



MANGO HILL
STATE SECONDARY COLLEGE

JUNIOR SECONDARY COURSE GUIDE

REAL learning for tomorrow



CONTENTS

SUBJECT PATHWAYS	1
CHOOSING ELECTIVES IN YEAR 9	2
CHOOSING ELECTIVES IN YEAR 9 cont.	3
KEY CONTACTS	4
ENGLISH AND HUMANITIES DEPARTMENT	5
ENGLISH CORE SUBJECT	6
HISTORY CORE SUBJECT	7
GEOGRAPHY CORE SUBJECT	8
GEOGRAPHY YEAR 9 ELECTIVE	9
CIVICS AND CITIZENSHIP YEAR 9 ELECTIVE	10
ECONOMICS AND BUSINESS YEAR 9 ELECTIVE	11
MATHEMATICS AND SCIENCE DEPARTMENT	12
MATHEMATICS CORE SUBJECT	13
SCIENCE CORE SUBJECT	14
LEARNING INNOVATION AND LANGUAGES DEPARTMENT	15
ITALIAN CORE SUBJECT	16
ITALIAN YEAR 9 ELECTIVE	17
HEALTH AND PHYSICAL EDUCATION AND THE ARTS DEPARTMENT	18
HEALTH AND PHYSICAL EDUCATION CORE SUBJECT	19
DANCE CORE SUBJECT	20
DANCE YEAR 9 ELECTIVE	21
DRAMA CORE SUBJECT	22
DRAMA YEAR 9 ELECTIVE	23
MUSIC CORE SUBJECT	24
MUSIC YEAR 9 ELECTIVE	25
VISUAL ART CORE SUBJECT	26
VISUAL ART YEAR 9 ELECTIVE	27
MEDIA ARTS YEAR 9 ELECTIVE	28
DIGITAL AND DESIGN TECHNOLOGY DEPARTMENT	29
DIGITAL TECHNOLOGIES CORE SUBJECT	30
DIGITAL TECHNOLOGIES YEAR 9 ELECTIVE SUBJECT	31
DESIGN AND TECHNOLOGIES CORE SUBJECT	32
ENGINEERING PRINCIPLES AND SYSTEMS (GRAPHICS) YEAR 9 ELECTIVE SUBJECT	33
MATERIALS AND TECHNOLOGIES SPECIALISATIONS YEAR 9 ELECTIVE SUBJECT	34
FOOD SPECIALISATIONS YEAR 9 ELECTIVE SUBJECT	35

PRINCIPAL'S ADDRESS

Mango Hill State Secondary College is a future-focussed learning community, committed to advancing the individual potential of each student in an innovative, supportive and collaborative learning environment. The core values of the college are the foundation of our purpose, 'Creating a community of Respectful, Engaged, Aspiring Learners for the world of tomorrow'.

Our Junior Secondary Curriculum supports 'REAL Learning for Tomorrow'. Students engage with the Australian Curriculum in Years 7 – 10, designed to teach students what it takes to be confident and creative individuals, and become active and informed citizens. As a student progresses through the Australian Curriculum learning areas towards Year 10, they are supported to develop skills for civic, social and economic participation, and have opportunities to make choices about their learning by specialising in areas of interest through electives in Year 9 and 10.



Our Year 7-9 learning program focuses on supporting students to develop an understanding of their learning interests and strengths, and engage with the foundation learning supportive of the range of curriculum options they will have available to them for Years 10 – 12. Our pedagogical approach, aligned to New Pedagogies for Deep Learning (NPDL), and the new Art and Science of Teaching (nASOT), positions students to leverage learning opportunities, making them relevant to their stage of learning, interests, and real-world contexts.

The following guide supports students, parents and carers in understanding the course structure and subject offerings available to students in Year 7-9. I encourage families to explore the choices available when considering elective options for Year 9, to support your young person to make informed choices regarding their chosen pathway. The 'right' subject for one student may not be for another. It is important that students consider what they are interested in, passionate about, and want to learn more of, to support them to be REAL learners for the world of tomorrow.

A handwritten signature in black ink, reading "Michael Rogers".

Michael Rogers
Principal



COURSE ORGANISATION

The Junior Secondary years of study are integral in supporting students with the foundational learning required to be successful in their chosen pathway for senior schooling, and their learning in the REAL world following Year 12. At Mango Hill State Secondary College, we aim to provide a seamless progression of study for our students, with a focus on developing their knowledge of the curriculum and associated pathways available to them.

Our course organisation encourages students to experience the range of learning areas offered under the Australian Curriculum in Years 7-10, inspiring them to think about their interests, face challenges with a growth mindset, and position them to make informed decisions about their pathway for senior. The progression of our programs are deliberate and intentional, leveraging learning to support every students' potential.



Course Organisation in Year 7 – 9

Students in year 7 to 8 engage in the compulsory learning areas of the Australian Curriculum, delivered through a set program of learning. During Year 9, compulsory core learning areas are continued for all students, with the provision of elective choices for a range of subjects. The table below outlines the set program for students in Year 7 - 9.

	YEAR 7	YEAR 8	YEAR 9
Subject studied for two semesters (year-long)	<ul style="list-style-type: none"> - English - Mathematics - Science 		
Subject studied for one semester only	<ul style="list-style-type: none"> - History - Geography - Health and Physical Education - Italian (Languages) 		<ul style="list-style-type: none"> - History - Health and Physical Education
Electives subjects studied for one term each in Year 7 and 8. Electives studied for one semester each in Year 9	<ul style="list-style-type: none"> - Dance - Drama - Digital Technology - Materials and Technologies Specialisations 	<ul style="list-style-type: none"> - Music - Visual Art - Digital Technology - Food Specialisations 	Choice of 4 electives from the learning areas of: <ul style="list-style-type: none"> - The Arts - Technologies - Humanities and Social Sciences - Italian
Access	Student wellbeing lesson, studied once a week in all year levels		
Interschool and Recreational Sport	Thursday afternoons, during Session 4		

SUBJECT PATHWAYS

The following table shows options for a progression of learning from year 7 – 12, informed by the Australian Curriculum and the Queensland Curriculum and Assessment Authority (QCAA) Senior General and Applied subjects. Please note that decision making regarding senior pathways will be made as the college progresses towards the introduction of Year 11 in 2023. These subjects are listed as a guide only, and do not include a coverage of the vocational pathways that the college will provide in future years.

YEAR 7/8	YEAR 9	YEAR 10	REPRESENTATIVE YEAR 11 AND 12 SUBJECTS	
English			Essential English (Applied)	Literature (General)
			English (General)	
Mathematics		Mathematics	Essential Mathematics (Applied)	Mathematical Methods (General)
		Mathematics Extension	General Mathematics (General)	Specialist Mathematics (General)
Science			Science in Practice (Applied)	Biology (General)
			Chemistry (General)	Psychology (General)
			Physics (General)	
Humanities and Social Sciences	History (CORE) Geography Economics and Business Civics and Citizenship (Legal Studies)		Social and Community Studies (Applied)	Modern History (General)
			Business Studies (Applied)	Ancient History (General)
			Business (General)	Legal Studies (General)
			Geography (General)	
Italian			Italian (General)	
Health and Physical Education			Health (General)	Sport and Recreation (Applied)
			Physical Education (General)	
Digital Technologies and Design Technologies	Digital Technologies Engineering principles and systems Materials and technologies specialisations Food specialisations		Information, Communication and Technology (Applied)	Digital Solutions (General)
			Hospitality Studies (Applied)	Design (General)
			Engineering Skills (Applied)	Engineering (General)
			Furnishing Skills (Applied)	Food and Nutrition (General)
The Arts	Dance Drama Music Visual Art Media		Visual Art (General)	Drama (General)
			Arts in Practice (Applied)	Film, Television and New Media (General)
			Dance (General)	Music and Music Extension (General)

Note that the subject offerings for senior schooling listed in this table are provided to support an understanding of the possible progression from Junior Secondary to Senior Schooling, Australian Curriculum to QCAA offerings. This table does not show vocational offerings the college intend to offer our students in future years. Decision making regarding senior pathway offerings is ongoing and will align to the needs of our college community as it grows.

CHOOSING ELECTIVES IN YEAR 9

Students in Year 9 will have the **choice of four elective subjects** to study throughout the year, each studied for one semester. Electives must be chosen from the subject offerings detailed below, and **students must choose a minimum of one from each of the learning areas listed. The fourth choice can be any of the subjects listed that have not already been selected.**

THE ARTS	TECHNOLOGY	HUMANITIES AND SOCIAL SCIENCES / LANGUAGES
Dance	Digital Technologies	Geography
Drama	Materials & technologies specialisations	Economics & Business
Music	Food specialisations	Civics and Citizenship
Visual Art	Engineering principles & systems	Italian
Media		

Subject selection is a collaborative and informed process. Students will engage in subject offering reviews as part of their Access program in Term 3, leading into the subject selection process being opened. This ensures students have an awareness of the subjects on offer, why they should choose these subjects, and how they might support or influence their pathways into senior schooling and beyond. These Access lessons, along with this course guide, are integral in supporting students to make their choices.

Students are also encouraged to discuss their elective choices with their teachers. College staff have an understanding of their strengths and areas for development, and will be able to give them guidance on the appropriateness of their subject choices. And most importantly, students should discuss their choices with their parents and carers. At any stage, students needing extra guidance are encouraged to meet with the Year Level Deputy Principal or Guidance Officer, who can provide them with further support regarding subject selection.

How to Choose Subjects:

When making subject choices at any juncture throughout schooling, the subjects you choose should be ones which:

- You are interested in
- You have experienced past success in
- May lead you to your preferred career path
- May optimise your potential in future subjects (i.e. prior learning as a pre-requisite)
- Provide you with a balanced range of subjects, to support developing interests in many areas and offer flexibility for senior pathways.

Common Mistakes When Choosing Subjects:

- Choosing a subject because your friend chose it – there can be several classes of a subject, so even if you do the same subject, you won't necessarily be in the same class
- Choosing subjects so you can avoid, or have, a particular teacher – there is no guarantee you will have any particular teacher
- Choosing a subject because someone told you that you had to – you should make your own mind up about what you enjoy or think you want to study. Someone else's choice or opinion might not be what is best for you
- Choosing a subject because you think it will be easy – students do best at subjects they are genuinely interested in and want to study. It is important to have a growth mindset, and to choose subjects you know you are interested in, even if you think they might be challenging.

What if I change my mind?

It is important that time is taken to ensure that the subject selection process is an accurate reflection of what a student wants to study in the following year. While the subject selection process is open, students can adjust their subject selections at any time. After the selection process closes, subject selection information will be the primary data used by the college to confirm subject offerings and timetabling for the next year. The opportunity to change will be minimal. Changes should be discussed at the earliest convenience with the relevant Year Level Deputy Principal. The college is not able to guarantee availability of an elective offering for a student who wishes to change their electives after the process has been finalised and planning for the future year completed.

How are subject selections completed?

Subject selections are completed through OneSchool, accessible by students at <https://oslp.eq.edu.au>. Students will be able to access the subject selection platform at a specified time in Term 3. Students will be supported to complete their selection process during Access, and will be able to receive guidance on request while the platform is open, to assist them to make their selections.

Subject selections, once completed, are printed and signed by a parent and carer, and returned to the college via the Administration Building. This process is required to ensure that parents and carers are aware of the choices students are making. It is important to note that any changes made to selections after online submission is completed must be done online, and not on the paper copy. Changes to paper copies only will not be actioned.

Confirmation of subject offerings:

Following subject selections closing, the college will review all selections made to identify what subjects are confirmed for the following year. This decision making is informed by student interest in subjects, and the staffing capacity of the college. The college will confirm subject offerings for students mid to late Term 4, in preparation for the following year.

Whilst every effort is made to accommodate a student's preference, scheduling and the availability of resources will mean that not every student can be assigned to their first preference. When a class/subject reaches maximum capacity, no additional students can be enrolled into that class/subject. Therefore, students are asked to select two (2) preferences as part of the subject selection process that they are prepared to study.

Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors. These include:

- The time of submission of elective preferences or changes to preferences
- Availability of staff and physical resources such as specialist classrooms
- Class size numbers
- Selection processes in specialist classes (where applicable).

Student Resource Scheme:

The following pages provide a summary of the subjects studied in Junior Secondary, including both compulsory and elective offerings. Please refer to the information provided which relates to Extracurricular Opportunities and Subject Requirements such as subject fees, when choosing subjects. At the time of publication, the current SRS does not involve additional subject fees for elective subjects.

KEY CONTACTS

Parents, carers and students wishing to seek further guidance to support subject selections are encouraged to do so. Below is a summary of key staff who can provide additional support regarding subject offerings, suitability of a subject, or support with the subject selection platform.

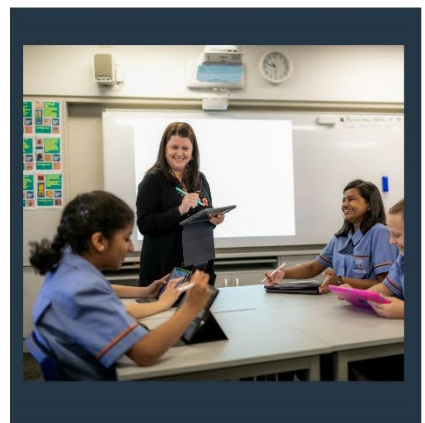
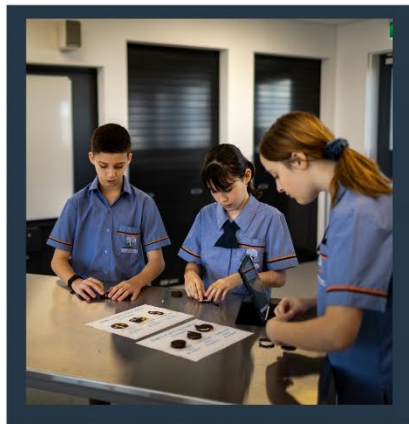
Mrs Amanda Wiebe awieb3@eq.edu.au	Deputy Principal – Teaching and Learning <i>For general support regarding the selection process including use of the OneSchool platform</i>
Mrs Jodie Hill jhill489@eq.edu.au	Deputy Principal – School Performance <i>For general support regarding the selection process including use of the OneSchool platform.</i>
Mr Rick Worsfold rwors2@eq.edu.au	Guidance Officer <i>For career planning and alignment with subject offerings.</i>
Mrs Jodie Major jmajor19@eq.edu.au	Head of Department – Inclusion and Engagement <i>For support regarding subject selections for diverse learners.</i>
<i>Curriculum Heads of Department – for support regarding specific subject offerings</i>	
Mr Matthew Meredith mmere13@eq.edu.au	Head of Department – Mathematics and Science
Ms Freyja Hellqvist fhell8@eq.edu.au	Head of Department – English and Humanities
Mrs Erin Rodley erodl1@eq.edu.au	Head of Department – Health and Physical Education, Sport, The Arts
Mr Paul Jaffrey pjaff1@eq.edu.au	Head of Department – Digital and Design Technologies
Mrs Jess Murphy jpeck13@eq.edu.au	Head of Department – Learning Innovation and Languages
Mr Jarrad Bertolin jbort44@eq.edu.au	Head of Department – Senior Schooling





ENGLISH AND HUMANITIES

ENGLISH
HISTORY
GEOGRAPHY
CIVICS &
CITIZENSHIP
ECONOMICS &
BUSINESS



The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. In English, individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

Course Outline and Assessment Summary

YEAR 7	YEAR 8	YEAR 9
Topics Myths, Legends & Fairy Tales Creative Writing Film Study Novel Study	Topics Advertising Memoirs & Creative Writing Understanding Media Texts Novel & Film Study	Topics Understanding Documentaries Crime, Fiction & Forensics Literature Study: Play Poetry
Assessment Tasks will include: <ul style="list-style-type: none"> Persuasive writing and speaking Creative writing – written and multimodal stories Spoken podcast and group discussions Exams – listening exam, short response exam (analyse and evaluate texts) Written articles and analytical essays 		
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> Voices on the Coast Literature Festival (Term 1) – University of the Sunshine Coast Brisbane Writer's Festival (Term 3) Writing or speaking competitions – student nominated Performances related to curriculum – determined as programs are released <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>		

REAL learning for tomorrow

Through studying English, students will develop the ability to:

- Read, listen to, view, comprehend, and appreciate a range of texts – literary and non-literary
- Analyse and evaluate texts
- Communicate their ideas in written and spoken forms
- Participate in class and group discussions

Pathways through Secondary

JUNIOR SECONDARY				SENIOR SCHOOLING	
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of English is compulsory for students in Year 7 – 10 under the Australian Curriculum.				Literature (General)	
				English (General)	
				Essential English (Applied)	

Possible Careers

A study of English can lead students to career pathways including:

- Entertainment or media field
- Law and justice studies
- Education
- Journalism or marketing
- Humanities or Creative Industries fields
- Business or Tourism

History is a process of inquiry into the past that develops students' curiosity and imagination. It promotes the understanding of societies, events, movements and developments that have shaped humanity. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. It is interpretative by nature, promotes debate and encourages thinking about human values. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations, and communicate effectively. The 7–10 curriculum generally takes a world history approach within which the history of Australia is taught. It does this to equip students for the world (local, regional and global) in which they live, including the experiences of Aboriginal and Torres Strait Islander Peoples, and those of people and places in the Asia and Pacific regions.

Course Outline and Assessment Summary

YEAR 7	YEAR 8	YEAR 9
Topics Investigating the Ancient World Ancient Egypt	Topics Medieval Europe – the Black Death Shogunate Japan	Topics World War I The Industrial Revolution
Assessment Tasks will include: <ul style="list-style-type: none"> • Short Response exams • Extended Response assignments • Independent Source Investigations • Projects 		
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> • Abbey Museum excursions • National History Challenge • Premier's Anzac Prize competition • Performances related to curriculum – determined as programs are released <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>		

REAL learning for tomorrow

Through studying History, students will develop the ability to:

- Understand the way that groups of people and civilisations develop over time
- Analyse and interpret evidence from the past
- Design and conduct investigations using the inquiry process
- Think critically about the past and the impact of events, groups and individuals on society
- Communicate historical knowledge and the findings of investigations in a range of formats

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of History is compulsory for students in Year 7 – 10 under the Australian Curriculum.				Ancient History (General)	
				Modern History (General)	
				Social and Community Studies (Applied)	

Possible Careers

A study of History can lead students to career pathways including:

- Archaeology, Anthropology, Sociology
- Law
- Education
- Libraries / Museums / Universities
- Journalism
- International Relations / Diplomacy

It is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. The study of Geography develops deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time. It empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Geography teaches students to respond to questions in a geographically distinctive way; plan inquiries; collect, evaluate, analyse and interpret information; and suggest responses to what they have learnt.

Course Outline and Assessment Summary

YEAR 7	YEAR 8
Topics Water in the World Place and Liveability	Topics Landforms and Landscapes – Earthquakes, Volcanoes, Tsunamis Changing Nations – Urbanisation, megacities, sustainable cities
Assessment Tasks will include: <ul style="list-style-type: none"> Exams – combination of short and extended response Independent Investigations Projects and Reports 	
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> Excursions related to curriculum content – field trips Practical activities in the classroom Australian Geography Competition Video Competitions – e.g.: Citizens of the Great Barrier Reef <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>	

REAL learning for tomorrow

Through studying Geography, students will develop the ability to:

- Understand the systems and processes of the Earth and how people interact with, and are impacted by them
- Conduct geographical inquiries by collecting, evaluating, analysing and interpreting data and information
- Propose solutions to problems related to the physical and natural environment
- Think critically and creatively through collaboration
- Develop citizenship skills through active and ethical participation in groups and society

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Geography is compulsory for students in Years 7 – 8 under the Australian Curriculum.		Geography Elective	Geography Elective	Geography (General)	
				Social and Community Studies (Applied)	

Possible Careers

A study of Geography can lead students to career pathways including:

- Environmental Science
- Conservation and land management
- Education
- Landscape Architect / Town Planning
- Surveyor / Engineering
- Climatologist / Meteorologist

The Year 9 Geography elective builds on learning completed in Year 7 and 8 as part of the Humanities curriculum. There are two units of study in the Year 9 curriculum for Geography.

Unit 1 focuses on 'Biomes and food security'. This unit explores the different features of the earth's biomes – marine environments, freshwater environments, deserts, forests, grasslands, and tundras. Students will examine the role these biomes play as a source of food and fibre production, and the challenges of the future.

Unit 2 focuses on 'Geographies of interconnections'. This unit focuses on how people are connected to places, and how transport and technology connects people from around the world. Students will explore issues of trade, production and consumption of goods, as well as the effect of people's travel, recreational, cultural or leisure choices on places in the world.

Course Outline and Assessment Summary

YEAR 9	
Unit 1 Biomes and Food Security <i>In this unit, students investigate issues of the impact of human activity on clean water, how to feed growing populations, and to develop ideas that can secure our food for the future.</i>	Unit 2: Geographies of Interconnections <i>In this unit, students explore the way people use the places they live – in cities, in regions, and in other countries. We look at the changing trends of tourism, trade, communication, transport and leisure in urban environments.</i>
Assessment Tasks will include: <ul style="list-style-type: none"> Exam – combination of short and extended response Investigations – field and data report 	
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> Excursions related to curriculum content – e.g. Interconnections unit excursion to the City and Southbank Practical activities in the classroom – e.g. making biomes from Lego Australian Geography Competition Video Competitions – e.g. Citizens of the Great Barrier Reef <i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i>	

REAL learning for tomorrow

Through studying Geography, students will develop the ability to:

- Understand the systems and processes of the Earth and how people interact with, and are impacted by them
- Conduct geographical inquiries by collecting, evaluating, analysing and interpreting data and information
- Propose solutions to problems related to the physical and natural environment
- Think critically and creatively through collaboration
- Develop citizenship skills through active and ethical participation in groups and society

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Geography is compulsory for students in Years 7 – 8 under the Australian Curriculum.		Geography Elective	Geography Elective	Geography (General)	
				Social and Community Studies (Applied)	

Possible Careers

A study of Geography can lead students to career pathways including:

- Environmental Science
- Conservation / Park Ranger
- Education
- Landscape Architect / Town Planning
- Surveyor / Engineering
- Climatologist / Meteorologist

The Year 9 curriculum builds student understanding of the features and principals of Australia's court system, and its role in applying and interpreting Australian law. Students examine how Australian society is shaped by global connections. This course also develops an understanding of Australia's legal and political system, and how political parties, interest groups, the media, and individuals influence our society and our government.

Course Outline and Assessment Summary

YEAR 9	
<p>Unit 1</p> <p>Laws and Justice</p> <p><i>In this unit, students will examine the key features of Australia's court systems, and how courts apply and interpret the law, resolve disputes, and make judgements. Through applying this to case studies, they will develop an understanding of the key principles of Australia's justice system.</i></p>	<p>Unit 2</p> <p>Citizenship and Diversity</p> <p><i>In this unit, students will understand how individuals and groups from a range of backgrounds contribute to being an Australian citizen. They will examine how the government, politics and the media shapes our ideas.</i></p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> Investigation – inquiry task Project 	
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> Excursions related to curriculum content e.g. Boggo Road Gaol (Law and Justice Unit) Competitions relevant to subject matter <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>	

REAL learning for tomorrow

Through studying Civics and Citizenship, students will develop the ability to:

- Develop their understanding of being a global citizen
- Think critically to evaluate information and points of view in a range of different scenarios
- Apply knowledge to real life case studies
- Communicate points of view, and empathise with people of diverse backgrounds
- Collaborate to propose solutions to real world problems

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Civics and Citizenship is compulsory for students in Years 7 – 8 under the Australian Curriculum.		Civics and Citizenship Elective	Civics and Citizenship Elective	Legal Studies (General)	
				Social and Community Studies (Applied)	
				Cert IV Crime and Justice (VET course)	

Possible Careers

A study of Geography can lead students to career pathways including:

- Law
- Police / Criminology
- Social Work
- Education
- Politics
- Journalism and Media field

This subject develops students understanding of economics and business concepts by exploring the interactions within the global economy. 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 examine how different people and groups interact in a global economy, and the impact of decisions made by individuals, businesses and governments.

Course Outline and Assessment Summary

YEAR 9	
<p>Unit 1</p> <p>Economics & Innovation</p> <p><i>In this unit, students will examine how businesses use the elements of marketing to successfully provide their customers with a product or service. They will investigate local businesses, experience group activities, and simulate businesses and products.</i></p>	<p>Unit 2</p> <p>Entrepreneurship: The Business Life Cycle</p> <p><i>In this unit, students will study the business environment and learn about the business lifecycle. They will examine why businesses need to create competitive advantages, consumer behaviour, and trading partners.</i></p> <p><i>Students will create a microbusiness and run a stall selling a product at our Mango Market event.</i></p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> • Exam – combination of short and extended response • Investigation – project 	
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> • Excursions related to curriculum content e.g. Australia Zoo excursion (Marketing Unit) • National Business Competitions <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>	

REAL learning for tomorrow

Through studying Business, students will develop the ability to:

- Develop practical knowledge and skills to participate and work in a range of business contexts
- Compare and contrast types of businesses
- Understand the different types of markets and competitions
- Think critically to evaluate businesses and markets

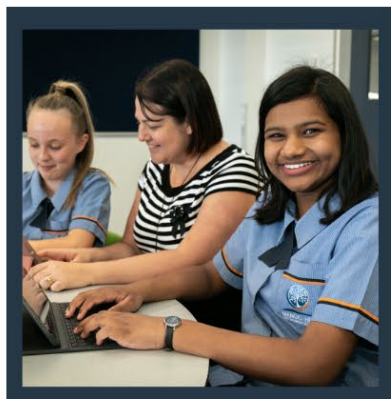
Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Business is compulsory for students in Years 7–8 under the Australian Curriculum.		Economics and Business Elective	Economics and Business Elective	Business (General)	
				Business Studies (Applied)	
				Cert III Business / Business Administration (VET)	

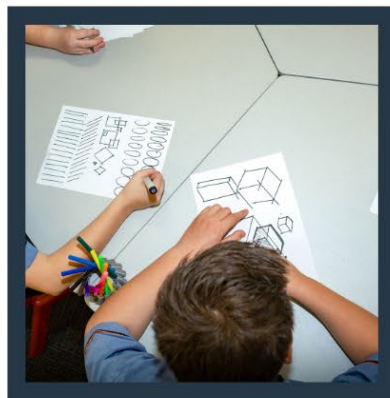
Possible Careers

A study of Geography can lead students to career pathways including:

- Business Owner
- Entrepreneur
- Bank officer
- Accountant / Tax Agent
- Financial Adviser
- Retail manager / worker



MATHEMATICS AND SCIENCE



Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential 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. Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Course Outline and Assessment Summary

YEAR 7	YEAR 8	YEAR 9
Topics Number Algebra Measurement and Geometry Statistics and Probability	Topics Number Algebra Measurement and Geometry Statistics and Probability	Topics Number Algebra Measurement and Geometry Statistics and Probability
Assessment Tasks will include: <ul style="list-style-type: none"> Examinations - Short response exams including understanding and fluency, problem solving and reasoning questions Problem Solving and Modelling Task – hands on practical assignment 		
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> Possible excursion aligned to PSMT task (Determined as programs are released) Brisbane North Mathematics Competition held Narangba (Student Nomination) Mathematic Competitions (Various – Student Nomination) <i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i>		

REAL learning for tomorrow

Through Studying Mathematics, student will develop the ability to:

- Recall and use facts, definitions, technologies and procedures to find solutions for real life problems
- Use mathematical terminology, diagrams, conventions and symbols
- Systematically apply relevant problem-solving approaches to investigate life related concepts
- Develop mathematical models and representations of life related concepts

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Mathematics is compulsory for students in Year 7 – 10 under the Australian Curriculum.				Essential Mathematics (Applied)	
				General Mathematics (General)	
				Mathematical Methods (General)	
				Specialist Mathematics (General)	

Possible Careers

A study of Mathematics can lead students to career pathways including:

- Engineering
- Finance
- Architecture
- Trades (Electrician)
- Science
- Automotive Industry

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative, and creative human endeavor arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions, and solving problems. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Course Outline and Assessment Summary

Year 7	Year 8	Year 9
Topics Biology (Ecosystems) Chemical (Mixtures) Earth and Space (Sun, Moon Earth) Physical Sciences (Forces)	Topics Biology (Cells, Organs, Body) Chemical (Chemical Changes) Earth and Space (Rock Formation) Physical Sciences (Energy Transfer)	Topics Biology (Biological Systems) Chemical (Radioactivity) Earth and Space (Geology) Physical Sciences (Energy Transfer) Psychology
Assessment Tasks will include: <ul style="list-style-type: none"> Examinations - Short response exams Experimental Inquiry Research Task 		
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> Possible assessment excursion/incursion aligned to research or experimental inquiry task (determined as programs are released) Science Competitions (Various – Student Nomination) Science Club <i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i>		

REAL learning for tomorrow

Through Studying Science, students will develop the ability to:

- Explain chemical processes and describe models of energy transfer
- Explain global features and events in terms of geological processes and timescales
- Analyse how biological systems function and respond to external changes
- Describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives

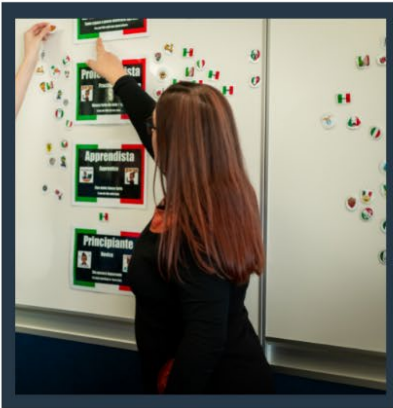
Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Science is compulsory for students in Year 7 – 10 under the Australian Curriculum.				Science in Practice (Applied)	
				Biology (General)	
				Chemistry (General)	
				Physics (General)	
				Psychology (General)	

Possible Careers

A study of Science can lead students to career pathways including:

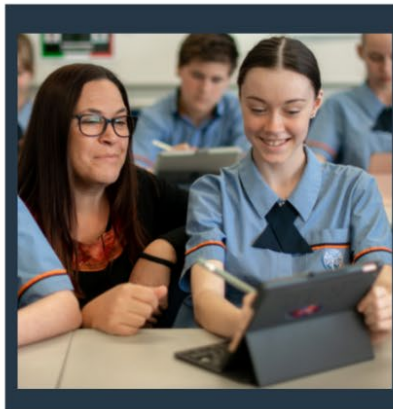
- Engineering
- Research
- Medical Science
- Forensics
- Geology
- Chemist
- Environmental Science
- Meteorology



LANGUAGES

ITALIAN

***TO LEARN A
LANGUAGE IS
TO HAVE ONE
MORE
WINDOW
TO LOOK AT
THE WORLD***



It is well known that there are many cognitive benefits to learning a language. Studying Italian stimulates the brain by boosting problem solving abilities, and improving memory and critical thinking skills. The mental flexibility that studying Italian provides to students will also see them improve in other subject areas that require problem solving and critical thinking skills. Studying Italian also provides students with an understanding of culture and diversity which is essential in today's globally connected world.

Course Outline and Assessment Summary

YEAR 7	YEAR 8
Topics Buongiorno – All about me Character Portraits	Topics How do I express my self-identity? What's for dinner?
Assessment Tasks will include: <ul style="list-style-type: none"> • Multimodal tasks (with both written and spoken components, digital and physical) • Presentations and conversations in language • Imaginative and creative writing tasks • Exams – listening and reading comprehension and short response in language 	
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> • Local and regional speaking competitions • Italian cooking experiences • Transition and immersion days on and off campus • Italian Language Competitions <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>	

REAL Learning for Tomorrow

Through studying Italian, students will develop the ability to:

- Read, listen to, view, comprehend, and appreciate a range of texts
- Communicate their ideas in Italian through written and spoken forms
- Develop natural sounding Italian speech with correct pronunciation, intonation and flow
- Participate in class, group and independent activities

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Italian is compulsory for student in Year 7 – Year 8 under the Australian Curriculum		Language Elective	Language Elective	Italian (General)	

Possible Careers

A study of Italian can lead to career pathways including:

- Education
- Journalism
- Travel Industry
- Healthcare
- Airline Industry
- Interpreter / Translator
- Hospitality
- Customer Service

This subject extends on language and communicative skills established in junior Italian. Students who continue a language learning pathway build a greater understanding of culture and diversity which is essential in today's globally connected world. The mental flexibility that studying Italian provides to students will also see them improve in other subject areas that require problem solving and critical thinking skills. Through an immersive language focus, students will develop communicative competence to use conversation Italian in both written and spoken form, whilst also learning skills to translate and interpret simple written texts in Italian.

Course Outline and Assessment Summary

YEAR 9	
<p>Unit 1</p> <p>You and Me – Youth Cultures</p> <p>In this unit students explore how Australian and Italian-speaking youth experience and perceive their culture. They will develop skill in language to describe these experiences and have opportunities to converse with native speakers.</p>	<p>Unit 2</p> <p>Best Job in the World</p> <p>In this unit, students understand how language and culture influence communication within the world of employment. They will focus on functional language within the workplace and potential employment.</p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> Extended multimodal responses – combination of short and extended response in spoken and written language Examinations – seen and unseen Italian language stimulus in both visual and aural form 	
<p>Extracurricular Opportunities:</p> <ul style="list-style-type: none"> Local and regional speaking competitions Lead Learner excursions to primary school Italian celebrations Italian Language Centre excursion Senior Italian Tour (tentative) 	

REAL Learning for Tomorrow

Through studying Italian, students will develop the ability to:

- Read, listen to, view, comprehend, and appreciate a range of texts
- Communicate their ideas in Italian through written and spoken forms
- Develop natural sounding Italian speech with correct pronunciation, intonation and flow
- Participate in class, group and independent activities

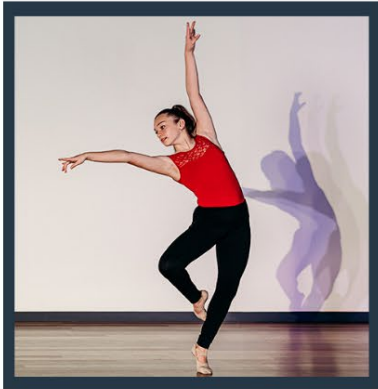
Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Italian is compulsory for student in Year 7 – Year 8 under the Australian Curriculum		Language Elective	Language Elective (Year long)	Italian (General)	

Possible Careers

A study of Italian can lead to career pathways including:

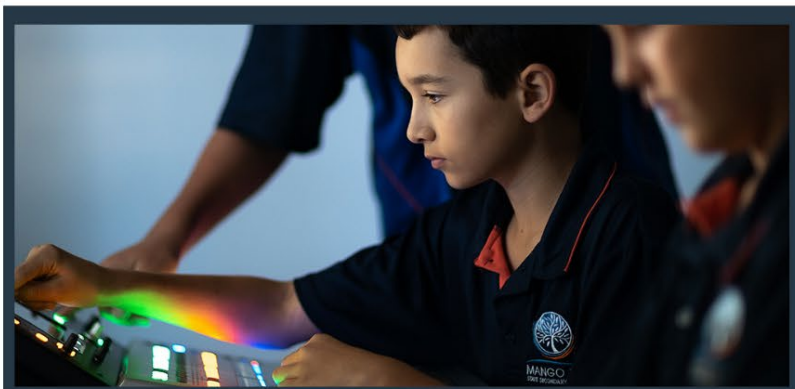
- Education
- Journalism
- Travel Industry
- Healthcare
- Airline Industry
- Interpreter / Translator
- Hospitality
- Customer Service



HEALTH PHYSICAL EDUCATION THE ARTS

HEALTH &
PHYSICAL
EDUCATION

DANCE
DRAMA
MUSIC
VISUAL ART



In an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. Students learn to navigate a range of health-related sources, services and organisations. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves, and develop positive attitudes towards physical activity participation.

Course Outline and Assessment Summary

YEAR 7	YEAR 8	YEAR 9
Topics Unit 1 – Team Building Unit 2 – Performance Enhancement	Topics Unit 1 – Enhancing Mental Health Unit 2 – Performance Enhancement	Topics Unit 1 – Eat, Sleep, Train, Repeat Unit 2 – Risky Business
Assessment Tasks will include: <ul style="list-style-type: none"> • Research tasks • Portfolio of work • Examinations – response to stimulus • Practical application 		
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> • Year 9 HPE may include excursions for students to experience challenge and adventure activities as part of the curriculum. These will not be included in the SRS but will be charged separately. <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>		

REAL learning for tomorrow

Through studying Health and Physical Education, students will develop the ability to:

- develop health literacy – accessing and using credible health information to make healthy choices
- build the skills to work in a team to achieve various theoretical and practical outcomes
- assess performance and apply feedback to enhance their performance in a range of practical activities and sports.

Pathways through Secondary

JUNIOR SECONDARY				SENIOR SCHOOLING	
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Health and Physical Education in Year 7 - 10 is compulsory under the Australian Curriculum.				Physical Education (General)	
				Health (General)	
				Sport and Recreation (Applied)	
				Cert III Fitness (VET)	
				Cert III in Health Services Support	

Possible Careers

A study of Health and Physical Education can lead students to career pathways including:

- Personal trainer / High performance coach
- Out of school hours carer
- Nutritionist
- Outdoor recreation leader
- Physiotherapist
- Aged care work
- Social work / support services
- Nurse / Health Worker

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Course Outline and Assessment Summary

YEAR 7
<p>"The Lost Thing"</p> <p>This concept is explored in both Year 7 Dance & Drama</p> <p>Students investigate what Dance is in a social and cultural context and how it is used to tell a story. The Lost thing, a book by Shaun Tan, is used as a means of inspiration for literal and abstract movement in student choreography.</p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> • Performance of teacher devised choreography • Group choreography • Analysis and response to own and others' dance pieces
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> • Students will also be invited to excursions that allow them to experience professional performances. <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>

REAL learning for tomorrow:

Through studying Dance, students will develop the ability to:

- actively participate as dancers, choreographers and audiences to promote wellbeing and social inclusion
- build technical and expressive skills to communicate through movement confidently, creatively and intelligently
- explore of the basic components of dance by using the body to communicate and express meaning
- gain confidence
- explore and express their own creativity
- develop technical ability
- demonstrate team work and communication skills

Pathways through Secondary

JUNIOR SECONDARY		SENIOR SCHOOLING		
YEAR 7	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Dance is compulsory for students for 1 term in Year 7 at MHSSC	Dance Elective	Dance Elective	Dance (General)	
			Cert III in Assisted Dance Teaching	
			Certificate III in Dance	

Possible Careers

A study of Dance can lead students to career pathways including:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Dancer • Choreographer/Director • Education • Lighting/set/costume designer • Entertainment | <ul style="list-style-type: none"> • Dance photographer / videographer / writer • Yoga / Pilates instructor • Agent • Physical / sports therapist |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Dance is expressive movement with purpose and form. Through dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities.

Course Outline and Assessment Summary

Year 9
<p>Unit 1 – Pioneers of Dance</p> <p>An exploration of the essentials of Jazz, Contemporary and Ballet to pave the way for fundamental technique in Dance.</p> <p>Unit 2 – Functions of Dance</p> <p>Focuses on the different purposes of Dance, investigating social, ritual and artistic dance.</p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> • Performance of teacher devised choreography • Performance of student devised choreography and group choreography • Analysis and response to own and others' dance pieces • Research and investigation tasks • Technique exams
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> • Students will have the opportunity to participate in incursions • Students will also be invited to excursions that allow them to experience professional performances. <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>

REAL learning for tomorrow

Through studying Dance, students will develop the ability to:

- actively participate as dancers, choreographers and audiences to promote wellbeing and social inclusion
- build technical and expressive skills to communicate through movement confidently, creatively and intelligently
- explore of the basic components of dance by using the body to communicate and express meaning
- gain confidence
- explore and express their own creativity
- develop technical ability
- demonstrate team work and communication skills

Pathways through Secondary

JUNIOR SECONDARY		SENIOR SCHOOLING		
YEAR 7	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Dance is compulsory for students for 1 term in Year 7 at MHSSC	Dance Elective	Dance Elective	Dance (General)	
			Dance in Practice (Applied)	
			Certificate III in Dance	

Possible Careers

A study of Dance can lead students to career pathways including:

- Dancer
- Choreographer/Director
- Education
- Lighting/set/costume designer
- Entertainment
- Dance photographer/videographer

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students learn to think, move, speak and act with confidence. In making and staging Drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for Drama presentations. They can explore their imagination and take risks in storytelling through role and dramatic action.

Course Outline and Assessment Summary

Year 7
<p>Topics</p> <p>“The Lost Thing”</p> <p>This concept is explored in both Year 7 Dance and Drama.</p> <p>Students explore the themes of ‘belonging, outcasts, found and lost’.</p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> • Performance tasks • Script writing • Analysis and response to own and others’ pieces
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> • Students in will have the opportunity to extend their love of drama by auditioning for the College Drama Troupe • Students will have the opportunity to participate in incursions, excursions and workshops throughout the year (additional cost) <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>

REAL learning for tomorrow

Through studying Drama, students will develop:

- confidence and self-esteem to explore, take risks and challenge their own creativity
- an ability to engage an audience and create meaning
- a knowledge and understanding of traditional and contemporary Drama and its importance in our world
- 21st century skills, such as critical and creative thinking and interpersonal skills
- strong teamwork and communication skills
- creativity

Pathways through Secondary

JUNIOR SECONDARY		SENIOR SCHOOLING		
YEAR 7	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Drama is compulsory for students for 1 term in Year 7 at MHSSC	Drama Elective	Drama Media Arts Elective	Drama (General)	
			Drama in Practice (Applied)	
			Certificate III in Community Dance, Theatre and Events	
			Certificate IV in Musical Theatre	

Possible Careers

A study of Drama can lead students to career pathways including:

- | | |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Actor • Journalist • Education • Screenwriter | <ul style="list-style-type: none"> • Performer • Stage manager • Theatrical producer • Writer |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. Students learn to think, move, speak and act with confidence. In making and staging Drama, they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They can explore their imagination and take risks in storytelling through role and dramatic action.

Course Outline and Assessment Summary

Year 9
<p>Topics</p> <p>Unit 1 – Children’s theatre</p> <p>Students will explore social issues and transform these issues into teachable moments in the form of Children’s Theatre.</p> <p>Unit 2 – Shaking up Shakespeare</p> <p>Contextualising a classic into a modern scene, pitching their modern ideas to a ‘directorial board’ for consideration</p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> • Performance tasks • Script writing • Analysis and response to own and others’ pieces • Directorial vision pitch
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> • Students will have the opportunity to participate in incursions • Students will be required to provide a set of Stage Blacks (black clothing for performances) and their own costumes for performances. • Students will also be invited to excursions that allow them to experience professional performances. <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>

REAL learning for tomorrow

Through studying Drama, students will develop:

- confidence and self-esteem to explore, take risks and challenge their own creativity
- an ability to engage an audience and create meaning
- a knowledge and understanding of the traditional and contemporary Drama and its importance in our world
- 21st century skills, such as critical and creative thinking and interpersonal skills
- strong teamwork and communication skills
- creativity

Pathways through Secondary

JUNIOR SECONDARY		SENIOR SCHOOLING		
YEAR 7	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Drama is compulsory for students for 1 term in Year 7 at MHSSC	Drama Elective	Drama Media Arts Elective	Drama (General)	
			Drama in Practice (Applied)	
			Certificate III in Community Dance, Theatre and Events	
			Certificate IV in Musical Theatre	

Possible Careers

A study of Drama can lead students to career pathways including:

- | | |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Actor • Journalist • Education • Screenwriter | <ul style="list-style-type: none"> • Performer • Stage manager • Theatrical producer • Writer |
|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|

Students learning Music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity. Students learn to make music using the voice, body, instruments, found sound sources, and information and communication technology. Music is recorded and communicated as notation by a unique system of symbols and terminology, and as audio recordings using technology. With increasing experience of the elements of music, students develop analytical skills and aesthetic understanding

Course Outline and Assessment Summary

YEAR 8	
<p>Topics</p> <p>“Like a Version” This concept is explored in both Year 8 Music & Visual Arts. Students learn how music elements can be manipulated to convey both style/genre and personal identity. They learn a variety of contemporary instruments, selecting one to demonstrate technical and expressive skills. Students compose and respond to their own work using Garageband (iOS) to demonstrate understanding of style/genre and how music elements can be used to express personal identity.</p>	
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> • Compositions • Performances • Responding tasks 	
<p>Extracurricular Opportunities:</p> <ul style="list-style-type: none"> • Students may have the opportunity to participate in incursions • Students will be required to provide a set of wired headphones with a 3.5mm jack. • Students may also be invited to excursions that allow them to experience professional performances. • Students may be invited to perform in contemporary music ensembles (lunch time and after school) <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>	

REAL learning for tomorrow

Through studying Music, students will develop the ability to:

- develop 21st century skills, such as critical and creative thinking and interpersonal skills
- gain confidence
- explore and express their own creativity
- develop technical ability
- demonstrate team work and communication skills

Pathways through Secondary

JUNIOR SECONDARY		SENIOR SCHOOLING		
YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Music is compulsory for students for 1 term in Year 8 at MHSSC	Music Elective	Music Elective	Music (General)	
			Music Extension (Composition, Musicology, Performance)	
			Music in Practice (Applied)	

Possible Careers

A study of Music can lead students to career pathways including:

- Musician / Music producer
- Community Arts administrator
- Education
- Songwriter
- Composer / Conductor
- Recording Engineer / Technician
- Tour Manager / Publicist
- Artist Manager / Booking Agent

Students learning Music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity. Students learn to make music using the voice, body, instruments, found sound sources, and information and communication technology. Music is recorded and communicated as notation by a unique system of symbols and terminology, and as audio recordings using technology. With increasing experience of the elements of music, students develop analytical skills and aesthetic understanding.

Course Outline and Assessment Summary

YEAR 9	
Topics Unit 1 – Music for Film, TV and Video Games - Composition Exploring the role of music in Film, TV and video games and identifying how music supports and/or enhances visual content. Unit 2 – One hit wonder – Performance and Responding Investigate the way music is written, produced and performed whilst identifying how songs become classified as “One Hit Wonders”.	
Assessment Tasks will include: <ul style="list-style-type: none"> • Performance tasks • Composition tasks • Analysis and response to their own and others’ pieces • Research and investigative tasks 	
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> • Students may have the opportunity to participate in incursions • Students will be required to provide a set of wired headphones with a 3.5mm jack. • Students may also be invited to excursions that allow them to experience professional performances. • Students may be invited to perform in contemporary music ensembles (lunch time and after school) <i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i>	

REAL learning for tomorrow

Through studying Music, students will develop the ability to build:

- develop 21st century skills, such as critical and creative thinking and interpersonal skills
- gain confidence
- explore and express their own creativity
- develop technical ability
- demonstrate team work and communication skills

Pathways through Secondary

JUNIOR SECONDARY		SENIOR SCHOOLING		
YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Music is compulsory for students for 1 term in Year 8 at MHSSC	Music Elective	Music Elective	Music (General)	
			Music Extension (Composition, Musicology, Performance)	
			Music in Practice (Applied)	

Possible Careers

A study of Music can lead students to career pathways including:

- Musician / Music producer
- Community Arts administrator
- Education
- Songwriter
- Composer / Conductor
- Recording Engineer / Technician
- Tour Manager / Publicist
- Artist Manager / Booking Agent

Students engage in Visual Art through an inquiry process of researching, developing, reflecting and resolving to develop their artwork. In this process, they analyse artists and their artworks from a range of cultures and time periods to make connections to the development of their artworks. They then apply their knowledge and understanding, as well as their ideas through art-making skills, techniques and processes across a range of mediums to create artworks. In doing so, students continue to experiment with application of visual conventions in their artworks. Students are also provided the opportunity to present their artwork to an audience.

Course Outline and Assessment Summary

YEAR 8	
<p align="center">Topics Unit 1 “Like a Version” This concept is explored in both Year 8 Music & Visual Arts. Students will explore the concept of identity using self-portraiture to create an album cover that symbolises who they are.</p>	
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> Folio of work Mixed-media self-portrait artwork Documentation (incl. artist statement) 	
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> Students will be required to provide the items listed on the stationery list Students will also be invited to excursions that allow them to experience professional works. Students could be invited to exhibit their artwork in school, local or regional exhibitions/ competition. <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>	

REAL learning for tomorrow:

Through studying Visual Art, students will develop the ability to:

- Communicate ideas using a range of modes
- Create new ideas and solutions to problems
- Critically evaluate their artwork, the work of their peers and the work of other artists.
- Apply digital technologies for art-making.

Pathways through Secondary

JUNIOR SECONDARY		SENIOR SCHOOLING		
YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Visual Art is compulsory for students for 1 term in Year 8 at MHSSC	Visual Arts Elective	Visual Arts Elective	Visual Art (General)	
			Visual Art in Practice (Applied)	
			Certificate III in Visual Arts	

Possible Careers

A study of Visual Art can lead students to career pathways including:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> Visual Artist (Painter, Potter, Sculptor) Photographer Architect Digital design specialist / Graphic / Web Design Curator / Historian / Art Gallery Director | <ul style="list-style-type: none"> Education Fashion / Jewellery Designer Makeup Artist Art Therapist Cartoonist |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Students engage in Visual Art through an inquiry process of researching, developing, reflecting and resolving to form representations of themes, concepts and subject matter for their artwork. In this process, they analyse artists and their artworks from contemporary art to explore differing viewpoints and make connections to the development of a personal style reflected in their artworks. They experiment with and manipulate art-making materials, techniques, technologies and processes to create artworks. Students are also to organise, curate and market an art exhibition of their artworks to an audience.

Course Outline and Assessment Summary

YEAR 9
<p>Topics</p> <p>Unit 1 – Popular Culture</p> <p>Will focus on responding to the concept of Popular Culture using marketable products to explore art and design in business.</p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> Folio of work Marketable Products – skateboard deck, t-shirt and bag. Documentation (incl. reflective statement) Multimodal Presentation
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> There will be a subject levy for Visual Art to cover the cost of materials Students will be required to provide the items listed on the stationery list Students will also be invited to excursions that allow them to experience professional works. Students could be invited to exhibit their artwork in school, local or regional exhibitions/ competition <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>

REAL learning for tomorrow

Through studying Visual Art, students will develop the ability to:

- Communicate ideas using a range of modes
- Create new ideas and solutions to problems
- Critically evaluate their artwork, the work of their peers and the work of other artists.
- Apply digital technologies for art-making.

Pathways through Secondary

JUNIOR SECONDARY		SENIOR SCHOOLING		
YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
The study of Visual Art is compulsory for students for 1 term in Year 8 at MHSSC	Visual Arts Elective	Visual Arts Elective	Visual Art (General)	
			Visual Art in Practice (Applied)	
			Certificate III in Visual Arts	

Possible Careers

A study of Visual Art can lead students to career pathways including:

- Visual Artist (Painter, Potter, Sculptor)
- Photographer
- Architect
- Digital design specialist / Graphic / Web Design
- Curator / Historian / Art Gallery Director
- Education
- Fashion / Jewellery Designer
- Makeup Artist
- Art Therapist
- Cartoonist

Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts is designed as an introductory study to Senior Film, Television and New Media. By studying Media Arts, students will develop knowledge and understanding of how the key media concepts - languages, technologies, audiences, institutions, and representations – underpin media texts. Media Arts engages, inspires and encourages students to express their imagination and creativity. The course involves students making and responding to media arts individually and in production groups. Students will explore and implement the stages of production through design proposals and production of short films as well as apply analysis and critical thinking skills of media representations.

Course Outline and Assessment Summary

YEAR 9
<p>Topics</p> <p>Unit 1 – Like and Subscribe! Focusing on production techniques, documentary conventions, social media and audiences to design and produce their own video suitable for YouTube.</p> <p>Unit 2: The Media Evolution Explores the history and evolution of the media to analyse differing viewpoints in contemporary and past media art forms.</p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> • Making: Design and Production suitable for YouTube • Responding: Analysis and evaluation of the power of online media.
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> • Students will be required to provide the items listed on the stationery list (including iPad and Earphones/headphones). • Students will also be invited to participate in the MHSSC Film Club. • Students will be asked to film College events and produce media for MHSSC Parades, Access lessons, special events • Students could be invited to exhibit their artwork in school, local or regional exhibitions/ competition <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>

REAL learning for tomorrow

Through studying Visual Art, students will develop the ability to:

- creative development and expression
- appreciation of diverse and changing media texts
- awareness of different experiences of people in different cultural contexts
- analysis and critical thinking
- developing media literacy

Pathways through Secondary

JUNIOR SECONDARY	SENIOR SCHOOLING		
YEAR 9	YEAR 10	YEAR 11	YEAR 12
Media Arts Elective	Media Arts Elective	Film, Television and New Media (General)	

Possible Careers

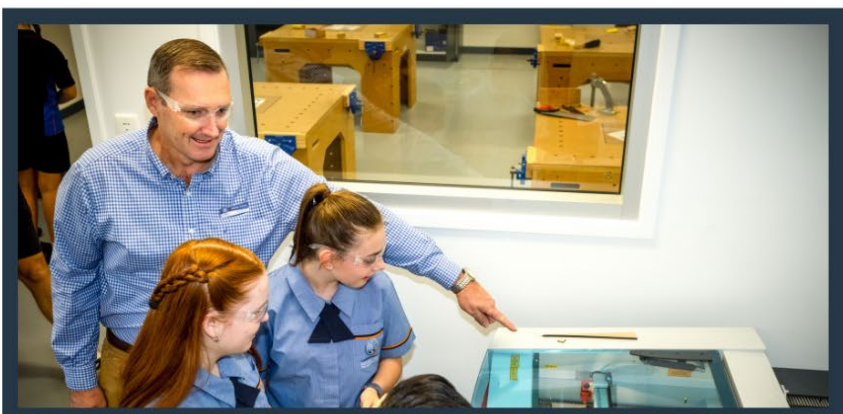
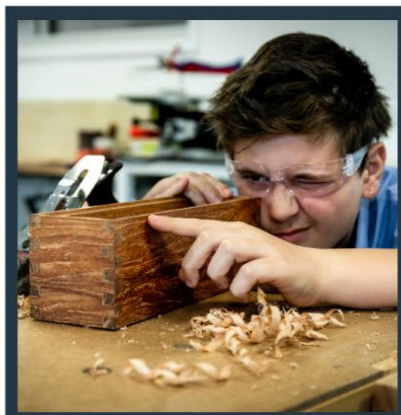
A study of Visual Art can lead students to career pathways including:

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Information Technologies • Creative Industries • Advertising • Communication | <ul style="list-style-type: none"> • Education • Film and Television • Public Relations • Journalism |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|



**DIGITAL
TECHNOLOGIES
DESIGN &
TECHNOLOGIES
FOOD
SPECIALISATIONS
MATERIALS &
TECHNOLOGY
SPECIALISATIONS
ENGINEERING
PRINCIPLES &
SYSTEMS**

TECHNOLOGIES DIGITAL AND DESIGN



Technologies enrich and impact the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation.

Australia needs enterprising individuals who can make discerning and ethical decisions about the use of technologies, independently and collaboratively develop innovative solutions to complex problems, and contribute to sustainable patterns of living.

Digital Technologies engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. When developing solutions in Digital Technologies, students explore, analyse and develop ideas based on data, inputs and human interactions. When students design a solution to a problem they consider how users will be presented with data, the degree of interaction with that data and the various types of computational processing

Course Outline and Assessment Summary

YEAR 7	YEAR 8
Topics Networks and Systems Coding Apps and Robots	Topics Analysing and Representing Data Coding Robots
Assessment Tasks will include: <ul style="list-style-type: none"> • Design Folio – multimodal outlining creative solutions to problems • Exams – short response exams (knowledge recall and design challenge) • Class coding tasks • Developing coding solutions 	
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> • QUT STEM Workshops • Premier's Coding Challenge • STEMPunks <i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i>	

REAL learning for tomorrow

Through studying Digital Technologies, students will develop the ability to:

- plan, manage, create, innovate and produce their solutions
- become confident developers of digital solutions
- engage confidently with and make informed, ethical decisions about technologies

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Digital Technologies is compulsory for students in years 7 - 8.		Digital Technologies Elective	Digital Technologies Elective	Digital Solutions (General)	
				Information and Communication Technology (Applied)	
				Certificate II IDMT (VET)	

Possible Careers

A study of Digital Technologies can lead students to career pathways including:

- Programming – Software/Gaming
- Robotics and Mechatronics
- Creative Industries – Graphic/Web/Media Design
- Database Administrator

Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation.

When defining problems students consider the functional and non-functional requirements of a solution through interacting with clients and regularly reviewing processes. They consolidate their algorithmic design skills to incorporate testing and review, and further develop their understanding of the user experience to incorporate a wider variety of user needs. Students develop modular solutions to complex problems using an object-oriented programming language where appropriate, and evaluate their solutions and existing information systems based on a broad set of criteria including connections to existing policies and their enterprise potential.

Course Outline and Assessment Summary

YEAR 9
<p>Topics</p> <p>Python Programming (Software and Internet)</p>
<p>Assessment Tasks will include:</p> <ul style="list-style-type: none"> Design Folio – non-presentation multimodal outlining creative solutions to problems Class Learning Experiences and Design Coding Challenges Exams – short response exams (knowledge recall and design challenge)
<p>Extracurricular Opportunities and Subject Requirements:</p> <ul style="list-style-type: none"> Robo Cup Junior Competitions First Lego League, the Premier's Coding Competition, GovHack event Shemaps, MIE School <p><i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i></p>

REAL learning for tomorrow

Through studying Digital Technologies, students will develop the ability to:

- define and deconstruct real world problems in terms of functional and non-functional requirements
- design user experiences by evaluating alternative designs against criteria including functionality, accessibility, usability and aesthetics
- evaluate solutions in terms of meeting needs, innovation and sustainability and potential for innovation and enterprise
- plan and manage digital projects.

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Digital Technologies is compulsory for students in years 7 - 8.		Digital Technologies Elective	Digital Technologies Elective	Digital Solutions (General)	
				Information Communication and Technology (Applied)	
				Certificate II IDMT (VET)	

Possible Careers

A study of Digital Technologies can lead students to career pathways including:

- Programming – Software/Gaming
- Database Administration
- Creative Media Industries
- Graphic/Web/Interactive Design

Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation. Australia needs enterprising individuals who can make discerning and ethical decisions about the use of technologies, independently and collaboratively develop innovative solutions to complex problems and contribute to sustainable patterns of living.

Design and Technologies helps students to understand the world in which they live as they identify, explore and analyse real-world needs. Students learn to use higher order thinking skills to design and conduct investigations including considering ethics, researching and collecting data; predicting outcomes; trialling and experimenting; reflecting and evaluating results. They manage projects from the identification of needs or opportunities to conception and realisation.

Course Outline and Assessment Summary

YEAR 7 Materials & technologies specialisations	YEAR 8 Food Specialisations
Topics Workshop Safety Lighten Up	Topics Kitchen Practices Snack Attack
Assessment Tasks will include: <ul style="list-style-type: none"> Design Folio – non-presentation multimodal outlining creative solutions to problems Exams – short response exams (knowledge recall and design challenge, practical cooking) Practical projects – workshop projects Practical weekly cooking – cooking recipes for kitchen skills and nutrition 	
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> QUT STEM Workshops Working with Wood show Regional Flavours excursion <i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i>	

REAL learning for tomorrow

Through studying Design and Technology, students will develop the ability to:

- Plan, manage, create, innovate and produce (make) their solutions
- Communicate their ideas in written and pictorial forms
- Engage confidently with and make informed, ethical decisions about technologies

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Design and Technology is compulsory for students in years 7 - 8.		Materials and technologies specialisations Elective		Industrial Technology Skills (Applied)	
				Certificate II Engineering Pathways (VET)	
		Engineering principles and systems Elective		Design (General)	
				Engineering (General)	
		Food specialisations Elective		Food and Nutrition (General)	
				Hospitality Studies (Applied)	
				Certificate II or III Hospitality	

Possible Careers

A study of Design Technology can lead students to career pathways including:

- Design and Engineering fields
- Construction / manufacturing / engineering
- Drafting
- Nutritionist / dietitian
- Chef / Barista
- Hospitality Industry and trades

Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation.

Engineering principles and systems provides opportunities for students to develop skills that will allow them to respond to a broad range of design genre. The subject explores the elements, principles, process models, ethics, tools and communication systems used in the design and engineering world. It combines sketching, rendering, modelling and media used to communicate design concepts to a variety of audiences. This subject is aimed at students wishing to pursue careers in engineering, architecture, landscape architecture, interior design, graphic design and industrial design.

Course Outline and Assessment Summary

YEAR 9	
Topics Sketching and Engineering Problem Solving Structures and Forces Low Fidelity model manufacture	
Assessment Tasks will include: <ul style="list-style-type: none"> • Design Folio – non-presentation multimodal outlining creative solutions to problems • Class/Homework Design Challenges • Exams – short response exams (knowledge recall and design challenge) 	
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> • QUT STEM Workshops • Design Library excursion / QLD Museum <i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i>	

REAL learning for tomorrow

Through studying Graphics and Design, students will develop the ability to:

- Understand the world in which they live as they identify, explore and analyse real-world needs and problems
- Communicate their ideas in written and pictorial forms
- Engage confidently with and make informed, ethical decisions about technologies

Pathways through Secondary

Junior Secondary			Senior Schooling		
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Design and Technology is compulsory for students in years 7 - 8.		Engineering Principles and systems Elective		Design (General)	
				Engineering (General)	
				Industrial Technology Skills (Applied)	
				Certificate II Engineering Pathways (VET)	

Possible Careers

A study of Engineering principles and systems can lead students to career pathways including:

- Design and Engineering Fields
- Project Management
- Construction / Manufacturing / Engineering Trade

Technologies enrich and impact on the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation. Year 9 Materials and technologies specialisations builds on creative, innovative solutions to develop enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies.

It provides students with opportunities to develop skills related to the manufacturing industry. Students demonstrate their learning through the design, documentation and construction of projects. Studies in the subject will complement work learnt in Science and Maths.

Course Outline and Assessment Summary

YEAR 9	
Topics Workshop Safety Make it Loud Designing for Speed	
Assessment Tasks will include: <ul style="list-style-type: none"> Design Folio – non-presentation multimodal outlining creative solutions to problems Exams – short response exams (knowledge recall and design challenge, Practical Cooking) Practical Projects – Workshop projects 	
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> QUT STEM Workshops Cluster Schools – CO2 Dragster Competition REA – F1 in Schools Competition <i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i>	

REAL learning for tomorrow

Through studying Materials and technologies specialisations, students will develop the ability to:

- Plan, manage, create, innovate and produce (make) their solutions
- Communicate their ideas in written and pictorial forms
- Engage confidently with and make informed, ethical decisions about technologies

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Design and Technology is compulsory for students in years 7 - 8.		Materials and technologies specialisations Elective		Design (General)	
				Engineering (General)	
				Industrial Technology Skills (Applied)	
				Certificate II Engineering Pathways (VET)	

Possible Careers

A study of Materials and technologies specialisations can lead students to career pathways including:

- Design and Engineering Fields
- Construction / Manufacturing / Engineering Trade
- Project Management

Technologies enrich and impact the lives of people, cultures and societies globally. It is important that as a nation we make connections between creativity, technologies and enterprise as a catalyst for twenty-first century innovation.

Food specialisations provides students with maximum practical opportunities within the college kitchens. Its primary focus is on the wellbeing of the individual within their own person, family and community. This subject is designed to encourage and promote the student's personal independence in regards to food and nutrition choices and become effective participants within our society.

Students critically evaluate the marketing and advertising of new food products. A major focus of the student's experiences in this course is in the areas of menu and meal planning, and production and presentation. Students design and prepare menus and meals for a number of situations: breakfasts, lunches, dinners and healthy eating trends. Students develop skills, knowledge of procedures and the development processes, which will prepare them for future Food and Nutrition electives, and for life in the real world.

Course Outline and Assessment Summary

YEAR 9	
Topics Introduction to the kitchen Dietary diseases and food nutrition Nutrition know how Food presentation	
Assessment Tasks will include: <ul style="list-style-type: none"> Design Folio – non-presentation multimodal outlining creative solutions to problems Exams – short response exams (knowledge recall and design challenge, practical cooking) 	
Extracurricular Opportunities and Subject Requirements: <ul style="list-style-type: none"> Ekka masterclass excursion Food and Wine / Regional Flavours Excursion Gateway to industry schools masterclass and celebrity chef demonstrations <i>These events are indicative of extracurricular events that may enhance learning in this subject. Associated costs cover admission and/or transport where applicable, and are advertised during the lead up to the event.</i>	

REAL learning for tomorrow

Through studying Food specialisations, students will develop the ability to:

- Develop skills in the basic principles of cookery, safety and hygiene
- Gain an understanding of appropriate work methods and use of equipment and utensils.
- Recognise the importance of good nutrition throughout life.

Pathways through Secondary

JUNIOR SECONDARY			SENIOR SCHOOLING		
YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
Design and Technology is compulsory for students in years 7 - 8.		Food specialisations Elective		Food and Nutrition (General)	
				Hospitality Practices (Applied)	
				Certificate II/III Hospitality (VET)	

Possible Careers

A study of Food specialisations can lead students to career pathways including:

- Diet and Nutrition fields
- Hospitality Industry and Trades
- Barista / Chef