



Kilcoy State High School

An Independent Public School

— Expecting the Best, Achieving Success —

SUBJECT GUIDE

Years 9 - 10

2026

Expecting the Best, Achieving Success



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Learning @ Kilcoy State High School

PRINCIPAL'S INTRODUCTION

As a learning community we are committed to realising the potential of every student at Kilcoy State High School. High expectations to lift student learning outcomes are met through our focus on providing quality curriculum, teaching and learning.

Our Vision, 'Expecting the Best, Achieving Success' demonstrates that we have high expectations and envisage success from all members of our school community. Our framework for this success is P.E.P.A.R - being Prepared, Engaged, Performing, Aspiring and Responsible forms the stepping stones for students to achieve success and encompasses all that we do to achieve quality outcomes for all students.

Kilcoy High is committed to providing our students the very best education. We build productive relationships to ensure they develop inspired, innovative, and resilient learners who are prepared to challenge the future. It is not only our curriculum which is futures-oriented but the way our teachers enable students to access their learning. Teachers embed future-focussed digital learning in teaching and learning to develop student's digital literacy. Our school devotes significant resources and time in developing our staff ability to provide quality curriculum, teaching and learning backed by research to develop the Assessment Literate student; one who clearly understands their assessment and how they will be assessed.

Our motto, "Success with honour" encapsulates our school values, expectation, achievement and success. This positive school culture drives our students to work hard, strive to achieve their best and interact positively in a friendly, respectful environment. Success is possible with the right support, the right curriculum, and the right attitude. The well-being of our students and staff is a high priority, as we know that when a positive mindset exists, the conditions for engagement and learning are maximized. Students of all abilities are supported, challenged and encouraged to realize their potential.

We expect the highest standards from students, staff and the community and stand proudly as an outstanding high school dedicated to learning.

Kim Williams
Principal



YEARS 9 AND 10: CURRICULUM OVERVIEW

Years 9 and 10 students participate in the Australian Curriculum that is targeted at the successful transition into the Senior Phase of Learning, whilst engaging in learning across the range of learning areas, general capabilities and cross-curriculum priorities.

Year 9 and 10 students study 6 subjects per semester:

- Four of these subjects are core curriculum where all students study English, Maths, Science, History (1 semester) and HPE (1 semester).
- Students select to study two elective subjects per semester from a range of elective offerings. Electives offered are based on student interest and staff availability.
- In Year 10 students also study 2 x 70min lessons of the Step Forward Program each week.
- Literacy, numeracy and 21st Century skills will be embedded throughout all subjects.
- In Semester 2 Year 10, English, Maths and Science classes will provide opportunities for students to study units that prepare them for senior studies. Students looking to follow an ATAR (university) pathway are expected to study preparation for General subjects in semester 2.

Overview of Subjects offerings in Year 9 and 10

	Core Subjects		Electives		
Duration	Full Year	One Semester	Select 4 electives. Each studied for one semester		
Year 9	<ul style="list-style-type: none"> ▪ English ▪ Maths ▪ Science 	<ul style="list-style-type: none"> ▪ History ▪ HPE 	<ul style="list-style-type: none"> ▪ Geography ▪ Economics and Business 	<ul style="list-style-type: none"> ▪ Digital Technologies ▪ Engineering Principles and systems ▪ Food Specialisation ▪ Materials and Technologies specialisation 	<ul style="list-style-type: none"> ▪ Agricultural Science ▪ Sports Development ▪ Visual Arts ▪ Drama ▪ Media Arts
Year 10	<ul style="list-style-type: none"> ▪ English ▪ Maths ▪ Science 	<ul style="list-style-type: none"> ▪ History ▪ HPE 	<ul style="list-style-type: none"> ▪ Geography ▪ Economics and Business 	<ul style="list-style-type: none"> ▪ Engineering Principles and systems ▪ Food Specialisation ▪ Materials and Technologies specialisation 	<ul style="list-style-type: none"> ▪ Agricultural Science ▪ Sports Development ▪ Visual Arts ▪ Drama
	Full year: <ul style="list-style-type: none"> • Career Education and Set Planning Incorporating a choice of: <ul style="list-style-type: none"> • Certificate II in Active Volunteering Or • Certificate II in Skills for Work and Vocational Pathways 				



ENGLISH (ENG)

<p>Year 9</p>	<p>Course Description</p> <p>By the end of Year 9, students interact with others and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss and expand on ideas, shaping meaning and providing substantiation. They select and experiment with text structures to organise and develop ideas. They select and experiment with language features including literary devices, and experiment with multimodal features and features of voice.</p> <p>They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They analyse representations of people, places, events and concepts, and how texts respond to contexts. They analyse the aesthetic qualities of texts. They analyse the effects of text structures, and language features including literary devices, intertextual references, and multimodal features.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Short Story writing • Novel study in a particular genre (e.g. Dystopian novels) • Classic texts • Great Speeches • Biography/memoirs • Music and lyric analysis
<p>Year 10</p>	<p>Course Description</p> <p>In Year 10 English, students' express ideas and engage with others. They read, view and comprehend a range of texts created to inform, influence and engage audiences. These include film, digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Study a range of texts in a particular genre (e.g. crime fiction) • Responding to Drama (e.g. <i>Private Peaceful</i>) • Media Studies



HUMANITIES – HISTORY (HIS)

<p>Year 9</p>	<p>Course Description</p> <p>By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Making and transforming the Australian nation (1750 – 1914) • First World War (1914 – 1918) • The industrial revolution and movement of people (1750 – 1900) • Asia and the world (1750 – 1914)
<p>Year 10</p>	<p>Course Description</p> <p>The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Rights and freedoms • Conflicts in the Modern World • The Globalising World



HUMANITIES – GEOGRAPHY (GEG)

<p>Year 9</p>	<p>Course Description</p> <p>Unit 1 – Biomes and Food Security Food is essential to human life. To ensure we have reliable food sources, humans alter the world around us. In the unit Biomes and Food Security, students gain knowledge about different biomes and how they are altered for food production. Students will investigate the challenges to food security and how innovative and sustainable farming practices are needed to ensure food security in the future.</p> <p>Unit 2 – Geographies of Interconnection By the end of Year 9, students explain how peoples' activities or environmental processes change the characteristics of places. They explain the effects of human activity on environments, and the effects of environments on human activity. They explain the features of biomes' distribution and identify implications for environments. They analyse the interconnections between people and places and environments. They identify and explain how these interconnections influence people and change places and environments. Students analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Characteristics of biomes as regions • The effect of food production and human alterations on Biomes • Factors that influence crop yields in Australia and around the world • The challenges to food production • The capacity of the world's environments to sustainably feed the future global population. • Communication • Consumerism and consumption • Tourism.
<p>Year 10</p>	<p>Course Description</p> <p>Unit 1 – The Geography of Human Wellbeing Description: This unit focuses on investigating global, national and local differences in human wellbeing. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries</p> <p>Unit 2 – Environmental Change and Management This unit investigates local, national and global environmental issues facing us. It draws on the concepts of environmental change, interconnection and sustainability to investigate the type and extent of change and the management strategies used in response to the effects on the changes on environments.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Wellbeing: • An unequal world, • Improving wellbeing, • Global measures of development • Human activities and their impact on the environment, • Management of land and water, • Coastal environments, • Case studies e.g. Great Barrier Reef



SCIENCE (SCI)

<p>Year 9</p>	<p>Course Description</p> <p>In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Body Systems and their role in regulation responses to stimuli • Form and function of reproductive cells and organs in plants and animals • Carbon Cycle • Particle Model and Energy • Atomic Models • Chemical Reactions and Balancing Equations
<p>Year 10 Semester 1</p>	<p>Course Description</p> <p>In Year 10, students will begin to prepare for the senior phase of learning. They explain the concept of energy conservation and represent energy transfer and transformation within systems. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Genetics and evolution • The Big Bang theory • Energy transfers and transformations within and between ecosystems.



<p>Year 10 Semester 2</p>	<p><i>Students will select either General science (physics, chemistry, biology, psychology) or science in practice (hands-on science)</i></p> <p>General science (physics, chemistry, biology, psychology)</p> <p>Students who select this course will be interested in pursuing a general science subject as part of their senior studies. They will select either chemistry or psychology for term 3; and either biology or physics for term 4.</p> <p>They will learn foundation knowledge to prepare them for senior subjects and undertake assessment aligned with senior techniques, including student experiments and research investigations.</p> <p>Science in practice</p> <p>Students who select this course will be interested in selecting applied subjects as part of their senior studies. They will explore various scientific topics via hands-on, experimental learning. They will be able to collaboratively construct knowledge and make connections between science in the classroom and science in the workplace.</p> <p>In term 4, students will complete a unit on “Survival skills”, whereby they will learn a variety of skills such as the best way to construct a shelter for ultimate strength and support; how to construct a raft, utilising materials found in nature; navigation; fire safety etc. Students may participate in an excursion to the Stanley River Environmental Education Centre, where they will put some of these skills to the test.</p>	<p>Possible unit topics</p> <ul style="list-style-type: none"> • Atomic structure • Electron configuration • Rates of reaction • Projectile motion • Collisions • Nuclear physics • Brain structure and function • Memory (recall and retrieval) • Improving memory • Genetics • Natural selection • Selective breeding <ul style="list-style-type: none"> • Combustion reactions • Heart rate and exercise • Chemicals in cosmetics • Hair structure and strength • Collisions and cars • Physics in sport • Raft building • Knot tying • DIY fishing rod • Orienteering
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AGRICULTURAL SCIENCE (AGR)

<p>Year 9</p>	<p>Course description</p> <p>In year 9 students will further develop the skills gained in year 8. They will explore alternative agricultural industries, as well as animal production. They may learn skills in how to interact with the animals in a safe manner, as well as using garden tools to plant, maintain and harvest produce for consumption.</p> <p>Note: Some agricultural topics are season specific, therefore can only be offered at certain times of the year.</p> <p>Students may be given the opportunity to participate in extracurricular activities, such as local shows and other agriculture-related events.</p>	<p>Possible unit topics</p> <p>Cows create careers Create a short electronic presentation to promote the Australian dairy industry</p> <p>Poultry production Investigate layer and broiler poultry industries; care for and monitor poultry</p> <p>Animal production Investigate different animal production industries in Australia</p> <p>Other: small-scale vegetable production; the parts and processes of food development and production.</p>
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<p>Year 10</p>	<p>Course description</p> <p>In year 10 students will begin to develop the skills required for success in senior agriculture studies. They will continue to work with the animals in a safe and controlled manner and undertake small-scale crop production.</p> <p>Note: Some agricultural topics are season specific, therefore can only be offered at certain times of the year.</p> <p>Students may be given the opportunity to participate in extracurricular activities, such as local shows and other agriculture-related events.</p>	<p>Possible unit topics</p> <p>Cattle production Research, analyse and report on the different breeds of beef cattle at the school</p> <p>Agricultural investigation Create a prototype or complete an investigation around an agricultural topic of your choice.</p> <p>Agricultural industries and business Investigate and develop a small scale agribusiness</p> <p>Animal production Investigate and compare the anatomy and physiology of various animals</p> <p>Other: reproduction and digestion of farm animals; cattle handling and showing; commercial crop production; production of alternative (less common) agricultural crops and animals; animal nutrition; value adding to plant products (agricultural economics)</p>
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MATHEMATICS (MAT)

<p>Year 9</p>	<p>Students will recognise and use rational and irrational numbers to solve problems. They will extend and apply the exponent laws with positive integers to variables. Students will expand binomial products, and factorise monic quadratic expressions. They will find the distance between 2 points on the Cartesian plane, and the gradient and midpoint of a line segment. Students will use mathematical modelling to solve problems involving change in financial and other applied contexts, choosing to use linear and quadratic functions. They will graph quadratic functions and solve monic quadratic equations with integer roots algebraically. Students will describe the effects of variation of parameters on functions and relations, using digital tools, and make connections between their graphical and algebraic representations.</p> <p>They will apply formulas to solve problems involving the surface area and volume of right prisms and cylinders. Students will solve problems involving ratio, similarity and scale in two-dimensional situations. They will determine percentage errors in measurements. Students will apply Pythagoras' theorem and use trigonometric ratios to solve problems involving right-angled triangles. They will use mathematical modelling to solve practical problems involving direct proportion, ratio and scale, evaluating the model and communicating their methods and findings. Students will express small and large numbers in scientific notation. They will apply the enlargement transformation to images of shapes and objects, and interpret results. Students will design, use and test algorithms based on geometric constructions or theorems.</p> <p>They will compare and analyse the distributions of multiple numerical data sets, choose representations, describe features of these data sets using summary statistics and the shape of distributions, and consider the effect of outliers. Students will explain how sampling techniques and representation can be used to support or question conclusions or to promote a point of view. They will determine sets of outcomes for compound events and represent these in various ways. Students will assign probabilities to the outcomes of compound events. They will design and conduct experiments or simulations for combined events using digital tools.</p>
<p>Year 10</p>	<p>Students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.</p> <p>Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.</p>



NUMERACY SHORT COURSE

This course is offered as an alternative to Year 10 Maths in semester 2. This short course is designed to cater for students who looking to follow an employment pathway post-school and **not** looking to study General Maths/ Math Methods/ Specialist Maths in Years 11/12. Successful completion of this course contributes 1 QCE credit towards student's learning account.

Pathways

A course of study in Numeracy may establish a basis for further education and employment in trades, industry, business and community services.

Objectives

By the conclusion of the course of study, students will:

- identify and interpret mathematical information
- use and apply mathematical knowledge
- communicate and represent mathematical knowledge.

Structure

Topic 1	Topic 2
Personal identity and community <ul style="list-style-type: none">• Identify and interpret mathematical information in the context of personal identity and community.• Use and apply mathematical knowledge in the context of personal identity and community.• Communicate and represent mathematical knowledge in the context of personal identity and community.	Workplace and employment <ul style="list-style-type: none">• Identify and interpret mathematical information in the context of workplace and employment.• Use and apply mathematical knowledge in the context of workplace and employment.• Communicate and represent mathematical knowledge in the context of workplace and employment.

Assessment

Students undertake at least 2 assessment instruments from the four options below to determine their exit result. One task must relate to Topic 1, and the other task must relate to Topic 2.

Topic 1: Personal identity and community	Topic 2: Workplace and employment
One of the following assessments: <ul style="list-style-type: none">• Internal assessment option A: Project — Personal identity and community• Internal assessment option B: Examination — Personal identity and community	One of the following assessments: <ul style="list-style-type: none">• Internal assessment option C: Project — Workplace and employment• Internal assessment option D: Examination — Workplace and employment



DRAMA (DRA)

During Years 9 and 10 Drama, students continue to build on their prior learning and experiences as they develop their capability and confidence across the practices of Drama: creating, performing and responding. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts. This awareness of diverse drama practices, genres and/or styles informs their own drama practice.

Year 9	Course Description	Potential Topics Include:
	<p>Semester 1</p> <p>Students will develop performance skills and/or techniques to manipulate elements of drama and/or use conventions to improvise and devise drama to shape and manipulate dramatic action and convey intended ideas, perspectives and/or meaning.</p> <p>Semester 2</p> <p>Students will investigate the use of elements of drama in their own and others' performances to refine and inform their use of elements of drama, conventions and/or approaches to shape and sustain dramatic action.</p>	<p>Potential Topics Include:</p> <ul style="list-style-type: none"> • Elements of drama • Stagecraft • Realism • Comedy • Juggling • Role play • Readers theatre • Theatre for young people <ul style="list-style-type: none"> • Directing • Realism • Design • Multiple roles • Script analysis • Characterisation • Role-play • Group performance • Performance evaluation



DRAMA (DRA) CONT.

<p>Year 10</p>	<p>Course Description</p> <p>Semester 1</p> <p>Students will engage in collaborative playbuilding processes through digital mediums to build roles, explore scenarios, devise scripts and acting for the camera. Students will discuss various dramatic elements, including characterisation, movement and production elements to write a review of a musical. Students will choreograph a range of movements utilising shape, dimension, level, direction and pathway to suit a range of music.</p> <p>Semester 2</p> <p>Students will use Angela Betzien's Children of the Black Skirt to evaluate meaning in drama they devise, interpret, perform and view. They will collaborate with others to plan, direct, rehearse and refine performances. Students will focus on the conventions of the One Person Show to empower, entertain and celebrate. By presenting various indigenous and non-indigenous playtexts (e.g. Boy Girl Wall, Box the Pony etc.) students will explore a range of contexts including personal, cultural and sociological.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Cyber-drama • Process Drama • Acting for the camera • Movement • Musicals • Performance evaluation <ul style="list-style-type: none"> • Gothic Drama • Directing • Design • Multiple roles • Script analysis • Characterisation • Role-play • One-person show
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HEALTH & PHYSICAL EDUCATION (HPE)

Year 9 & 10

Students will propose and evaluate personal strategies to manage their identities, emotions and responses to change and evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. You will propose and justify strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be at risk.

You will also synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing. You will evaluate and refine your own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations. You will adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes.

You will also propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others, and apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. You will participate in practical activities focussing on team sports which may include soccer, touch football, netball, basketball, softball, T-Ball, cricket and badminton, as well as a range of individual sports such as swimming and athletics.



DIGITAL TECHNOLOGIES (DIG)

The Digital Technology units provide students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The units help students to become creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

These units provide students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technology will help students to be regional and global citizens capable of actively and ethically communicating and collaborating.

There are a number of Digital Technology units on offer as per the table below.

	Course Description	Possible Unit Topics
Year 9	<p>Students will further develop the skills introduced in year 7. They further develop their coding skills using text-based coding programs.</p> <p>Students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data is separated from presentation data.</p>	<ul style="list-style-type: none">• Microbits• Python• EV3 Lego Robotics• HTML & CSS (websites)



DESIGN AND TECHNOLOGIES

Learning in Technologies builds on concepts, skills and processes developed in earlier years, and teachers will revisit, strengthen and extend these as needed. The Design Technology units provide students with practical opportunities to use design thinking, materials, systems, components, tools and equipment and explore how they can be combined to produce practical solutions.

These units provide students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. Students will be expected to work both independently and collaboratively.

There are a number of Design Technology Units offered over Years 9 and 10. These units will address different areas of study that come under the Design Technology Banner.

	Course Description	Possible unit topics:
Year 9	<p>Food Specialisations (TFD)</p> <p>Students will be exposed to more complex skills and processes making use of a range of ingredients, equipment, techniques and processes.</p> <p>Students can expect to complete some of their practical work in groups and prepare food for events or functions.</p>	<ul style="list-style-type: none"> • Festival foods • Sweet treats • Pasta Box • Food Truck • Ethics in Hospitality • Breaky Club
Year 9	<p>Materials Specialisation (TMT) and/or Engineering Principles and Systems (TES)</p> <p>Work undertaken in Year 9 Design Technologies will teach the students the design process whilst helping them to prepare for senior practical subjects.</p> <p>Students will still undertake Design Thinking processes to create a product to suit a prescribed Brief.</p>	<p>Where possible, both wood-based and metal-based units will be offered in Year 9 however this is dependent on workshop availability and staffing. As such, unit topics may vary – examples are shown below.</p> <ul style="list-style-type: none"> • CO2 Car design • Create a sculpture using basic engineering skills and materials • Basic furniture/woodwork item • Basic Engineering/metalwork item



<p>Year 10</p>	<p>Food Specialisations</p> <p>Students will be challenged to experiment with a wide variety of cookery and presentation techniques. There will be simulated and/or actual events where the students will be able to showcase their skills.</p> <p>Students will be expected to apply the design process to complete tasks either individually or in groups. Students will also need to develop independent thinking skills, communication and teamwork.</p> <p>Students who are interested in going on to study Hospitality are encouraged to undertake this subject.</p>	<ul style="list-style-type: none"> • Introduction to Hospitality • High Tea • Coffee Culture • Melbourne Cup • Kilcoy Kitchen Rules
<p>Year 10</p>	<p>Materials Specialisation (TMT) and/or Engineering Principles and Systems (TES)</p> <p>Work undertaken in Year 10 Design & Technologies – Materials and Engineering units is primarily workshop based and is designed to help build skills and knowledge to better prepare students for a number of senior subjects available in Years 11 and 12 including Certificate II in Engineering Pathways, Building and Construction Skills, and Furnishing Skills.</p> <p>Ideally, students will be able to select from both wood-based units (construction and furnishing) and metal-based units (engineering trades).</p>	<p>Where possible, both wood-based and metal-based units will be offered in Year 10, however this is dependent on staffing and workshop availability. Unit topics may vary in response to which rotation of subjects are on offer in the senior school.</p> <p>Metal-based units will feature:</p> <ul style="list-style-type: none"> • basic fitting and machining skills • an introduction to welding processes. <p>Wood-based units will look at:</p> <ul style="list-style-type: none"> • skills for furniture making (traditional cabinet making) • a collection of basic construction skills.



ECONOMICS AND BUSINESS (ECB)

This curriculum area gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the way individuals work now and into the future.

There are a number of units on offer as per the table below.

<p>Year 9</p>	<p>Course Description</p> <p>The focus of learning in Year 9 is the topic “international trade and interdependence” within a global context, including trade with the countries of Asia.</p> <p>Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.</p> <p>Students focus on consumer and financial risks and rewards. They examine the influence of Australia’s financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples’ lives and choices.</p>	<p>Possible Unit Topics:</p> <ul style="list-style-type: none"> • Money Management (“Who wants to be a Millionaire?”) • Australia’s trade with other countries • Competitive advantage & Entrepreneurs • Marketing • Starting a business
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ECONOMICS AND BUSINESS (CONT)

<p>Year 10</p>	<p>Course Description</p> <p>The focus of learning in Year 10 is the topic “productivity, growth and living standards” within a national context.</p> <p>Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government’s management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce.</p> <p>Australia’s superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.</p>	<p>Possible Unit Topics:</p> <ul style="list-style-type: none"> • Economic decision making • Economic Performance • Consumer & Financial decisions • Superannuation • Managing the workforce
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VISUAL ART (ART)

During Years 9 and 10, Visual Arts, students continue to build on their prior learning and experiences as they develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice to work collaboratively with peers and teachers.

There are a number of Visual Art units on offer as per the table below

<p>Year 9</p>	<p>Course Description</p> <p>In Year 9 students continue to develop and refine their art making skills as they plan and make artworks that represent themes and concepts. Students reflect on the styles of other artists and start to develop their own personal style. They consider the role that principles of art (such as balance, emphasis, movement and unity) play in the communication of their ideas, and they extend their knowledge and use of visual art language as they analyse and evaluate artworks from different cultures, times and places.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Consumer Culture – develop a variety of art making skills as you design and create a wearable artwork made from upcycled items in response to the concept of consumer culture. • Popular Culture – investigate Pop Art and popular culture to inform your logo, skateboard and t-shirt design. • Street art – research the history of street art to inform the planning and design of your own public beautification project.
<p>Year 10</p>	<p>Course Description</p> <p>In Year 10 students investigate contemporary and historical artists and artworks, and they evaluate the impact culture, time and place has on the creation and interpretation of art. Students begin to develop a personal focus as they experiment with a variety of mediums and ways to embed layers of meaning in their artwork through the use of symbolic elements and codes in preparation for further study. Students will have the opportunity to experiment with a variety of mediums which may include printmaking, painting, drawing, ceramics, plaster, photography and time-based media.</p>	<p>Possible unit topics:</p> <ul style="list-style-type: none"> • Homage - study the work of contemporary and historical painters and consider how you can apply visual conventions such as texture, colour, shape, tone and scale in an acrylic portrait painting that pays homage to an influential artist. • The Built Environment & Natural World – how do artists represent a place? Experiment with a variety of traditional mediums and contemporary processes to create artworks that explore tensions between the built environment and natural world. <p>I am - research a variety of contemporary and historical artists that explore the concept of self. Experiment with a variety of mediums including 2D, 3D, digital and time-based media to develop a personal style and generate resolved artworks that communicate about ideas and subject matter that is important to you.</p>



MEDIA ARTS (MED)

During Year 9 Media Arts, students continue to build on their prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences.

Media Arts units will include a selection from the table below:

	Course Description	Possible Topics Include:
Year 9	<p>Students will explore ways in which media arts works from across cultures communicate ideas, perspectives and/or meaning, and ways media arts works created and/or distributed by First Nations Australians celebrate and challenges multiple perspectives of Australian identity.</p> <p>Students will use media arts concepts to create media art works that represent ideas, perspectives and/or meaning. explores and represents Australian Identify. Students will build and extend their creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to the non-fiction documentary style. Students will plan how they will present/distribute their media arts works they have produced to audiences using responsible media practices.</p>	<ul style="list-style-type: none">• Movie Posters – Students engage with the First Nations Film “In my blood it runs” to evaluate how film makers used media art concepts to represent First Nation Australians Identify. Students then use photo editing software to create a promotional poster for the film that constructs celebrates or challenges perspectives of First Nation Identities. <p>Short Film (Documentary) - Students use media arts concepts to create a short film (documentary) that communicates ideas, perspectives and/or meaning of what is an Australian Identify. Students use responsible media practice to plan where and how they could distribute their work and the relationships they could develop with their audiences.</p>



SPORTS DEVELOPMENT PROGRAM (SPD)

The Sports Development Program is designed around the concept of a 'Sports Academy,' offering students an opportunity to explore and apply key principles of sport and exercise across a variety of sports. This program aims to enhance students' understanding of human movement and exercise science while allowing them to apply this knowledge within selected sports. Through this approach, students gain a comprehensive understanding of performance improvement, teamwork, collaboration and the factors contributing to athletic success.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 9 and 10</p>	<p>Course description</p> <p>Sport Development Program (SPD) provides students with a wide range of sporting experiences designed to strengthen their skills and game play in selected sports including (but not limited to) Oz Tag, netball, basketball & volleyball .</p> <p>The program focuses on delivering quality coaching and targeted skill development, while giving students the opportunity to participate in sporting competitions across the school year. Students in SPD are expected to maintain high levels of participation in all lessons and actively represent the school at relevant competitions and gala days.</p> <p>While the subject is mainly practical, some theory is included to deepen understanding and improve performance. Performance analysis through video will likely form the basis of theoretical lessons, again aimed at improving student on-field/on-court performance.</p> <p>The Sport Development Program (SPD) will also include regular theory lessons that explore topics such as strength and conditioning, fitness testing, sport and exercise science, nutrition, and game analysis. Students are expected to actively participate in all practical and theoretical components across all sport options.</p>	<p>Possible Academy sports:</p> <ul style="list-style-type: none"> • Volleyball • Rugby League • Netball • Basketball • Touch • Oz Tag <p>Possible topics:</p> <ul style="list-style-type: none"> • Strength and conditioning • Nutrition • Recovery • Sports psychology • Injury prevention • Training programs • Tactics and coaching
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CHC24015 CERTIFICATE II IN ACTIVE VOLUNTEERING

Kilcoy State High School provides access to this course through an arrangement with the RTO Burnett State College (RTO Code 31050). Under this arrangement, Burnett State College is responsible for monitoring the quality of the training and assessment services and will award the qualification/statement of attainment.

COURSE DETAILS					
Subject type:	VET Qualification	Duration:	4 Terms	QCE credits:	4
Qualification Description	<p>This qualification reflects the role of entry level volunteer workers. At this level, work takes place under direct, regular supervision within clearly defined guidelines.</p> <p>This qualification may be used as a pathway for workforce entry. Organisations may require volunteers to undergo relevant background checks.</p> <p>To achieve this qualification, the candidate must have completed at least 20 hours of volunteer work as detailed in the Assessment Requirements of units of competency.</p>				
Entry requirements and pre-requisites	This is an entry-level course. There are no entry requirements for this qualification.				
Qualification rules	<p>A total of 7 units must be completed:</p> <ul style="list-style-type: none"> 4 core units of competency 3 elective units of competency 				

CORE AND ELECTIVE UNITS				Pre-requisites
Units of Competency	CHCDIV001	Work with diverse people	BSBPEF101	Plan and prepare for work readiness
	CHCVOL001	Be an effective volunteer	BSBTEC301	Design and produce business documents
	HLTWHS001	Participate in workplace health and safety	BSBPEF301	Organise personal work priorities
	BSBCMM201	Communicate in the workplace		
Learning experiences	<p>Students will undertake competency-based assessment towards the achievement of the selected certificate. Assessment is competency based and therefore no levels of achievement are awarded.</p> <p>This is the process of gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skills and the application of that knowledge and skills to the standard of performance required in the workplace.</p>			
Assessment	<p>Students undertaking this qualification MUST complete 20 hours of volunteering which must be recorded in a log book supplied and verified by a supervisor of the volunteer organisation.</p> <p>Remaining assessment for this qualification will be a combination of:</p> <ul style="list-style-type: none"> Observations Verbal questioning Folios Online questioning Quizzes / worksheets 			
Pathways	This qualification is designed to further develop foundational skills to prepare for workforce entry, vocational training pathways and/or further volunteering with community organisations.			
Fees	No fees are associated with this course, however all students who study a Vocational Education and Training course with Burnett State College as the RTO are charged an administration of \$25 which will be covered by Kilcoy SHS.			
RPL	Students may apply for Recognition of Prior Learning (RPL). Please see the Kilcoy SHS DP regarding processes required by the RTO (Burnett State College)			



FSK20119 CERTIFICATE II IN SKILLS FOR WORK AND VOCATIONAL PATHWAYS

Kilcoy State High School provides access to this course through an arrangement with Tallebudgera Outdoor and Environmental Education Centre's Registered Training Organisation (RTO Code 30685). Under this arrangement, students undertake this course as a distance education delivery style, on Kilcoy SHS campus, under the supervision of Kilcoy SHS. The RTO is responsible for the training and assessment services and will award the qualification/statement of attainment.

COURSE DETAILS					
Subject type:	VET Qualification	Duration:	Up to 4 Terms	QCE credits:	4
Qualification Description	This course forms part of the Department of Education's VET Pathways Program. The purpose of the VET Pathways Program is to deliver Certificate courses to students across Queensland with the goal of increasing their employment prospects by attaining a Queensland Certificate of Education (QCE), learning in real world contexts and enriching First Nations cultural knowledge.				
Entry requirements	This is an entry-level course. There are no entry requirements for this qualification				
Qualification rules	A total of 14 units must be completed: <ul style="list-style-type: none"> 1 core unit of competency 13 elective units of competency 				

CORE AND ELECTIVE UNITS				
Units of Competency	FSKLRG011	Use routine strategies for work-related learning	FSKOCM007	Interact effectively with others at work
	FSKLRG009	Use strategies to respond to routine workplace problems	FSKRDG010	Read and respond to routine workplace information
	FSKLRG010	Use routine strategies for career planning	FSKWTG009	Write routine workplace texts
	FSKNUM012	Use familiar and simple data for work	FSKDIG003	Use digital technology for non-routine workplace tasks
	FSKNUM014	Calculate with whole numbers & familiar fractions, decimals & percentages for work	AHCOCM301	Provide information on Aboriginal and/or Torres Strait Islander Peoples' cultural practice
	FSKNUM015	Estimate, measure and calculate with routine metric measurements for work	AHCWHS202	Participate in workplace health and safety processes
	FSKNUM019	Interpret routine tables, graphs and charts and use information and data for work	PUACOM001	Communicate in the workplace



FSK20119 Certificate II in Skills for Work and Vocational Pathways CONT.

Learning experiences	<p>Students will undertake competency-based assessment towards the achievement of the selected certificate. This is the process of gathering evidence and making judgements on whether the student can consistently demonstrate knowledge and skills and the application of that knowledge and skills to the standard of performance required in the workplace.</p> <p>The course has 5 Modules:</p> <ul style="list-style-type: none"> • Module 1 - Workplace Health and Safety • Module 2 - Aboriginal and Torres Strait Islander Peoples' Cultural Practice • Module 3 - Working with Numbers • Module 4 - Career Planning • Module 5 - Digital Technology (<i>separate online course</i>)
Assessment	<p>Assessment is competency based and therefore no levels of achievement are awarded.</p> <p>The Assessment Tasks for the first four Modules are in a written/typed booklet and students complete a separate online course for Module 5 – Digital Technology.</p>
Pathways	<p>This qualification is designed to further develop foundational skills to prepare for workforce entry and/or vocational training pathways.</p>
Fees	<p>The fees associated for this course are \$350, which is covered by Kilcoy SHS for eligible students. Please contact the Senior Schooling DP to enquire about eligibility.</p>



YEAR 9 2026 SUBJECT SELECTION STRUCTURE

Kilcoy State High School

Subject Selection Structure - Year 9, 2026 Subject Selection

Number of Lines: **9**

Additional Preferences: **2**

Mandatory KLAs:

Student Instructions:

*English, Maths, Science, HPE (1 semester) and History (1 semester) are core subjects.

*Elective subjects run for one semester each. In semester 1, elective subjects are chosen from lines 6 and 7. In semester 2, elective subjects are chosen from lines 8 and 9.

*You are to select your most preferred subject per line. You cannot select/study the same elective subject more than once.

*Rank your subjects from most preferred (1) to least preferred (9). These rankings are used to best allocate students to classes and determine subject viability.

*In the "preferences" section, select the next 2 subjects you would consider studying if you weren't able to study any of your first 4 elective preferences.

*Note that subject offerings are dependent on staff availability and subject viability and are subject to change where/if required.

Line 1	☐ English		
Line 2	☐ Mathematics		
Line 3	☐ Health and Physical Education		
Line 4	☐ History		
Line 5	☐ Science		
Line 6	☐ Digital Technologies ☐ Visual Arts	☐ Food Specialisations ☐	☐ Materials and Technologies Specialisations ☐
Line 7	☐ Ag Science ☐ Sports Development Program	☐ Food Specialisations ☐	☐ Geography ☐
Line 8	☐ Drama ☐ Visual Arts	☐ Economics and Business ☐	☐ Engineering Principles and Systems ☐
Line 9	☐ Ag Science ☐ Sports Development Program	☐ Food Specialisations ☐	☐ Media Arts ☐



YEAR 10 2026 SUBJECT SELECTION STRUCTURE

Kilcoy State High School

Subject Selection Structure - Year 10, 2026 Subject Selection

Number of Lines: **10**

Additional Preferences: **2**

Mandatory KLAs:

Student Instructions:

*English, Maths, Science, HPE (1 semester) and History (1 semester) are core subjects.

*Elective subjects run for one semester each. In semester 1, elective subjects are chosen from lines 7 and 8. In semester 2, elective subjects are chosen from lines 9 and 10.

*You are to select your most preferred subject per line. You cannot select/study the same elective subject more than once.

*Rank your subjects from most preferred (1) to least preferred (10). These rankings are used to best allocate students to classes and determine subject viability.

*In the "preferences" section, select the next 2 subjects you would consider studying if you weren't able to study any of your first 4 elective preferences.

*Note that subject offerings are dependent on staff availability and subject viability and are subject to change where/if required.

Line 1	☐ English		
Line 2	☐ Mathematics	☐ Short Course in Numeracy	
Line 3	☐ Science		
Line 4	☐ History		
Line 5	☐ Health and Physical Education		
Line 6	☐ Certificate II in Active Volunteering	☐ Certificate II in Skills for Work and Vocational Pathways	
Line 7	☐ Economics and Business	☐ Engineering Principles and Systems	☐ Materials and Technologies Specialisations
	☐ Visual Arts	☐	☐
Line 8	☐ Ag Science	☐ Drama	☐ Food Specialisations
	☐ Sports Development Program	☐	☐
Line 9	☐ Engineering Principles and Systems	☐ Geography	☐ Materials and Technologies Specialisations
	☐ Visual Arts	☐	☐
Line 10	☐ Ag Science	☐ Food Specialisations	☐ Sports Development Program