



Mackay State High School



Year 9 & 10 Subject Guide

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A Message from the Principal Mrs Felicity Roberts

Welcome to the Year 9 Subject Selection Handbook.

At Mackay State High School, we are proud to be one of the largest and most diverse secondary schools in the region, with more than 1,260 students and over 140 dedicated staff. Every day, we are committed to creating a school where every student feels they belong, is challenged to achieve their personal best, and is supported to discover their strengths, interests and future aspirations.

Our vision is to provide educational excellence and diverse pathways through a culture of high expectations, outstanding teaching and learning, and a genuine commitment to every student's success. We believe that learning extends well beyond the classroom, which is why we offer a broad range of academic, sporting, cultural, creative, and vocational opportunities that allow students to pursue their passions while preparing for life beyond school.

Year 9 marks an exciting milestone in every student's educational journey. It is the beginning of greater choice, increased independence and the opportunity to start exploring subjects that align with individual interests, strengths and future career pathways. The decisions made during this subject selection process lay important foundations for Year 10 and the Senior Phase of Learning.

Students in Years 9 and 10 continue to study the Australian Curriculum while having the opportunity to personalise aspects of their learning through elective subjects. Our curriculum is built around eight key learning areas:

1. English
2. Mathematics
3. Science
4. Humanities and Social Sciences
5. Health and Physical Education
6. The Arts
7. Technologies
8. Languages

At Mackay State High School, we recognise that every student has a unique pathway. Whether their aspirations lead to university, apprenticeships, traineeships, vocational education or direct employment, our goal is to provide the knowledge, skills and experiences that will prepare them for success. Through quality teaching, career education, individual pathway planning and strong partnerships with families and industry, we ensure students are well supported as they make informed decisions about their future.

Everything we do is underpinned by our school values of Respect, Responsibility and Resilience. These values shape our culture, guide our expectations and help create a learning environment where every student can thrive. I encourage families to read this handbook together, discuss the opportunities available, and consider each subject carefully. Subject selection is an important process, but it is not one that families need to navigate alone. Our teachers, Heads of Department, Guidance Officers and leadership team are here to provide advice and support throughout the journey.

Mackay State High School is a school with outstanding opportunities, exceptional staff and remarkable young people. I am incredibly proud to lead this community and look forward to working together to ensure every student is ready for the future they choose.

A handwritten signature in black ink that reads 'F. Roberts'.

Felicity Roberts
Principal



Foreword from the Deputy Principal Teaching & Learning Mrs Elizabeth O'Neill

Mackay State High School caters for a wide variety of students. 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 three 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 are here and where we are heading.

In Year 9 and Semester 1, Year 10, students’ grades will contribute to a Junior Certificate of Education. This is a school accreditation to prepare students for QCE point system and to celebrate the milestone that is the end of the Junior Phase of Learning at high school. More information about the JCE and how points are achieved are in this booklet.

In Semester 2 of Year 10, Senior Secondary curriculum is introduced. Students will study a range of mandated subjects and get to re-select some elective subjects to get a taste of the Senior Curriculum. This ‘taste test’ is very new and exciting for our school this year, will undoubtedly provide students with enough challenge and rigour to ensure they have made the correct choice for their senior studies and future pathway. This introduction to QCAA and the explicit teaching of the initial skills required for Senior Phase of Learning will ensure subjects selected for Year 11 and 12 are correct and reduce the need for subject changes in the Senior Phase of Learning. Support will be provided in making this selection during individual SET planning interviews in Term 2, Year 10.

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 Semester 1 of Year 10, so it is highly encouraged for students to complete 1.5 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 your respective House Deputy, Mrs Kennedy Head of Junior Secondary, Guidance Officers Ms Voysey or Ms Peet, Curriculum HOD’s or your experienced teachers.

Kind regards

Elizabeth O'Neill
Deputy Principal

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BYOx eLEARNING PROGRAM

eLearning @ MSHS



Classroom Notebooks - OneNote

OneNote will be used in most classes to store lesson materials and activities. In some classes, the Collaboration Space may be utilised and assessment may be collected, or drafted, here.



QLearn

Classes are in transition to QLearn to store lesson materials and collect assessment. This space allows for students to email teachers, access audio and visual as well as web-based resources.



Office 365 Apps

Office 365 includes all of the Microsoft Apps - Outlook, OneDrive, Teams and many more. These are provided free to students and will save in the cloud, allowing access from any internet-capable device.



Subject and School-Wide Apps

These are used in your classroom and teachers will provide the details to install or access. These require Online Services Consent which can be granted in QParents or through contacting the school.

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 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 Australian Curriculum for core subjects but will 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.

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. Five sports, **Rugby League**, **Football** and **Netball**, **Volleyball** and **Basketball**, 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 Mackay State High School Creative Arts Academy provides talented and passionate students with opportunities to extend their artistic abilities through structured co-curricular programs led by our experienced specialist Arts staff.

As students enter Years 9 and 10 and begin selecting elective subjects, the Creative Arts Academy provides a pathway for those wishing to further develop their creativity, confidence and technical skills beyond the classroom. Students work alongside like-minded peers, challenge themselves through authentic learning experiences, and showcase their talents in a variety of school and community events.

Instrumental Music Program

The Instrumental Music Program complements classroom Music by providing students with additional opportunities to develop their musicianship, creativity and performance skills. In the senior years, participation in the program can also contribute towards Queensland Certificate of Education (QCE) credits.

Students involved in Instrumental Music are strongly encouraged to select classroom Music as an elective. Together, these programs provide a strong foundation for developing technical, creative and performance skills throughout Years 9 to 12.

Students develop their skills on their chosen instrument, including voice, while also exploring keyboard, guitar, music technology, composition and ensemble performance. Regular performances help students build confidence, teamwork and stage presence.



XL Drama

XL Drama is an extension program for students with a passion for acting, theatre-making and performance. Students refine their skills in acting, devising, rehearsal techniques and stagecraft while preparing performances for the Mackay Eisteddfod and the Mackay State High School Arts Showcase.

Students also have opportunities to work with visiting artists and industry professionals through workshops, masterclasses and live performances, providing valuable insight into careers and pathways within the performing arts.

Visual Arts Opportunities

Students with a passion for Visual Art are encouraged to extend their creative practice through exhibitions, competitions and enrichment opportunities. These experiences allow students to develop advanced artistic techniques, experiment with a range of media and showcase their work to wider audiences.

Performance and Showcase Opportunities

Creative Arts Academy students regularly represent Mackay State High School at a wide range of local and state events, including:

- Mackay Eisteddfod
- Creative Generation – State Schools Onstage
- Excellence Awards in Visual Art
- Mackay Orchestras and Bands Festival
- Fanfare
- CQCM Jazz Festival
- MECC Performing Arts Workshops and Productions

The Arts at Mackay State High School provide a vibrant, inclusive and inspiring environment where students are encouraged to discover their strengths, express their creativity, develop lifelong skills and strive for excellence. Whether students aspire to a career in the creative industries or simply want to explore their passion, the Creative Arts Academy provides opportunities to learn, perform, create and belong.

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 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-82AUII 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
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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”. This unit includes how important Australia South Islanders have been in making this nation.

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: <i>the Second World War</i> and <i>Building Modern Australia</i>. <i>The globalising world</i> 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 (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

LEGAL STUDIES (Elective)		LEG
This Year 10 program contains content from Civics and Citizenship 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 issue in Human Rights?		
Where will this subject lead?	Year 11 & 12 Ancient History / Modern History / Geography / Business / Legal Studies / Tourism / Relevant Senior VET Certificates if offered	
TOURISM (Elective)		TOU
This subject is designed to be an introduction to Tourism in Year 11 & 12. Students begin by studying exploring Tourism in Australia in Unit 1 and they prepare a section of a travel expo. In Unit 2, students evaluate various tourism destinations using tools such as SWOT and evaluate marketing decisions and how they influence Tourism destinations.		
Where will this subject lead?	Year 11 & 12 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 develop 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 within 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	

LANGUAGES – ITALIAN (Elective)		ITL	
This subject includes a fee?		YES	NO
			✓
YEAR 9			
Learning Experiences	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 <i>BYOx eLearning Program</i> to support their learning.		
Semester Outline	Semester 1	Semester 2	
	Multicultural radio. Students produce and present Italian language learning segments for an Australian ethnic language radio/podcast.	The Prize. Students prepare a submission for the Studitalia Prize. https://education.qld.gov.au/schools-educators/international/global-opportunities/explore/italy-studitalia-prize	
Assessment	1. Podcast. <i>This assessment has two parts.</i> 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.		
Where will this subject lead?	Year 10 Italian Year 11 & 12 General level Italian		
YEAR 10			
Learning Experiences	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 <i>BYOx eLearning Program</i> to support their learning		
	Semester 1	Semester 2	
	- What is 'La dolce vita'? - What is advertising?	- What is "The Prize" - What are my opinions?	
Assessment	Students are assessed in the four skills of language learning: reading, writing, listening and speaking.		
Where will this subject lead?	Year 11 & 12 General level Italian		

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 fashion 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.

A permission note outlining the risk of the selected subjects **MUST** be signed to participate in the Technology subjects.

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, Design, and other Technologies subjects.

YEAR 9

	Semester 1	Semester 2
Semester Outline	Design Principles and Engineering fundamentals Students will explore the principles of design and the fundamentals of engineering while considering the innovations and emerging technologies in Engineering and Design. Students will work in CAD and use 3D printing. A BYOx device is a requirement for this subject.	Designing for Humans Students will explore the design thinking process and how User-centred design can assist in creating items to assist humans in tasks. Students will work in CAD and use 3D printing. A BYOx device is a requirement for this subject.

YEAR 10

	Semester 1
Semester Outline	Aeronautical Engineering Students will learn about aerodynamic principles and forces and how they are used in engineering. Students will also study how materials can affect the outcome of their engineering design.
Where will this subject lead?	Year 11 & 12 Engineering / 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 Outline	Semester 1	Semester 2
	Egg Production Students will explore the design process while designing a nesting box. They will consider the needs of the chickens as well as the producers. Student will learn handling and husbandry skills for chickens. Gardens Galore Students will learn about the fundamentals of plant-based agriculture, including growing and management of vegetable products, as well as an insight into sustainability and technologies used to grow these plants.	Sugar Cane By-Products Students will learn about the fundamentals of plant based agriculture, including sustainability and technologies that have been used to assist with water security and drought tolerance as well as how digital technologies can enhance the sugar production process. Students will learn about fibre production using sugar cane. Amazing Aquaponics This unit of work provides students with the opportunity to investigate Australian aquaponics production in Australia and the importance of aquaculture production to our society.
YEAR 10		
Semester Outline	Semester 1	
	Meat Matters The unit explores the farming systems used to produce beef cattle. Students learn about the management and handling of cattle. They will explore how low stress handling techniques can be used when designing cattle yards. The Buzz This unit focuses on insects and their importance in food and fibre production. Students will learn all the intricacies of honey production and explore issues of sustainability and health of Australia's honey industry.	
Where will this subject lead?	Year 11 & 12 Agricultural Practices	

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 Outline	Semester 1	Semester 2
	Safety & Cooking Basics This unit is an introduction to cookery skills and terminology. Students will familiarise and show understanding of kitchen safety, hygiene and cooking processes involved in the production of food in both theory and practical lessons each week.	Celebrity Chef Investigation In this unit, students explore the world of celebrity chefs and food influencers and discover how they have changed the way people cook, eat and think about food. Throughout the term, students investigate well-known Australian and international food personalities, compare their unique cooking styles and career pathways, and examine how they have built successful brands.
	Food Technology This unit explores how cooking technologies have evolved over time and how they impact food preparation, safety, efficiency, and outcomes. Students engage in both theory and practical lessons, focusing on a different technology each week.	Design Challenge Students will build on everything they have learned about celebrity chefs and food influencers by stepping into the role of a food designer. Using the celebrity chef they researched in the previous unit, students will select one of their signature recipes and redesign it to suit a new purpose, audience or need.
YEAR 10		
Semester Outline	Semester 1	
	Sweet Treats & Plating Students will discover the art of creating desserts that look as amazing as they taste! In this term, students will learn how to prepare, decorate and beautifully plate a range of sweet dishes using professional presentation techniques. Building confidence in the kitchen while developing practical skills, creativity and an eye for detail.	
	Savoury Bites & Plating Students will take their cooking to the next level by creating savoury dishes with a focus on flavour, presentation and technique. Students will learn how to prepare and plate a variety of meals while refining their knife skills, cooking methods and food styling. This hands-on semester is perfect for students who enjoy cooking and want to create meals that are delicious and visually appealing.	
Where will this subject lead?	Year 11 & 12 Hospitality Practices / Certificate II in Hospitality	

MATERIAL AND TECHNOLOGIES SPECIALISATIONS FASHION (Elective)		FAS
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. <i>Students are permitted to do both Materials – Textiles and Food Specialisation in Year 9 and 10.</i>		
YEAR 9		
Semester Outline	Semester 1	Semester 2
	Safety, basics and shorts In this unit, students will develop basic sewing skills while learning to safely operate sewing equipment and tools. Students will apply these skills to design, construct and evaluate a pair of shorts, building confidence, accuracy, creativity and practical problem-solving throughout the production process.	Sustainability In this unit, students will explore sustainability through textile design by repurposing pre-loved fabrics into a functional sewn item. Students will develop practical sewing skills while investigating the environmental impacts of textile waste, encouraging creativity, resourcefulness and responsible consumer choices through sustainable design and production practices. Gifts for the Family Students will develop patchwork piecing and basic quilting skills while creating a handmade gift for a family member or friend. Students will explore colour, pattern and fabric selection, applying accurate construction techniques to produce a personalised, high-quality item that demonstrates creativity, craftsmanship and thoughtful design.
YEAR 10		
Semester Outline	Semester 1	
	Jumper In this unit, students will develop skills in sewing stretch fabrics while learning techniques for working with knit materials. Students will construct a comfortable, well-fitting jumper, applying appropriate patternmaking, cutting and construction methods. The completed garment will showcase their ability to adapt sewing techniques for stretch fabrics while producing a practical, wearable item.	
Where will this subject lead?	Year 11 & 12 Design / Fashion / Visual Arts	

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 Outline	Semester 1	Semester 2
	Safety, Graphics and Workshop Skills Students will be introduced to the domestic and commercial skills used in the design, wood and metal industries as preparation for specialisation in the senior years. Students will develop safe workshop practices, technical drawing and graphical communication skills while learning to correctly use a range of hand tools and machinery. They will apply these skills through practical projects that build confidence, accuracy and craftsmanship.	Woodwork Students will build on their workshop knowledge through a range of timber projects that develop practical woodworking skills. They will learn marking out, measuring, cutting, shaping, joining and finishing techniques while safely operating a variety of hand and power tools. Students will also continue to develop their ability to interpret plans and produce quality finished products.
YEAR 10		
Semester Outline	Semester 1	
	Metalwork Students will further develop their design and manufacturing skills through the use of metals and associated fabrication techniques. They will learn measuring, marking out, cutting, drilling, welding and finishing processes while safely operating industry-standard workshop equipment. Practical projects encourage students to solve design problems while producing high-quality products that reflect industry expectations.	
Where will this subject lead?	Year 11 & 12 Building and Construction Skills / Engineering Skills / Furnishing Skills	

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		
Semester Outline	Semester 1	Semester 2
	Code Your Own Adventure – Python Programming Students will develop understanding of fundamentals of information privacy and security, and practical skills of Python programming. They will investigate an online service's personal information handling and protection in line with the Australian Privacy Principle, model cyber security threats and explore vulnerability. Students will create a python game and apply data privacy protection methods to control access to the game they create. Key Concepts: • Coding in a general purpose programming language • Design and implement modular programs • Implement a modular program • Test and evaluate digital solutions	Robot Revolution – Coding in Makecode Students learn to control a programmable robot using simple codes. They build and program robots to perform specific tasks (e.g., pick-up, delivery, parking). Students explore the features and impact of autonomous technologies. They apply knowledge and skills to develop an autonomous robot for a specific context (e.g., mining, agriculture, home). Key Concepts: • Automation investigation • Digital Solution creation and modification • Test and predict results • Evaluate solutions in terms of risk and sustainability
YEAR 10		
Semester Outline	Semester 1	
	Greentech – Creating a microcontroller using Arduino Students learn to develop an environmental sensing and control system using a general-purpose programming language using a simple micro-controller system and sensors. They will collect a range of data related to a specific environment – eg. classroom, agriculture, playground. In a small group, they develop and present an instructional guide for their circuit. Individually, they create a design plan and prototype meeting a design brief. Key Concepts: • Investigate secure transmission of data • Collect, manage and analyse appropriate data • Use flowcharts and pseudocode to design algorithms • Create and test physical systems	
Where will this subject lead?	Year 11 & 12 Information and Communication Technology / Design / Building and Construction Skills	

TECH LAB – DIGITAL TECHNOLOGIES (Elective)		DIG - LAB
This Year 9/10 Digital Technologies course empowers students to explore, create, and problem-solve using contemporary and emerging technologies. Students will engage in practical, project-based learning that develops computational thinking, design skills, systems understanding, and coding proficiency. Across three units, students will apply the problem-solving process—Define, Design, Implement, Evaluate—to authentic and creative challenges. <i>**Students who have demonstrated a keen interest in Digital Technologies and have achieved a minimum of a B in Digital Technologies in Year 8 are eligible to elect this subject.</i> 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		
Semester Outline	Semester 1	Semester 2
	Robotics – Intelligent Machines in Action Students will explore the use of python general purpose programming with robotics, including sensors, actuators, and automation. Using platforms Lego SpikePrime, microbit robotics systems, or similar, students will build and program robots to complete real-world challenges, incorporating loops, conditionals, and functions. Key Skills: - Algorithm design - Programming with text-based languages - Iterative testing and debugging - Physical computing systems	3D Printing and Design – Design and Modelling This unit merges 3D design principles where 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 <u>OR (Class decision in Term 2 will determine)</u> 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
YEAR 10		
Semester Outline	Semester 1	
	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	
Where will this subject lead?	Year 11 & 12 Information and Communication Technology / Design / Building and Construction Skills	

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 <i>performance</i> 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 explore the world of filmmaking, television, animation, advertising, special effects and more through close study of media texts and practical application of real-world industry skills. Students explore how media shapes the way we see the world and how media and other digital content influence our ideas and perspectives. Students will investigate the work of various media creators from different times, cultures and mediums to understand how media story-telling communicates powerful messages. Students will plan, film, edit and produce their own media projects in a range of styles and formats for real audiences, developing skills in storytelling, camera work, editing, design, collaboration and responsible use of digital technologies.			
YEAR 9			
Unit 1: Photography Students explore a range of photography styles and techniques through practical application and close study of famous photographers. Assessment: Photography portfolio	Unit 2: Opening Scenes In this unit, students learn more intermediate filmmaking techniques and how they are used to establish character, plot and genre in the context of opening scenes. Assessment: Produce an opening scene	Unit 3: Advertising This unit explores advertising and how film techniques are manipulated to target a demographic. Assessment: Produce an advertisement	Unit 4: Anime This unit explores representation of national identity and history in the context of Anime and Australian animation. Assessment Response to Stimulus
YEAR 10			
Unit 5: Green Screen In this unit, students learn how to integrate special effects, in particular green screen technology, into their live-action filmmaking, learning a range of software and hardware options. Assessment: Produce a live-action scene with special effects	Unit 6: Film Trailers In this unit, students expand their editing skills through creating a film trailer for an original concept. They learn how marketing works in the film industry and how to establish genre. Assessment: Produce a film trailer	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 Response to Stimulus

MUSIC (Elective)		MUS	
Music is a subject for students who enjoy creating, performing and exploring music, whether they are experienced musicians or complete beginners. If you have a passion for music and are willing to learn, this subject is for you. Throughout Years 9 and 10, students develop practical skills by learning both keyboard and guitar before choosing an instrument or voice to specialise in. Along the way, students create their own music, perform individually and in groups, explore a variety of musical styles, and use industry-standard technology to record, compose and produce music. Music is a hands-on, engaging subject that builds creativity, confidence, teamwork and performance skills while providing opportunities to perform at school concerts, showcases and community events. Students wishing to continue into senior Music will develop a strong foundation for further study and performance opportunities. Students enrolled in the Instrumental Music Program are strongly encouraged to choose classroom Music as an elective. The two programs work hand in hand, providing students with the best opportunity to develop as confident, skilled and well-rounded musicians while making the most of the learning opportunities available at Mackay State High School. Please note: As music technology is an integral part of this subject, participation in the school's BYOx eLearning Program is mandatory.			
YEAR 9			
Unit 1: Hip Hop - Explore the origins of Hip Hop. - Analyse iconic Hip Hop artists. - Write original rap lyrics. - Learn keyboard performance skills. - Create beats in GarageBand. - Record an original song. - Perform your own Hip Hop track.	Unit 2: Rock 'n' Roll - Investigate the history of Rock 'n' Roll. - Analyse iconic Rock artists. - Learn guitar and keyboard skills. - Perform classic Rock songs. - Rehearse as a band. - Refine live performance skills. - Perform for an audience.	Unit 3: Theme and Variation - Understand the Theme and Variation style. - Analyse works by master composers. - Learn formal composition techniques. - Develop keyboard performance skills. - Compose and notate music using MuseScore. - Create an original Theme and Variation.	Unit 4: Story Music - Discover how music tells a story. - Analyse music from film and theatre. - Interpret narratives through listening. - Develop keyboard performance skills. - Perform expressive music. - Present a narrative performance.
YEAR 10			
Unit 1: Early Contemporary Music. The Blues & Jazz The Blues - Discover the rich history and origins of the Blues. - Create and arrange your own original Blues music. - Develop improvisation skills inspired by Blues legends. - Compose, edit and notate music using MuseScore. - Produce a professional digital product of your composition. Jazz - Discover the exciting evolution of Jazz through the music of legendary performers. - Explore how Jazz shaped contemporary music around the world. - Analyse Jazz through active listening and score reading. - Refine solo and ensemble performance skills. - Perform authentic Jazz music on your chosen instrument or voice.		Unit 2: Narratives: Musicals and Video Game music Musicals - Discover how music, lyrics and drama create powerful stories. - Explore iconic musicals and their composers. - Develop lyric writing and narrative composition skills. - Compose music that portrays character and emotion. - Create an original musical theatre scene. Video Game Music - Discover how composers shape emotion through game music. - Analyse professional soundtracks to inspire your own work. - Apply advanced composition and arranging techniques. - Create an original soundtrack that follows a character's emotional journey. - Present an integrated composition project.	
Where will these subjects lead?	Senior Pathway – Music in Practice (applied), Music (ATAR - general), Instrumental Music (QCE)		

VISUAL ARTS (Elective)		ART
Visual Art is for students who are curious, creative and willing to think differently. Whether you already love drawing, painting, photography or digital art, or you're simply looking for a subject that encourages imagination and innovation, Visual Art provides the opportunity to explore ideas, experiment with techniques and develop your own artistic voice. Throughout the course, students investigate how artists from different cultures, places and time periods communicate powerful ideas and challenge perspectives through art. They explore a wide range of materials, processes and creative approaches while learning how visual language can be used to tell stories, express opinions and respond to the world around them. Students are encouraged to take creative risks, step outside their comfort zones and embrace experimentation as they develop original artworks. They learn to analyse and evaluate artworks, document and reflect on their creative journey, and present their work professionally through exhibitions and displays. Visual Art is an ideal subject for students who enjoy problem-solving, creative thinking and expressing themselves in unique ways. It nurtures confidence, resilience and innovation while developing valuable skills in communication, critical thinking and collaboration—skills that are highly valued across a wide range of careers, including the creative industries, design, architecture, education, marketing, media, fashion, photography, animation and beyond. If you have a passion for creativity, enjoy exploring new ideas and are ready to challenge yourself, Visual Art offers an inspiring and rewarding learning experience.		
YEAR 9		
Unit 1: <i>No Of. Fence – Social Commentary</i> 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: <i>A Personal Journey (Artist Books)</i> 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: <i>Enter the Matrix I</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: <i>Enter the Matrix II</i> 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	<u>Special Education Programs</u> 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. <u>Individual Curriculum Plans</u> - 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. <u>Learning Support Programs</u> - 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	Semester 1
	Core Subjects • English • History and Geography • Mathematics • Science	• 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 / HBK / HVO	
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 in Year 9 complete 2 x 70minute lessons each week: - 1 x Theory - 1 x Practical Students in Year 10 complete 3 x 70minute lessons each week: 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
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CERTIFICATE III in LABORATORY SKILLS / CERTIFICATE II in SAMPLING & MEASUREMENT

Units of Competency	Unit Code	Title	MSL20118	MSL30118
	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.

AT MACKAY STATE HIGH SCHOOL

OPPORTUNITIES THAT *INSPIRE*



DIVERSE PROGRAMS. REAL SUPPORT. BRIGHT FUTURES.



Academic Excellence Academy



ACCESS Centre for
Diverse Learners



BYOx e Learning Program



Chess Club



Clontarf Foundation
Mackay Academy



Creative Arts Academy



Debating



Dynamic Instrumental
Music Program



Eisteddfod



Extensive Agriculture
Department



Football Academy



Basketball 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



Volleyball Academy



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