MOUNTAIN CREEK State High School

2027 - YEAR 9

SUBJECT SELECTION

HANDBOOK

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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 • Persuasive speeches • 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 - General**
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) Identities and change 2) Interacting with others 3) Making healthy and safe choices 4) Moving our bodies 5) Making active choices 6) Learning through movement
Assessment	Students in General HPE strands will be assessed on their skill learning and execution along with the use of tactics and strategies in authentic performance environments. Written aspects of the course will include assessment through folios, written reports and assignments, examinations, completion of class work and multimodal tasks derived from the Australian Curriculum.

Subject Type	**CORE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Rugby League Excellence Program**
Subject code	RLP
Course Length	1 YEAR
Course Entry	BY TRIAL AND INVITATION ONLY
Course overview	This is a specialist rugby league class that sits within the Rugby League Excellence Program. Students gain entry to this class by trial process and invitation. This program aims to enhance rugby league skills in a highly engaging 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. This course embeds the Australian Curriculum where Rugby League 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 Excellence Program • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	**This is a full year course. It replaces TWO of the ONE SEMESTER electives.** The ACARA subject matter is integrated into the Rugby League practical components and organised around the following specific 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	**CORE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Rugby League Excellence Program**
Subject code	AFL
Course Length	1 YEAR
Course Entry	BY TRIAL AND INVITATION ONLY
Course overview	This is a specialist AFL class that sits within the AFL Excellence Program. Students gain entry to this class by invitation. This program aims to enhance AFL skills in a highly engaging and supportive environment. It allows students the opportunity to participate in a vast array of AFL experiences, while best preparing them for their senior studies. This course embeds the Australian Curriculum where AFL 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 AFL Program prepares students for the following courses of study: • Year 10 - AFL Sports Excellence • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	**This is a full year course. It replaces TWO of the ONE SEMESTER electives.** The ACARA subject matter is integrated into the AFL practical components and organised around the following specific focus areas: • Pre-season Preparation (Term 1/2) • Fitness Principles & Skill Development (Term 1/2) • AFLQ Competition Preparation (Term 1) • AFLQ Competition (Term 1/2) • AFLQ Finals Preparation (Term 3) • Off Season Training (Term 3/4) Weight Training & Nutrition (Term 3/4)
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	**CORE SUBJECT**
Faculty	**HEALTH AND PHYSICAL EDUCATION**
Subject name	**Rugby League Excellence Program**
Subject code	BAL/ NET/ VOL
Course Length	1 YEAR
Course overview	These classes are Sports Excellence classes that sit within our specific Sports Excellence Programs e.g. Basketball/Netball/Volleyball. Students gain entry to this class by application and are subject to numbers. This program aims to enhance specific sport skills in a highly engaging and supportive environment. It allows students the opportunity to participate in a specific sporting experiences, while best preparing them for their senior studies. This course embeds the Australian Curriculum where these specific sports 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 AFL Program prepares students for the following courses of study: • Year 10 - Basketball/Netball/Volleyball Sports Excellence classes • Year 11 & 12 – Senior Physical Education • Year 11 & 12 - Certificate III in Fitness
Course outline	This class runs for one semester only. This will occur in Semester 1 of the school year. Students can only choose one of the specific Sports Excellence classes. • Basic Skill Development Theory (Term 1) • Skills for Game Play and Competition (Term 2)
Assessment	Assessment will include practical assessment in addition to a range of formal written assignments and exams

Subject Type	**CORE SUBJECT**
Faculty	**HUMANITIES**
Subject name	**History/Geography**
Subject code	HIS/GEG
Course Length	1 YEAR
Course overview	The study of the Humanities provides students with the knowledge and skills to better understand the world around them, including historical events, geographical processes, cultures, societies and global issues. Humanities also forms an important foundation for senior subjects within the Humanities and Social Sciences learning area and aligns with the Australian Curriculum developed by the Australian Curriculum, Assessment and Reporting Authority (ACARA). At Mountain Creek State High School, Humanities places a strong emphasis on developing informed, reflective and engaged lifelong learners. Through the study of History and Geography, students investigate social, cultural, environmental and economic issues while developing critical thinking, research, communication and problem-solving skills.
Course outline	**Semester 1 Geography** Students explore the interaction between people, places and environments at local, national and global scales. Topics include: • **Biomes and Food Security** • **Geographies of Interconnections** Students investigate environmental sustainability, global connections, human impacts on environments and the challenges facing communities in an increasingly interconnected world **Semester 2 History** Students investigate significant historical events and movements that have shaped modern Australia and the wider world. Topics include: • **The Industrial Revolution and Making a Nation** • **World War I: The Australian Experience** Students examine historical sources, perspectives and evidence to develop an understanding of continuity, change, cause and effect, and historical significance.
Assessment	Assessment in Humanities is continuous and designed to develop a broad range of academic and practical skills. Students may complete a variety of assessment tasks, including: • Examinations • Research assignments and inquiry projects • Practical and skills-based activities • Multimodal presentations Students are encouraged to develop consistent study habits and active engagement with course content to support success throughout the year.

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 ACARA 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 chemical processes, including chemical reactions and the rearrangement of particles to form new substances. • Physical Sciences – they analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. • Earth and Space Sciences – they explain how interactions within and between Earth's spheres affect the carbon cycle.
Assessment	A range of assessment techniques are utilised throughout the course including: • Exams • Practical investigations • Assignments

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	**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	**CREATIVE INDUSTRIES**
Subject name	**Music**
Subject code	MUS
Course Length	1 SEMESTER
Course overview	Year 9 Music is a CREATIVE and PRACTICAL course 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. **Why Study Music?** Music develops creativity, confidence, collaboration, communication, critical thinking, and problem-solving skills—qualities that are highly valued across many careers and industries. Whether you are considering a future in the arts or simply enjoy making music, this subject provides valuable skills for life. 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 Villains** 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	Responding
Song Writing -students create, record and produce original music.	listening, reflecting, analysing and evaluating their own and other's musical works.
Performance- students perform on an instrument of their choice	

Subject Type	**CREATIVE INDUSTRIES**
Faculty	**Drama**
Subject name	DRA
Subject code	1 Semester
Course Length	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 overview	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.
Course outline	**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.
Assessment	

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 guest artist to develop their technical skills and confidence. Students perform and respond to dance works.
Assessment	Students will be assessed in the interrelated strands of Making and Responding: • Making Choreographing and Performing • Responding Appreciation 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 – Programmes**
Subject code	DTP
Course Length	1 SEMESTER
Course overview	Students in this engaging Year 9 Digital Technologies course will explore how creativity and technology work together to solve problems and create interactive digital experiences. Through hands-on projects in game design, coding, automation, and digital media, students will investigate how digital systems are developed to engage users and respond to real-world inputs. Throughout the semester, students will strengthen their skills in computational thinking, problem-solving, digital design, communication, collaboration, and innovation while creating interactive projects and experimenting with programmable technologies. Students will learn how programming, automation, and digital systems are used in everyday life while building confidence in designing, testing, and refining digital solutions. This course also encourages students to think critically about the role of technology in the future by developing transferable skills that extend beyond coding, including creativity, teamwork, project management, systems thinking, and digital communication.
Course outline	**Units may include:** • Explore how digital games and interactive experiences are designed • Investigate game mechanics, user experience, and digital storytelling • Develop programming and computational thinking skills through hands-on coding activities • Create digital assets such as characters, environments, sounds, and media content • Design and develop interactive digital projects and playable experiences • Explore automation, sensors, and programmable technologies • Learn how digital systems collect, process, and respond to data • Apply design thinking and problem-solving strategies to improve digital solutions • Collaborate, test, evaluate, and present digital projects and media content
Assessment	For each unit, students will produce a folio of work which contributes towards the project using different digital tools.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DIGITAL INNOVATION**
Subject name	**Digital Technologies – Robotics/Drones & Immersive Reality**
Subject code	**DTR**
Course Length	1 SEMESTER
Course overview	Students in this exciting Year 9 Digital Technologies course will investigate how robotics, automation, artificial intelligence, and drone technologies are transforming the future of work and everyday life. Through practical, hands-on learning experiences, students will explore how digital systems interact with the physical world by collecting data, responding to inputs, and automating actions. Throughout the semester, students will develop skills in coding, systems thinking, engineering design, creativity, collaboration, and problem-solving while working with robots, sensors, drones, and automated technologies. They will explore how intelligent technologies are used across industries and gain experience designing, testing, and refining digital solutions in real-world contexts. This course encourages students to think critically and creatively about future technologies while building transferable skills in communication, innovation, teamwork, and digital systems design. By engaging with emerging technologies, students will gain confidence and adaptability for future learning pathways and technology-rich industries.
Course outline	**Units may include:** • Explore how robotics, automation, and drone technologies are used in everyday life and industry • Investigate how sensors, inputs, and automated systems collect and respond to data • Develop programming and computational thinking skills through robotics and automation challenges • Design, build, and test robotic and automated systems • Explore drone technologies, flight principles, and course design concepts • Apply problem-solving and engineering design processes to improve digital solutions • Develop communication and media production skills through video creation and digital content • Collaborate, test, evaluate, and present technology-based projects and solutions
Assessment	For each unit, students will produce a folio of work which contributes towards the project using different digital tools.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DIGITAL INNOVATION**
Subject name	**STEM**
Subject code	STM
Course Length	1 SEMESTER
Course overview	Students will explore how creativity, technology, and innovation combine to shape the world around them. They will develop valuable future-focused skills in problem-solving, creative thinking, digital design, communication, and teamwork while creating their own online presence, designing products for real audiences, and experimenting with production technologies and automated systems. Students will also explore immersive VR environments using 360-degree media, helping them build confidence with emerging technologies and understanding how industries are evolving through digital innovation. As industries increasingly combine technology, design, and creativity, this course helps students prepare for future career pathways in areas such as product design, digital marketing, architecture, engineering, fashion technology, virtual and augmented reality, media production, industrial design, and advanced manufacturing. By developing adaptable skills in innovation, collaboration, and systems thinking, students will be equipped to thrive in future workplaces and emerging industries driven by technology and creative problem-solving.
Course outline	**Units may include:** • Investigate how trends influence products, branding, and consumer engagement • Explore digital design, online communication, and media creation • Investigate materials, production methods, and manufacturing processes • Explore how automation and digital systems are used in production industries • Design and model automated or technology-supported production solutions • Explore immersive technologies such as virtual reality and 360-degree environments • Create and develop interactive virtual environments and digital experiences Collaborate, evaluate, and present creative STEM projects and digital solutions
Assessment	For each unit, students will produce a folio of work which contributes towards the project using different digital tools.

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DESIGN AND TECHNOLOGY**
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 Concepts 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:** • Unit 1 - Graphic Design - Branding Project • Unit 2 - Industrial Design - Tealight Project • Unit 3 - 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

Subject Type	**ELECTIVE SUBJECT**
Faculty	**DESIGN AND TECHNOLOGY**
Subject name	**Materials and Technologies Specialisations**
Subject code	TMT
Course Length	1 SEMESTER
Course overview	Materials and Technologies Specialisations (TMT) focuses on developing the underpinning knowledge and understanding of technologies (materials, systems, components, tools and equipment) as they pertain to manufacturing. The subject exposes students to a broad range of traditional and contemporary materials such as wood products, metals, plastics and composites. Students will learn to both manufacture from a predetermined design or technical drawing as well as participate in the design process to produce meaningful products. Students should gain sufficient understanding of the nature of the subject matter found in the upper year level courses including Year 10 Materials and Technologies Specialisations (TMT), Industrial Technology Wood (ITW) & Metal (ITM), Year 11 / 12 Certificate courses in Furniture Making and Engineering Pathways and the career and lifestyle pathways that they support.
Course outline	**Units typically include:** • Workshop Safety and Inductions • Unit 1 - Trinket Box – Acrylic • Unit 2 - Junior Hacksaw – Metal • Unit 3 - Card Box – Timber/ Composites
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 this course 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 TECHNOLOGY**
Subject name	**Engineering Concepts**
Subject code	EGC
Course Length	1 SEMESTER
Course overview	Engineering Concepts introduces students to basic principles of mechanics, workshop safety and the application of learnt principles to prototyped real world solutions. 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 • Engineering Principles • CO2 Dragster Theory and Design • Workshop Safety • Project Management, Scheduling Bill of Materials • Computer Aided Design and Manufacture
Assessment	A range of assessment techniques will be utilised throughout the course including: • Online Quizzes • Practical assessment • Homework
Special Safety Considerations	Throughout the course, students will be using tools and machines that may be rated a medium-risk level. All students receive instructions relating to the machine / tool before engaging in any activity. Practical demonstrations and theory information of these medium-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	**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