td colspan="2">Semester 2</td></tr>
<tr><td>• What is ‘La dolce vita?
• What is advertising?</td><td colspan="2">• What is “The Prize”
• What are my opinions?</td></tr>
<tr><td>Assessment</td><td colspan="3">Students are assessed in the four skills of language learning: reading, writing, listening and speaking.</td></tr>
</table>

Where will this subject lead?	**Year 11 & 12** General level Italian

LANGUAGES–FRENCH (Year 7 Entry stream) ITL

This subject includes a fee?	**YES**	**NO**
		✓

Learning Experiences	Year 9 French (Year 7 Entry) is recommended for all students who are interested in learning a language other than English and have an interest in international relationships and culture. **Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the *BYOx eLearning Program* to support their learning**
Semester Outline	**Semester 1** **Multicultural radio.** Students produce and present French language learning segments for an Australian ethnic language radio/podcast. **Semester 2** **The Prize.** Students are interviewed for a French scholarship prize.
Assessment	1. **Podcast.** *This assessment has two parts.* **Part A.** Students will deliver a language learning lesson, teaching French to English speakers via radio/podcast. The content of the lesson will focus on metalanguage, French culture and useful vocabulary. **Part B.** Students perform a scripted conversation in French. At the conclusion of the conversation, students translate key vocabulary used into English. 2. **Short Response.** In a conversation with their teacher, students explain why they are studying French and reflect on their language learning journey so far. Students should also identify, consider and convey their views and perspectives on a self-selected topic.
Where will this subject lead?	**Year 10** French (Y7E) **Year 11 & 12** French

TECHNOLOGY

This subject includes a fee?	**YES**	**NO**
	✓	

SAFETY REQUIREMENTS FOR ALL TECHNOLOGY SUBJECTS

Students must wear closed-in shoes (Leather upper, recommended for kitchen and workshop) as per the school uniform policy. Students will be instructed in various safety procedures and must comply with all safety requirements and procedures to be able to participate in practical lessons in this subject.

It is a mandatory requirement that all students take part in inductions, which can include OnGuard Safety Training (an online program) with an aim of developing student's safety knowledge and understanding when working in the

workshop, agriculture, kitchen and textiles environment. Students who fail these units will not be permitted to take part in practical components of the course. They will be given an alternative assessment technique.

ENGINEERING PRINCIPLES AND SYSTEMS (Elective) — TES

Engineering principles and systems is focused on how forces can be used to create light, sound, heat, movement, control or support in systems. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students need to understand how sustainable engineered products, services and environments can be designed and produced as resources diminish. Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions.

Throughout year 9 and 10, students design, test, and improve their ideas to solve real problems. They use tools, machines, and digital programs to build and refine their projects. Safety, teamwork, and planning are key parts of each task.

This subject build practical skills and prepares students for senior pathways like Engineering, Desing, and other Technologies subjects.

YEAR 9

	Semester 1	Semester 2
Semester Outline	Aerocar Project: explore aerodynamics and propulsion by designing and testing a flying car using the Power Anchor system. Bridge Design: Learn about forces like tension and compression while sketching and planning a bridge.	Bridge Construction: Build and test your bridge prototype, evaluating its strength and performance. Hydraulics Project: Design and build a working hydraulic arm to move objects using fluid power systems.

YEAR 10

	Semester 1	Semester 2
Semester Outline	Trebuchet Project: Investigate ancient engineering and build a working trebuchet to explore motion, force, and accuracy. F1 in Schools: Use CAD software to design a miniature F1 car and plan how to build it.	F1 in Schools: Construct and test your car, then reflect on performance and design choices Sky lap aeronautics project: Design, build, and refine a model aircraft, exploring the science behind flight.
Where will this subject lead?	**Year 11 & 12** Construction Skills / Engineering Skills / Furnishing Skills / Graphics / Design	

AGRICULTURE – FOOD AND FIBRE (Elective)	TFF

Food and fibre are the human-produced or harvested resources used to directly sustain human life and are produced in managed environments such as farms and plantations or harvested from wild stocks. Challenges for world food and fibre production include an increasing world population, an uncertain climate and competition for resources such as land and water. Students need to engage in these challenges by understanding the processes of food and fibre production and by investigating innovative and sustainable ways of supplying agriculturally produced raw materials. Students will progressively develop knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions (Food and fibre production includes food specialisations from Foundation to Year 6).

YEAR 9		
	Semester 1	**Semester 2**
Semester Outline	• Safety • Vegetable and market gardening • Poultry	• Dairy Cattle • Sugar Cane

YEAR 10		
	Semester 1	**Semester 2**
Semester Outline	• Safety • Seedling growth trial • Meet production and processing	• Bees • Aquaponics
Where will this subject lead?	**Year 11 & 12** Certificate II in Agriculture (AHC20116)	

FOOD SPECIALISATIONS (Elective)	TFD

Students need to understand the importance of a variety of foods, sound nutrition principles and food preparation skills when making food decisions to help better prepare them for their future lives. Students will progressively develop knowledge and understanding about the nature of food and food safety, and how to make informed and appropriate food preparation choices when experimenting with and preparing food in a sustainable manner.

YEAR 9		
	Semester 1	**Semester 2**
Semester Outline	• Hygiene Safety • Food and Nutrition Basics • Food Product and developement • Food equity	• Food in Australia • Food selection and health

YEAR 10		
	Semester 1	**Semester 2**
Semester Outline	• Safety • Food for specific needs • Food service and catering	• Food for special occasions • Food trends
Where will this subject lead?	**Year 11 & 12** Hospitality Practices	

MATERIAL AND TECHNOLOGIES SPECIALISATIONS TEXTILES (Elective)	TTZ

The course aims to provide students with the foundation skills and confidence to explore, produce and evaluate quality textile projects.
Students will be given the opportunity to create products through project-based units which may include areas in apparel, furnishing, costume and non-apparel. The practical skills students will learn include, a range of fabric decoration techniques, construction and the design and evaluation of textile items.

While some materials will be supplied students choosing textiles must be prepared to **supply additional sewing equipment and materials** for various units of work. *Students are permitted to do both Materials – Textiles and Food Specialisation in Year 9 and 10.*

YEAR 9		
	Semester 1	**Semester 2**
Semester Outline	• Hygiene Safety • Food and Nutrition Basics • Proteins, Carbohydrates, Fats and Australian Cuisine	• Fast Foods • Celebrations
Where will this subject lead?	**Year 11 & 12** Design / Fashion / Visual Art / Early Childhood	

MATERIALS AND TECHNOLOGIES SPECIALISATIONS (Elective)	TMT

Materials and technologies specialisations are focused on a broad range of traditional, contemporary and emerging materials and specialist areas that typically involve extensive use of technologies. We live in and depend on the human-made environment for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability. Students need to develop the confidence to make ethical and sustainable decisions about solutions and the processes used to make them. They can do this by learning about and working with materials and production processes.

YEAR 9		
	Semester 1	**Semester 2**
Semester Outline	• Safety • Design Project • Timber Project	• Safety • Electronics • Metal Project
YEAR 10		
	Semester 1	**Semester 2**
Semester Outline	**Pyjamas** - Pattern design - Fabric manipulation - Design process and construction	**Sustainable textiles** - Community service sewing - Textile art
Where will this subject lead?	**Year 11 & 12** Construction Skills / Engineering Skills / Furnishing Skills / Industrial Technology Skills Design	

<table>
<tr><th colspan="2">TECH LAB – DIGITAL TECHNOLOGIES (Elective)</th><th>DIG</th></tr>
<tr><td colspan="3">This Year 9/10 Digital Technologies course empowers students to explore, create, and problem-solve using contemporary and emerging technologies. Aligned with the Australian Curriculum v9.0, students will engage in practical, project-based learning that develops computational thinking, design skills, systems understanding, and coding proficiency. Across four key units, students will apply the problem-solving process—Define, Design, Implement, Evaluate—to authentic and creative challenges.
The course is designed to support students in becoming confident digital creators and critical thinkers, equipped with future-ready skills in robotics, 3D printing and digital design, drone technology, and electronics.</td></tr>
<tr><td colspan="3">YEAR 9</td></tr>
<tr><td rowspan="2">Semester Outline</td><td>Semester 1</td><td>Semester 2</td></tr>
<tr><td>Robotics – Intelligent Machines in Action

Students will explore the fundamentals of robotics, including sensors, actuators, and automation. Using platforms such as LEGO EV3, SpikePrime, or similar, students will build and program robots to complete real-world challenges, incorporating loops, conditionals, and functions.

Key Skills:
• Algorithm design
• Programming with block/text-based languages
• Iterative testing and debugging
• Physical computing systems</td><td>3D Printing and Minecraft – Design and Digital Environments

This unit merges 3D design principles with immersive digital environments. Students will create 3D printable models and will design interactive environments using Minecraft Education Edition, focusing on spatial reasoning, system thinking, and digital creativity.

Key Skills:
• 3D modelling and printing workflows
• Problem-solving in virtual spaces
• Modelling systems and user interaction
• Data representation and digital abstraction</td></tr>
<tr><td colspan="3">YEAR 10</td></tr>
<tr><td rowspan="2">Semester Outline</td><td>Semester 1</td><td>Semester 2</td></tr>
<tr><td>Drones – Aerial Data and Automation

Students will investigate how drones are used in industry, science, and environmental monitoring. They will explore flight mechanics, code basic drone behaviours, and investigate data capture and analysis for tasks such as mapping or environmental monitoring.

Key Skills:
• Programming autonomous flight paths
• Understanding sensor data and GPS systems
• Ethics and legalities of UAV usage
• Evaluating automated systems</td><td>Self-Directed Digital Project

In this culminating unit, students choose an area of interest to explore further—Robotics, Drones, 3D Printing, Minecraft, or electronics with Arduino or MicroBits. They will define a project goal, manage their timeline, and create a working prototype or interactive demonstration.

Key Skills:
• Project planning and documentation
• Extended coding and system integration
• Critical evaluation and user testing
• Presentation and communication of technical concepts</td></tr>
<tr><td>Where will this subject lead?</td><td colspan="2">Year 11 & 12
Information and Communication Technology / Design / Building and Construction Skills</td></tr>
</table>

DIGITAL TECHNOLOGIES (Elective)	DIG

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years. **Note: As technology is integral to the curriculum for this subject it is MANDATORY that students be part of the *BYOx eLearning Program.***

YEAR 9

In Year 9 students will:

- Define and decompose complex problems in terms of functional and non-functional requirements
- Design and evaluate user experiences and algorithms for a context
- Design and implement modular programs
- Identify privacy and security requirements when selecting and validating data of a context.
- Test and predict results of the context and implement digital solutions
- Evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise.
- Share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects

YEAR 10

In Year 10 students will:

- investigate the secure transmission of data across internetworks
- develop skills for collecting, managing and analysing appropriate data from a range of sources to meet client requirements, including considering privacy and security requirements
- apply computational thinking skills including abstraction and specification to address problems
- identify needs that can be addressed by a data-driven webpage or web app
- design the user experience of a solution for a data-driven webpage or web app using storyboards and mock-ups
- use diagrams (flowcharts) and structured English (pseudocode) to design algorithms and validate them through tracing and test cases
- apply an object-oriented programming language to implement interactive features
- plan and manage a client-based software development project using an iterative project development cycle
- investigate indicators of economic success for their digital solutions considering safety and sustainability

YEAR 9

	Semester 1	Semester 2
Semester Outline	• Robot Revolution – coding in Mindstorms or Make code	• Code Your Own Adventure – code a game in Python

YEAR 10

	Semester 1	Semester 2
Semester Outline	• Secure the Web – develop a website	• Greentech – Create a microcontroller using Arduino
Where will this subject lead?	**Year 11 & 12** Design / Building and Construction Skills / Digital Solutions / Information and Communication Technology	

THE ARTS

This subject includes a fee?	YES	NO
	✓	

DRAMA (Elective) — DRA

In Drama, students analyse how and why the elements of drama, performance skills and conventions are manipulated in drama they create, perform and experience. They evaluate how drama in a range of styles and/or from a range of contexts communicates ideas, perspectives and meaning. They evaluate how drama is used to celebrate and challenge perspectives of Australian identity. Students work individually and collaboratively to shape and manipulate use of the elements of drama, conventions and dramatic structures to communicate ideas, perspectives and meaning. They use performance skills relevant to style and/or form to sustain belief, roles and characters in performances of improvised, devised and/or scripted drama for audiences.

YEAR 9

Unit 1: Melodrama

- performance of script excerpt
- explore conventions of Melodrama to create dramatic action
- explore and use elements of drama to create dramatic action and engage an audience
- refine performance skills

Unit 2: Shakespeare

Task 1

- explore Elizabethan theatre style and conventions
- explore a Shakespeare play
- transform a scene of a *performance* into a contemporary by creating a directional Vision/Dramatic Concept
- develop and use skills of devising/directing
- explore elements of drama and analyse how they create dramatic meaning/action
- devising set and design elements

Task 2

- Perform a directorial vision from task 2
- Refine performance skills
- Use elements of drama and dramatic conventions

Unit 3: Performance analysis

- extended response – analyse live recorded performance
- analyse how elements of drama create dramatic meaning in performances
- analyse how dramatic conventions create meaning in a performance

YEAR 10

Unit 4: Australian Gothic Theatre

- performance of script
- exploration elements of drama to create dramatic action
- exploration of Gothic Theatre conventions to create dramatic action
- refine performance skills

Unit 5: Collage Drama

- devise and perform a whole class Collage Drama
- explore how drama can be used to communicate contemporary issues
- explore Collage Drama forms and styles to create meaning
- explore and use elements of drama to create meaning

Unit 6: Australian Identity

- performance analysis
- analyse how and why elements of drama create meaning
- analyse how dramatic conventions create meaning
- explore how drama is used to celebrate and challenge the Australian Identity

MEDIA ARTS (Elective)			MED
In Media Arts, students analyse how and why media arts concepts are manipulated to construct representations in media arts works they produce and/or experience. They evaluate how and why media artists across cultures, times, places and/or other contexts use media arts concepts to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how media arts are used to celebrate and challenge perspectives of Australian identity. Students use media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. They use responsible media practice and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences. They present their work to an audience. They plan where and how they could distribute their work and the relationships they could develop with their audiences, using responsible media practice.			
YEAR 9			
Unit 1: Imaginary Worlds – Special Effects This unit explores how to make and use special effects to take filmmaking to the next level. Assessment: Special effects scene • Green screen • Digital effects	**Unit 2: In Motion – Video Games and Animation** This unit explores animation techniques through the lens of video games. Assessment: Animation portfolio for a video game concept	**Unit 3: Ultimate Power – Storytelling Next Level** This unit explores how similar film languages are used to represent themes, particularly power, across a range of film/TV texts. Assessment: Plan, produce and respond to a film scene	**Unit 4: Sell, Sell, Sell - Advertising** This unit explores advertising and how film techniques are manipulated to target a demographic. Assessment: Produce an advertisement
YEAR 10			
Unit 5: Music Video This unit explores how media is used to reflect the world and society we live in through music videos. Assessment: • Produce music video using machinima processes (**video game footage**) • Reflection	**Unit 6: Story Worlds** In this unit, students explore character development within an established story world, considering character representations and how this creates interest in the story world universe (e.g. Star Wars). Assessment: • Fan made vlog	**Unit 7: Puppet's TV** This unit explores using puppets to create a show episode and supporting social media videos/posts that are engaging and thematically relevant to a target audience. Assessment: • Episode • Social media product *(we don't use real social media apps)*	**Unit 8: Australian Cinema** This unit explores character development through the lens of Australian cinema, including a focus on First Nations representation. Assessment • Film Trailer • Response to Stimulus

MUSIC (Elective)	**MUS**

In Music, students will create music and performances that engage an audience and communicate meaning. They study a range of styles across different cultures, times, places and other contexts that communicate ideas, perspectives and meaning. They will discover how music is used to celebrate and challenge perspectives of Australian identity and demonstrate listening and aural skills relevant to the styles in which they are working. They will compose, notate, perform and analyse music using accessible and industry technology.

YEAR 9

Unit 1: Hip Hop	**Unit 2: Rock 'n' Roll**	**Unit 3: Theme and Variation**	**Unit 4: Story Music**
• explore the evolution of HipHop • poetic device • compose track on iPad – GarageBand • record music	• explore the Evolution of Rock 50s-90s • learn guitar techniques and perform rock/blues riffs • identify and articulate differences between each decade	• learn how composers develop music from a single idea • discover how composers manipulate the elements of music to create interest and contrast	• explore how composers communicate a story using music (no lyrics) • learn keyboard technique • and perform a piece interpret music aurally and visually to identify composers' intention of narratives

YEAR 10

Unit 1: The Blues	**Unit 2: Video Game music**
• early stages of contemporary music 1890–1930 • evolution of the blues from field • song to rock compose a piece of music using industry standard notation software and produce an mp3 of their piece • the evolution of Jazz and the art of improvisation from 1900 – 1950 learn style specific characteristics and perform a piece of music on an instrument of choice (including voice)	• Explore the impact of musk on society • Explore and compose in compound time • Learn to write lyrics that invoke an identity • composing a musical as a holistic composition • composing techniques that convey character or emotion • develop a project that analyses composing techniques for a music that directly influences a composing project where they will write their own piece that portrays a character and an emotional cycle of the character. • Explore impact of video game music on current society • Explore video games as wholistic composition • Compose in compound time • composing techniques that convey emotion and character • develop projects that analyse the music that influences own composition, aiming to portray character and emotions of character

VISUAL ARTS (Elective)	ART

In Visual Art, students analyse how and why visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience. They evaluate how and why artists from across cultures, times, places and/or other contexts use visual conventions, visual arts processes and materials in their visual arts practice and/or artworks to represent and/or challenge ideas, perspectives and/or meaning. They evaluate how visual arts are used to celebrate and challenge perspectives of Australian identity. Students draw on inspiration from multiple sources to generate and develop ideas for artworks. They document and reflect on their own visual arts practice. They use knowledge of visual conventions, visual arts processes and materials to create artworks that represent and/or communicate ideas, perspectives and/or meaning. They curate and present exhibitions of their own and or/others' artworks and visual arts practice to engage audiences.

YEAR 9

Unit 1: *No Of. Fence – Social Commentary*

Through inquiry learning, the following are explored:

- **concepts:** exploring how Street Art can be a vehicle to express messages about identity and culture.
- **contexts:** contemporary, personal and cultural
- **focus:** Identity and culture
- **media:** Drawing and Mixed Media

Unit 2: *A Personal Journey (Artist Books)*

Through inquiry learning, the following are explored:

- **concepts:** exploring and examining how artist books can be a creative way to express messages using symbolism and storytelling.
- **contexts:** contemporary, personal, cultural and formal
- **focus:** symbolism and storytelling
- **media:** Drawing, Sculpture and Mixed Media

YEAR 10

Unit 3: *Enter the Matrix I*

Through inquiry learning, the following are explored:

- **concept:** Artworks can be used to communicate powerful messages and ideas
- **contexts:** Contemporary, historical and cultural
- **focus:** Figures of inspiration and controversy
- **media:** Drawing, collage, mixed media, photography, new media and transmedia processes.

Unit 4: *Enter the Matrix II*

Through inquiry learning, the following are explored:

- **concept:** Artworks can be used to communicate powerful messages and ideas
- **contexts:** Personal and cultural
- **focus:** Figures of inspiration and controversy
- **media:** Drawing, collage, mixed media, photography, new media and transmedia processes.

Where will these subjects lead?	**Year 11 & 12** Visual Arts in Practice / Drama / Media in Practice / Music

Special Variations on Core Subjects

The following pages contain descriptions of the School Based Subjects offered at the school.

ACCESS CENTRE for DIVERSE LEARNERS
Alternate and Cross Curricular Educational Student Support

This subject includes a fee?	YES	NO
	✓	

Learning Experiences

Special Education Programs are arranged for students typically with verified disabilities. Each student has an individually designed program that takes into consideration their access to support, while maintaining the freedom to participate in the subjects that most interest them.

Individual Curriculum Plans

- Some students may be provided with a lower or higher year-level curriculum in one or more learning areas. This is always done in consultation with parent(s) and requires an Individual Curriculum Plan.

Learning Support Programs

- Students with Learning Support difficulties participate in all curriculum subjects with differentiating levels of support.
    - Level 1 – Support Provided within Quality Differentiated Teaching Practice Level.
    - Level 2 - Supplementary Adjustment Level
    - Level 3 - Substantial Adjustment Level
    - Level 4 - Extensive Adjustment Level

Staff work collaboratively to provide focused teaching to monitor and review student progress each Semester.

For a small number of students who continue to display behaviours that are deemed complex and/or challenging, individualised, function-based behaviour assessment and support plans along with multi-agency collaboration, may be provided to support these students.

Semester Outline

Semester 1 & 2	Programs
• Intensive Teaching Classes – English, Maths, Science, Humanities • Literacy Classes • Numeracy Classes	• Challenge/Teambuilding Day Trips • Strength/ACCESS Camp • Work Education – Ugly Duckling Café, Junior Transition Program, Senior Transition Program • Reading/Comprehension Program – Decoding • Speech Language Program Work Studies – Optional Curriculum

Assessment

- As per school curriculum - Oral Presentations, Written exams, Practical evaluations
- Direct observation of students
- Diagnostic tests
- Folio of Work – journal

Networking

- Parent/Guardian Communication and Support
- Whole School Staff
- Student Support Services: Guidance Officer, Nurse, Chaplain and Youth Support Coordinator
- Outside Agencies – Mental Health/Headspace; Community Solutions, CYMHS, NDIS, MADEC, YIRS, Youth Support Workers, PCYC etc

ACADEMIC EXCELLENCE ACADEMY

YEAR 9

This subject includes a fee?	YES	NO
		✓

Learning Experiences	Mackay State High School has a rich history in exemplary Academic performance. For the benefit of 'like-ability' students, the school offers high achievers the opportunity to apply for a position in the Academic Excellence Academy. To be considered for entry to this Academy students need to have demonstrated high levels of performance in multiple areas of their learning program, and participate in an interview. Students in the Academic Excellence Academy participate in the National Curriculum for Core Subjects, but often at an accelerated rate. Students will have the opportunity to extend beyond this with a range of rich and inspiring tasks and activities designed to challenge and extend them (e.g. STEM Projects). Academy students will also be invited to participate in a range of extracurricular activities, excursions, external tests and national competitions. Ongoing participation in the Academic Excellence Academy is determined through continued high academic performance and exemplary effort and behaviour. Upon acceptance into this program students sign an Agreement that requires they maintain a Grade Point Average (GPA) based on their Academic Performance, Effort and Behaviour. Failure to meet this requirement will result in removal from the Academic Excellence Academy. In addition, as members of the Academy students must consistently demonstrate a high commitment to all aspects of school life and embrace the core values of Respect, Responsibility and Resilience. Students may belong to the Academic Excellence Academy, Creative Arts Academy and also one of the Sporting Academies.	
Program Outline	**Semester 1 & 2** Core Subjects • English • History and Geography • Mathematics • Science	**Semester 1** • Year 9 AEA Camp • 3 days, 2 nights – Voluntary (exposed to STEAM extension opportunities, tours and workshops)
Assessment	Students will be exposed to a range of assessment tasks as per subject specific work programs.	
Where will this subject lead?	**Year 10** Extension Science, Maths and English	

SPORTING EXCELLENCE ACADEMY		**HRG / PFB / HNL**
This subject includes a fee?	**YES**	**NO**
	✓	

Sporting Specialties: Football, Netball, Volleyball, Basketball and Rugby League

Mackay State High School has five Sporting Excellence Academies. Our coaches focus on developing the academic and athletic capacities of all of the students in the program and player wellbeing is a top priority. We strive to produce young people who can make positive contributions to their communities, who are of strong character and are dynamic role models and leaders within the school. We provide a cutting edge, professional training environment where a culture of high expectations helps us to deliver results on and off the sporting ground.

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identity and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Students complete 2 x 70minute lessons each week:
- 1 x Theory
- 1 x Practical

Program Requirement:

To gain entry into the program students must complete the Sporting Academy application form, addressed to the Head of Department (Physical Education). Students continue their enrolment in the program based on commitment and application to their classes and team.

EXPECTATIONS

- Academy students are expected to represent the school in any team they are selected for and are to participate in all school sporting carnivals. Further, students are encouraged to participate in local sporting competitions
- Students are expected to participate in all practical, theoretical and workshop activities required of the program. If injured, students are expected to bring a note. For injuries that may keep the student from participation over time, students should consult a doctor or appropriate medical professional and manage the injury
- Failure to consistently participate in the sports programs may result in removal from the program
- Students should always be courteous and respectful, and their behaviour should be of the highest standard when travelling and representing the school
- Students will be expected to sign a Sports Academy contract, hold 98% attendance and maintain a B standard in their Sporting Academy subject.

Assessment	• Skill Assessment • Assignments • Written Exam • Training Program Development
Where will this subject lead?	**Year 11 & 12** • Certificate III in Fitness / Physical Education / Senior Academy

CERTIFICATE III in LABORATORY SKILLS / CERTIFICATE II in SAMPLING & MEASUREMENT

ABC Training and Consulting

RTO number #5800 www.abconsulting.edu.au

Course Description:	These courses will teach you the skills and knowledge required to perform a range of sampling and measurements activities as part of laboratory, production or field operations in the construction, manufacturing, food processing, resources and environmental industry sectors. Successful completion of this course will provide students with a nationally recognised qualification and provide credits toward their Queensland Certificate of Education (QCE) Refer to training.gov.au for specific information about the qualifications.
Duration:	This is a **12 Month** course available for Year 10 Science and Year 11, 12 Students
Location:	Delivers onsite at **Mackay State High School** in Partnership with ABC Training and Consulting (RTO #5800)
Delivery Mode:	Combination of online, class-based tasks and practical components in a laboratory environment at school
Career Pathways:	Successful completion of these two qualifications could lead to employment outcomes in manufacturing, healthcare, mining, agriculture, pharmaceutical, construction, medical and veterinary
MSL20122 Certificate II in Sampling and Measurement	
QCE Points	Maximum QCE Points = 4 (FOUR)
Entry Requirements:	Pass in Science and Mathematics subject in Year 10 – or HOD recommendation
Fees:	This program is fully funded* by the Qld VET Investment Budget for eligible students. *Pending eligibility check. If a student is not eligible for VETiS funding a Fee for Service charge of $1900 is available which includes the enrolment fee. Eligibility: • Qld secondary school student in Years 10, 11 and 12. • Australian Citizen or permanent resident or New Zealand Citizen. • Have a sound achievement result in Year 10 Maths and English.
MSL30118 Certificate III in Laboratory Skills	
QCE Points	Maximum QCE Points = 2 (TWO)
Fee:	This program under a fee for service agreement and charged at a minimum of $100 per unit which includes the enrolment fee
Further Information	
Obligation	The school guarantees that the student will be provided with every opportunity to complete the qualification. Employment is not guaranteed upon completion of this qualification. Students who are deemed competent in all 8 (and additional 5 for Cert III) units of competency will be awarded a Qualification and a record of results by ABC Training & Consulting. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment

CERTIFICATE III in LABORATORY SKILLS / CERTIFICATE II in SAMPLING & MEASUREMENT

	Unit Code	Title	MSL20118	MSL30118
Units of Competency	MSL912002	Work within a laboratory or field workplace (induction)		
	MSL943004	Participate in laboratory or field workplace safety		
	MSL952003	Collect routine site samples		
	MSL972002	Conduct routine site measurements		
	MSL922002	Record and present data		
	MSL973013	Perform basic tests		
	MSL933009	Perform calibrations checks on equipment and assist with its maintenance		
	MSMENV272	Participate in environmentally sustainable work practices		
	BSBCMM211	Communicate with other people		
	MSL913004	Plan and conduct laboratory / field work		
	MSL973025	Perform basic tests		
	MSL973026	Prepare working solutions		
	MSL933005	Maintain the laboratory/field workplace fit for purpose		

Note:

Students may need to attend a 'Lesson 0' to participate in this course. Students must participate in up to four compulsory practical assessment days (incursion), at times negotiated between MSHS and ABC Training, during school terms. These days will be held at Mackay SHS.

- Academic Excellence Academy
- ACCESS Centre for Diverse Learners
- BYOx eLearning Program
- Chess Club
- Clontarf Foundation Mackay Academy
- Creative Arts Academy
- Debating
- Dynamic Instrumental Music Program
- Eisteddfod
- Extensive Agriculture Department
- Football Academy
- Junior Secondary Initiatives
- Learning Support and After-school Tutorials
- Multi Award Winning Cattle Show Team
- Musical
- Netball Academy
- P&C Committee
- Primary School Science Outreach Program
- Professional, Caring and Motivated Staff
- QMEA Academy
- Rock Pop Mime
- Rugby League Academy
- School Based Apprenticeships and Traineeships
- South Mackay Cluster Network with Primary Schools
- State-of-the-Art Technology Resources
- STEM Fair
- Student Support Services:

  School Chaplain, Community Education Counsellor, Guidance Officer, School Based Police Officer, School Based Youth Health Nurse, Youth Worker and Youth Support Coordinator

- Theatre Productions

MACKAY STATE HIGH SCHOOL

123 Milton Street
MACKAY QLD
PO Box 5665
MACKAY MAIL CENTRE QLD 4741

Ph: (07) 4957 9179
Email: admin@mackayshs.eq.edu.au
Website: www.mackayshs.eq.edu.au
http://www.facebook.com/MackaySHS