

Junior Secondary Years 7, 8 and 9

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

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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	GEOGRAPHY	HEALTH AND PHYSICAL EDUCATION	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	GEOGRAPHY	HEALTH AND PHYSICAL EDUCATION	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: Chinese Immersion, 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	Business Enterprise	Business Enterprise	Accounting Business	Accounting Business
	Digital Solutions	Digital Solutions	Digital Solutions	Digital Solutions Legal Studies	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	Dance Drama	Dance Drama	Dance Drama	Dance Drama
	Music Music Excellence	Music Music Excellence	Music Music Excellence	Arts Music	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

Student Subject Decision-Making Guide

To assist in the decision-making process, please answer these questions honestly:

- Which subjects did I enjoy the most this year?
- In which subjects did I perform well?
- What are my main areas of interest?
- What are my strengths and challenges as a learner?
- Are these subjects supportive of my goals?

How Can Parents and Caregivers Support

Parents and caregivers can help their child be successful in their learning program by providing a supportive environment in the home and showing an interest in their child's work. Parents and caregivers can also help by:

- Discussing with your child the answers to the questions within the 'Student Subject Decision Making Guide' section above
- Showing an interest in your child's learning program and encouraging them to share their learning with you
- Supporting your child to develop personal responsibility for their own learning
- Ensuring there is a suitable place to study within the home
- Ensuring your child attends school every day, on time
- Providing all the necessary materials to successfully complete their learning program
- Encouraging your child to revise and practice skills learnt within classes
- Checking homework tasks and assessment due dates, available on Daymap
- Encouraging your child to attend Smartstart (afternoon enrichment program)
- Communicating regularly with class teachers
- Discussing your child's progress with class teachers

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	A Whole New World Students will explore the theme Whole New World 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.	Narrative Assignment
Unit 2	Hero, Victim or Villain? 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.	Persuasive Speech
Unit 3	The Human Condition Students will explore the elements of poetry and produce an assignment that analyses the ways in which a poem represents the human condition.	Analytical Assignment
Unit 4	Representation in Wonder 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.	Analytical Exam

Course Outline - Core Year

Year 8	Unit Description	Assessment Overview
Unit 1	Overcoming Adversity Students will explore the theme Overcoming Adversity 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.	Narrative Assignment
Unit 2	A Change I'd Like to Make Students will explore several contentious issues and examine the language features of persuasion. They will write and present a persuasive speech based on their opinion of one of the issues explored in the unit.	Persuasive Speech
Unit 3	Representation in <i>Nanberry</i> Students will read the novel <i>Nanberry</i> and explore how the writer represents the experiences of the characters. They will chose one character and produce an assignment that analyses his/her experiences.	Analytical Assignment
Unit 4	How am I influenced? Students will explore the design and construction of homepages, identifying and analysing the integral elements, both visual and text-based, to assess their effectiveness.	Analytical Exam

Course Outline - Core Year

Year 9	Unit Description	Assessment Overview
Unit 1	My Place Students will explore the theme My Place 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.	Narrative Assignment
Unit 2	Representation of themes Students will view a film, exploring how the film maker uses characters, plot and setting, as well as cinematography, to convey themes. Student will write an analytical essay in which they identify and analyse how themes are represented in film.	Analytical Assignment
Unit 3	Persuasion Students will explore contentious issues and examine the language features of persuasion. They will research their own contentious issue, write and present a persuasive speech.	Persuasive Speech
Unit 4	Representation in <i>A New Kind of Dreaming</i> Students will read a novel and explore how the writer represents characters and themes. They will produce an analytical essay under exam conditions.	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	Real Numbers, Money and Financial Mathematics 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.	Assessment each Semester may include: Supervised Written Examinations Problem Solving and Modelling Task (Assignment)
Unit 2	Algebra, Linear and Non-Linear Relationships Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane.	
Unit 3	Measurement and Geometry 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. 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.	
Unit 4	Statistics and Probability Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. 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.	

Course Outline - Core Year

Year 8	Unit Description	Assessment Overview
Unit 1	Real Numbers, Money and Financial Mathematics Students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. Students use efficient mental and written strategies to carry out the four operations with integers.	Assessment each semester may include: Supervised Written Examinations
Unit 2	Algebra, Linear and Non-Linear Relationships Students make connections between expanding and factorising algebraic expressions. They simplify a variety of algebraic expressions. Students solve linear equations and graph linear relationships on a Cartesian plane.	Problem Solving and Modelling Task (Assignment)
Unit 3	Measurement and Geometry Students solve problems relating to the volume of prisms. Students convert between units of measurement for area and volume. They will perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. Students will be able to name the features of circles and calculate the areas and circumferences of circles. Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students make sense of time duration in real applications.	
Unit 4	Statistics and Probability Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students determine the probabilities of complementary events and calculate the sum of probabilities.	

Course Outline - Core Year

Year 9 Prerequisites:

Students will be placed into one of two Year 9 Mathematics classes based on the result attained in Year 8:

Extension Mathematics - Achievement of a 'Mid B' or better in Year 8 Mathematics

Mathematics - Achievement of a 'Mid C' or better in Year 8 Mathematics

Year 9	Unit Description	Assessment Overview
Unit 1	Real Numbers, Money and Financial Mathematics Students solve problems involving simple interest. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions.	Assessment each Semester may include: Supervised Written Examinations Problem Solving and Modelling Task (Assignment)
Unit 2	Algebra, Linear and Non-Linear Relationships Students find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations.	
Unit 3	Measurement and Geometry Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. They interpret ratio and scale factors in similar figures.	
Unit 4	Statistics and Probability Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.	

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	Skills in Science 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	Chemistry 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	Physics 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	Biology Students will understand classification, food webs and food chains and be able to show relationships between organisms.	Research Investigation
Unit 5	Earth Science 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)

Course Outline - Core Year

Year 8	Unit Description	Assessment Overview
Unit 1	What is Science? Students will understand the experimental nature of Science and be able to safely perform basic scientific experiments. Students will be able to write a scientific report with appropriate headings and details of the experiment conducted.	Research Investigation
Unit 2	Chemistry Students will understand the particle theory to explain the behaviour of particles in the three states of matter. Students will be able to calculate density of substances. Students will understand that the differences between elements, compounds and mixtures can be described at a particle level. Students will understand that chemical change involves substances reacting to form new substances.	
Unit 3	Earth Science Students will understand sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales. Students will be able to identify sedimentary, igneous and metamorphic rocks in theoretical and practical situations.	Supervised Assessment (Units 2 and 3)
Unit 4	Physics Students will understand that energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems. Students will be able to apply this knowledge to explain everyday occurrences.	Student Experiment
Unit 5	Biology Students will understand that cells are the basic unit of living things with specialised structures, functions and processes. Then they will be able to explain how multi cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.	Supervised Assessment (Units 4 and 5)

Course Outline - Core Year

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Biology</p> <p>Students will understand how multicellular organisms rely on coordinated and interdependent systems to function. Students will be able to design a fair test and analyse data from experiments to come to a conclusion. Students will be able to relate the flow of energy and matter in ecosystems, the human impact on ecosystems and the adaptations of organisms for survival. They will also be able to identify parts of the nervous and endocrine systems and describe their roles.</p>	Research Investigation
Unit 2	<p>Psychology</p> <p>Students learn about the functions of the brain and how testing can be utilised to better understand human behaviour.</p> <p>Earth Science</p> <p>Students will understand how the theory of plate tectonics explains global patterns of geological activity and continental movement. They will be able to relate the occurrence of earthquakes and volcanic theory to constructive and destructive plate boundaries and analyse data from experiments.</p>	Supervised Assessment (Units 1 and 2)
Unit 3	<p>Physics</p> <p>Students will understand how energy is transferred through different mediums and be able to apply the energy transfer concepts to everyday situations using the particle and wave model.</p>	Student Experiment
Unit 4	<p>Chemistry</p> <p>Students will demonstrate an understanding that all matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms. Students will understand that chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed and are important in both non-living and living systems and involve energy transfer.</p>	Supervised Assessment (Units 3 and 4)

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	The Scoop on our Products 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.	Project
Unit 2	Eco Writers 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.	Project

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Money Matters Students develop an understanding of the importance of managing personal finance and how the collection of taxes and the provision of services supports individual and financial wellbeing, communities and Australian society. Be able to develop a personal project to inform others about what tax means. Examine issues, trends, cause and effect and decision making.	Project
Unit 2	Change Agents Students will examine strengths and challenges within their local community and examine how active citizenship strategies and/or the use of civic action can contribute to an informed and positive change. Students work in groups to design a campaign or action plan that would influence other stakeholders of their stance in order to achieve a desired outcome.	Project

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Entrepreneurship Understand concepts of entrepreneurship in relation to establishing a successful business through exploring different business organisations and ownership structures, examining the need for businesses to continue to innovate, and be able to participate in a team environment.	Assignment
Unit 2	Enterprise Project Students apply knowledge and understanding of responsible business practices in order to develop an innovative social enterprise, develop a business pitch and communicate with Industry experts. A process of analysis and evaluation is used to determine the potential success of the social enterprise.	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	Chatbot 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.	Project
Unit 2	Game Development 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.	Project

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Digital Systems Students will develop an understanding of basic digital systems and their interconnectedness with real world data and user interaction. They will find meaning in the relationship between user and digital inputs and its transformation to outputs. Students will use this understanding along with computational thinking strategies to understand and solve authentic situations.	Examination
Unit 2	Gizmos and Gadgets Students will understand the relationship between circuits and coding to give digital solutions to human problems. Students will create gadgets using the Arduino Esplora micro controller and learn the fundamentals of C++ coding language to bring life to their gadgets. Students will further support their creative ideas to make informed justifications as to how their gadgets could support humans to make their life easier when operating in a technologically progressive future.	Project

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Robotics – Driverless Car Students plan and manage digital projects using EV3 Lego Robotics. They define and decompose problems to determine the functional requirements for a prototype driverless car. Students design and implement programs, using algorithms and data structures that reflect the relationships of real-world data.	Project
Unit 2	Creative Coding Students will use the problem-solving process to explore, develop and generate a digital solution using an object-orientated programming language. They will explore the creative and technical aspects of developing interactive digital solutions and gain a practical understanding of the development cycle.	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	Design in Practice 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.	Design Project
Unit 2	Design Challenges 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.	Design Project

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Design Communication and Visualisation Students will learn a range of visual communication skills including; schematic sketching, ideation sketching and digital low-fidelity prototyping. They will learn how to enhance the representation of their design ideas to suit particular audiences.	Design Project
Unit 2	Design a Solution Students will explore how designers develop innovative solutions that address real-world problems. They will utilise digital low-fidelity prototyping and 3D printing to design and make a 'Life Hack'.	Design Project

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Design in Practice Students will deepen their knowledge of the Design Process by; exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and prototyping skills; and evaluating ideas and design proposals.	Design Project
Unit 2	Human-Centred Design Students will learn how to apply Human-Centred Design principles to develop a product, service or environment that provides shelter for the Homeless. They will use designing with empathy to devise design ideas that can be physically prototyped using machines, tools and equipment.	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	Introduction to Engineering 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'.	Engineering Project
Unit 2	Emerging Technologies 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.	Engineering Project

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Engineering Fundamentals Students will learn a range of engineering skills including; sketching, technical drawing and physical prototyping. They will put their skills to the test by prototyping a Conveyor Belt System that mimics the systems typically seen in the Aviation, Food Manufacturing, Transport and Logistics Industries.	Engineering Project
Unit 2	Engineering a Prototype Students will understand how sustainable, engineered products, services and environments should be produced as natural resources diminish. They will progressively develop their knowledge and understanding of 3D modelling software in order to produce a 3D printed Wind Energy System.	Engineering Project

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Simple Machines Students will engage in practical engineering activities that use Science and Mathematics concepts and principles to solve real-world problems. They will participate in a range of individual and collaborative group activities as they produce a Hydraulic Arm using machines, tools and equipment.	Engineering Project
Unit 2	Engineering Control Systems Students will understand how Systems Thinking and Control Systems can unlock tomorrow's autonomy. They will explore how the Arduino Control System, Electronics and Robotics can be used to solve complex problems.	Engineering Project

Industrial Technology Skills

Rationale

Industrial Technology Skills focuses on the production processes required to manufacture products in a variety of industries including; Furnishing Skills, Engineering Skills, Aeroskills, Automotive, Building and Construction and Plastics. It provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.

Aims

Students will learn about materials, production processes and the importance of adopting safe work practices within a workshop learning environment. They will develop the capacity to select and use appropriate materials, tools and equipment as they produce practical products.

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Timber Joining Exercise Students will explore and test a variety of materials, components, tools and equipment to produce an industrial solution. They will apply project management skills to document production processes. Students will produce a product (Timber Joining Exercise), from provided plans, to assist the development of their practical skills with materials, tools and machinery.	Practical Project
Unit 2	Camp Stool Students will understand how industries design, produce and evaluate industrial products that solve problems by selecting and combining characteristics and properties of materials and technologies. They will produce a Furniture Piece that demonstrates the application of their practical skills with materials, tools and machinery.	Practical 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	Delicious Delights 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	Decorator's Delight 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

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Promoting the Health of Individuals and Communities Students will understand how food choices, nutrition and food packaging impact upon your physical health and that of the wider community.	Project - Adolescent Lunch Written Theory Exam
Unit 2	Promoting Healthy Environment Students will be able to demonstrate basic sewing skills while producing a reusable shopping bag, to promote a healthy environment.	Practical Sewing and Journal Written Theory Exam

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Focus on Foods Students will be able to understand how food choices and nutritional content impact upon their physical health and explore the impact of current trends in lifestyle on adolescent wellbeing.	Project - Nutrients Written Theory Exam
Unit 2	Let's get Organised Students will be able to understand and explore characteristics of fibres and fabrics to determine and design a suitable product that assist personal organisation	Practical Sewing and Journal Written Theory Exam

Food and Nutrition

Rationale

Food and Nutrition offers opportunities to investigate consumer trends and develop skills to design solutions that influence a healthy lifestyle.

Aims

Food and Nutrition will allow students to enhance their cooking skills and apply nutrition knowledge to make informed decisions of recipe choices.

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Designer breakfast Students will develop practical skills and safe food preparation practices. They will analyse the sensory properties of popular breakfast foods and apply their knowledge to generate a prototype for McDonalds breakfast menu.	Project - Folio
Unit 2	Healthy Hearts Students will examine the roles of key ingredients and the functional properties of ingredients to design a healthy meal for the Heart Foundation	Project – Folio Written Theory Exam

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Feed me Fast Students will understand concepts associated with food manufacturing and convenience products and how they meet busy lifestyle demands and develop skills in reading food labels and nutritional data.	Additives Report
Unit 2	More for Less Students will understand fundamentals of food in relation to budgeting and advertising strategies. They will explore the relationship between food choices and their impacts on budget, health and environment.	Project – Convenience Foods Written Theory Exam

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	Performance Activity (Fundamental skills, track and field) Students demonstrate fundamental skills in specialised movement sequences and movement strategies in authentic performance environments and apply these concepts in a range of contexts.	On-going Practical Assessment
	Safety 4 Kids 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.	Journal / Folio of Work (series of in-class supervised tasks)
Unit 2	Invasion Activity (Netball, Soccer, Touch Football, Basketball, AFL) 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.	On-going Practical Assessment
	Healthy Habits 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.	Nutrition Showcase

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Performance Activity (Fitness and Fitness Games) Students demonstrate their knowledge and understanding of fitness from a written context in a practical environment. They apply the concepts in a range of authentic performance environments.	On-going Practical Component
	Keeping Kids Active Students investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.	Portfolio of work
Unit 2	Cultural Games (AFL, Cricket, indigenous games, modified games) Students demonstrate specialised movement sequences and movement strategies in authentic performance environments and apply concepts of invasion games to understand movement strategies and sequences in game situations.	On-going Practical Assessment
	Being Yourself Students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.	Investigation Report
Year 9	Unit Description	Assessment Overview
Unit 1	Striking and Fielding Activity (Softball, Cricket) Students demonstrate specialised movement sequences and movement strategies in authentic performance environments and apply concepts of striking and fielding to understand movement strategies and sequences in game situations.	On-going Practical Assessment
	Decisions and Dilemmas Students will explore the effects of substance abuse (in various forms) on the dimensions of health, in order to analyse the effect these behaviours can have on wellbeing. This knowledge will be applied to respond to situations involving a variety of substances.	Research Report
Unit 2	Net and Court Activity (Netball/Basketball/Volleyball) Students demonstrate specialised movement sequences and movement strategies in authentic performance environments and apply concepts of net and court activities to understand movement strategies and sequences in game situations.	On-going Practical Assessment
	Knowing my Body Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.	Response to Stimulus Exam

Junior Extension Health & Physical Education (Year Elective)

Rationale

The knowledge, understanding and skills taught through Health and Physical Education enable students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Development of the physical, intellectual, social and emotional capacities necessary in the strands of 'Movement and physical activity' and 'Personal, social and community health' is a key component of the P–10 Australian Curriculum: Health and Physical Education.

Aims

XPE provides the foundations for learning and aligns with the Physical Education senior syllabus; building towards increasingly complex and developmental courses of study in the senior years.

Students interested in pursuing Physical Education in Years 10, 11 and 12 would benefit from this subject.

Course Outline - Performance Activities

Year 9	Unit Description	Assessment Overview
Unit 1	Target Activity (Golf) and Net and Court (Tennis) Students apply body and movement concepts to specialised movement sequences and movement strategies in selected physical activities. Students select body and movement concepts to use as the criteria for evaluating their performance of specialised movement sequences and movement strategies.	Integrated Performance
Unit 2	Invasion Activity (Netball, Soccer/Futsal, Basketball) & Lifelong Physical Activity (Fitness) Students apply body and movement concepts to specialised movement sequences and movement strategies in selected physical activities. Students select body and movement concepts to use as the criteria for evaluating their performance of specialised movement sequences and movement strategies.	Integrated Performance
Unit 3	Net and Court Activity (Badminton & Volleyball) Students apply body and movement concepts to specialised movement sequences and movement strategies in selected physical activities. Students select body and movement concepts to use as the criteria for evaluating their performance of specialised movement sequences and movement strategies	Integrated Performance
Unit 4	Invasion Activity (Netball, Soccer/Futsal, Basketball, AFL, Touch Football) Students apply body and movement concepts to specialised movement sequences and movement strategies in selected physical activities. Students select body and movement concepts to use as the criteria for evaluating their performance of specialised movement sequences and movement strategies.	Integrated Performance

Course Outline - Written Components

Year 9	Unit Description	Assessment Overview
Unit 1	Moving my Body Students recognise and explain the concepts and principles of functional anatomy through purposeful and authentic learning of Golf and Tennis. In the selected physical activity, students explore body and movement concepts to gather data about their personal application of functional anatomy and body and movement concepts. They will analyse relationships between their performance and the functional requirements of Golf or Tennis.	Portfolio
Unit 2	Gotta Walk before you Run Students will recognise and explain motor learning concepts to explain the classification of skill development using the Dynamic systems approach. Students will explore the concepts of constraints and rate limiters through the use of GPAL's to analyse personal performance and improve technique in various fitness activities.	Multimodal Folio
Unit 3	Brains over Brawn Students will recognise and explain the concepts and principles of Tactical Awareness in physical activity, with a focus on Net and Wall Sports. They will gather data and explore the constraints-led approach to teaching and learning by evaluating and justifying a personal tactical strategy in their chosen sport to elicit an improvement in personal performance.	Personal Performance Folio
Unit 4	Fueling for Performance Students will recognise, explain and explore the concepts and principles of Energy systems and nutritional needs for specific athletes. They will analyse relationships between the demands of the chosen sport, position and the energy systems utilised through engagement in various Invasion games.	Response to Stimulus Exam

Junior Health

Rationale

Junior Health aims to develop healthy and active citizens with critical inquiry skills to analyse and understand the influences on their own and others' health, safety and wellbeing, specifically in relation to addiction (social media and gaming).

Aims

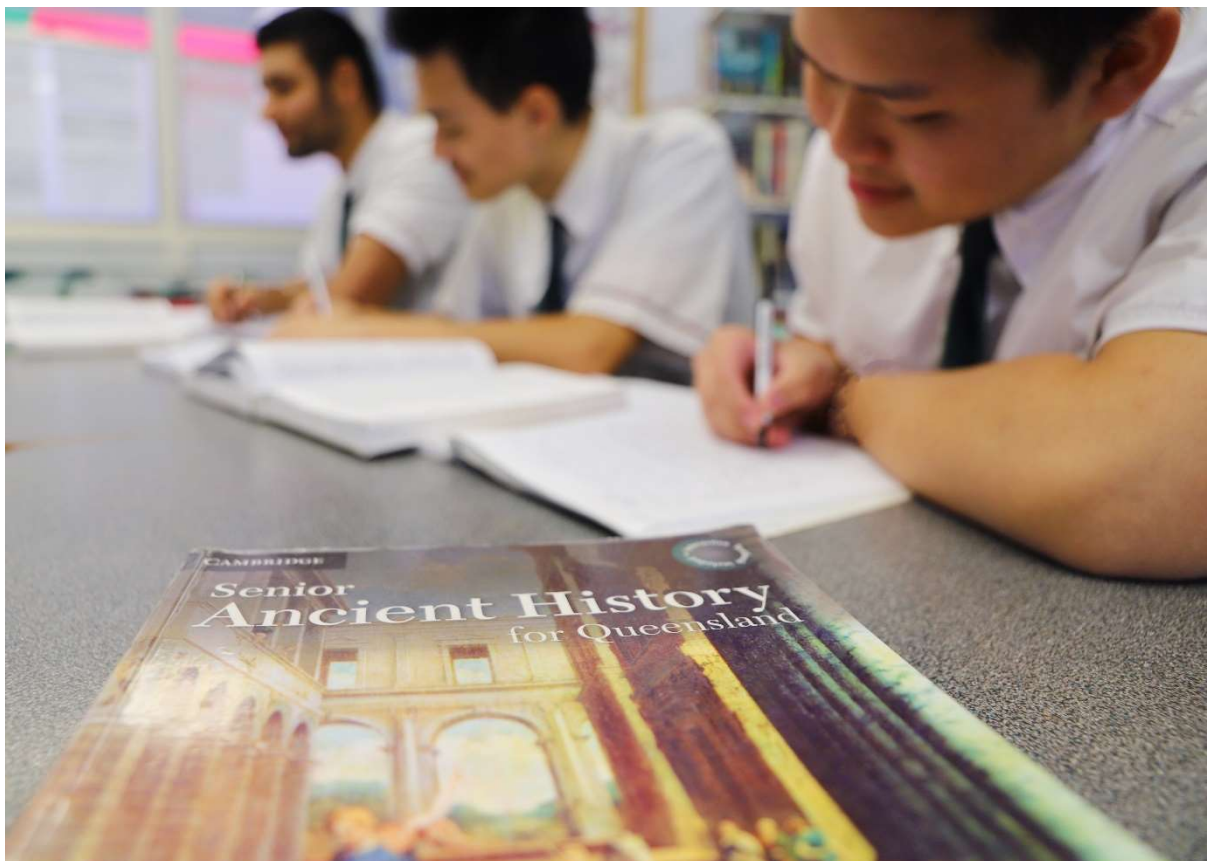
Junior Health develops knowledge, understanding and skills for students to take positive action to protect, enhance and advocate for holistic health choices.

Students interested in pursuing Health Education in Years 10, 11 and 12 would benefit from this subject.

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	e-Safety Students will explore the issues associated with addictive behaviours of adolescents, with a focus on social networking and online gaming. They will identify factors that contribute to dangerous gaming behaviours and analyse their own level of risk.	Extended Written Response <i>(Research Report)</i>
Unit 2	Eat, Sleep, Repeat Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations including the behaviours and emotional responses in relation to sleep patterns and the resulting poor health outcomes. They will critically analyse contextual factors that influence decisions and behaviours associated with sleep.	Exam Essay

Humanities Faculty



Economics

Rationale

Economics explores the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. The study of economics develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it.

Aims

Economics aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future. It aims to develop enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society.

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Australia's Place in the Global Economy Students understand the various sectors, including the financial, government and foreign sector. They will be able to examine a range of data placing Australia's trade on a world scale as well as the arguments for and against free trade.	Combination Exam
Unit 2	Who Knows Your PIN? Students understand the range of financial cards and loans that will soon become available to them and the range of opportunities and issues that young people experience with those cards and loans. They will be able to examine common scams and how to protect themselves from these.	Research Inquiry

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	Global Citizenship - Water Challenges 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.	Research Inquiry
Unit 2	Global Citizenship - Place and Liveability! 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.	Combination Exam

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	#Megacities Students will understand reasons for population movement and why people are moving to cities. They will investigate a megacity of their choice and share findings about its characteristics. As global citizens they will explore the opportunities and issues this poses for people and suggestions to help plan for future megacities.	Research Inquiry
Unit 2	Earth Moves Under Your Feet Students will understand the characteristics of various types of landscapes across the globe and the power of a combination of geological processes and tectonic forces which mould and shape landforms. They will be able to engage in field work to learn about coastal processes and the impacts of natural hazards on people and the environment, through a study of the Gold Coast.	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	A Night at the Museum 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.	Museum Exhibit
Unit 2	Lifestyles of the Rich and the Famous 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.	Historical Research Inquiry

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Medieval World Students will explore the daily way of life in Medieval Europe and Japan. They will explore the roles and relationships of different groups within these societies. They will be able to interpret primary and secondary sources of evidence to make decisions about the legacies each has left for modern society.	Combination Exam
Unit 2	Cortes: Saviour or Villain? Students will understand how Cortez and his Spanish Conquistadors conquered the indigenous Aztec civilisation of Central America. They will analyse a variety of aspects including Aztec social organisation and beliefs, in order to decide if they were really saviours or villains of the Aztec people.	Historical Research Inquiry

Humanities

Rationale

Humanities promotes an understanding of societies, events, movements and developments that have shaped the world both historically and geographically.

Aims

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

Course Outline - Core Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Is There Enough Food to Feed the World? (Geography) Students will investigate the different biomes of the world to understand where and how food is grown. They will explore the issues of food security to understand the significance of these to local and global communities. In groups they will research, investigate and propose solutions to issues of food security.	Research Inquiry
Unit 2	World War One (History) Students will explore World War One and understand the cause and effect it had on both Australia and the world. They will analyse and evaluate the impact of the Gallipoli campaign, on Australia's identity. Students will explore all perspectives on the conscription debate in Australia.	Combination Exam

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	Getting to Know Me 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	About China 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

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Getting to Know You Students will understand how to communicate information about likes, dislikes, nationality and hobbies. They will explore how to use language to communicate about other people.	Reading Exam Research Assessment
Unit 2	Meeting Others Students will explore the Geography and regions of China. They will explore important seasons and festivals and understand how to communicate about these.	Multimodal presentation Listening Test

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	My Place, Your Place Students will understand and be able to communicate personal information about themselves, their families and lifestyles (housing, pets and family routines) in Chinese. They will understand and interpret information about life of Chinese students/youth.	Writing Exam Comprehension Exam
Unit 2	World of Work Students will explore employment and language related to job applications, work that young people do around the world and expressing possibilities for the future. They describe their interests and skills to say which job or career they are interested in pursuing.	Listening Exam Speaking 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	Let Me Tell You About Me Students will understand how to communicate personal information about themselves in German and will be able to understand similar information about other people.	Reading, Writing, Listening, Speaking Exam Assignment
Unit 2	Let Me Tell You About DACHL Students will investigate the cultural, geographical and historical background of DACHL and be able to share this knowledge with others.	Poster Assignment

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	What's New at the Zoo Students understand how to communicate information about a zoo in Germany, including the people who work there, the animals and basic shopping transactions, expanding and extending their use of German to encompass more complex ideas and language.	Listening Exam Written Assignment
Unit 2	School Students understand the similarities and differences between school life in Germany and Australia. They are able to communicate information about school to others in the German language.	Speaking Exam Reading Exam

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Where We Live Students understand the similarities and differences between housing and ways of life in Germany and Australia. They are able to communicate in the German language about where they live: locations, housing, rooms and the preferences they have about where and how they live.	Listening Exam Written Assignment
Unit 2	How I live Students learn how to communicate about their home life, including chores and daily routines. They will use time and frequency words, as well as expressing opinions.	Speaking Exam Reading Exam

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	School 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.	Short Answer Test Poster Task
Unit 2	Housing Students will expand their basic understanding of Japanese language and culture by investigating housing. They will be able to describe a room in Japanese.	Short Answer Test Room Project

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	About Me Students will understand how to communicate about themselves in Japanese and develop an understanding of intercultural perspectives between Japan and Australia. They will be able to compose basic personal information about themselves, to share and understand with others.	Reading, Writing, Listening Exam Mascot Character Task
Unit 2	About My Life Students will understand how to communicate about themselves in Japanese and develop an understanding of intercultural perspectives between Japan and Australia. They will be able to compose basic personal information about themselves, to share and understand with others.	Reading, Writing, Listening Exam Story Booklet

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	My Family and Me Students will understand and be able to communicate personal information about themselves and their families in Japanese. They will understand and be able to interpret information about other people communicated in Japanese.	Short Response Exam Multimodal Presentation
Unit 2	Daily Routine Students will understand the language needed to be able to communicate about daily routines in Japanese. They will be able to compare aspects of home life in Japan and Australia.	Short Response Exam Multimodal

The Arts Faculty

Performing Arts

Visual Arts, Film and Media



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	Dance for the People 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	Elements of Dance 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

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Just Dance Students understand and apply safe dance practices, with knowledge of the musculoskeletal system, to demonstrate the technical and expressive skills of jazz dance performance with enjoyment and confidence.	Practical Performance
Unit 2	Young & Creative Students understand how to select and organise the elements of dance, structure and production elements, and are able to show knowledge in a student choice of genre, through peer collaboration, to make a duo choreographic work.	Practical Choreography
Unit 3	My Dance World Students apply knowledge and understanding of coursework, including safe dance practices and how the body moves, as well as identifying and analysing the elements of dance, choreographic devices and production elements, in a written exam.	Written Responding

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Express Yourself Students understand and apply safe dance practices, with knowledge of the musculoskeletal system, to develop proficiency in the technical and expressive skills of hip hop dance performance.	Practical Performance
Unit 2	Power of Dance Students apply knowledge and understanding of dance works in cultural, social and political contexts, through an extended written response that analyses, interprets and evaluates with justification selected dance concepts and skills of a professional choreographer's work.	Written Responding
Unit 3	MacGregor Dances Students consider how people of different cultural and social contexts convey shared experiences and meaning through dance, and collaboratively, are able to manipulate creatively the elements of dance, structure and production elements to communicate an original intent through a group choreographic work.	Practical Choreography

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

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Creating Meaning Through Collage Drama</p> <p>Students experiment with the creation of dramatic meaning in performance through the manipulation of multiple forms and styles of drama, in response to stimulus.</p> <p>Students develop an understanding of staging and performance conventions through the collaboration and shaping of student devised dramatic work.</p>	Practical Making: Forming
Unit 2	<p>Creating Meaning Through Movement</p> <p>Students understand the use of the body in the creation of dramatic meaning through the development of spatial and kinaesthetic awareness.</p> <p>Students create plaster masks representing roles, themes and symbol within devised drama presented to entertain and inform audiences.</p>	Practical Making: Presenting Written Responding

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Exploring Meaning Through the Comic Aesthetic</p> <p>Students understand a variety of comic styles and be able to draw parallels with contemporary examples.</p> <p>Students participate individually and in groups to prepare and interpret student devised scenarios. They also manipulate the elements of drama, comic form and stagecraft in the creation of comic meaning.</p> <p>Students also analyse and evaluate comic drama by applying the elements of drama, conventions of form and style and skills of acting, in the creation of dramatic meaning.</p>	Practical Presenting Written Responding
Unit 2	<p>Exploring Meaning Through Children's Theatre</p> <p>Students understand the conventions, purposes and contexts of Children's Theatre to interpret uniquely Australian stories through performance.</p> <p>Students will be able to experiment with and manipulate the conventions, form and style of Children's Theatre within the performance space applying knowledge and understanding of stagecraft and the elements of drama.</p>	Practical Creating

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	Making - Propagandist TV Advert 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	Responding - Social Values in the Marvel Universe 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	Making - Super Hero Film Movie Trailer 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

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Making - Digital Comic Strip Production Students understand how meaning can be communicated in a comic strip / animatic and acquire the skills to be able to produce an original comic text for an intended purpose and audience.	Animatic
Unit 2	Responding - Social Networking Website Design Students understand how meaning can be communicated in a Social Networking Site for an intended purpose, audience and repercussions.	Written Assignment
Unit 3	Making - Computer Games Hidden Meaning Messages Students use critical awareness to analyse the gender representations in Video Games and to communicate this through film language.	VLOG

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Making - The Cover Story Students apply marketing strategies, techniques and tools in the design of a magazine cover.	Practical Folio Digital
Unit 2	Responding - Persuasive Writing Students write persuasively regarding an issue or topic connected to the digital world and our citizenship in it.	Written Assignment Practical Folio
Unit 3	Making - Get Animated! Students understand stop motion animation styles, techniques, processes and skills.	Short Stop Motion Film Animated

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

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Making: Identity - Outer Self Students will be able to explore the concept of <i>outer self</i> through focusing on portraiture and figurative representation.	Making Folio
Unit 2	Responding: Identity Students understand how artists use portraiture to convey identity.	Responding Task- Analysis
Unit 3	Making: Identity - Inner Self Students will explore the concept of <i>inner self</i> and learn to communicate their interpretations through the use of symbols.	Making Folio

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Making: The World Around Us - Outside Students will investigate their external surroundings and their experiences, by manipulating a range of visual media.	Making Folio
Unit 2	Responding: The World Around Us Students will describe, analyse, interpret and evaluate how artists represent their environment and communicate meaning.	Responding Task
Unit 3	Making: The World Around Us - Inside Students will investigate internal conditions and express their observations by manipulating a range of visual media.	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	Feel the Rhythm 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	The Language of Music Literacy 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	Creating Original songs 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	Music on Stage 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

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Cracking the Code 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	You the Performer 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	So You Want To Be A Songwriter? 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	MacGregor Idol 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

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	Beat It! Identify, understand and use a variety of rhythmic patterns to develop an understanding of pulse and metre through theory and performance and be able to compose a three-part ensemble for body percussion.	Rhythm Ensemble Performance
Unit 2	Key into This Develop an understanding of 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. To be able to learn both guitar and keyboard and employ the theory skills learnt (melody writing, chord progression, bass lines) to compose an ensemble piece.	Solo Performance (Guitar or Keyboard) Composition Task
Unit 3	Rock On Develop an understanding of ensemble skills and the awareness of rehearsal techniques to extend their knowledge of theory and be able to complete a planned and rehearsed ensemble piece, including a journal of the rehearsal process.	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	Maestro in the Making 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	Bravo 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

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

Year 8	Unit Description	Assessment Overview
Unit 1 Sem. 1	Score It! Students will continue to be extended with their understanding of the Elements of Music - literacy, theory, aural skills (ear training, audiation) and compositional skills through the study of Music through history.	Composition/Arrangement Music Literacy Exam
Unit 2 Sem. 2	Encore Students will develop performance skills on guitar, keyboard and their own instrument playing in 8 Music Excellence Band as a whole class, in small ensembles and as soloists.	Recital Performance Journal

Course Outline - Elective Year (*Select Entry Program*)

Year 9	Unit Description	Assessment Overview
Unit 1 Sem. 1	Finale Students will continue to be extended with their understanding of the Elements of Music - literacy, theory, aural skills (ear training, audiation) and compositional skills through the study of Music through history.	Composition/Arrangement Music Literacy Exam
Unit 2 Sem. 2	Interpretation Students will develop performance skills on guitar, keyboard and their own instrument playing in 9 Music Excellence Band as a whole class, in small ensembles and as soloists.	Recital Performance Journal



The Best We Can Be