



# Year 9

## Subject Information Book

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# A message from the Principal

The Year 9 curriculum provides rigor in a range of key learning areas: English, Japanese (Languages), Mathematics, The Arts, Health and Physical Education (HPE), Humanities and Social Sciences (HASS) (History & Geography), Science and Technology. Our subjects reflect these Key Learning Areas. The curriculum will offer new and challenging experiences that build on previous knowledge and ideas.

Threaded through the Key Learning Areas are the competencies of: critical thinking, active investigation, problem solving, effective communication, teamwork, productive citizenship, environmental awareness, competence in information technology and other skills of lifelong learning.

If you would like more information on this program, please contact the school on (07) 54998111.

At school, quality teaching, an engaging curriculum and the Refer, Reflect, Return Process support students to achieve their best.

Deborah Stewart  
PRINCIPAL

# CO-CURRICULAR PROGRAMS

## Personal Development, Life Skills, Ethics, Values

Throughout Year 9, students will have the opportunity to participate in a range of activities designed to assist them with decision making, peer influence, future planning, self-esteem and values. There are also opportunities to engage in recreational and leadership activities. The fostering of desirable values is inevitably part of all aspects of school life. It is fundamental to “Learning For Living” (Our Motto). All Australian school communities foster shared values - tolerance and understanding, respect, responsibility, social justice, excellence, morality, care, trust honesty, freedom, inclusion and integrity.

Student Services are provided by a team consisting of the Guidance Counsellor, Chaplain, Behaviour Support Co-ordinator, School Based Health Nurse, Year Level Co-ordinators and external agencies such as “Reconnect”.

The **Guidance Counsellor** assists and supports students in educational, vocational and personal decision-making. She is a counsellor as well as a teacher and careers advisor, and works one-on-one, with small groups and in classrooms.

The **Chaplain** will co-ordinate visits to the school by presenters in a range of topics. Whenever the topics are of a religious or belief-oriented nature, students may be exempted from the activity with a note from their parents. The Chaplain is heavily involved in a range of curricular and co-curricular activities such as the 40 Hour Famine and “Building Bridges”.

The **School-based Health Nurse** also assists students with personal and group issues, and assists with programs in areas such as drug and alcohol education, domestic violence issues and immunization.

## Sport

Sport is an important part of our extra-curricula program. It is highly beneficial for personal health, physical skills, teamwork and recreation. Opportunities will be given to students to participate in Interschool Athletics, Swimming and Cross Country Carnivals and be selected to represent the Zone and Region at higher levels.

## SUBJECT INFORMATION

English is the study of the interrelated strands of language, literature and literacy and is one of the Key Learning Areas in the Queensland curriculum. It is also a core subject in the Australian Curriculum. In studying English, students focus on developing their understanding of Standard Australian English, and how to use it appropriately, effectively and accurately for a variety of purposes. In Year 9 English students will study a range of texts including novels, plays, films, short stories, and multi-modal texts.

### In Year 9 English, students will also:

- study the rules of grammar and spelling
- learn how to write in different styles and genres
- practise speaking to an audience
- discuss the social importance and effect of language
- analyse a variety of texts
- utilise digital media for research, planning, presentation and submission.

## COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Persuade Me – persuasion and point of view Fight or Flight – multi-cultural perspectives	Fact or Fiction – short stories Who are You? – novel study

## ASSESSMENT TECHNIQUES

### Assessment Techniques used include:

- Spoken and/or multi-modal presentations (3 – 5 minutes)
- Assignments (400 - 700 words)
- Class exams (60 – 70 minutes)

## YEAR 9 ENGLISH PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• Year 9 English leads to Year 10 English</li> <li>• English and/or Literature (Year 11/12) requires a result of 'C' or better at the end of the Year 10 Introduction to Senior English (ISE) course</li> <li>• Essential English (Year 11/12) requires that students fully complete the Year 10 Introduction to Essential English (IEE) course</li> <li>• Students must study English and/or Literature, or Essential English in Year 11, to be eligible for an ATAR/QCE</li> </ul>	<ul style="list-style-type: none"> <li>• A Sound level of Achievement ('C') is a prerequisite for almost all future study and/or training</li> </ul>

## SUBJECT INFORMATION

Languages is one of the Key Learning Areas in both the Australian Curriculum and the Queensland curricula. In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). At this level, students bring to their learning existing knowledge of Japanese language and culture and a range of learning strategies. They are considering future pathways and options, including the possible role of Japanese in these.

### In Year 9 Japanese, students will:

- Learn a range of Japanese kanji characters and use them in their writing
- Use Japanese to communicate ideas in both written and spoken texts
- Be introduced to compound sentence structures
- Use the language to communicate in a variety of different ways, including both rehearsed and spontaneous language

## COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Occupations – using language to communicate ideas relating to careers & immigration Business – using language to communicate ideas relating to business, interests & lifestyles	Society – using language to communicate ideas relating to social issues & lifestyles Special Events – using language to communicate ideas relating to Japanese events & places

## ASSESSMENT TECHNIQUES

### Assessment Techniques used include:

Spoken presentations (up to 3 min/person)

Writing tasks (using Japanese script, simple & compound sentence patterns)

Reading & Listening comprehension tests

## YEAR 9 JAPANESE PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>• Year 9 Japanese leads to Year 10 Japanese</li> <li>A 'C' in Junior Japanese is recommended for entry into Senior Japanese</li> </ul>	<p>A Sound Level of Achievement ('C') or better in Senior Japanese earns students additional ranking points on the QCE</p> <p>Basic second language capabilities are advantageous in many careers</p>

## SUBJECT INFORMATION

Mathematics is a core subject in the Australian Curriculum. The study of Mathematics provides students with essential numeracy skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. Concepts developed in Year 8 are further developed.

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Numbers and Algebra Measurement Patterns and Algebra Geometry and Measurement	Probability Data Representation & Interpretation Number and Algebra

### ASSESSMENT TECHNIQUES

Problem Solving and Modelling Tasks  
 Examinations  
*N.B. There is 1 assessment item per term.*

### YEAR 9 MATHEMATICS PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Year 9 Mathematics leads to Yr 10 Mathematics.</li> <li>Senior mathematics subjects (inc Essential Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics)</li> <li>Students are given an opportunity to select introductory courses to senior mathematics subjects in year 10.</li> </ul>	Mathematics is a prerequisite for many tertiary courses and Numeracy is an invaluable life skill

## SUBJECT INFORMATION

Science is one of the seven Key Learning Areas in the Queensland curriculum. It is also a core subject in the Australian Curriculum. Science covers three strands – Science Understanding (Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Science), Science as a Human Endeavour (Nature and Development of Science and Use and Influence of Science) and Science Inquiry Skills (Questioning and Predicting, Planning and Conducting, Processing and analysing data, Evaluating and Communicating). During the course students will study eight units covering topics like energy and energy transfer, wave motion, atomic structure and radioactivity and plate tectonics. They will analyse how human biological systems function and respond to external changes. The interdependence of biotic and abiotic factors in ecosystems is evaluated. Students will also study chemical reactions and their everyday applications. Scientific literacy and inquiry skills will continue to be developed throughout the course of study.

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Energy on the move Making waves It's elementary The changing Earth	My life in balance Responding to change Chemical patterns Heat and eat

### ASSESSMENT TECHNIQUES

**Assessment Techniques used include:**

Exams  
 Extended Response Task  
 Experimental Investigations

### YEAR 9 SCIENCE PATHWAYS

Further study opportunities	Employment opportunities
<ul style="list-style-type: none"> <li>Year 9 Science leads to Year 10 Science.</li> <li>Senior science subjects (Physics, Chemistry, Biology, Science21) require that students fully complete the Year 10 Science course.</li> <li>Senior science subject entry may depend on results of "C" or better in Year 10 Science.</li> </ul>	<ul style="list-style-type: none"> <li>Tertiary science-based courses usually require one or more science subjects as prerequisites. The senior science subjects satisfy these requirements.</li> <li>Scientific literacy and inquiry skills are invaluable life skills.</li> </ul>

## SUBJECT INFORMATION

Humanities and Social Sciences (HASS) is the study of people and their environment (physical and human) both past and present. It is one of the Key Learning Areas in the national curriculum and it incorporates the disciplines of History, Geography, Civics and Citizenship and Business and Economics.

Students also develop and apply literacy and numeracy skills by incorporating genre and techniques appropriate to each unit of study. The development of computer skills and knowledge of current events are also included as part of the Humanities program.

**Students in Year 9 will study one semester of History and one semester of Geography as shown below.**

COURSE OVERVIEW	
Semester 1	Semester 2
The Industrial Revolution Birth of a Nation Australia & WW1	Biomes & Food Security Geography of Interconnections

## ASSESSMENT TECHNIQUES

**There are generally 3 - 4 assessment tasks per semester. These include a selection of the following**  
 Short Response Tests (SRT) – objective tests that assess knowledge, recall and understanding  
 Reports (REP) – assignments which are completed both at school and at home  
 Multimodal Presentations (MMP) – tasks that require a combination of written and oral elements

## YEAR 9 HUMANITIES PATHWAYS

Further study opportunities	Employment opportunities
Leads to HUMANITIES in Year 10 and Senior Social Science subjects Years 11 and 12 such as Geography, Modern History, Ancient History, Legal Studies, Economics and Business Studies.	HUMANITIES leads to a wide variety of employment fields and tertiary study e.g. business, commerce, law, journalism, teaching, public service positions, tourism and service industries. Knowledge of the world, history and current affairs are important in becoming active and informed citizens of an increasingly globalised world.

## SUBJECT INFORMATION

Junior Information Technology is a component of the Digital Technology Curriculum. It provides students with the opportunity to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations. Students focus on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. Students will also focus on engaging with specialised learning in preparation for vocational training or learning in the senior secondary years.

### COURSE OVERVIEW

Term	Topic	Term	Topic
1	PhotoShop 101	3	Game on!
2	All About Access	4	Python & Pi

### ASSESSMENT TECHNIQUES

**Assessment Techniques used include:**

Folios of written elements  
 Digital products

### YEAR 9 JUNIOR INFORMATION TECHNOLOGY AND PATHWAYS

Further study opportunities	Employment opportunities
JIT. Students must be complete in Year 9 JIT to select. This subject leads in to Year 11 and 12 subjects such as Certificate II in Digital Media, Information and Technology and Information Processing Technology.	Leads to careers in 3D animation or graphic design, customer service, data entry, database, electronics technician or engineer, networking or system administrator, programmer or software developer, technical support (technician or help desk), technical writing, webmaster or web designer

## SUBJECT INFORMATION

This core subject builds on the knowledge and skills acquired in HPE in Year 8. It aims to equip students to make informed decisions about their health. Life skills covered include the importance of exercise, healthy food choices, personal safety (including drug education, Sexually Transmitted Infection (STI) awareness and contraception), coping skills and building positive relationships. The development of resilience skills are central to all aspects of the course.

The physical activity component of the course is significant and participation by all students is compulsory. It is most important that all students wear suitable protective clothing (hat/cap, sports shoes and shorts or track pants) for all outdoor sessions and adhere to all safety requirements.

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Mental Health and Wellbeing - Safety Health Benefits of Physical Activity Food and Nutrition Lifelong Physical Activities	Safety Alcohol and Other Drugs Relationships and Sexuality Lifelong Physical Activities

### ASSESSMENT TECHNIQUES

**Assessment Techniques used include:**

Practical sports performance  
 Examinations  
 Projects

### YEAR 9 HEALTH AND PHYSICAL EDUCATION PATHWAYS

Further study opportunities	Employment opportunities
Year 9 HPE is continued through Year 10 as a compulsory subject for all students. Students may choose to study QCAA subjects Senior Physical Education and Recreation Studies in Years 11 & 12	Fitness and Sports offers wide ranging careers from professional athletes through marketing, management, research and communication.

## SUBJECT INFORMATION

Industrial Technology and Design is a component of the Design and Technology Curriculum. It provides students with the opportunity to design and produce products specifically related to industrial technology. Students investigate procedures and techniques used to organise, combine and process Timber and Plastics into useful products. The learning outcomes are organised into three strands:

1. Industrial systems control
2. Graphical communication
3. Product design and manufacturing

Students are required to adopt safe working practices throughout the course.

### COURSE OVERVIEW

Term	Topic	Term	Topic
1	<b>Workshop safety &amp; Basic wood working skills</b> Basic Acrylic Project Basic Timber Project - Instrument Case	3	<b>Advanced wood working skills</b> Basic Timber Project – Folding Stool Design Project – Breakfast Tray
2	<b>Basic design wood and metal</b> Design Project Bird House.	4	<b>Basic metal work and design</b> Basic Metal work Project – Carry All Design Project Metal Insect

### ASSESSMENT TECHNIQUES

#### Assessment Techniques used include

Wind chime (knowledge and understanding, synthesis and evaluation))  
Instrument Case (production processes)  
Acrylic Project (production processes)  
Theory Exam

### YEAR 9 INDUSTRIAL TECHNOLOGY AND DESIGN PATHWAYS

Further study opportunities	Employment opportunities
Year 9 ITD leads into year 10 ITD and/or C 1 in Furnishing. Students must be complete in year 7, year 8 and year 9 ITD in order to study ITD in year 10 and/or Certificate 1 in Furnishing.	Interest and skills in Industrial Design and Technology can be of benefit when pursuing a trade career in both metal and timber and construction industries.

## SUBJECT INFORMATION

Design is a component of the Design Technology Curriculum. Student use a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks.

### COURSE OVERVIEW

Term	Topic	Term	Topic
1	<b>What is Inventor and Revit?</b> Students will produce a series of practice drawings and they learn the functionality of inventor. They will learn base graphical concepts, principles, standards and drawings for the first time and implement this knowledge and skills in a digital setting. Students will summarize these skills with a formative folio.	3	<b>Dream it built it</b> Students will use their skills in one or a combination of both Autodesk programs to design and create a 3D Artefact (3D printing)
2	<b>Lego design school</b> Students will design a LEGO project based on a design brief. They will produce a folio including their research, sketching, drawings, evaluation and reflection.	4	<b>Sketch my ride</b> Students will use their sketching skills to design the ultimate futuristic car

### ASSESSMENT TECHNIQUES

Folios of designed and drawn elements  
 Written evaluations and reflections

### YEAR 9 GRAPHICS PATHWAYS

Further study opportunities	Employment opportunities
Year 9 Design is a distinct advantage for students intending to study year 10 Design	Design can lead to a career in advertising, architectural drafting, building design, cartography, engineering, graphic design, industrial design, landscape architecture, regional and town planning and surveying. support (technician or help desk), technical writing, webmaster or web designer

## SUBJECT INFORMATION

Food Technology is a component of the Design Technology Curriculum. It provides students with the opportunity to use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students will focus on food production, & food specialisations. Students will identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They learn to transfer theoretical knowledge to practical activities across a range of projects.

\*There is a requirement for students to provide their own ingredients on a weekly basis.

### COURSE OVERVIEW

Term	Topic
1-2	<p><b>Basic kitchen skills a design process &amp; development of basic cookery skills</b> health and safety, basic kitchen skills <b>Dishes may include:</b> Breakfast, baked goods, rice goods, rice cookery, pasta sauces, mince based meals, vegetable dishes. <b>Design Projects</b></p>
3-4	<p><b>Further development of basic cookery skills</b> Health and safety, basic kitchen skills, organisational skills, time management skills, food presentation, evaluation and reflection of self and end products. <b>Dishes may include:</b> Salads, stir fries, beverages, desserts, family dinner. <b>Design Projects</b></p>

### ASSESSMENT TECHNIQUES

Continuous Practical Cookery  
Work plans and Evaluations  
Design Activity  
Written Exam

### YEAR 9 FOOD TECHNOLOGY PATHWAYS

Further study opportunities	Employment opportunities
This subject leads to Year 10 Food Technology	Leads to future employment as a catering manager, conference centre manager, event organiser, fast food restaurant manager, hotel manager, public house manager, and restaurant manager.

## SUBJECT INFORMATION

Agricultural Technology is a component of the Design and Technologies Curriculum. It provides students with the opportunity to design and produce products specifically related to food and fibre. Students investigate and select from a range of materials, tools and equipment in order to design and produce products which are of benefit for individuals, and which offer sustainable solutions for the community. In Year 9 Agricultural Technology, students explore chicken meat and beef production systems and soil and pasture management.

### COURSE OVERVIEW

TERM	TOPIC/ACTIVITY
1-4	Farm systems, pasture and soil management Chicken meat and beef production systems Working with livestock (Sheep)

### ASSESSMENT TECHNIQUES

Written assessment  
Practical activities

### YEAR 9 AGRICULTURAL TECHNOLOGY

Further study opportunities	Employment opportunities
Year 9 Agricultural Technology leads to Year 10 Certificate I in Agri Food Operations Students must be complete in 9 Agricultural Technology in order to choose this certificate option.	Interest and skills in Agricultural Technology can be of benefit when pursuing careers in the Rural Sector and in the Agricultural Sciences.

## SUBJECT INFORMATION

The major aims of this course are to develop creativity, acquire knowledge of the visual art skills necessary for the production of art works, and to develop discrimination and appreciation of the visual art world. This course is structured so that students experience art in both 2D and 3D areas, and develop skills using a variety of media.

Over the year, at least three major art areas are studied. The selection of art areas depends upon interest, facilities and resources, but may be as diverse as drawing, design, sculpture, ceramics, fibre arts and multi-media. Drawing is seen as a major skill to be embedded in all areas of art. Theory work, related to the practical aspects, is studied to develop aesthetic awareness and art appreciation.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Explore the theory and elements of art: line, shape, colour, tone and texture in a range of media	Explore the theory and elements of art: line, shape, colour, tone and texture in a range of media

ASSESSMENT TECHNIQUES
Pieces of Me: drawing and exploring wet and dry media Mini Beast: printmaking and ceramics Parody in Art: developing painting techniques Dia de los Muertos: sculpture and printmaking

YEAR 9 VISUAL ART PATHWAYS	
Further study opportunities	Employment opportunities
Year 10 Art, and Visual Art and the Certificate Course (Creative Arts) in the Senior School	The study of Art and an understanding of the contributions made to society, helps develop individuals into people who are skilled in communication and creative in their outlook

## SUBJECT INFORMATION

This course of study provides students with an introduction to Drama which includes some theoretical, but largely practical foundations. The course may include role-play and improvisation, storytelling, collage drama and play building.

Tasks may include improvisations, writing and performing stories, scripted performances, student-devised collages in groups and self-reflection. Performance for live audiences is encouraged through the presentation of a student devised children's theatre production. This course allows students to experience a range of Drama elements in order to identify future needs and interests.

This course can lead to careers in Performing Arts, or simply an opportunity to strengthen many of the skills necessary for learning and working in the future. Drama provides students with opportunities to: develop a deeper appreciation of drama as an art-form; improve social interaction with others; build self-esteem and confidence; develop performance skills; and foster team building skills

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Elements of Drama Role-play and Improvisation Collage Documentary Drama	Scriptwriting Play Building / Political Theatre Comedy

### ASSESSMENT TECHNIQUES

Making – performing and creating dramatic concepts and self-devised presentations  
 Responding to drama – analysis, evaluation and synthesis in response to theatre and film

### YEAR 9 DRAMA PATHWAYS

Further study opportunities	Employment opportunities
Year 10 Drama Enterprise Certificate (TBC) Year 11 and Year 12 Drama (QCAA General subjects)	The study of Drama engenders many of the skills used to gain employment such as confidence in public speaking, flexibility and teamwork

## SUBJECT INFORMATION

The Year 9 Dance course provides an introduction to dance components and skills for performance, focussing on popular dance, lyrical and contemporary techniques. Students will also explore choreographic elements and devices in hip hop/contemporary dance styles. They will research and present information on social dances from different eras, and evaluate short artistic dance works.

Students also have an opportunity for extension work and may be required to participate in rehearsals and public performances outside of school hours.

Students are assessed in three criteria: Choreography (creating, devising dance), Performance (polished presentation of dance) and Appreciation (oral or written interpretation of dance works).

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Dance skills Popular dance styles (Hip Hop) Lyrical dance technique Social dance	Contemporary dance skills Choreographic elements and devices in artistic contemporary dance work Evaluation of contemporary dance work

ASSESSMENT TECHNIQUES
Performance Choreography Appreciation

YEAR 9 DANCE PATHWAYS	
Further study opportunities	Employment opportunities
Dance Extension (D.E.X) – an extra-curricular program from grades 7 - 12 Year 10 Dance Senior Dance in Years 11 and 12 (if offered) Certificate II in Dance (if offered)	Careers in dance, film, stage and theatre as well as for leisure, fun and fitness. Experiences in Dance develop positive self-esteem, confidence and general health and well-being. The development of skills in the areas of teamwork, self-discipline and motivation are important in all areas of work.

## SUBJECT INFORMATION

The Year 9 Music subject is an elective course and offered for the year. This course takes students through the development of Rock and Oz Music, along with exploring music from Asia and Musicals. Students will listen to a variety of popular songs from each genre and analyse the musical elements. Students will explore compositional software to create melodies, compositions and re-mix songs. Additionally students will continue to develop their individual and group performance skills on a variety of instruments including the guitar, keyboard and drums.

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
<b>Let's Rock</b> Musicology Solo performance ICT – <i>Audacity</i> <b>Oz Music</b> Musicology Group performance ICT – <i>FL Studio (1)</i>	<b>Asia Unplugged</b> Musicology Solo performance ICT – <i>NoteFlight</i> <b>Musical Madness</b> Musicology Group performance ICT – <i>FL Studio (2)</i>

### ASSESSMENT TECHNIQUES

Listening and musicology test  
 ICT creating task  
 Performance

### YEAR 9 MUSIC PATHWAYS

Further study opportunities	Employment opportunities
Music Extension Years 9 - 12 Music Instrumental Music Cert. II Music Industry	There are numerous vibrant career opportunities in the music industry. These not only include performance, but also behind the scene careers such as sound mixing/production and digital composition.

## SUBJECT INFORMATION

The Year 7 - 10 Music Excellence program provides the opportunity for students to extend their music tuition throughout the year. With a focus on solo and ensemble performance, the course also includes the development of music appreciation, listening and analysis skills. Students will engage with a variety of ICT programs to extend their music creating abilities.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
OZ Music ICT – <i>FL Studio</i> Performance	Dance Music ICT – <i>Mixcraft</i> Performance

ASSESSMENT TECHNIQUES
Musicology Performance

MUSIC EXTENSION PATHWAYS	
Further study opportunities	Employment opportunities
Years 9 - 12 Music Instrumental Music Cert. II Music Industry	There are numerous vibrant career opportunities in the music industry. These not only include performance, but also behind the scene careers such as sound mixing/production and digital composition.

## SUBJECT INFORMATION

Maleny State High School offers a wind, brass and percussion instrumental music program for both continuing students and any who would like to learn an instrument (including those with no previous experience). Lessons are free of charge, however there is a user-pays charge each year, per student, and an additional fee for each year if the student needs the use of a school instrument.

This fee covers service and maintenance of those school instruments. The school has a limited number of instruments available for beginning students. A concert/stage band is a feature of many of our Maleny SHS public performances.

### COURSE OVERVIEW

SEMESTER 1	SEMESTER 2
Individual course based on student needs	Individual course based on student needs

### ASSESSMENT TECHNIQUES

Performance based assessment

### MUSIC PATHWAYS

Further study opportunities	Employment opportunities
Students can continue Instrumental Music throughout high school	Performance, festivals, orchestras, teaching, composition

## SUBJECT INFORMATION

The STEAM program is by application and is delivered as an accelerated Science and Maths curriculum, the principles of science and the analysis of mathematics are combined with the design process of technology and engineering in the classroom. The completion of Australian Curriculum in Maths and Science subjects is complimented by Project Based learning to promote an inquiry approach.

STEAM education benefits students by providing them with:

- a deeper understanding of the STEAM disciplines
- skills to be competitive in the workplace. There is a growing gap between high-demand occupations and the skills required to fill them in fields like information technology
- 21st century skills, e.g. collaboration, critical thinking, creativity and problem-solving
- STEAM literacy for everyday use
- knowledge and confidence to learn

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
<b>Science</b> The Changing Earth – Earth Science Chemical Patterns  <b>Maths</b> Numbers and Algebra Measurement Patterns and Algebra Geometry and Measurement	<b>Science</b> My life in balance Responding to change in ecosystems Energy on the move – making waves  <b>Maths</b> Probability Data Representation & Interpretation Number and Algebra <b>Term 4</b> Project Based Learning to further develop the STEAM curriculum areas and 21 <sup>st</sup> Century skills.

ASSESSMENT TECHNIQUES
<b>Assessment Techniques used include:</b> Experimental investigations and Scientific Reports Extended Responses including persuasive arguments Examinations Problem Solving and Modelling Tasks Collections of work including multi-modal presentations Project/Collaboration/Group Work

YEAR 9 STEAM	
Further study opportunities	Employment opportunities
Further study opportunities are reflected in the Science, Maths and Technology areas	Employment opportunities are reflected in the Science, Maths and Technology areas and area supported through acquired 21 <sup>st</sup> Century skills

## SUBJECT INFORMATION

The Year 7 - 12 Dance Extension program provides an opportunity for students to extend their dance tuition throughout the year. This is in addition to the Dance subject rotation included in Year 7. With a focus on solo and ensemble performance, the course also includes a range of different dance styles in a range of different settings (Performances, Eisteddfods etc). Students will engage with a variety of professional dance artists to broaden their dance horizons.

COURSE OVERVIEW	
SEMESTER 1	SEMESTER 2
Jazz Contemporary Sunshine Coast Dance Eisteddfod	Technique Hip Hop School Show and Dance Night

ASSESSMENT TECHNIQUES
Performance

Dance EXTENSION PATHWAYS	
Further study opportunities	Employment opportunities
Year 9 - 12 Dance Cert. II in Dance (if offered) Cert. III in Dance (if offered)	Careers in dance, film, stage and theatre as well as for leisure, fun and fitness. Experiences in Dance develop positive self-esteem, confidence and general health and well-being. The development of skills in the areas of teamwork, self-discipline and motivation are important in all areas of work.