

# Junior Secondary Years 7

## 2023 Learning Program Information



## **OUR BELIEFS**

### **Our Vision**

Leading education, building futures

### **Our Purpose**

At MacGregor State High School our purpose is to challenge each person, enabling potential through academic excellence that builds self-efficacy, global awareness and ensures our students are prepared and equipped with the skills required for the future of work.

### **Our Values**

Respect  
Integrity  
Diversity

### **Our Motto**

The Best We Can Be

# Contents

Introduction .....	3
Subject Pathways at MacGregor SHS.....	4
English Faculty.....	6
English .....	7
Mathematics Faculty.....	8
Mathematics .....	9
Science Faculty.....	10
Science .....	11
Humanities Faculty.....	12
Geography.....	13
History.....	14
The Arts .....	15
Dance .....	16
Drama.....	17
Media Arts.....	18
Visual Art.....	19
Music.....	20
Music Excellence .....	21
Business Enterprise and Digital Solutions Faculty.....	22
Business Enterprise .....	23
Digital Solutions .....	24
Design and Technology Faculty.....	25
Design.....	26
Engineering .....	27
Food and Fashion Faculty.....	28
Food and Fashion .....	29
Health and Physical Education Faculty .....	30
Health and Physical Education .....	31
Languages Faculty .....	32
Chinese.....	33
German .....	34
Japanese.....	35

# Introduction

Welcome to MacGregor State High School’s Junior Secondary learning program. This Subject Information Guide provides you with the resources to understand the diverse curriculum offerings at MacGregor State High School for Year Seven, Eight and Nine students to be able to make informed decisions about your learning program. Curriculum offerings are summarised below:

## Year 7

Core Subjects – Two Semesters			
ENGLISH	MATHEMATICS	SCIENCE	
Core Subjects – One Semester			
CHINESE or GERMAN or JAPANESE	HEALTH AND PHYSICAL EDUCATION	GEOGRAPHY	HISTORY

**Year 7 Electives (study one in Semester 1 and one in Semester 2):** Business Enterprise, Dance, Design, Digital Solutions, Drama, Engineering, Food and Fashion, Media Arts, Music, Visual Art.

**Select entry programs:** Honours Academic Excellence, Music Excellence.

## Year 8

Core Subjects – Two Semesters			
ENGLISH	MATHEMATICS	SCIENCE	
Core Subjects – One Semester			
CHINESE or GERMAN or JAPANESE	HEALTH AND PHYSICAL EDUCATION	GEOGRAPHY	HISTORY

**Year 8 Electives (study one in Semester 1 and one in Semester 2):** Business Enterprise, Dance, Design, Digital Solutions, Drama, Engineering, Food and Fashion, Food and Nutrition, Media Arts, Music, Music Excellence, Visual Art.

**Select entry programs:** Honours Academic Excellence and Music Excellence.

## Year 9

Core Subjects – Two Semesters		
ENGLISH	MATHEMATICS MATHEMATICS EXTENSION	SCIENCE
Core Subjects – One Semester		
HEALTH AND PHYSICAL EDUCATION		HUMANITIES

**Year 9 Electives (study two in Semester 1 and two in Semester 2):** Business Enterprise, Chinese, Dance, Design, Digital Solutions, Drama, Economics, Engineering, Food and Nutrition, German, Food and Fashion, Industrial Technology Skills, Japanese, Junior Health, Junior Extension Health and Physical Education (Year Elective), Media Arts, Music, Visual Art.

**Select entry programs:** Honours Academic Excellence and Music Excellence.

# Subject Pathways at MacGregor SHS

Learning Area	Year 7	Year 8	Year 9	Year 10	Year 11 / 12
English	English	English	English	English Essential English	English Essential English Literature
Mathematics	Mathematics	Mathematics	Mathematics Mathematics Extension	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science	Science	Science	Science	Biology Chemistry Physics Science Psychology	Biology Chemistry Physics Science in Practice
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education Junior Extension Health and Physical Education (Year Elective) Junior Health	Health Education Physical Education Sport and Recreation	Health Physical Education Sport and Recreation Certificate III Fitness Certificate III Health Support
Humanities	Geography History	Geography History	Economics Humanities	Geography History Economics	Ancient History Economics Geography Modern History Social and Community Studies
Languages	Chinese German Japanese	Chinese German Japanese	Chinese German Japanese	Chinese German Japanese	Chinese German Japanese

Learning Area	Year 7	Year 8	Year 9	Year 10	Year 11 / 12
Business Enterprise and Digital Solutions	Business Enterprise  Digital Solutions	Business Enterprise  Digital Solutions	Business Enterprise  Digital Solutions	Accounting Business  Digital Solutions  Legal Studies	Accounting Business Certificate III in Business Digital Solutions Information Communication Technology Legal Studies
Design and Technology	Design Engineering	Design Engineering	Design Engineering Industrial Technology Skills	Design Engineering Industrial Technology Skills	Design Engineering Furnishing Skills Engineering Skills Certificate I Construction
Food and Fashion	Food and Fashion	Food and Fashion Food and Nutrition	Food and Fashion Food and Nutrition	Childcare Studies Fashion Food and Nutrition Hospitality	Early Childhood Studies Fashion Food and Nutrition Hospitality Practices
Performing Arts	Dance Drama  Music Music Excellence	Dance Drama  Music Music Excellence	Dance Drama  Music Music Excellence	Dance Drama Arts Music	Dance Drama Arts in Practice Music Music Extension (Year 12 only)
Visual Arts	Media Arts Visual Art	Media Arts Visual Art	Media Arts Visual Art	Media Arts Visual Art	Film TV & New Media Visual Art Arts in Practice Visual Arts in Practice Media Arts in Practice

# English Faculty



# English

## Rationale

English creates confident communicators, imaginative thinkers and informed citizens who analyse, understand, create, communicate and build relationships with others and the world around them.

## Aims

English develops usage, appreciation and enjoyment of language to create meaning, evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.

## Course Outline - Core Year

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>A Whole New World</b></p> <p>Students will explore the theme <b>Whole New World</b> through a variety of stimulus texts. They will examine how other writers construct narratives to convey a theme. Students will write a narrative that conveys an aspect the theme using the insights they have gained from their exploration.</p>	Narrative Assignment
Unit 2	<p><b>Hero, Victim or Villain?</b></p> <p>Students will read <i>Black Snake – The Daring of Ned Kelly</i> and write and deliver an argument to persuade the reader to accept a particular point of view about Ned Kelly.</p>	Persuasive Speech
Unit 3	<p><b>The Human Condition</b></p> <p>Students will explore the elements of poetry and produce an assignment that analyses the ways in which a poem represents the human condition.</p>	Analytical Assignment
Unit 4	<p><b>Representation in <i>Wonder</i></b></p> <p>Students will read <i>Wonder</i> and explore the how the writer represents characters and themes. They will produce an analytical essay under exam conditions.</p>	Analytical Exam

# Mathematics Faculty



# Mathematics

## Rationale

Mathematics develops the numeracy capabilities needed to make informed, efficient decisions in the real world, and to learn the fundamentals on which further Mathematics is built.

## Aims

Mathematics develops confident, creative users of Mathematics by cultivating the ability to pose and solve problems, and to recognise the connections between different areas of mathematics.

## Course Outline - Core Year

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>Real Numbers, Money and Financial Mathematics</b></p> <p>Students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. Students compare the cost of items to make financial decisions. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another.</p>	<p>Assessment each Semester may include:</p> <p>Supervised Written Examinations</p> <p>Problem Solving and Modelling Task (Assignment)</p>
Unit 2	<p><b>Algebra, Linear and Non-Linear Relationships</b></p> <p>Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information.</p> <p>Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane.</p>	
Unit 3	<p><b>Measurement and Geometry</b></p> <p>Students describe different views of three-dimensional objects. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals.</p> <p>Students will represent transformations on a Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two lines and be able to name the types of angles formed by a transversal crossing parallel line.</p>	
Unit 4	<p><b>Statistics and Probability</b></p> <p>Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.</p> <p>Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets and construct stem-and-leaf plots and dot-plots.</p>	

# Science Faculty



# Science

## Rationale

Supporting students to develop scientific knowledge, understanding and skills to enable them to make informed decisions about local, national and global issues while nurturing their natural curiosity about the world around them.

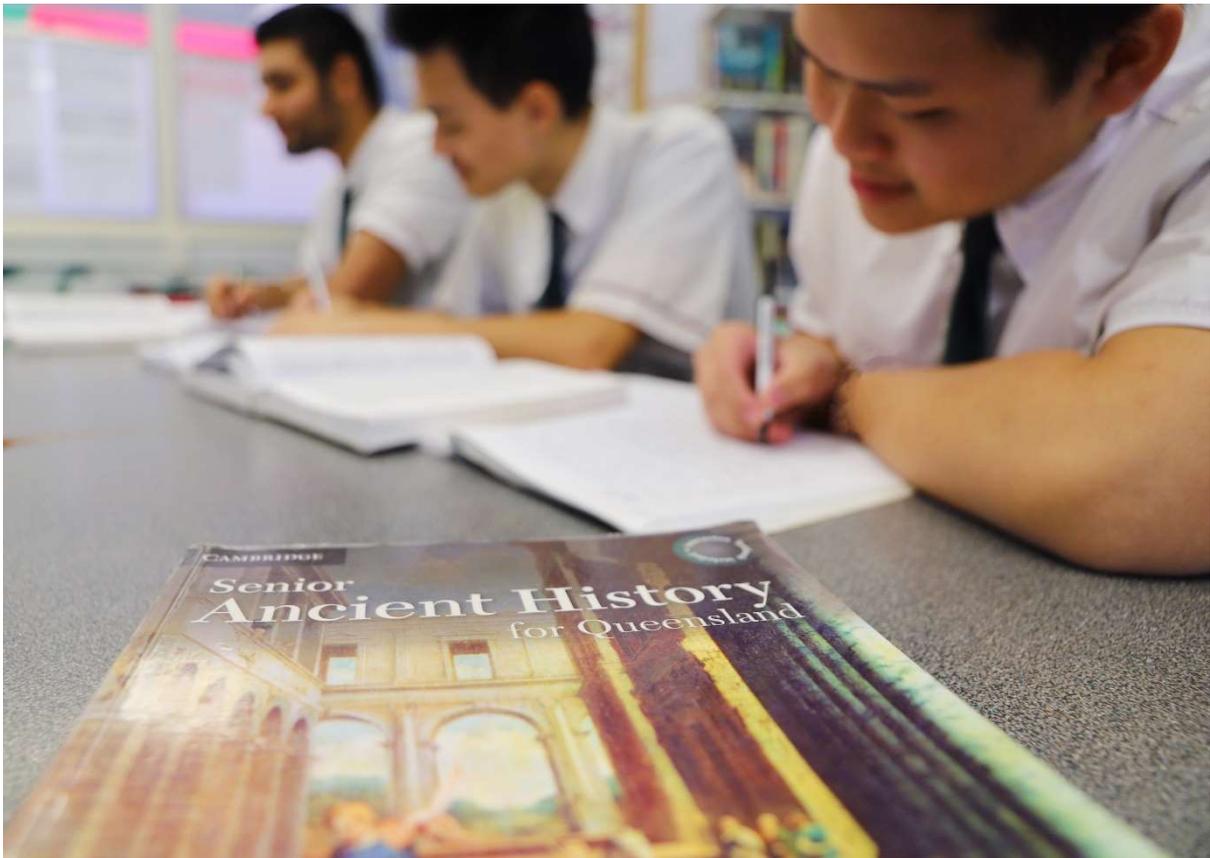
## Aims

Science develops a range of content knowledge *focussed* on Earth Science, Biology, Physics and Chemistry to understand the world we live in. It develops skills to determine and analyse relationships in order to see the effects on variables. It also creates links between real world skills, problems and contexts in order to create meaningful impact.

## Course Outline - Core Year

Year 7	Unit Description	Assessment Overview
Unit 1	<b>Skills in Science</b> Students will understand safety requirements of a Science laboratory and have the skills to be able to safely conduct a Science experiment using the correct scientific equipment.	Diagnostic Test
Unit 2	<b>Chemistry</b> Students will understand the difference between pure substances and mixtures and be able to use a range of techniques to separate a mixture.	
Unit 3	<b>Physics</b> Students will understand that a change in an object's motion is caused by unbalanced forces and be able to investigate common situations where forces are balanced/unbalanced e.g. friction, gravity, celestial objects.	Student Experiment  Supervised Assessment (Units 2 and 3)
Unit 4	<b>Biology</b> Students will understand classification, food webs and food chains and be able to show relationships between organisms.	Research Investigation
Unit 5	<b>Earth Science</b> Students will understand the water cycle and differences between renewable/non-renewable resources and be able to explore ways of saving and recycling resources. Students will understand that seasons, tides, eclipses and phases of the moon are caused by the relative positions of the sun, Earth and the moon and be able to model the relative movements of the Sun, Earth and Moon.	Supervised Assessment (Units 4 and 5)

# Humanities Faculty



# Geography

## Rationale

Geography inspires curiosity about the diversity of the world's places and reflecting on the interconnections between people, places and environments over time.

## Aims

Geography develops knowledge about, and respect of, places, people, cultures and environments throughout the world.

## Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>Global Citizenship - Water Challenges</b></p> <p>Students will understand water use and its value locally, nationally and globally. They will undertake an inquiry process about a current challenge related to water and the social, economic and environmental impacts and solution/s to this challenge. Students will examine how in their own lives can make a difference to this challenge.</p>	Research Inquiry
Unit 2	<p><b>Global Citizenship - Place and Liveability!</b></p> <p>Students will investigate how and why a place is liveable. They will explore, through a local field study, to determine currently how liveable it is and pose suggestions for improvements.</p>	Combination Exam

# History

## Rationale

History promotes an understanding of societies, events, movements and developments that have shaped humanity.

## Aims

History develops knowledge, understanding and appreciation of the past and forces that shape societies.

## Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>A Night at the Museum</b></p> <p>Students will understand what the historical period Ancient History is about by becoming the historian and using 'hands-on' evidence as part of a field experience. In the pursuit of archaeological evidence and relics, students will be able to look for clues to build a picture of the movement of ancient people from a chosen civilisation.</p>	Museum Exhibit
Unit 2	<p><b>Lifestyles of the Rich and the Famous</b></p> <p>Students will explore the civilisations of a chosen civilisation (Egypt, Greece, Rome) looking at beliefs, practices and influential people. They will undertake a historical inquiry into a person of choice from either civilisation and evaluate their legacy on the civilisation and today.</p>	Historical Research Inquiry

# The Arts

## Performing Arts

## Visual Arts, Film and Media

## Music

## Music, Music Excellence



# Dance

## Rationale

Dance offers students the chance to discover new ways to be their best, through the creative and expressive art form of dance. Students use knowledge, techniques and experiences to understand how they can be successful performers, effective choreographers, skilled collaborators, and critical thinkers, readers and writers. In Year 7 there is a focus on developing awareness of and respect for the body and understanding fundamental dance concepts and skills. In Year 8 there is a focus on further developing knowledge and confidence in self through the technical and expressive skills of performance, and through exploring different choreographic processes. In Year 9, students extend their understanding of the contexts, purposes and value of dance in the community, through artistic, social and cultural awareness of dance, as well as building the skills of analysing, interpreting and evaluating of dance works to communicate meaning.

## Aims

- body awareness and technical and expressive skills to communicate through movement safely, confidently and creatively
- choreographic and performance skills, and appreciation of their own and others' dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<b>Dance for the People</b> Students understand and use safe dance practices, develop foundation practical dance skills, and are able to communicate a chosen purpose and theme through a choreographic and performance work with peers.	Practical Choreography and Performance
Unit 2	<b>Elements of Dance</b> Students connect theoretical knowledge of dance concepts and skills in order to understand how to identify, describe and analyse dance with justification, through a written analysis of visual dance stimulus.	Written Responding

# Drama

## Rationale

Drama enables students to imagine and participate in exploration of their worlds. Students actively use body, gesture, movement, voice and language, taking on roles to explore real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. They learn how to be focused, innovative and resourceful, collaborate and take on responsibilities for drama presentations. They explore their imagination, develop a sense of inquiry and empathy by exploring drama in the contemporary world and in other times; traditions, places and cultures.

## Aims

- build, refine and extend their understanding and use of role, character, relationships and situation
- extend the use of voice and movement to sustain belief in character
- use and maintain focus, tension; manipulate space and time, language, ideas and dramatic action
- incorporate language, experiment with mood and atmosphere; use contrast, juxtaposition, dramatic symbol
- explore the influences of Aboriginal and Torres Strait Islander Peoples
- explore meaning, interpretation, forms, and elements of drama; social, cultural and historical influences of drama
- evaluate intentions and expressive skills in drama viewed and performed to build an understanding of the roles of artists and audiences.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>Storytelling</b></p> <p>Students develop an understanding of the purpose and forms of storytelling across cultures.</p> <p>They will experiment with the elements of drama and theatrical practices through their application of storytelling conventions within the performance space.</p>	<p>Practical Making: Presenting</p>
Unit 2	<p><b>Improvisation</b></p> <p>Students will be able to apply the elements of drama within TheatreSports, applying the skills of improvisation.</p> <p>They will be able to collaboratively generate scenarios to convey dramatic meaning for an audience of peers, whilst developing ensemble and communication skills.</p> <p>Students respond to the artworks of others through an extended written response.</p>	<p>Practical Making: Forming</p> <p>Responding: Exam</p>

# Media Arts

## Rationale

Media Arts involves creating representations of the world and telling stories through communication technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of technologies. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

## Aims

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<b>Making - Propagandist TV Advert</b> Students understand that advertisements sell a product or a service as well as a point of view. Students learn techniques of audience manipulation to gain a better understanding of advertising and marketing.	TV Advert
Unit 2	<b>Responding - Social Values in the Marvel Universe</b> Students identify and analyse the representations and social values present in the MCU Marvel Universe. The social values, points of view and hidden messages presented in these films are analysed.	Written Assignment
Unit 3	<b>Making - Super Hero Film Movie Trailer</b> After learning about hidden messaging embedded in superhero movies and animations, students design a short film trailer for their own super hero movie.	Movie Trailer

# Visual Art

## Rationale

Visual Art provides students with the opportunity to understand and interpret the world around them, create meaning, and develop higher order thinking processes. This subject explores the work of visual artists and visual communication broadly and supports students in the development of their own artistic practice.

Visual Art applies the Inquiry Learning Model which encompasses an interchange between the processes of researching, developing, resolving and reflecting, thus cultivating students' capacity for creative and critical problem solving.

Students have the opportunity to explore and develop skills across various media including two dimensional forms such as painting, printmaking and drawing; sculptural forms including clay, installation and assemblage; various applications of new media and technology including video and photography; and opportunities to work individually and collaboratively. Visual Arts creates imaginative thinkers, critical problem solvers, and highly effective communicators.

## Aims

Visual Art fosters creative thinking, critical analysis, problem solving processes and develops a student's ability to recognise, use and explore diverse perspectives. Students develop skills of analysis, interpretation, and evaluation which are in turn is used to develop and make informed judgements. Students develop effective communication skills in visual, oral and written forms.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>Making: The essence of a Place</b></p> <p>Students experience and understand how to communicate visually using 2D media with a focus on drawing, painting and printmaking with a focus on <b>Place</b>.</p>	Making Folio
Unit 2	<p><b>Responding: Artist's Perspectives</b></p> <p>Students will deconstruct, analyse and interpret the art of others. (indigenous perspectives)</p>	Responding task – Report
Unit 3	<p><b>Making: My 3D Observations</b></p> <p>Students understand how to communicate using 3D media with a focus on ceramics, assemblage and found objects.</p>	Making Folio

# Music

## Rationale

Music offers students the opportunity to learn the basics of music and develop their skills in Composition, Performance and Theory, with an opportunity to be included in the Instrumental Music Program. Through units, students improve their rhythm skills, learn how to play drum kit, guitar and keyboard and develop skills in composing including the completion of composition tasks on computer using the Sibelius software. Students will also enhance their theory skills while developing ensemble skills in small group performances.

## Aims

Students learn as both musicians and audience through the intellectual, emotional and sensory experiences of Music. Students will develop technical composition and performance skills, as well as expressive and written skills, as they enhance their Music knowledge and understanding, along with communication, problem-solving, decision-making and teamwork skills.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<b>Feel the Rhythm</b> Identify, understand and use a variety of rhythmic patterns, as well as develop an understanding of pulse and metre through theory and performance and be able to compose for a four-part rhythm ensemble.	Rhythm Ensemble Performance
Unit 2	<b>The Language of Music Literacy</b> Understand and develop musical literacy skills in the form of note reading in both treble and bass clef to be able to read a score for performance and composition tasks.	Solo Performance (Guitar or Keyboard)
Unit 3	<b>Creating Original songs</b> Understand and develop research and essay writing skills in the form of a biography writing task. Be able to employ music literacy skills to write a song.	Composition Task
Unit 4	<b>Music on Stage</b> Be able to provide written and aural evidence of the comprehension of theory skills learnt during the semester. Be able to present an ensemble performance with peers which conveys an understanding of successful ensemble playing.	Ensemble Performance Music Literacy Folio

# Music Excellence

## Rationale

Music Excellence is designed for gifted and talented students who have a passion for Music and/or Vocal/Instrumental Music. In addition to the co-curricular involvement offered at MacGregor including choirs, bands, orchestras and small instrumental ensembles, students can elect to study this extension subject. Entry is by application and audition in consultation with The Head of Department, and is studied for a semester in Year 7 and 8, with Year 9 Music Excellence studied for the whole year.

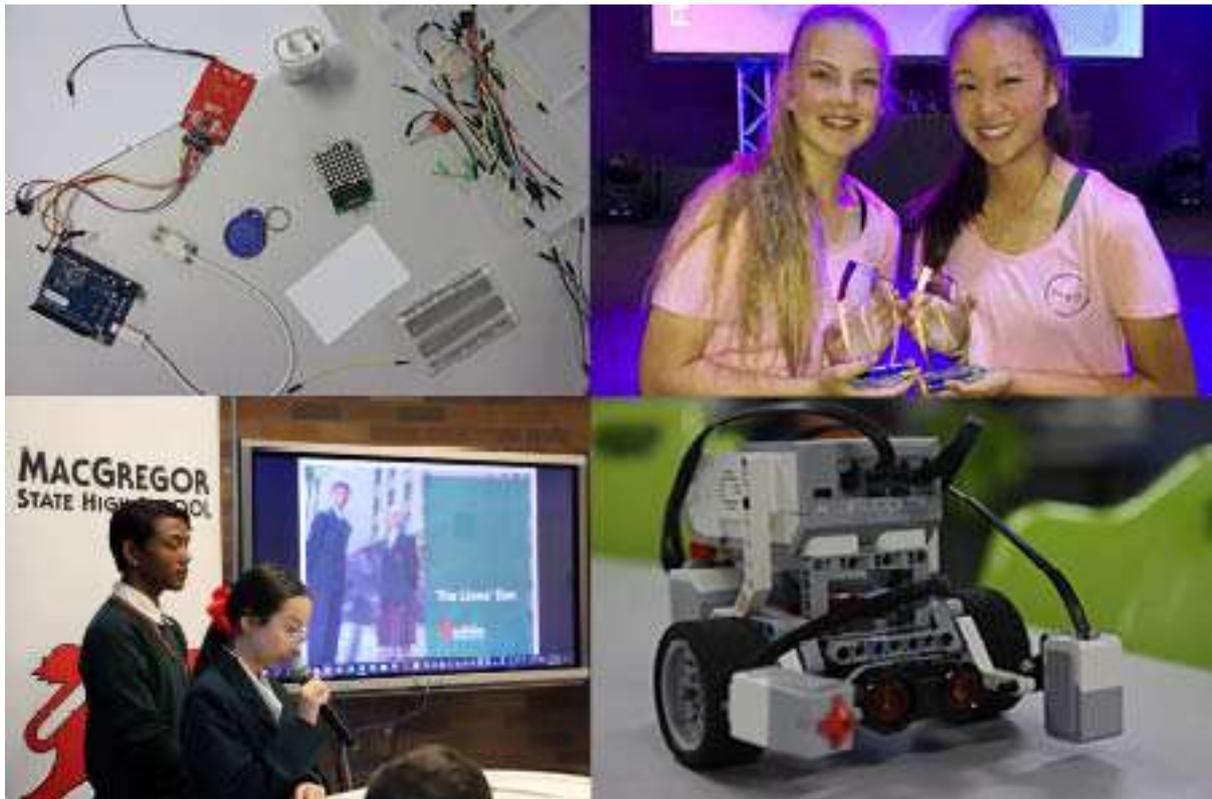
## Aims

Students learn as both musicians and audience through the intellectual, emotional and sensory experiences of Music. Students will develop technical composition and performance skills, as well as expressive and written skills as they enhance their Music knowledge and understanding, along with communication, problem-solving, decision-making and teamwork skills.

## Course Outline - Elective Semester (*Select Entry Program*)

Year 7	Unit Description	Assessment Overview
Unit 1 Sem. 1	<b>Maestro in the Making</b> Students will understand the Elements of Music with particular focus on literacy, theory, aural skills (ear training, audiation) and compositional skills (e.g. harmony, piano writing, etc.). They will be able to combine music literacy, technology (Sibelius computer software) and written skills through Arranging and Composition.	Music Literacy Exam  Song Composition
Unit 2 Sem. 2	<b>Bravo</b> Students will develop performance skills on guitar, keyboard and their own instrument playing in 7 Music Excellence Band as a whole class, in small ensembles and as soloists.	Recital Performance  Journal

# Business Enterprise and Digital Solutions Faculty



# Business Enterprise

## Rationale

Students explore key business concepts and practices using entrepreneurial, systems and design thinking. They will analyse and evaluate the effectiveness, sustainability and competitiveness of businesses and make decisions to improve their performance. Project-based learning opportunities give students scope to design Business as well as Civics projects which focus on the nature of Australian society, citizenship rights values and actions.

## Aims

Students will be able to demonstrate their own entrepreneurial qualities as they engage in real-life business experiences in a fun and practical way. Additionally, students become more informed through Civics-based projects which promote an understanding of values based on respect, fairness and equality of opportunity to support social cohesion and democracy within society.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>The Scoop on our Products</b></p> <p>Students will research everyday products that we know and love that allow a manufacturing business to be successful in meeting customer needs. Be able to develop a Business case study which examines the benefits and impacts of the product in all phases of its development from inception all the way to the customer. Propose solutions for sustainable production now and in the future.</p>	Project
Unit 2	<p><b>Eco Writers</b></p> <p>Students interview a primary school client about their favourite animal and incorporate this information into a project-based learning design which seeks solutions to an issue. Considering the wants, needs and values of their primary school client, students will be able to research the challenges facing that animal and the solutions that exist to address them. Students can opt to create picture books to present their projects to shed light on Australian values, civic and environmental issues and solutions.</p>	Project

# Digital Solutions

## Rationale

Digital Solutions develops the capacity of students to create innovative solutions that improve the lives of people and societies to meet current and future needs, using traditional, contemporary and emerging technologies.

## Aims

Digital Solutions aids students to be confident and responsible when individually and collaboratively coding, generating and evaluating digital products and services to address social, economic, environmental and technological challenges.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>Chatbot</b></p> <p>Students will learn and understand how to use an object-oriented programming language, Python, to code automated tasks. Students will solve problems with code and be able to create their very own chatbot to simulate a human being.</p>	Project
Unit 2	<p><b>Game Development</b></p> <p>Students will learn about the game development process. By applying critical and creative thinking to design and develop algorithms, they will produce an interactive computer game, which meets user requirements.</p>	Project

# Design and Technology Faculty



# Design

## Rationale

Design actively engages students in creating prototypes across a range of design professions including; Architecture, Digital Media Design, Fashion Design, Graphic Design and Industrial Design. Students apply Design Thinking and the Design Process to investigate ideas, sketch, generate and refine ideas, plan, produce and evaluate innovative solutions.

## Aims

Students will develop an appreciation of Designers and their role in society. They will learn the value of creativity and build resilience as they experience the iterative Design Process built upon sketching, drawing and prototyping with a range of materials.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>Design in Practice</b>            Students will understand the Design Process as they participate in a number of individual and collaborative Design Challenges. They will explore how the Design Process can be used to solve complex design problems in the 21st century using, sketching and physical low-fidelity prototyping skills.</p>	Design Project
Unit 2	<p><b>Design Challenges</b>            Students will use emerging technologies, including 3D modelling and 3D printing, to produce a personalised 3D printed pen. They will also have the opportunity to experience physical low-fidelity prototyping to redesign a household item using industrial machines, tools and equipment.</p>	Design Project

# Engineering

## Rationale

Engineering involves the practical application of Science, Technology, Engineering and Mathematics (STEM) to develop sustainable products, processes and services. Students who study Engineering develop technical knowledge and problem-solving skills that enable them to produce engineered solutions across a range of contexts including: Simple Machines, Mechanics, Materials Science and Control Technologies.

## Aims

Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of Engineers. Students will develop critical and creative thinking skills that they can apply across their Core Subjects.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>Introduction to Engineering</b></p> <p>Students will learn the important role Engineers play in solving global and local problems. They will be introduced to the Engineering Problem-Solving Process as they experience introductory, collaborative Engineering Challenges including; 'Make it and Break it' and 'You're driving me crazy'.</p>	Engineering Project
Unit 2	<p><b>Emerging Technologies</b></p> <p>Students will participate in a range of individual and collaborative group activities including those associated with advanced and renewable materials. They will experience new and emerging technologies including; laser cutting and rapid digital prototyping.</p>	Engineering Project

# Food and Fashion Faculty



# Food and Fashion

## Rationale

The central focus of Food and Fashion is the wellbeing of people within their personal, family, community and work roles.

## Aims

Food and Fashion brings together theoretical understandings and practical applications related to food and nutrition, living environments and textiles.

## Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<b>Delicious Delights</b> Students will understand and apply basic cookery skills to produce a selection of delicious recipes with the aim of developing a prototype for a baking company	Project – Scone Variation
Unit 2	<b>Decorator’s Delight</b> Students will understand and apply creative decorating techniques to produce a personalised ‘themed’ item by using the sewing machine and a variety of textile resources.	Project - Practical Sewing

# Health and Physical Education Faculty



# Health and Physical Education

## Rationale

HPE develops healthy and active citizens with critical inquiry skills to analyse and understand the influences on their own and others' health, safety, wellbeing, and physical activity participation.

## Aims

HPE develops knowledge, understanding and skills for students to take positive action to protect, enhance and advocate for regular movement-based activity, personal identity and wellbeing, and respectful relationships.

## Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>Performance Activity (Fundamental skills, track and field)</b></p> <p>Students demonstrate fundamental skills in specialised movement sequences and movement strategies in authentic performance environments and apply these concepts in a range of contexts.</p>	On-going Practical Assessment
	<p><b>Safety 4 Kids</b></p> <p>Students will understand the importance of sun safety and transport safety in a range of contexts. They will demonstrate skills and investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.</p>	Journal / Folio of Work <i>(series of in-class supervised tasks)</i>
Unit 2	<p><b>Invasion Activity (Netball, Soccer, Touch Football, Basketball, AFL)</b></p> <p>Students demonstrate a range of invasion skills in specialised movement sequences and movement strategies in authentic performance environments and apply these concepts in a range of contexts utilising prior knowledge from Unit 1.</p>	On-going Practical Assessment
	<p><b>Healthy Habits</b></p> <p>Students will analyse the Australian Guide to Healthy Eating and understand the nutritional requirements to optimise the health of young people, as well as the importance of promoting these requirements to help teens make informed choices.</p>	Nutrition Showcase

# Languages Faculty



# Chinese

## Rationale

Languages enable communication in our increasingly interconnected and interdependent world by engaging with the linguistic and cultural diversity of the world and its peoples. Chinese offers students the opportunity to learn the language and the culture of China. The study of Chinese provides access to different ways and opportunities to broaden understanding of self and others. Study in this subject increases career and employment opportunities, and improves access to the systems of digital communication and representation.

## Aims

Language study provides opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning.

## Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<b>Getting to Know Me</b> Students will understand how to communicate personal information about themselves in Chinese. They will be introduced to greetings in Chinese, how to respond to questions about themselves and daily routine.	Reading and Writing Exam
Unit 2	<b>About China</b> Students will explore the Geography and regions of China. They will explore important seasons and festivals in China and understand how to communicate about these using the language.	Presentation task  Listening Exam

# German

## Rationale

Languages enable communication in our increasingly interconnected and interdependent world by engaging with the linguistic and cultural diversity of the world and its peoples. German offers students the opportunity to learn the language and the culture of Germany, Austria, Switzerland and Liechtenstein (DACHL).

## Aims

Languages provide opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning. German provides students with opportunities to develop skills in reading, writing, listening and speaking and also investigate the culture, geography and history of the German-speaking countries.

## Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>Let Me Tell You About Me</b></p> <p>Students will understand how to communicate personal information about themselves in German and will be able to understand similar information about other people.</p>	<p>Reading, Writing,            Listening, Speaking            Exam            Assignment</p>
Unit 2	<p><b>Let Me Tell You About DACHL</b></p> <p>Students will investigate the cultural, geographical and historical background of DACHL and be able to share this knowledge with others.</p>	<p>Poster Assignment</p>

# Japanese

## Rationale

Languages enable communication in our increasingly interconnected and interdependent world by engaging with the linguistic and cultural diversity of the world and its peoples. Japanese offers students the opportunity to learn the language and the culture of Japan.

**Aims**  
 Languages provide opportunities for students to understand themselves as communicators by communicating in the target language and understanding the relationship between language, culture and their learning.

## Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p><b>School</b>            Students will study basic Japanese language and script, as well as aspects of Japanese culture associated with school and they will be able to communicate and present this information to others.</p>	<p>Short Answer Test</p> <p>Poster Task</p>
Unit 2	<p><b>Housing</b>            Students will expand their basic understanding of Japanese language and culture by investigating housing. They will be able to describe a room in Japanese.</p>	<p>Short Answer Test</p> <p>Room Project</p>

