MOUNTAIN CREEK State High School

2026 - YEAR 9

SUBJECT SELECTION

HANDBOOK

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Contents

Subject Type	**CORE SUBJECT**
Faculty	**ENGLISH**
Subject name	**English**
Subject code	ENG
Course Length	1 YEAR
Course overview	English, the study of language, literature and literacy, is fundamental to the school curriculum. It is the means of expression and communication through which we conduct the business of life - personal, educational, social and vocational. All students in the Junior School take the Junior English Program.
Course outline	• Movie time • Speculative fiction • One-act plays • Novel study
Assessment	• Students are assessed during and at the completion of each unit • A variety of test instruments is used including in-class tests, orals, and written assignments • Students know at the beginning of each unit how the unit is to be assessed, its purpose and conditions

Subject Type	**CORE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Health and Physical Education**
Subject code	HPE
Course Length	1 SEMESTER
Course overview	Health & Physical Education reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups within the Australian Society. Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment. The Year 9 Health & Physical Education Program prepares students for the following courses of study: • Year 10 - Physical Education • Year 11 & 12 – Senior Physical Education • Year 11 & 12 – Senior Recreation • Year 11 & 12 – Certificate III in Fitness The Health & Physical Education program encourages young people to: • lead an active and healthy life • gain knowledge and skills that will allow them to make informed health choices • make appropriate use of their leisure time • develop their intellectual, social and physical well-being
Course outline	In HPE students complete both theory and practical activities in the health and sporting field. They study a number of different topics related to health and physical activity that aim at improving their knowledge of how to stay fit and healthy throughout their life. This course is divided into six sub strands. These are: 1) Being healthy, safe and active 2) Communication and interacting for health and wellbeing 3) Contributing to healthy and active communities 4) Moving our body 5) Understanding movement 6) Learning through movement There are ten main focus areas that may be covered in Year 9. These are: 1) Alcohol and other drugs 2) Food and nutrition 3) Health benefits of physical activity 4) Mental health and well-being 5) Relationships and sexuality 6) Safety 7) Challenge and adventure activities 8) Games and sports 9) Lifelong physical activities 10) Rhythmic and expressive movement activities
Assessment	Students will be assessed according to set criteria and standards involving both theoretical and practical components of the course. This will include participation, improvement, skill learning and execution along with the use of tactics and strategies in authentic performance activities. Written aspects of the course will include assessment through folios, written reports and assignments, examinations, completion of class work and multimodal tasks.

Subject Type	**CORE SUBJECT**
Faculty	**HUMANITIES**
Subject name	**History/Geography**
Subject code	HIS/GEG
Course Length	1 YEAR
Course overview	The study of the Social Sciences is not only a prerequisite for the senior Humanities subjects but has been mandated by the Federal Government (ACARA - Australian Curriculum, Assessment and Reporting Authority). The subject combines elements students would learn in a traditional History and Geography course, with an emphasis on Australia, Asia and other global issues. At Mountain Creek State High School an emphasis is placed on equipping students for studies in the future by providing the opportunity to make students "Life Long Learners". The History & Geography Curriculum allows students to explore their social, natural and cultural world in order to develop a sound general knowledge basis.
Course outline	One Semester History • Historical Study: Industrial Revolution & Making a Nation • Historical Study: World War One - The Australian Experience One Semester Geography • Biomes & Food Securities • Geographies of Interconnections
Assessment	Assessment in the Social Sciences is continuous, using a variety of assessment items to evaluate student performance using a range of skills. The type of assessments that may be utilised are: • Exams • Research projects • Practical exercises • Presentations

Subject Type	**CORE SUBJECT**
Faculty	**MATHS**
Subject name	**Mathematics**
Subject code	MAT
Course Length	1 YEAR
Course overview	Mathematics in the Australian Curriculum provides clear links between the strands of mathematics and emphasises embedding the skills.
Course outline	The topics covered in this course include, but are not limited to: • Pythagoras' theorem • direct proportion • analytical geometry • algebra • perform algebraic expansions, including binomials • linear and non-linear relationships • statistics • trigonometry • probability
Assessment	Students will be assessed according to the ACARA8.5 standards for Year 9. Students will be assessed by a combination of formal exams and investigations.

Subject Type	**CORE SUBJECT**
Faculty	**SCIENCE**
Subject name	**Science**
Subject code	SCI
Course Length	1 YEAR
Course overview	Science is a core learning area mandated by the Australian Curriculum, Assessment and Reporting Authority (ACARA). It provides students with opportunity to develop a deep understanding of key scientific concepts and processes. The course explores how scientific knowledge is developed, its contribution to our culture and society, and its application in daily life. Through this curriculum, students build the knowledge, skills, and understandings required to make informed decisions on local, national, and global issues. It also lays strong foundations for future studies in senior science subjects and for careers in science and technology-related fields.
Course outline	The year 9 science curriculum is organised into three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, these stands enable students with understanding, knowledge and skills to develop a scientific view of the world. Students engage in hands-on learning and inquiry processes to explore scientific concepts and real-world applications. Students engage with the four key sub-strands of science: • Biological Sciences – they study the structure and function of body systems, responses to stimuli, and reproduction in living organisms. • Chemical Sciences – they explore how substances interact, including chemical reactions and the rearrangement of particles to form new substances. • Physical Sciences – they investigate energy transfer through systems, including electrical energy and the laws of conservation, as well as understanding how force, motion, and energy interact. Earth and Space Sciences – they examine plate tectonics, geological activity, and how these processes shape Earth's surface over time.
Assessment	A range of assessment techniques are utilised throughout the course including: • Exams • Practical investigations Assignments

Subject Type	**ELECTIVE SUBJECT**
Faculty	**ENGLISH**
Subject name	**Media Arts**
Subject code	MED
Course Length	1 SEMESTER
Course overview	Have you ever wanted to edit your own films for YouTube? Want to learn about special effects and the way films take us to a world of fantasy? Are you interested in learning how to use the tools of the film and television industry? Do you see yourself as a cinematographer, director, editor or sound technician? Or, do you just have a fascination with the way moving images are used to create powerful statements? If you are interested in any of this or would like to be involved in *Creek Week;* our in-school news program, then this is the subject for you! Media Arts is a wide-ranging, creative, technical and hands-on subject that opens the doors to many pathways, including the study of Film, Television and New Media in the Senior School.
Course outline	Students will make and respond to the moving image with a focus on creating productions for the whole school community and beyond.
Assessment	Assessment will include designing, producing and responding to the moving image.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**BUSINESS STUDIES**
Subject name	**Economics & Business**
Subject code	ECB
Course Length	1 SEMESTER
Course overview	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
Course Outline	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.
Assessment	**Unit 1** What are Australia's trading connections? • Why does Australia trade with other nations? • Why is Australia's trading relationship with Asian countries of significance? • How and why do Australian businesses seek to create and maintain a competitive advantage when trading internationally? **Unit 2** How does the financial world affect us? • What is the role of the financial sector in the Australian economy? • How and why does the financial sector make decisions that affect other sectors of the Australian economy? Why is it important for consumers and businesses to consider risk and reward when making financial decisions?

Subject Type	**ELECTIVE SUBJECT**
Faculty	**CREATIVE INDUSTRIES**
Subject name	**Music**
Subject code	MUS
Course Length	1 SEMESTER
Course overview	Year 9 Music is designed to cater to all students who are interested in music: from beginners to more experienced musicians. **Performing** Students will have the opportunity develop their performance skills in a range of instruments including piano, guitar, bass, voice, ukulele and drums/percussion as well as their own instrument if they are in the instrumental program. Students will choose which instrument they are assessed in. **Song Writing** Students will also develop their skills in songwriting and music creation, using a range of technologies to create, record and produce their own original music. This course will prepare you for Senior Music, analysing a foundation of musical knowledge in the areas of listening, responding, composing and performing. The music industry is expanding and providing more options for future employment within the Creative Industries. Entertainment/Performance: Vocalist, Instrumentalist, Orchestral Performer, Instrumental/Vocal Conductor, Dancer, Disc Jockey, Program Director/Arranger (radio/television), Composer. Education: Classroom or instrumental music teacher, Private Instrumental or Vocal Teacher, Drama Teacher, Music School Administrator, Arts Administrator. Business: Instrument Maker/Repairer, Music Librarian, Music Copyist, Music Publisher, Music Director (Theatre), Music Critic, Sound Designer, Sound Technician, Music Sales, Media Representative. Student will have the opportunity to attend workshops and live music performance organized by the Creative Industries Faculty. These additional activities will attract a user pays fee.
Course outline	Students will make and respond to music, exploring meaning and interpretation, forms and elements and various contexts of musical works. **Unit One: Centre Stage** Students will view and analyse a range of performances and analyse how performers make choices to create meaning. They will develop their skills as performers and rehearse and create a performance on an instrument of their choosing. **Unit Two: Heroes and Villians** Students will explore the ways music is used to create character, responding to a range of music from film, TV, video games and the stage. Students will use recording and notational software to create their own character theme.
Assessment	Students will be assessed in the interrelated strands of Making and Responding: • Making – composing, arranging, rehearsing, performing music • Responding -listening, reflecting, analysing and evaluating their own and other's musical works.

Faculty	**CREATIVE INDUSTRIES**
Subject name	**Drama**
Subject code	DRA
Course Length	1 Semester
Course overview	The Junior Drama course offers students a basic practical and theoretical introduction to various aspects of drama. As well as building confidence, this course aims to give students the opportunity to gain an understanding and appreciation of creating, performing and evaluating Drama. Students will also gain an insight into employment options and opportunities within the Creative Industries. The process of making and performing drama gives students opportunities to develop skills in interpreting, researching, negotiating, problem-solving and decision-making. In performing Drama, students share their work with others, learn about the importance of clear and evocative communication and in doing so develop self-confidence and communication skills. Student will have the opportunity to attend workshops and live performance organised by the Creative Industries Faculty. These additional activities will attract a user pays fee.
Course outline	Students will make and respond to drama, exploring meaning and interpretation, forms and elements and various contexts of drama. **Unit One: The Artist Adapts** Students make (perform) and respond to Drama, exploring genres of Realism and Hybrid Theatre. **Unit Two: The Artist Embellishes** Students explore characterisation to form and perform in a class production.
Assessment	**Students will be assessed in the interrelated strands of Making and Responding:** **Making** • **Making: Forming Improvising, devising, scripting, rehearsing, presenting and performing drama.** • **Making: Performing Sustaining roles and characters, voice and movement. Refine and produce devised and scripted drama performances.** • **Responding Reflecting, analysing, appreciating and evaluating own and other's drama works.**

Subject Type	**ELECTIVE SUBJECT**
Faculty	**CREATIVE INDUSTRIES**
Subject name	**Dance**
Subject code	DAN
Course Length	1 SEMESTER
Course overview	Dance gives students another means of communicating and responding to the world around them while providing opportunities for social and personal well-being. The Dance classroom is a dynamic environment where students come to appreciate and understand many different facets of Dance through practical and theory-based activities. Students will create movement vocabulary for dance compositions, express themselves through movement, and investigate the historical and cultural development of dance. The Junior Dance program places an emphasis on group work and student centred learning which allows the students to develop their own unique creativity. As one of the Creative Industries - Dance builds thinking skills such as analysis, synthesis, evaluation and critical judgement. It nourishes imagination and creativity, develops collaborative and teamwork skills, flexible thinking and an appreciation for diversity. These are the very skills in demand in the modern workforce. Dance can also lead to a number of employment opportunities directly related to the Creative Industries such as choreographer, dancer, entertainer, and teacher. The study of Dance is enriched by experiences in Choreography, Appreciation and Performance. Students Learn: • How to create dance manipulating space, movement, dynamic and form • Body awareness • How to critique dance • To develop their performance skills in a variety of genre's • To develop an understanding and appreciation of dance Junior Dance is a vital stepping stone in preparing the students for the Senior Dance syllabus. Student may have the opportunity to attend workshops and live dance performance organised by the Creative Industries Faculty. These additional activities will attract a user pays fee.
Course outline	Students will make and respond to dance, exploring meaning and interpretation, forms and elements and various contexts of dance. **Unit One: Free to Move** Students have the opportunity to develop their technical skills and understanding in the genre of contemporary dance. Students perform, choreograph and respond to contemporary dance works. **Unit Two: Fusion** Students have the opportunity to work with a hip hop/cultural dance artist to develop their technical skills and confidence in that genre. Students perform and respond to dance works.
Assessment	Students will be assessed in the interrelated strands of Making and Responding: • MakingChoreographing, rehearsing and performing dance. • RespondingAppreciation of their own and other's dance works.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**CREATIVE INDUSTRIES**
Subject name	**Visual Arts**
Subject code	ART
Course Length	1 SEMESTER
Course overview	Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students develop perceptual and conceptual understanding, critical reasoning and practical skills. Art should be seen as an important part of the development of all students. Art and design are not taught solely for the purpose of producing artists or designers. In the same way, studying mathematics does not make you a mathematician. Studying art and design makes you more aware of your surroundings, equips you to appreciate your own work and the work of others, and improves the quality of your perception. The study of Art may lead to a number of Creative Industries careers, including; architecture, teaching, film and television, fashion, industrial design, advertising, marketing and digital based design. Studying Visual Art develops student's ability to think critically and creatively. The Subject Fee is used to purchase consumable art equipment used directly by the student, students will take home artworks they have made during the course.
Course outline	Students make and respond to visual artworks, using historical and conceptual explanations to critically reflect on the contribution of visual art practitioners. They explore various contexts of visual artworks. **Unit One: Australian Natural Environment** Students study the media area of ceramics and explore the process of stylising and abstracting natural forms found within our natural environment. **Unit Two: National Identity** Students study media areas of drawing and printmaking to explore representations of people and national identity.
Assessment	Students will be assessed in the interrelated strands of Making and Responding: Making Knowledge, understanding and skills in creating two dimensional (2D) and three dimensional (3D) artworks. Responding View, reflect, analyse and evaluate their own and other's visual artworks.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DIGITAL INNOVATION**
Subject name	**Digital Technologies - Programming**
Subject code	DTP
Course Length	1 SEMESTER
Course overview	Welcome to Year 9's Introductory Python Programming course! This course is perfect for students curious about the world of coding and eager to learn a valuable, in-demand skill. Python is one of the most popular programming languages due to its simplicity and versatility, making it an excellent choice for beginners. In this course, you'll start with the basics, learning about variables, data types, and simple operations. As you progress, you'll delve into more complex concepts like loops, conditionals, and functions, all while working on engaging projects that make learning fun and interactive. Throughout the course, students will engage in hands-on activities designed to reinforce their understanding and provide practical experience. You'll create simple games, solve puzzles, and work on small projects that gradually increase in complexity. These activities not only make learning enjoyable but also help develop problem-solving skills and logical thinking. By the end of the course, students will have built a solid foundation in Python programming and be prepared to tackle more advanced topics in the future. No prior coding knowledge is required for this course, making it accessible to all students. Our supportive and experienced instructors are dedicated to helping each student succeed, providing guidance and encouragement every step of the way. By enrolling in this course, students will gain a valuable skill set that can be applied in various fields, from web development to data science. Join us in Year 9 for an exciting journey into the world of Python programming and discover the endless possibilities that coding can offer!
Course outline	**Units may include:** • Python graphics • Developing a chatbot • Solution to a real world problem
Assessment	Students will be assessed through class activities, projects and exam.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DIGITAL INNOVATION**
Subject name	**Digital Technologies – Robotics / Drones**
Subject code	DTD
Course Length	1 SEMESTER
Course overview	Welcome to Year 9's Introductory Robotics and Drones course! This innovative course is perfect for students fascinated by technology and eager to explore the exciting fields of robotics and aerial technology. Throughout the course, students will learn the fundamentals of building and programming both robots and drones, starting with the basics and gradually progressing to more complex concepts. No prior experience is necessary; our course is designed to be accessible to all students, ensuring that everyone can participate and succeed. Students will engage in hands-on projects that provide practical experience and make learning engaging and interactive. You'll get to build your own robots and drones, learning how to control them and understanding the science behind their operations. Through these projects, students will develop critical skills in problem-solving, engineering, and teamwork. From assembling parts to programming movement and flight patterns, each activity is designed to deepen your understanding and spark your creativity. Our experienced instructors are dedicated to providing a supportive and encouraging learning environment. They will guide you through each step, ensuring you gain confidence and competence in your new skills. By the end of the course, students will have a strong foundation in robotics and drones, ready to explore more advanced topics and applications in the future. Join us in Year 9 for a thrilling adventure into the world of robotics and drones, and discover how these technologies are shaping the future!
Course outline	**Units include:** Explore the broad scope of robotic and drone applications Develop robot construction skills Learn to program robots and drones The role of robots / drones in society, now and in the future.
Assessment	Students are required to document their learning through the use of class notebooks, design documentation and the resultant products. Collectively they contribute to the assessment for the subject.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DIGITAL INNOVATION**
Subject name	**Digital Technologies – Future and Emerging Technologies**
Subject code	DTF
Course Length	1 SEMESTER
Course overview	Welcome to Year 9's Introductory Future and Emerging Technologies course! This dynamic and forward-looking class is designed for students eager to explore cutting-edge technologies that are shaping the world. This year, our focus is on Augmented Reality (AR), Virtual Reality (VR), and Artificial Intelligence (AI). These technologies are revolutionising industries and everyday life, and in this course, students will gain a foundational understanding of their principles and applications. Throughout the course, students will engage in hands-on projects that bring these technologies to life. You'll learn how AR can enhance real-world environments with digital overlays, how VR creates immersive, interactive experiences, and how AI powers intelligent systems capable of learning and decision-making. These activities will not only be exciting and interactive but also help develop essential skills in critical thinking, creativity, and problem-solving. From creating simple AR applications to experimenting with VR simulations and understanding the basics of AI algorithms, each project is designed to be both educational and inspiring. Our experienced instructors are committed to fostering a supportive and innovative learning environment. They will guide you through each step, ensuring that you gain confidence and proficiency in these advanced technologies. By the end of the course, students will have a solid foundation in AR, VR, and AI, equipped with the knowledge and skills to explore further advancements in these fields. Join us in Year 9 for an exciting journey into the future of technology, and discover how these emerging technologies are transforming the world!
Course outline	**Units include:** • Virtual Reality • Artificial Intelligence • Impact on society and employment, now and in the future.
Assessment	Assessment will include designing, producing and responding to VR/AR creations.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DIGITAL INNOVATION**
Subject name	**STEM with Innovation**
Subject code	STM
Course Length	1 SEMESTER
Course overview	Tech startups exist in any industry in which technology is an enabler of growth, including engineering, biotech, pharmaceuticals, energy, health, education, agriculture, technology hardware and software. (Crossroads Report) As new technologies transform the world around us faster than ever, entrepreneurship is becoming an essential skill for the 21st Century. The STEM with Innovation elective subject will extend students' knowledge of a Science topic, introduce an emerging technology and teach entrepreneurial skills to solve problems, develop products for society, and apply this newly acquired knowledge to solve genuine problems in wider society that students identify. Design Thinking methodology plays a significant role in this course.
Course outline	Welcome to Year 9's STEM with Innovation course! This exciting and forward-thinking class is designed for students passionate about science, technology, engineering, and mathematics (STEM) and eager to use emerging technologies to solve real-world problems. The course focuses on integrating cutting-edge technologies with innovative approaches such as Design Thinking, Lean Startup methodology, and Product-Market fit to develop practical solutions that address everyday challenges. Throughout the course, students will engage in hands-on projects that emphasise creative problem-solving and entrepreneurial thinking. You'll learn how to apply Design Thinking to understand user needs and brainstorm innovative solutions. The Lean Startup methodology will guide you in creating and testing prototypes quickly and efficiently, allowing you to iterate and improve your designs based on feedback. Understanding Product-Market fit will help you ensure that your solutions meet real-world demands and have the potential for success in the market. Our experienced instructors are dedicated to creating a supportive and inspiring learning environment. They will guide you through each step of the innovation process, encouraging you to think critically and work collaboratively. By the end of the course, students will have developed a strong foundation in using emerging technologies to create impactful solutions. You'll be equipped with valuable skills in innovation, entrepreneurship, and STEM disciplines, ready to tackle more advanced challenges and make a difference in the world. Join us in Year 9 for an exciting journey into the world of STEM and innovation, and discover how you can shape the future with your ideas and creativity!
Assessment	Students will be assessed on an initial folio of work as well the quality of their final product and delivery. Also assessed will be students' 21st Century skills such as teamwork, problem-solving, collaboration and engagement.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DESIGN AND TECHNOLOGIES**
Subject name	**Design Concepts**
Subject code	DES
Course Length	1 SEMESTER
Course overview	Australia needs enterprising and innovative individuals with the ability to make discerning decisions concerning the development use and impact of technologies. The Design Innovation course prepares students to be effective problem-solvers as they learn about work and with contemporary and emerging technologies. Using a design process grounded in the problem-based learning framework students will learn about and experience designing in the context of graphic design, industrial design and built environment design.
Course outline	**This course consists of three assessment items, one for each unit of study. Units include:** • Graphic Design (Branding Project) • Industrial Design (Tealight Project) • Built Environment Design (Tiny Home Project)
Assessment	A range of assessment techniques will be utilised throughout the course including: • Class work activities • Homework activities • Design folios • Knowledge/Skill tests

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DESIGN AND TECHNOLOGIES**
Subject name	**Materials & Technologies Specialisations**
Subject code	TMT
Course Length	1 SEMESTER
Course overview	Materials & Technologies Specialisations provides students with opportunities to develop skills related to the manufacturing industry. The students develop an understanding of different tools, materials and processes through the construction of projects in different materials to specified dimensions. Students maintain a record of each project, the equipment used and the steps of production in their notebooks. The subject is useful for developing an interest and understanding of how objects are made and skill development in preparation for the Vocational Education and Training (VET) courses offered in Year 10, 11 and 12. Subject costs cover materials used in project work.
Course outline	**Units typically include:** • Workshop safety • Trinket Box – Acrylic • Junior Hacksaw Card Box - Wood
Assessment	A range of assessment techniques will be utilised throughout the course including: • Project notes • Theory tests • Project outcomes • Homework activities
Special Safety Considerations	Throughout the year, students will be using tools and machines related to TMT that may be rated a high-risk level. All students receive instructions relating to the machine / tool before engaging in any activity. Practical demonstrations and theory information of these high-risk tools and machines are completed before beginning the activity. Students are not permitted to use this equipment until demonstrations have been observed. They must wear all required safety equipment (apron, safety glasses, hearing protection and leather shoes) and behave in a mature way. Students who conduct themselves in an intentionally unsafe manner may be removed from the course. While some clothing, jewellery, accessories or fingernails may be acceptable according to MCSHS School Uniform Policy, in a workshop environment, these same items may pose a risk of injury. As such, the Department of Education requires the removal of these items prior to entering the workshop. This includes the securing of long hair and removal of fingernails that present a hazard. Where any item is in dispute, the supervising teacher will make the judgement as to whether item requires removal due to the inherent risk. These items may include bracelets, necklaces, earrings, rings, acrylic or natural fingernails, unrestrained hair and other loose or unrestrained items.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DESIGN AND TECHNOLOGIES**
Subject name	**Engineering Concepts**
Subject code	EGC
Course Length	1 SEMESTER
Course overview	Engineering Concepts introduces students to basic principles of electronics, mechanics, robotics, control systems and structures. The skills extend into the industry fields of civil, architectural, mechanical and industrial engineering, industrial design, aeronautics and electronics. The students develop an understanding of components, mathematical formulas and organisation of elements that create successful engineered products. Students demonstrate their learning through the design, documentation and construction of projects. Studies in the subject will complement work learnt in science and maths. Subject costs cover materials used in project work. The subject provides a good foundation for Senior Engineering.
Course outline	**Units typically include:** • Classroom Safety (Term 1) • Engineering Principles - Frames (Term 1) • CO2 Dragster Theory and Design (Term 1) • Workshop Safety (Term 2) • Project Management, Scheduling Bill of Materials (Term 2) • Computer Aided Design and Manufacture (Term 2)
Assessment	A range of assessment techniques will be utilised throughout the course including: • Class notes • Practical assessment • Theory test • Folio of work • Homework

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Rugby League Development Program**
Subject code	RLP
Course Length	By Trial and Invitation Only
Course overview	This is a specialist class designed to complement the Rugby League Development Program that students have been invited to participate in. It is a program, that enhances the skill level of rugby league activities in a highly positive and supportive environment. It allows students the opportunity to participate in a vast array of rugby league experiences, while best preparing them for their senior studies. The course emphasises the interrelatedness of learning in, about and through physical activity. Rugby League takes an information processing approach to learning. Rugby League is the physical activity that takes the central focus in the learning experiences, acting as both a source of content and a medium for learning. Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment. The Year 9 Rugby League Program prepares students for the following courses of study: • Year 10, 11 & 12 - Rugby League Development Program • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	**This is a FULL YEAR course. Therefore, it replaces TWO of the ONE SEMESTER electives.** The subject matter integrated into the Rugby League practical components is organised around the following focus areas: • Pre-season Preparation (Term 1/2) • Fitness Principles & Skill Development (Term 1/2) • Trial Games Competition Preparation (Term 1/2) • Broncos Cup Competition (Term 1/2) • Competition Preparation (Term 3/4) • Broncos Cup Competition Off Season Training (Term 3/4) • Weight Training & Nutrition (Term 3/4)
Assessment	Assessment will include practical assessment in addition to a range of written tasks

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Volleyball**
Subject code	VOL
Course Length	1 YEAR
Course overview	The course emphasises the interrelatedness of learning in, about and through physical activity. Volleyball takes an information processing approach to learning. Volleyball is the physical activity that takes the central focus in the learning experiences, acting as both a source of content and a medium for learning. Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment. The Year 9 Volleyball Program prepares students for the following courses of study: • Year 10 - Volleyball • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	**This is a full year course. Therefore, it replaces TWO of the ONE SEMESTER electives.** • Practical - Basic Skill Development; Theory - Biomechanics of Volleyball (Term 1) • Practical - Skills for Play; Theory - Exercise Science (Term 2) • Practical -Volleyball Systems; Theory -Training Programs (Term 3) • Practical - Skills for Competition; Theory - Referee's Course (Term 4)
Assessment	Assessment will include practical assessment in addition to a range of formal written assignments and exams

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Basketball**
Subject code	BAL
Course Length	1 SEMESTER
Course overview	The course emphasises the interrelatedness of learning in, about and through physical activity. Basketball takes an information processing approach to learning. Basketball is the physical activity that takes the central focus in the learning experiences, acting as both a source of content and a medium for learning. This is a specialist class designed to complement the Creeker Basketball Program. You should consider studying Basketball if you have represented the school, club or district in Basketball or if you would like, to further develop your skills in this sport. Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment. The Year 9 Basketball Program prepares students for the following courses of study: • Year 10 - Basketball • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	**Units include:** • Practical- Basic Skill Development; Theory -Goal Setting/Functional Anatomy & Biomechanics (Term 1) • Practical -Skills for Game Play; Theory - Component Training & Performance (Term 2)
Assessment	Assessment will include practical assessment in addition to the preparation of a Sports Folio. The Sports Folio will include a variety of written tasks for each unit.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Physical Education**
Subject code	PHE
Course Length	
Course overview	The course emphasises the interrelatedness of learning in, about and through physical activity. The physical activities take the central focus in the learning experiences, acting as both a source of content and a medium for learning. Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment. The Year 9 Physical Education Program prepares students for the following courses of study: • Year 10 - Physical Education • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	**Units include:** • Practical Component Tennis - (Term 1) • Theory Component Goal Setting / Functional Anatomy & Biomechanics • Assessment Sports Folio (this will include tasks such as skills test results, skill observations/analysis, checklists, journal entries/reflections, written evaluations) • Practical Component Touch - (Term 2) • Theory Component Training & Performance • Assessment Sports Folio (this will include tasks such as fitness test results, game observations/analysis, training performance and analysis, checklists, written evaluations, newspaper reports)
Assessment	Assessment will include practical assessment in addition to the preparation of a Sports Folio. The Sports Folio will include a variety of written tasks for each unit.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**AFL**
Subject code	AFB
Course Length	1 YEAR
Course overview	The course emphasises the interrelatedness of learning in, about and through physical activity. AFL takes an information processing approach to learning. AFL is the physical activity that takes the central focus in the learning experiences, acting as both a source of content and a medium for learning. This is a specialist class designed to complement the Creeker AFL Program. You should consider studying AFL if you have represented the school, club or district in AFL or if you would like to further develop your skills in this sport. Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment. The Year 9 AFL Program prepares students for the following courses of study: • Year 10 - AFL • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	**It therefore replaces TWO of the ONE SEMESTER electives.** • Practical- Basic Skill Development; Theory -Goal Setting/Functional Anatomy & Biomechanics (Term 1) • Practical -Skills for Game Play; Theory – Component Training & Performance (Term 2)
Assessment	Assessment will include practical assessment in addition to the preparation of a Sports Folio. The Sports Folio will include a variety of written tasks for each unit.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Netball**
Subject code	NET
Course Length	1 SEMESTER
Course overview	The course emphasises the interrelatedness of learning in, about and through physical activity. Netball takes an information processing approach to learning. Netball is the physical activity that takes the central focus in the learning experiences, acting as both a source of content and a medium for learning. This is a specialist class designed to complement the Creeker Netball Program. You should consider studying Netball if you have represented the school, club or district in Basketball or if you would like to further develop your skills in this sport. Benefits include personal and social growth through an emphasis on participation, co-operation and goal setting in a physically active environment. The Year 9 Netball Program prepares students for the following courses of study: • Year 10 - Netball • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	**Units include:** • Practical - Basic Skill Development; Theory - Goal Setting/Functional Anatomy & Biomechanics (Term 1) • Practical -Skills for Game Play; Theory – Component Training & Performance (Term 2)
Assessment	Assessment will include practical assessment in addition to the preparation of a Sports Folio. The Sports Folio will include a variety of written tasks for each unit.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**LIFESTYLE INDUSTRIES**
Subject name	**Food & Fibre Production**
Subject code	TFF
Course Length	1 SEMESTER
Course overview	Food & Fibre Production is a valuable course of study for all students. It offers the opportunity for students to develop good decision making skills and knowledge development in Health and Nutrition, and Textiles and Living Environments. Students develop a range of practical skills which are applicable to everyday living. Food & Fibre Production prepares students with Life Skills and leads into careers related to nutrition, fashion, hospitality, human relations and the built environment. Students will be required to provide ingredients and materials necessary for practical lessons.
Course outline	**Units include:** **Nutrition Food Production** • Study of social, environmental and ecological implications for the health and well-being of individuals and families • Food selection for the health and well-being of individuals -focus on adolescents • Food preparation skills **Textiles Fibre Production** • Study of fibres and fabrics • Skill development • Garment production
Assessment	A range of assessment tools will be utilised. These include: • Weekly Practical Assessment - Food • Design Process Booklet to accompany Practical tasks – Food and Fibre • Continuous skills development • Students may also be asked to complete reports and deliver orals for certain units of work

Subject Type	**ELECTIVE SUBJECT**
Faculty	**LANGUAGE**
Subject name	**Spanish**
Subject code	SPN
Course Length	1 SEMESTER
Course overview	Spanish is a growing language across the world with twenty-five countries that speak Spanish as an official or primary language. The reasons Spanish will be studied are many: • The study of Spanish helps with the understanding of English grammar • Spanish helps students extend their vocabulary • Learning Spanish will result in an increase in student problem solving skills, memory, self-discipline and self-esteem • Spanish is one of the official languages of the United Nations and the European Union which is important due to our accreditation and links with other international schools • Spanish is an important trading language in the Asia-Pacific region • Spanish is spoken by more than 350 million people across the world
Course outline	Students learn listening, speaking, reading and writing skills all aimed at equipping them with the ability to communicate confidently and fluently. Grammar and vocabulary are taught within the context of language learning. In Spanish, students learn both the language and culture of Spanish speaking countries. Students will also learn about the history, geography of the associated Spanish speaking countries through a variety of activities (include cooking South American food and Piñata making) and interactions with both the teacher and peers within the classroom.
Assessment	• Students are assessed on the four macro skills: Listening, Speaking, Reading and Writing, with equal weighting • Generally, two of the skills are tested each term and a semester result given on the results of the combined four skills will be administered • Cultural knowledge is either examined through assignments or as part of the Term test

Subject Type	**ELECTIVE SUBJECT**
Faculty	**LANGUAGE**
Subject name	**Japanese**
Subject code	JPS
Course Length	1 SEMESTER
Course overview	The reasons Japanese is studied are many: • Australia shares strong trading links with Japan • Japanese tourists account for much of Australia's thriving tourist industry • Australia is in close geographical proximity • Japan has a rich cultural tradition and, although it may be described as a derivative culture borrowing from both China and the West, it is unique, because of the transformations that have been made • There is a long history of official recognition in Australia of the importance of Japan, beginning with the establishment of the first Japanese Consulate in Townsville in 1896 • Japanese is the key language offered at the University of the Sunshine Coast
Course outline	Students learn listening, speaking, reading and writing skills all aimed at equipping them with the ability to communicate confidently and fluently. Grammar and vocabulary are taught within the context of language learning. In Japanese, students learn to master the three written scripts: Hiragana, Katakana, and Kanji. Students also learn about the history, geography and culture of the country, through various activities. Students learn through practical application of the language in both formal classroom lessons and simulated situations i.e. role plays, presentations, songs, responding to taped conversations, reading magazine articles and comic strips etc. It is our intention to give our students every opportunity to extend their language study. Students in Year 10, 11 and 12, will be given the opportunity to participate in study tours to Japan.
Assessment	• Students are assessed on the four macro skills: Listening, Speaking, Reading and Writing, with equal weighting • Generally, two of the skills are tested each Term and a Semester result given on the results of the combined four skills will be administered • Cultural knowledge is either examined through assignments or as part of the Term test