MORAYFIELD STATE HIGH SCHOOL

Respect • Responsibility • Cooperation

2024

Year 9

Subject Selection Handbook

Our Curriculum

Year 9 students at Morayfield State High follow the Australian Curriculum. ACARA (Australian Curriculum, Reporting and Assessment Authority) has developed the Australian Curriculum that provides teachers, parents, students and the community with a clear understanding of what students should learn, regardless of where in Australia they live or which school they attend. The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens.

As well as compulsory subjects: English, Mathematics, Science and Humanities; students are able to choose two elective subjects for the year, for three lessons a week. These electives follow on from offerings in Years 7 and 8, with opportunities opening up in Year 10 in preparation for Senior.

Bring your own device (BYOx) program
Students require a school laptop or a BYOx device. The school laptop hire is a set fee each year. We aim to develop students Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Morayfield State High School has chosen to support the implementation of a digital model to:

- Empower students within a technologically sophisticated society now and into the future
- Develop student knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities
- Assist students to become responsible digital citizens.

Morayfield State High School's BYOx program will be supported by and adhere to the Queensland Education Department's ICT guidelines. Students will have access to printing, files, storage and internet access to support their learning.

Opportunities for Support

Learning Support
For students experiencing some difficulty with their studies, the school provides support options. Learning Support teachers will also endeavour to meet the needs of learners requiring assistance by enrolling them in support programs. It is an expectation that students engaged in Learning Support programs are motivated to improve their skills and commit to all requirements of the course, including behaviour expectations.

Special Education Program
Morayfield State High School will be trialling a fully inclusive education model. Support for students with special needs will be managed by their assigned case manager.

Year 9 Subject Selection Handbook

A Guide to Selecting a Course of Study

The elective subjects you select for Year 9 are important. These subjects provide a stable base for your continued studies into year 10 and the Senior Phase of your learning.

Remember to be guided by:

- Your future needs
- Your interests
- Your abilities

Do not be guided by:

- Your friends' choices
- Other family members' abilities in a given subject
- What others say about the subject (Do your own research into the subject)

Year 9 Program

Each students course of study will be a blend of compulsory and elective subjects. All subjects are timetabled for three lessons per week unless otherwise indicated:

Compulsory Subjects – all students will participate in the subjects listed below.

Subject	Duration
English	2 semesters
Mathematics	2 semesters
Science	2 semesters
Humanities	2 Semesters
Health and Physical Education	1 Semester

Elective Subjects – students select an elective from each list below to study for one semester

Dance	Food and Fibre Production
Drama	Material Technologies and Specialisations (Workshop)
Music	Design and Technologies (Graphics)
Visual Art	Digital Technologies
Business	

Other Subjects -

Connect – Pastoral Care program
Interschool Sport – On nomination and selection

Subject Selection Process

Students will be asked to nominate their subjects for 2024 on paper then verify and enter into Oneschool. The paper copy must be signed by a parent/carer.

Forms must be completed and returned to school by Friday 18th August, 2023.

The school will make every effort to accommodate the choices of students. However, students may be asked to re- select a subject where numbers are either insufficient to form a viable class, numbers are too large to be accommodated by our resources, or where students have not met the minimum requirements of the subject.

Assessment

School Based Assessment

All students at Morayfield State High School work within the school-based assessment system. Student achievement is measured against a standard indicated in a work program. Teachers have written extensive programs for each subject based on a syllabus provided by the National Curriculum or Queensland Curriculum and Assessment Authority. Work programs are available on request to all parents and students for perusal.

The Unit Plans and Semester Overviews list the content delivered to students, the practical skills required, the reasoning abilities to be developed and the attitudes appropriate to that subject. They also show how it is intended to achieve these learning goals, the program of assessment and the criteria used by teachers in making judgements about student's achievements.

Expenses

Expenses listed in this book are charges over and above the Resource Hire Scheme. These costs are indicative only and are accurate at the time of publication.

Public Liability

Education Queensland has public liability cover for all approved school activities and provides compensation for students injured at school only when the Department is negligent. If this is not the case, then all costs associated with the injury are the responsibility of the parent or carer.

Some school activities and physical education, particularly contact sports, carry inherent risks of injury. Parents are advised that the department does not have Student Accident Insurance cover for students.

If your child is injured at school as a result of an accident or incident, all costs associated with the injury, including medical costs, are the responsibility of the child, parent or caregiver.

Some incidental medical costs may be covered by Medicare. If parents have private health insurance, some costs may also be covered through their private health insurance. Any other costs would be borne by parents.

Student Accident Insurance is an insurance policy that pays certain benefits in certain circumstances should your child have an accident.

It is a personal decision for parents as to the types and levels of private insurance they arrange to cover their child for any accidental injury that may occur.

Parents should contact their insurer or an approved Australian insurance broker for more information about student personal accident insurance cover for their child.

Careers related to Subjects in the Junior School

Have you thought about the type of work you would like to do when you finish school? It is wise to begin investigating possibilities early because the better informed you are the better decisions you will make in the future. As you learn more about yourself and about jobs, you may change your ideas about the types of jobs and careers in which you are interested. This is part of the process most people go through before deciding on a future career.

The following information can help you begin investigating careers by providing you with a selection of some careers that are related to the subjects you may be studying. You may wish to use the following steps:

- Identify the subjects you enjoy and do best;
- Use this information to find the names of careers that are related to these subjects;
- Gather information about these careers, e.g. you might explore online at Australian Career Information website at www.myfuture.edu.au ;
- Talk to the Guidance Officer or Form Teacher.

History	Geography	Humanities
Anthropologist	Agricultural scientist	Anthropologist
Archaeologist	Biological scientist	Archivist
Archivist	Cartographer	Child care worker
Barrister	Economist	Community Services aide
Community development officer	Environmental scientist	Correctional officer
Copywriter	Forest officer	Environmental scientist
Criminologist	Geographer	Geographer
Historian	Geologist	Library technician
Journalist	Hydrographer	Police officer
Lawyer	Landscape architect	Probation and parole officer
Librarian	Marine scientist	Public relations officer
Museum curator	Meteorologist	Recreation officer
Palaeontologist	Mining engineer	Religious leader
Public relations officer	Park ranger	Social worker
Religious leader	Surveyor	Sociologist
Sociologist	Town planner	Teacher – primary
Stage manager	Water resource officer	Teacher – secondary
Teacher – secondary	Water treatment engineer	Town planner
Writer		Trade union official
Mathematics	**Science**	**English**
Accountant	Automotive electrician	Actor
Architect	Cane tester	Broadcaster
Bank officer	Computer programmer	Speech pathologist
Bookkeeper/accounts clerk	Electrical fitter	Librarian
Credit manager	Electronics service person	Archivist
Economist	Environmental engineer	Interpreter
Electrical fitter	Laboratory worker	Diplomat
Fashion sales person	Marine engineer	Book editor
Geologist	Meteorologist	Publisher
Industrial biochemist	Miner	Author
Mathematician	Nurse – registered	Writer
Motor mechanic	Photographer	Journalist
Pattern cutter/designer	Plumber	Printing machinist
Programmer (information technology)	Refrigeration and air-conditioning mechanic	Travel consultant
Quantity surveyor	Sheetmetal worker	Management consultant
Statistician	Telecommunication technician	Personnel manager
Surveyor	Tool maker	Teacher's aide
Tax agent	Veterinarian	Receptionist

Languages other than English	Health/Physical Education	Industrial Technology
Announcer	Ambulance officer	Architect
Anthropologist	Chiropractor	Assembler
Archaeologist	Fitness instructor	Builder
Book editor	Hospital manager	Cabinetmaker
Customs officer	Lifeguard	Carpenter/joiner
Flight attendant	Massage therapist	Fitter
Foreign affairs and trade officer	Nurse – enrolled	Graphic designer
Interpreter	Occupational health and safety officer	Industrial designer
Journalist	Occupational therapist Physiotherapist	Landscape architect
Probation and parole officer	Podiatrist	Leadlight worker
Social worker	Psychologist – sport	Metal fabricator or machinist
Sociologist	Radiation therapist	Panel beater
Teacher – languages other than English	Recreation officer	Picture framer
Tour guide	Residential care worker	Sheet metal worker
Translator	Sportsperson	Town planner
Travel consultant	Stunt performer	Teacher – TAFE
Writer	Teacher	Wood machinist
Home Economics	**Business Principles**	**Music**
Bar attendant/ Barista	Accountant	Announcer
Childcare worker	Bank officer	Arts administrator
Cook/chef caterer	Bookkeeper/accounts clerk	Composer
Dietitian/nutritionist	Bookmaker	Computer games developer
Environmental health officer	Car rental officer	Conductor
Fashion designer	Cashier	Film and TV producer
Food technologist	Court and Hansard reporter	Music therapist
Health promotion officer	Court officer	Musical instrument maker
Home care worker	Credit officer	Musician
Home economist	Croupier	Piano technician
Hospital food service manager	Economist	Recreation officer singer/vocalist
Hotel/motel manager	Hotel/motel manager	Sound technician
Kitchen hand	Law clerk	Stage manager
Milliner	Postal employee	Teacher – early childhood
Nanny	Real estate salesperson	Teacher
Nurse – registered	Travel consultant	Teacher's aide
Drama and Dance	**Visual Art & Media Arts**	**Computer Studies**
Actor	Artist	Architectural drafter
Announcer	Craftsperson	Business systems analyst
Arts administrator	Advertising	Computer assembler
Barrister	Dressmaker	Computer engineer
Choreographer	Engraver	Computer hardware service technician
Dancer	Fashion designer	Computer systems educator
Film and TV producer	Florist	Data processing operator
Make-up artist	Glass and glazing tradesperson	Database administrator
Model	Graphic designer	Desktop publisher
Public relations officer	Hairdresser	Games developer
Receptionist Director	Interior decorator	Help desk operator
Recreation officer	Jeweller	Multimedia developer
Set designer	Influencer	Programmer
Speech pathologist	Film Maker	Software developer or engineer
Stage manager	Multimedia developer	Systems analyst or designer
Teacher	Photographer	Training consultant
Tour guide	Set designer	Telecommunications engineer
Writer	Screenprinter	Website developer

English ENG

Compulsory Subject – 2 Semesters per year

Course Description:
Morayfield State High School has aligned its English course (Year 7-10) with the Australian Curriculum and with the new Senior Assessment and Tertiary Entrance system (SATE).

As part of the course, students will be required to complete an oral presentation (speaking and listening), read a variety of texts (reading and viewing), create and respond using a number of genres and modes (writing and shaping).

This provides a framework for teacher planning to ensure quality outcomes.

Course Content/Assessment:
Students complete two semesters of English in Year 9. As part of their course, students will complete studies in:

	Course	Assessment
Semester 1	Students learn about Australian representations and stereotypes through the analysis of language features. They will complete a written exam in response to an audio-visual text.	Analytical written exam response
	Students will complete a novel study with their teacher. They will be able to engage with the characterisation and plot and use that to create their own narrative intervention about the novel.	Imaginative written response
Semester 2	Students will engage with a documentary about youth incarceration and justice. They will then evaluate the significance and importance of young people viewing this text. They will then create an evaluative multimodal presentation about this documentary and present it to the class.	Persuasive spoken/multi-modal response
	Students will study a drama text and film (12 Angry Men) and examine representations of concepts/issues in the text. In response to this unit, students will write a blog post respond to whether or not they believed justice was achieved.	Group discussion Written response for a public audience

**Course content is continually being revised and therefore may slightly vary from the above outline.

Mathematics MAT

Compulsory Subject – 2 Semesters per year

Course Description:
The Mathematics program in Year 9 at Morayfield State High School has been developed using the Australian Curriculum: Mathematics 2011 (ACARA). This syllabus defines the purpose of Mathematics study is to create opportunities for and enrich the lives of all Australians. It places an emphasis on developing the numeracy capabilities that all students need in their personal, work and civic life, and providing the fundamentals on which mathematical specialties and professional applications of mathematics are built.

"Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently." (http://www.australiancurriculum.edu.au/Mathematics/Rationale)

To achieve those broad goals, the syllabus is organised around the interaction of three content strands and four proficiency strands:

- The content strands are Number and Algebra, Measurement and Geometry, and Statistics and Probability. They
- describe what is to be taught and learnt.
- The proficiency strands are Understanding, Fluency, Problem Solving, and Reasoning. They describe how content
- is explored or developed, that is, the thinking and doing of mathematics.

The strands continually overlap and should not be considered in isolation from each other. They provide a framework for teacher planning to ensure a comprehensive coverage of outcomes in the range of Semester Units offered. Reporting to students and parents reflects mastery of the strands, which directly links the Junior Mathematics course to the Senior Mathematics syllabus requirements.

Course Content / Assessment:
Students complete two semesters of Mathematics in Year 9. As part of their course, students will complete studies in:

Semester 1	Number – Ratio and Scale Index Laws, Scientific Notation, Simple Interest Measurement and Geometry – Area, Surface Area and Volume Similarity, Pythagoras' Theorem and Trigonometry	NAPLAN practice Exam NAPLAN End of Term 1 Exam Investigation Assignment End of Term 2 Exam
Semester 2	Algebra, Linear and Non-Linear relationships - Sketching linear and non-linear relations Algebraic Expressions - expanding and factorising Statistics and Probability	End of Term 3 Exam Investigation Assignment End Term 4 Exam

An extension class is offered for Mathematics. Access to this class is granted through testing of students for their reading and numeracy levels. Continued enrolment in this course is reliant on performance and demonstrated commitment. The Year 9 Extension Maths course aligns with the current mainstream Maths course, however; students' knowledge and higher order thinking and problem-solving skills are deepened, extended and refined.

Science SCI

Compulsory Subject – 2 Semesters per year

Course Description:
The Science course has been aligned with the Australian Curriculum (ACARA).

The concepts of the Science KLA structure are organised into four strands:

Physics - Students describe models of energy transfer and apply these to explain phenomena. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.

Biology - Students analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems.

Chemistry - Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay.

Earth and Space Science - Students explain global features and events in terms of geological processes and timescales. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Course Content / Assessment:
Students complete two semesters of Science in Year 9. As part of their course, students will complete studies in:

	Course	Assessment
Semester 1	Physics Biology	Experimental Investigation Examination
Semester 2	Chemistry Earth and Space Science	Exam Investigation

An extension course is offered in Science. Students are invited to participate in this course through the evaluation of a range of data sets. Continued enrolment in this course is reliant on performance and demonstrated commitment. The Year 9 Extension Science course aligns with the current mainstream Science course, however, students' higher order thinking skills are deepened, extended and refined

Humanities HUM

Compulsory Subject – 2 Semesters per year

Course Description:
The study of Humanities encourages young people to be active and well-informed participants in the modern world. Students will develop critical thinking abilities in order to make decisions about issues related to societies and environments. Enhancing students' literacy skills will also be a focus during the course of studies.
The concepts of the Years 1 to 10 Social Science are drawn from a range of disciplines and fields of study and organised into four main strands or concepts: History, Geography and Civics & Citizenship.

Course Content / Assessment:
As part of the ACARA national curriculum framework, the four strands mentioned above are studied in separate units over the year. Students study a course which focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem solving and decision-making; and communication and reflection.

	Course Content *	Assessment*
History	**Events that Changed the Modern World** In this unit, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I.	Project
Geography	**Biomes and Food Security** This unit focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints for the future.	Examination Data Report
Civics & Citizenship	**Australian citizenship in our society** In Year 9, students further develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.	Investigation

An extension course is offered in Humanities. Students are invited to participate in this course through the evaluation of a range of data sets (including literacy and numeracy). Continued enrolment in this course is reliant on performance and demonstrated commitment. The Year 9 Extension Humanities course aligns with the current mainstream Humanities course, however, students' higher order thinking skills are deepened, extended and refined.

Health and Physical Education HPE

Mandated Subject -1 Semester

Course Description:
The junior health and physical education program at Morayfield State High School is based on the Australian Curriculum Assessment and Reporting Authority (ACARA) framework. This program reflects the dynamics and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society.

The key learning area provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health. The key learning area offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about promoting the health of individuals and communities, developing concepts and skills for physical activity and enhancing personal development.

Active engagement in physical activity is a major emphasis in the HPE key learning area. This emphasis recognises that participation in physical activity promotes health, and acknowledges the unique role of physical activity as a medium for learning. A significant amount of time in this Key Learning Area is allocated to learning experiences that actively engage students in physical activity. The key learning area emphasises the social justice principles of diversity, equity and supportive environments. An understanding of social justice principles supports students in applying the knowledge, processes, skills and attitudes needed to participate effectively in the promotion of equitable outcomes with respect to health, physical activity and personal development.

Rugby League and Girls Sporting Excellence (Full Year Subject):
The school offers Rugby League and Girls Extension programs for students who wish to pursue a pathway of sporting development within the school. Enrolment for these programs is through an application and trial process. These two programs run for the full school year and are embedded within the Health and Physical Education subject area. Students in these classes cover all the achievement standards and focus areas of the Australian Curriculum Assessment and Reporting Authority (ACARA) framework. In Rugby League, students will focus on the skills and practical aspects of Rugby League. In Girls Extension, students will focus on the skills and practical aspects of Netball and Touch football.

Course Content / Assessment:
Students complete one semester of Health and Physical Education in Year 9

	Course	Assessment
Semester 1 or 2	Anatomy, Fitness and training (Anatomy, Fitness, Training and Nutrition) Invasion and Looking After Me and You (Invasion games and harm minimisation) Health Promotion and Striking (Health promotion and Striking sports)	Written assessment and performance and practical application Written assessment (Research report) and performance and practical application Project Folio and performance practical application

Music MUS

Elective Subject

Course Description:
Students engaging in this course of study will cover the essential standards for this juncture as well as develop computer-generated compositions to reflect current trends within the music industry.

Course Content/Assessment:

	Course Content	Assessment
1 Term	**Great Southern Land** In this unit, students explore Australian Rock. Students will use this study focus to build on their knowledge of the Elements of Music by incorporating them into their compositions, and will build performance skills and knowledge of rock by learning to play the drum kit. Student will continue to develop their analytical and evaluative skills.	In this two term unit, the tasks will be • 2x Performance Tasks • 1x Composing Task • 1x Responding Task
1 Term	**Great Southern Land** In this unit, students explore Australian Rock. Students will use this study focus to build on their knowledge of the Elements of Music by incorporating them into their compositions, and will build performance skills and knowledge of rock by learning to play the drum kit. Student will continue to develop their analytical and evaluative skills.	

Expenses:
Orchestra excursion $20

Dance DAN

Elective Subject

Course Description:
The course for Dance involves using the human body to express ideas, considering specific audiences and specific purposes, by manipulating dance elements in a variety of dance genres and styles to discover the endless possibilities to this powerful mode of expression. The course of study in Year 9 reflects elements of the senior syllabus in preparation for study of dance in the senior years of schooling.

Course Content / Assessment:

	Course Content	Assessment
1 Term	**Unit name - Reflections on our world** Course Content - Throughout this unit students gain an understanding of the various roles that dance serves within our society. They perform, choreograph and appreciate Social, Ritual and Artistic dance to from and understanding of the reasons why people dance.	Assessment – Choreography of a dance piece to communicate intent.
1 Term	**Unit name – Winds of Change** Course Content - In this unit students explore how choreographers and performers connect with others by communicating specific emotions through dance. Choreography will reflect emotions inspired by significant life events and experiences in order to connect to a contemporary audience.	Assessment – Choreography of a dance piece to communicate intent.

Drama DRA

Elective Subject

Course Description:
In this Year 9 course of study students explore the essential components of storytelling and performance devising. They continue to explore the Elements of Drama and a new range of Dramatic Conventions to create, shape, analyse, evaluate and present Drama. To extend students in the study, students will perform works that they have created and use technology to enhance scripted Drama.

Course Content / Assessment:

	Course Content	Assessment
1 Term	**Storytelling** In this unit students will learn how to take a performance from page to stage through learning the art of storytelling through performance. Story telling is one of the oldest and most compelling dramatic activities. Stories allow for history to be shared and futures to be changed. Students will read, listen and explore stories from the past. They will explore the impact of performance design on a final scripted product and work on developing their version of a story to share with an audience.	Making (Presenting): Scripted Performance Responding: Set Design
1 Term		Making & Responding: Student devised performance with supporting documentation. Making (Presenting): Devised Performance

Expenses:
Workshop with guest artist $10

Visual Art ART

Elective Subject (The Arts)

Course Description:
The course for Visual Art involves the making of art works and developing knowledge and understanding of artworks through the processes of creating, presenting, responding and reflecting. Throughout the course students will extend and refine their knowledge and skills by creating and presenting works in both 2-D and 3-D.

Course Content / Assessment:

	Course Content	Assessment
1 Semester	**All the Small Things** In this unit, students will develop skills in drawing, painting, printmaking and sculpture to understand Modern Art by exploring several art movements like Impressionism, Fauvism, Cubism, and Pop Art. Students will study the diversity and complexity of First Nations artworks and how they link to Modern Art. They will demonstrate the ability to solve visual design problems through the application of Elements and Principles of Design and the contexts of personal, formal and cultural.	2D and 3D mix-media folio 500 - 600 word written response

Media Arts MED

Elective Subject – 1 Semester Study

Course Description:
Students will study a media arts program aligned with the Australian Curriculum. Students with engage in media arts concepts including technology, representations, audiences, institutions and language, and create media arts products. Students will create products using still media (photography) and moving image media (short film).

Course Content / Assessment:
Students will be assessed in two domains, making and responding. These two domains will be assessed in the follow units of work and assessment types.

	Course Content	Assessment
Unit 1: Photography	**Photography** Students will learn about cameras and the art of photography. Students will engage in practical activities to develop their skills and knowledge. Students will have an opportunity to demonstrate their creative work throughout the unit.	Task 1: Photography Exam – students will be assessed on the technical elements of photography, and respond/evaluate a collect of work produced for a specific purpose and context. Task 2: Photography Folio – students will produce a folio of work on a set of conditions. Students will plan and produce their work using the media arts concepts.
Unit 2: Short Film	**Short Film** Students will learn about moving image media in the form of short films. Students will transfer then add on their existing knowledge from the previous unit in the context of film. Students will plan, produce, then reflect on a film project on an idea or prompt.	Task 1: Major Project – students will create a short film. Students will engage in production processes to plan, product, then reflect on their work. Students must demonstrate the technical and symbolic elements of film throughout their work. This multi-stage project will take the majority of the term to complete.

** Course content and assessment are continually being revised and therefore may slightly vary from the above outline.

Design and Technologies DAT

Elective Subject

Course Description:
Design and Technology is a graphical subject that encourages students to explore their problem-solving potential. Students will be given a number of problems which they will resolve using a number of technologies. While the solutions to these problems will be presented primarily using traditional graphical responses, students will be also able to respond using different more current technologies, such as 3-D printers.

Students have the opportunity to use a design process to identify and explore the design needs or opportunities of target audiences. The process involves research, generate and develop ideas through hand sketching, produce final solutions in computer aided drafting (CAD), make prototypes with appropriate technology then evaluate the product. Areas of study include industrial design (everyday objects) and built environment (architecture, landscape architecture and interior design).

Students will develop skills in freehand sketching and technical graphical representations in 2-D and 3-D formats using computer aided drafting (CAD). Students with an ambition to enter into graphic/ industrial designing, drafting, architecture or similar career paths should be electing this pathway.

Course Content / Assessment:

	Course Content	Assessment
Semester 1 or 2	**Drawing fundamentals and types of drawings** Sketching skills **Industrial Design** **Computer Aided Drafting (CAD)- Inventor** 3-D CAD modelling Basic 3-D printed project Design Folio **Built environment** **Computer Aided Drafting (CAD)- Revit** 3-D CAD modelling House plan development Perspective drawing Scaling Design folio	• Design Folio based around design project for the 3D printer • Design Folio designing a house and land

Material Technologies and Specialisations TMT

Elective Subject

Course Description:
In this subject, students build on the knowledge obtained from year 8. They use their imagination and creativity to develop design solutions and make design and production decisions. Students individually and collaboratively select tools and implement techniques to manipulate materials. They make products to detailed specifications and standards and reflect on their learning and evaluate the suitability of their projects. Workplace Health and Safety is a strong focus in all activities.

All students **must** have leather/ vinyl upper shoes (**no canvas or mesh**) to be in this subject as per the school Dress Code; students will not enter a workshop without them. Failure to meet these requirements may result in change of subject.

Course Content/Assessment:

	Course Content	Assessment
Semester 1 or 2	• Workshop Safety • Introduction to wood, metal and plastics • Names of basic hand tools and their uses • Names of basic workshop machinery and how to use them • Industrial technology theory • Literacy and numeracy • Graphical communication	• Folding Table- Practical job and design booklet • Sheet Metal Bug- Practical job and design booklet

Food and Fibre Production TFF

Elective Subject

Course Description:
Choosing Food and Fibre Production as an elective will introduce students to aspects of food, nutrition, sustainability and textiles, including Workplace Health & Safety, food safety and personal hygiene, basic principles and methods of cookery and teamwork. The students will complete assessment tasks using their underpinning knowledge for practical life skills.

All students **must** have leather/ vinyl upper shoes (**no canvas or mesh**) to be in this subject as per the school Dress Code; students will not enter a kitchen without them. Failure to meet these requirements may result in change of subject.

Course Content/Assessment:

	Course Content	Assessment
Semester 1 or 2	**Unit 1 – International Cuisine** Investigation and cookery of a range of cuisines from around the world **Unit 2 -Textiles - Let's get creative** Sewing with a focus on sustainability	• Weekly cooking tasks • Written assignments • Practical cooking component food product that meets the specifications of their written task • Practical product – a bag or apron

Expenses:
Students will be supplied with ingredients required for basic cooking tasks. Students will be provided with access to some recycled materials for their sewing item. Students may wish to bring in their own recycled (not new) material for this if they wish.

Digital Technologies DIG

Elective Subject

Course Description :
The focus of this subject is the continuing development of computational thinking skills through the use of Digital Technologies. Using a range of software, students will be engaged by exciting and challenging learning experiences. They are given the opportunity to operate, and to develop their abilities within higher level order thinking. Students are encouraged to investigate, problem solve, generate ideas and reflect on their learning, within digital context.

The structure of the course is designed to include a wide range of software applications which allow students to develop programming skills in areas of personal interests and abilities. The structure of work uses the Design, Develop and Evaluate process. Examples of applications within the course are:

- Introduction to HTML programming.
- Introduction to Python programming.
- Using appropriate software to develop code – Visual Code
- Use of Makecode Arcade – a handheld device to test and edit games designed using an online program.
- Use of additional software to complement needs for game or web design.

Course Content/Assessment:

	Course Content	Assessment
Semester 1 or 2	Students cover topics such as: Game design Web design Python Programming	Folio of work Projects

Spanish SPN

Elective Subject

Course Description:
The focus of the Language program at Morayfield State High School is to enable students to participate meaningfully in intercultural experiences through purposeful communication.

Through the development of practical skills in Spanish, learners can:

- Broaden their world view
- Develop positive attitudes to people of other language, cultures and races
- Gain enrichment through an appreciation and understanding of cultural and racial diversity both within Australia and on a global level
- Increase awareness of aspects around their own culture as a result of learning about another culture

Languages are experienced and fostered through the four macro-skills, speaking, listening, reading and writing These macro-skills will be developed interdependently however, each will be assessed separately.

Spanish is an elective subject in Year 9. Students will complete two Semesters of this subject.

Course Content / Assessment:

	Course	Assessment
Term 1	**Restaurants, Cafes, Healthy Eating and Cooking** You will know and understand the vocabulary and grammar patterns related to food/restaurants. You will be able to order from a menu.	Each of the four macro skills of Listening, Speaking, Reading and Writing will be assessed by the end of the semester.
Term 2	**Holidays and Leisure Activities** You will know and understand the vocabulary and grammar related to these topics. You will be able to make arrangements in the target language. You will be able to identify key destinations in a target country.	Each of the four macro skills of Listening, Speaking, Reading and Writing will be assessed by the end of the semester.

Business Principles BUS

Elective Subject

Course Description:
This course allows students to develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issues.

Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

Students are taught the content through contemporary issues, events and/or case studies. The subject covers different contexts (personal, local, national, regional, global).

Business principles is an elective subject in Year 9. Students will complete one Semester of this subject.

Course Content / Assessment:

	Course Content	Assessm
Term 1	**Examining the effects of world events on chosen industry within Australia** Students investigate industries such as retail, transport, hospitality, accommodation and tourism, agriculture, education and training, health care, manufacturing, real estate and arts and recreation and how world events have changed the industry and the roles and responsibilities of employees, employers, trade unions and the government.	Multimodal presentation
Term 2	**Managing financial risks and rewards** To conduct an inquiry and a course of action for a client about strategies to manage finances and accumulate future savings in a written statement of advice	Financial Report