Junior Secondary
Years 7, 8 and 9

2021 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

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 Year Subjects		
ENGLISH	MATHEMATICS	SCIENCE

Core Semester Subjects			
CHINESE *or* GERMAN *or* JAPANESE	GEOGRAPHY	HEALTH AND PHYSICAL EDUCATION	HISTORY

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

Select entry programs: *Chinese Immersion, Honours Academic Excellence, Music Excellence* and *Writing Excellence.*

Year 8

Core Year Subjects		
ENGLISH	MATHEMATICS	SCIENCE

Core Semester Subjects			
CHINESE *or* GERMAN *or* JAPANESE	GEOGRAPHY	HEALTH AND PHYSICAL EDUCATION	HISTORY

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

Select entry programs: *Chinese Immersion, Honours Academic Excellence and Music Excellence.*

Year 9

Core Year Subjects		
ENGLISH	MATHEMATICS	SCIENCE

Core Semester Subjects	
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

Faculty	Year 7	Year 8	Year 9	Year 10	Year 11 / 12
English	English Writing Excellence	English	English	English English for EAL Learners Essential English	English English as an Additional Language Essential English Literature
Mathematics	Mathematics	Mathematics	Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science	Science	Science	Science	Biology Chemistry Physics Science	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 Education Physical Education Sport and Recreation Certificate 3 Fitness Certificate 3 Health Support Services with a Certificate 2 Community Services
Humanities	Geography History	Geography History	Economics Humanities	Geography History Economics Tourism	Ancient History Economics Geography Modern History Tourism
Languages	Chinese German Japanese	Chinese German Japanese	Chinese German Japanese	Chinese German Japanese	Chinese German Japanese

Faculty	Year 7	Year 8	Year 9	Year 10	Year 11 / 12
Business Enterprise and Digital Solutions	P.A.C.E. Digital Solutions	 Digital Solutions	Business Enterprise Digital Solutions	Accounting Business Digital Solutions Legal Studies	Accounting Business Business Studies Digital Solutions Information Communication Technology Legal Studies
Design and Technology	Design	Design Engineering	Design Engineering Industrial Technology Skills	Design Engineering Industrial Technology Skills	Design Engineering Industrial Technology Skills
Food and Fashion	Food and Fashion	Food and Fashion Food and Nutrition	Food and Fashion Food and Nutrition	Childcare Studies Fashion Food and Nutrition	Early Childhood Studies Fashion Food and Nutrition Hospitality Practices
Performing Arts	Dance Drama Music Excellence	Dance Drama Music Music Excellence	Dance Drama Music Music Excellence	Dance Drama Music	Dance Drama 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 Visual Arts in Practice Media Arts in Practice

Subject Recommendations for Year 10

Learning Area	Senior Course (Year 10)	Readiness Criteria
English	English	'C' level in Year 9 English
	Essential English	'D' level or teacher recommendation in Year 9 English
	Literature	Not offered in Year 10
	English as an Additional Language	Recommended for students coming from a second language background
Mathematics	Specialist Mathematics	'High B' level in Year 9 Mathematical Methods. Students must also select Mathematical Methods when selecting to study this subject in Year 10
	Mathematical Methods	'Mid C' level in Year 9 Mathematical Methods OR 'High B' level or better in Year 9 General Mathematics
	General Mathematics	'C' level in Year 9 General Mathematics
	Essential Mathematics	Not met prerequisite for General Mathematics

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

Job Clusters

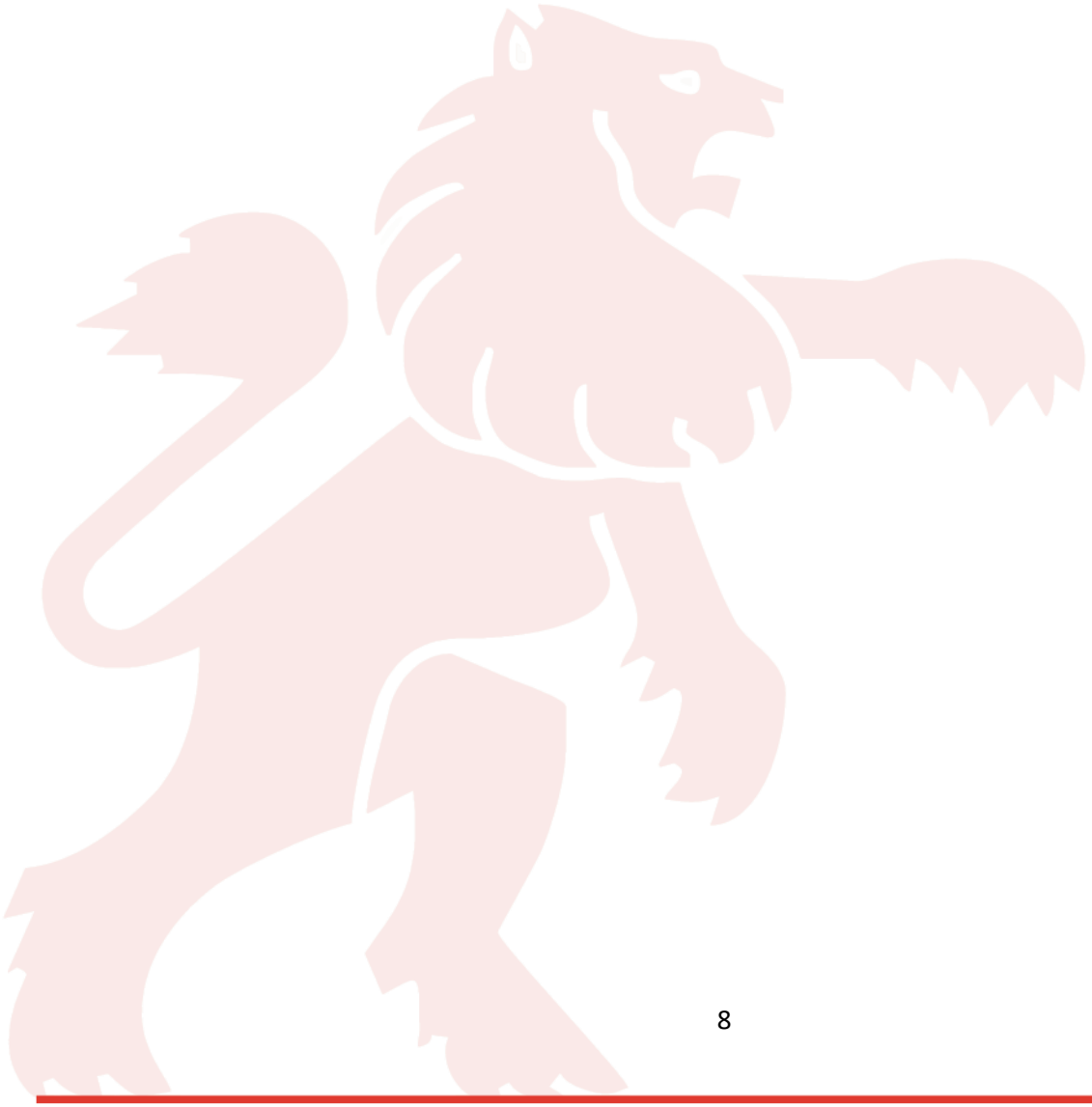
There are seven job clusters in the Australian economy, based on skills demanded by employers. These job clusters each currently comprise a variety of occupations, ranging from 10 up to 140 occupations depending on the particular cluster.

	Comprises jobs that...	Occupations currently in this job cluster
'The Generators'	...require a high level of interpersonal interaction in retail, sales, hospitality and entertainment.	**Total:** 65 **Includes**: sales representatives, retail supervisors, cafe managers, hotel managers, bank managers, entertainers, interpreters and airline ground crew. **Industries closely linked with this job cluster include:** Tourism, Retail & Wholesale Trade, Accommodation & Food Services, and Arts & Recreation Services.
'The Artisans'	...require skill in manual tasks related to construction, production, maintenance or technical customer service.	**Total:** 118 **Includes**: machinery operators, landscape gardeners, electricians, crop & livestock farm workers, plumbers, and carpenters. **Industries closely linked with this job cluster include:** Construction, Agriculture, Mining, Manufacturing, Utilities and Logistics.
'The Carers'	...seek to improve the mental or physical health or well-being of others, including medical, care and personal support services.	**Total:** 131 **Includes**: GPs, social workers, childcare workers, fitness instructors, surgeons, counsellors and beauty therapists. **Industries closely linked with this job cluster include:** Health Care & Social Assistance
'The Coordinators'	...involve repetitive administrative and behind-the-scenes process or service tasks	**Total:** 59 **Includes**: bookkeepers, printers, fast food cooks, bus drivers, furniture removalists, law clerks, receptionists and car park attendants. **Industries closely linked with this job cluster include:** Administrative Services and Logistics.
'The Designers'	...involve deploying skills and knowledge of science, mathematics and design to construct or engineer products or buildings.	**Total:** 70 **Includes**: architects, electrical engineers, clothing patternmakers, food technologists, building inspectors, product testers, industrial engineers, geologists and draftspersons. **Industries closely linked with this job cluster include:** Architectural, Engineering & Technical Services.
'The Informers'	...involve professionals providing information, education or business services	**Total:** 142 **Includes**: primary and secondary school teachers, economists, intelligence officers, accountants, policy analysts, solicitors, organisational psychologists, museum curators, and HR advisers. **Industries closely linked with this job cluster include:** Professional, Scientific & Technical services and Education & Training.
'The Technologists'	...require skilled understanding and manipulation of digital technology.	**Total:** 10 **Includes**: programmers, software engineers, database administrators, web designers and ICT business analysts. **Industries closely linked with this job cluster include:** Computer System Design & Related Services and Information Media & Telecommunication Services.

[12] Occupations are reported at the 6-digit level, which is the most granular level of occupations. There are >1000 occupations in the current ANZSCO classification system at this level.

*The Technologists comprises occupations that require a high level of skill in building and manipulating digital technology. The high intensity of the technical skills requested in this job cluster occurs in only a small number of occupations.

English



English

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

Aims
English develops usage, appreciation and enjoyment of language, form, structure and expression and enjoying English 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	**Write Away** Students will understand how writers construct tales and narratives, and be able to manipulate language and arrange textual features to write a response.	Assignment
Unit 2	**Winning the Reader Over** Students will understand how to read a text about Australia and Australians, including the close study of the non-fiction text, ***Black Snake –The Daring of Ned Kelly***, and be able to write an argument to persuade the reader to accept a particular point of view about Ned Kelly.	Persuasive Essay (Exam)
Unit 3	**Re-Defining Poetry** Students will understand the elements of poetry (and songs), and be able to produce a multimodal presentation that analyses a poem to promote awareness of the human condition.	Multimodal
Unit 4	**Social Commentary Through Literature** Students will understand how social problems are manifested, and be able to write a reflective response to a novel.	Assignment

Course Outline - Core Year

Year 8	Unit Description	Assessment Overview
Unit 1	**Novel Study** Students will understand how authors create representations of individuals, groups and events to position the audience and privilege particular viewpoints by using a novel as a platform. They will be able to arrange textual features to highlight the effects of an issue on teenagers and to encourage a specific response.	Journal Entry
Unit 2	**Literary Comparison** Students will understand how to compare a print text with a digital text and be able to assess the development of essential elements to decide which is more successful.	Podcast
Unit 3	**Indigenous Perspectives** Students will understand how a novel uses the language of affect in a particular way to represent the indigenous experience and be able to analyse how one character in a novel represents a particular perspective of Australia's "contact" experience.	Assignment
Unit 4	**Website Probing** Students will understand the design and construction of websites, and be able to identify integral elements and assess their effectiveness.	Exam

Course Outline - Core Year

Year 9	Unit Description	Assessment Overview
Unit 1	**Fresh Perspectives** Students will understand how the narrative genre conveys perceptions of characters and their relationships with others. They will be able to use the textual features of the genre within the context of a class novel to write a narrative.	Edited Draft
Unit 2	**The Value of a Life** Students will understand the purpose of a biography, revealing how the subject reflects the notion of being Australian, and be able to exploit its structure in a written response.	Assignment
Unit 3	**Analysing Television** Students will understand the purpose and structure of an episode in a television series and be able to identify and analyse how the episode endeavours to position the viewer in relation to specific themes and issues.	Assignment
Unit 4	**Poetry** Students will understand the ways in which poetry may reveal a variety of perspectives, including how an individual's or character's position is expressed through the voice s/he is given or denied. They will be able to deconstruct a poem highlighting content and poetic devices.	Podcast

Writing Excellence

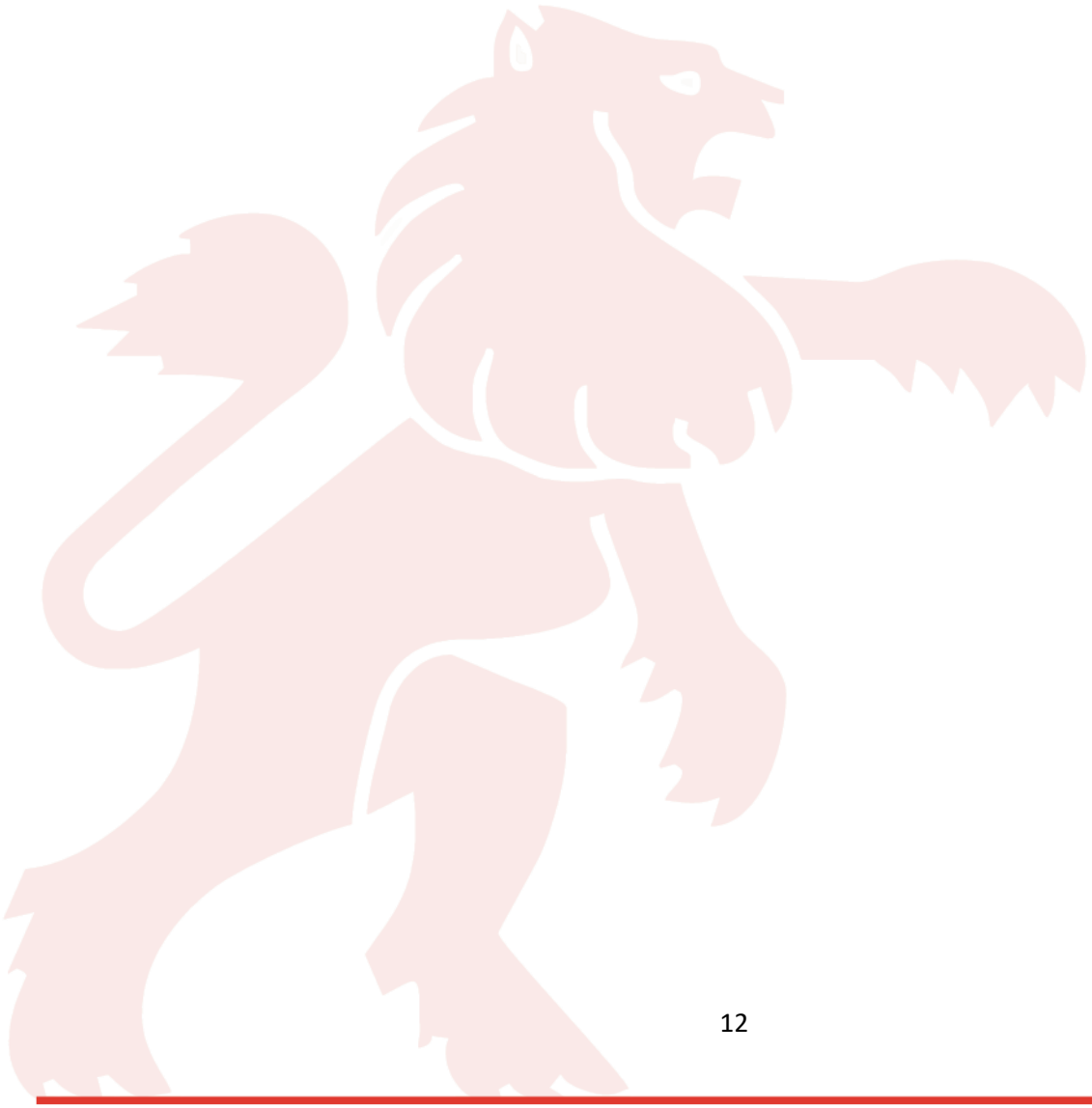
Rationale
Writing Excellence is designed for dedicated and talented students who have a passion for writing short stories, poetry and prose. Students are encouraged to produce content suitable for our school publication, MacWriters Magazine, and submissions for a range of literary competitions. Entry is by application and in consultation with The Head of Department (English), and is studied per semester.

Aims
The focus of the program is the interrelated practice of writing, reading, workshopping (discussion) and editing. Students develop expertise through an integration of critical reflection, discussion, and reflection of individual creative practice. Students develop their writing expertise by producing writing in a range of genres.

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

Year 7	Unit Description	Assessment Overview
Unit 1	**Literature's Magic Number** Students will understand the art of focalisation and three narrative points of view: first, second and third person. Students will be able to create short stories in all three perspectives and discover the limitations and possibilities of each approach.	Short Stories
Unit 2	**I'd Like To Get To Know You Well** This unit provides students the opportunity to develop an engaging character in an extended narrative structure with the aim of drawing emotional responses from the reader.	Extended Narrative (3000 word limit) Public Reading

Mathematics



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 Problem Solving and Modelling Task (Assignment)
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.	
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.	

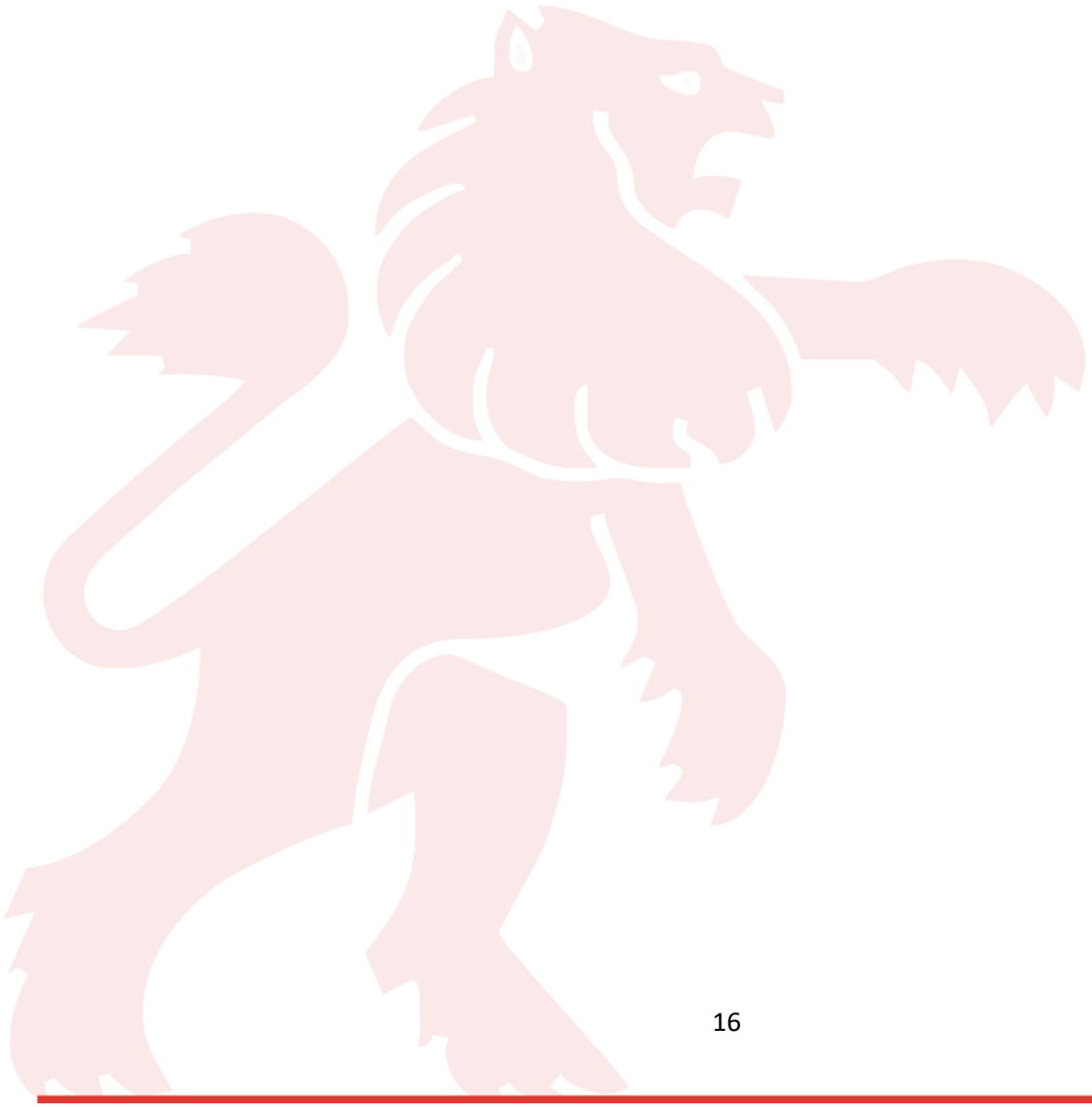
Course Outline - Core Year

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

Mathematical Methods - Achievement of a 'Mid B' or better in Year 8 Mathematics
General Mathematics - Achievement of a 'Mid C' or better in Year 8 Mathematics
Essential Mathematics - 'Low C, D or E' Achievement 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



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.	Data 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.	Student Experiment Data Test Supervised Assessment (Units 2 and 3)
Unit 2	**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.	
Unit 3	**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.	
Unit 4	**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.	Research Investigation
Unit 5	**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 4 and 5)

Course Outline - Core Year

Year 9	Unit Description	Assessment Overview
Unit 1	**Chemistry** 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.	Student Experiment
Unit 2	**Physics** 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.	Supervised Assessment (Units 1 and 2)
Unit 3	**Earth Science** 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.	Data Test Research Investigation
Unit 4	**Biology** 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.	Supervised Assessment (Units 3 and 4)

Business Enterprise and Digital Solutions

Business Enterprise

Rationale
In Business Enterprise, students will 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.

Aims
Students will be able to demonstrate their own entrepreneurial qualities as they will experience their first real-life business experience in a fun and practical way. Whilst producing their own social enterprise, students will learn and develop a working understanding of what responsible business practices are, including the development of a business pitch and communicating with industry experts.

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** Apply knowledge and understanding of a business to develop an innovative social enterprise, and be able to apply a process of analysis and evaluation 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

P.A.C.E.

Subject Overview

PACE provides students the opportunity to utilise broader curriculum knowledge to engage with self-identified, real world problems within a guided structure. The program allows students to produce a product with authentic outcomes, in consultation with business and industry professionals. PACE offers a unique learning experience and forms part of MacGregor State High School's Academic Excellence program. Developed through external consultation and supported by research from the Foundation for Young Australians it aims to provide future focused learning to support an effective transition from school, to tertiary or work. PACE draws upon current research in skills and cognitions to afford learners opportunities to develop valuable capabilities through the investigation of real-world problems and the collaborative construction of solutions.

PACE stands for:

- **Project based -** Learners work on a project over an extended period of time through sustained inquiry that engages them in solving a problem or answering a complex question.
- **Authentic -** Learning features real-world context, tasks and relevant technical skills that relate to interests or issues in learners' lives – giving them a sense of agency and purpose.
- **Collaborative -** Learners interact with diverse groups, including with each other, with teachers, adults, businesses, organisations and their community to seek feedback, co-construct ideas and share experiences.
- **Enterprising -** Learners are exposed to challenges that foster initiative, resourcefulness, inventiveness, creativity and diverse ways of thinking.

Unit Description	Assessment Overview
Project inquiries are based on the roles and technical skills of the job clusters below, and are developed with input from students and the community.	Students are assessed on their performance in critical thinking, collaboration, communication, problem solving and reflection through a range of techniques.

Job Cluster	Example Roles	Technical Skills	Enterprise Skills	Subject Links
Informers	Political activists, educators, lawyers, economists, media experts, journalists, business leaders	Strategic communication, presenting/facilitating, risk management, data analysis	• Writing • Teaching others • Research • Digital literacy • Problem solving	English, Literature, History, Legal Studies, Economics, Business, Languages
Carers	Mental health professionals, nurses, exercise scientists, psychologists, child care workers	Psychology, patient screening and assessment, first aid, data collection, case management, therapy	• Customer service • Communication • Research • Team work • Problem solving	Health, Physical Education, Food and Nutrition, Biology, Early Childhood Studies
Designers	Architects, engineers, industrial designers, food technologists, draftspersons	Project management, scheduling, CAD, concept development, estimating, prototyping and modelling	• Problem solving • Planning • Project management • Digital literacy	Design, Engineering, Geography, Earth and Environmental Science

Job Cluster	Example Roles	Technical Skills	Enterprise Skills	Subject Links
Generators	Event promotors, marketing experts, entertainers, hospitality management, interpreters	Business development, sales, relationship management, merchandising	• Communication • Relationships • Customer service • Digital literacy • Time Management	Business, Tourism, Fashion, Hospitality, FTV and New Media, Visual Arts, Dance, Drama
Artisans	Landscapers, carpenters, interior designers, place makers	Workplace safety and wellbeing, material management, construction	• Detail orientation • Planning • Problem solving • Training others	Industrial Technology Skills, Design, Agricultural Practices, Visual Arts in Practice
Technologists	Programmers, software engineers, roboticists, web and app designers	Coding, information systems analysis, usability principles, digital system design	• Project management • Detail orientation • Quality assurance • Digital literacy	Digital Solutions, Information Communication Technologies

* Foundation for Young Australians. 2017. *The New Work Mindset*. Available at: https://www.fya.org.au/wp-content/uploads/2016/11/The-New-Work-Mindset.pdf.

Design and Technology

Design

Rationale

Design actively engages students in design thinking to create quality solutions for identified needs and opportunities across a range of design industries. Students manage design projects independently and collaboratively from conception to realisation. They apply design thinking and the design process to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. Students develop an understanding of the economic, environmental and social impacts that result from designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

Aims

- develop confidence as critical users of design technologies and producers of designed solutions
- investigate, generate and critique innovative and ethical solutions for sustainable futures
- use design thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- evaluate processes, designed solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in design occupations and how they contribute to society.

Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	**Design Challenges** 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 physical low-fidelity prototyping.	Design Project
Unit 2	**Designing a Prototype** Students will understand how to design, produce and evaluate an everyday item such as a pen. They will use emerging technologies including 3D modelling and 3D printing to digital low-fidelity prototype a personalised 3D printed pen.	Design Project

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	**Design Communication and Visualisation** Students will understand how to make considered decisions whilst communicating to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques. They will apply project management skills to document and manage production processes.	Design Project
Unit 2	**Design a Solution** Students will explore how to design and make solutions that address real-world needs or opportunities by combining the characteristics and properties of materials and technologies. They will use emerging technologies including 3D printing and laser cutting/engraving.	Design Project

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	**The Design Process** Students will understand design methodology by utilising a problem-based learning framework. They will learn about design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and prototyping skills; and evaluating ideas and design proposals. Students will develop their own designs for a 'classroom of tomorrow' through drawing and digital low-fidelity prototyping of ideas and solutions.	Design Project
Unit 2	**Sustainable Design** Students will understand how to incorporate fundamental design principles and emerging technologies, to develop designs for the future. They will explore a range of ideas using the principles of good design and design criteria to judge and evaluate the effectiveness of designed solutions. Students will develop their own designs for a mobile, sustainable, 'exhibition space' through drawing and physical low-fidelity prototyping of ideas and solutions.	Design Project

Engineering

Rationale

Engineering actively engages students by focusing on how forces can be used to create light, sound, heat, movement, control or support in systems. Students develop knowledge of engineering principles and systems to enable the design and production of sustainable, engineered solutions. They understand how sustainable engineered products, services and environments can be designed and produced as resources diminish. Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of engineered solutions.

Aims

- develop confidence as critical users of engineering technologies and producers of engineered solutions
- investigate, generate and critique innovative and ethical solutions for sustainable futures
- use engineering and systems thinking to generate ideas and communicate these to a range of audiences
- produce engineered solutions suitable for a range of contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- evaluate processes, engineered solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in engineering occupations and how they contribute to society.

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	**Introduction to Engineering** Students will understand how to make considered decisions whilst communicating to different audiences using appropriate technical terms, a range of technologies and graphical representation techniques. They will explore factors, including sustainability, that impact on engineered solutions that meet community needs. Students will apply project management skills to document and manage production processes to engineer a conveyor system and a watercraft.	Engineering Project
Unit 2	**Engineering a Prototype** Students will understand how engineers make solutions that address real-world needs or opportunities by combining the characteristics and properties of materials and technologies. They will critically analyse factors, including social, ethical and sustainability considerations, that impact on engineered solutions for global preferred futures.	Engineering Project

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	**Engineering Mechanics and Materials** Students will explore and describe how material properties and forces acting on structures are used to solve real-world engineering problems. They will justify their decision-making and acknowledge the societal, economic and environmental sustainability of materials as they prototype a Hydraulic Arm.	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 platform and Robotics can be used to solve complex problems.	Engineering Project

Industrial Technology Skills

Rationale

Industrial Technology Skills actively engages students in creating quality industrial solutions to meet specific purposes and user needs. They learn about working with materials, production processes, and the importance of adopting safe work practices. Students apply knowledge about components, materials and their characteristics and properties to ensure their suitability for use. They develop accurate production skills to achieve quality industrial solutions. Students develop the capacity to select and use appropriate materials, systems, components, tools and equipment; and use work practices that respect the need for sustainability.

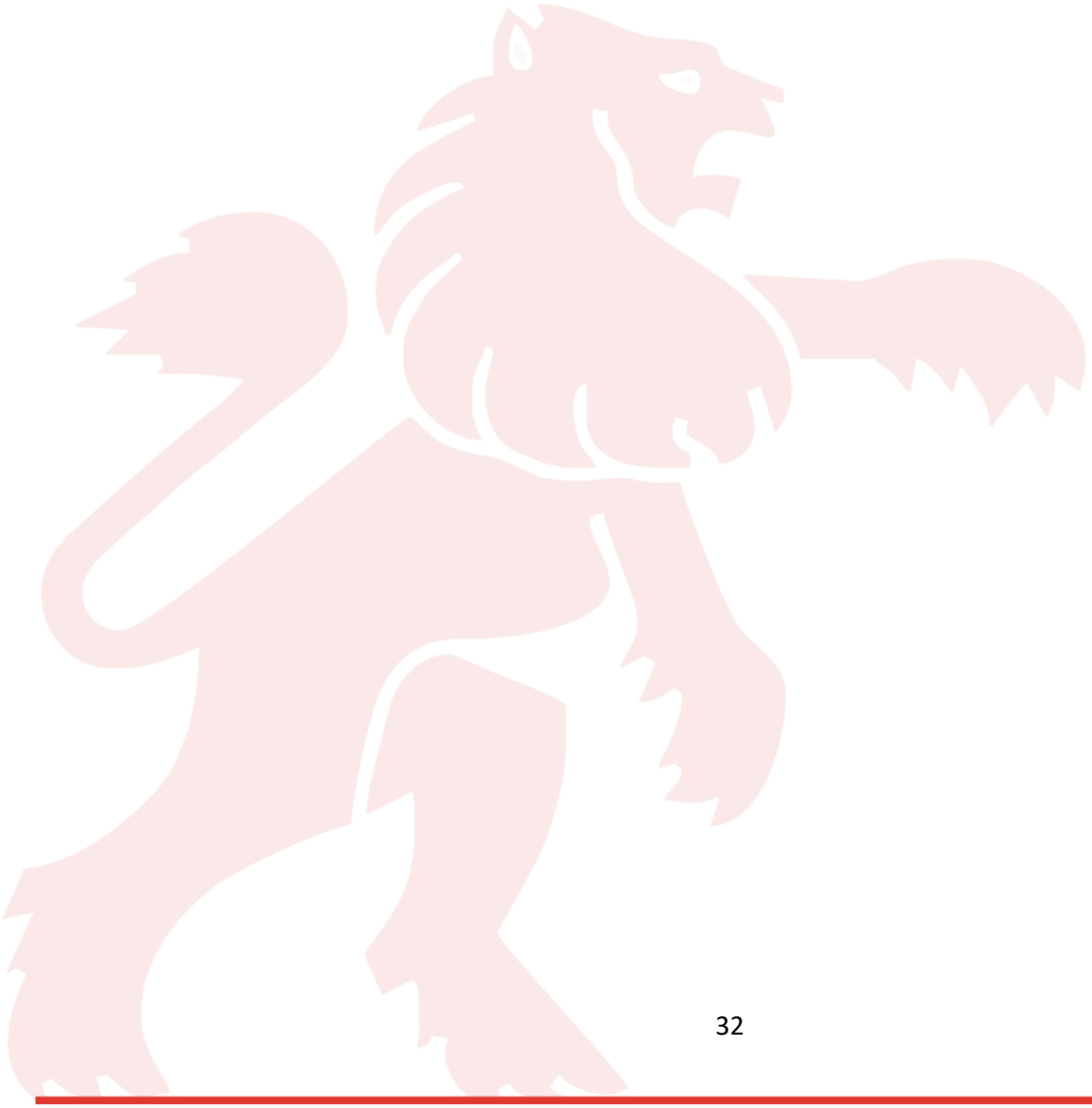
Aims

- develop confidence as critical users of industrial technologies and producers of industrial solutions
- investigate, generate and critique innovative and ethical solutions for sustainable futures
- use industrial thinking to generate ideas and communicate these to a range of audiences
- manufacture solutions by manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely
- understand the importance of processes required to complete tasks accurately within a given time frame
- evaluate production processes, industrial solutions and transfer knowledge and skills to new situations
- understand the roles and responsibilities of people in industrial technology occupations and how they contribute to society.

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.	Project
Unit 2	**Folding 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.	Project

Food and Fashion



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 producing their own personal recipe book for use in everyday life.	Assignment – Recipe Book Theory Exam
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.	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.	Assignment – Adolescent Lunch 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

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 family wellbeing.	Assignment - Nutrients Theory Exam
Unit 2	**Slumber Party** Students will be able to understand and explore fashion fads and cycles and identify their impact on the economy and be able to demonstrate a range of sewing skills as they produce a fashionable sleep wear item.	Practical Sewing and Journal

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.

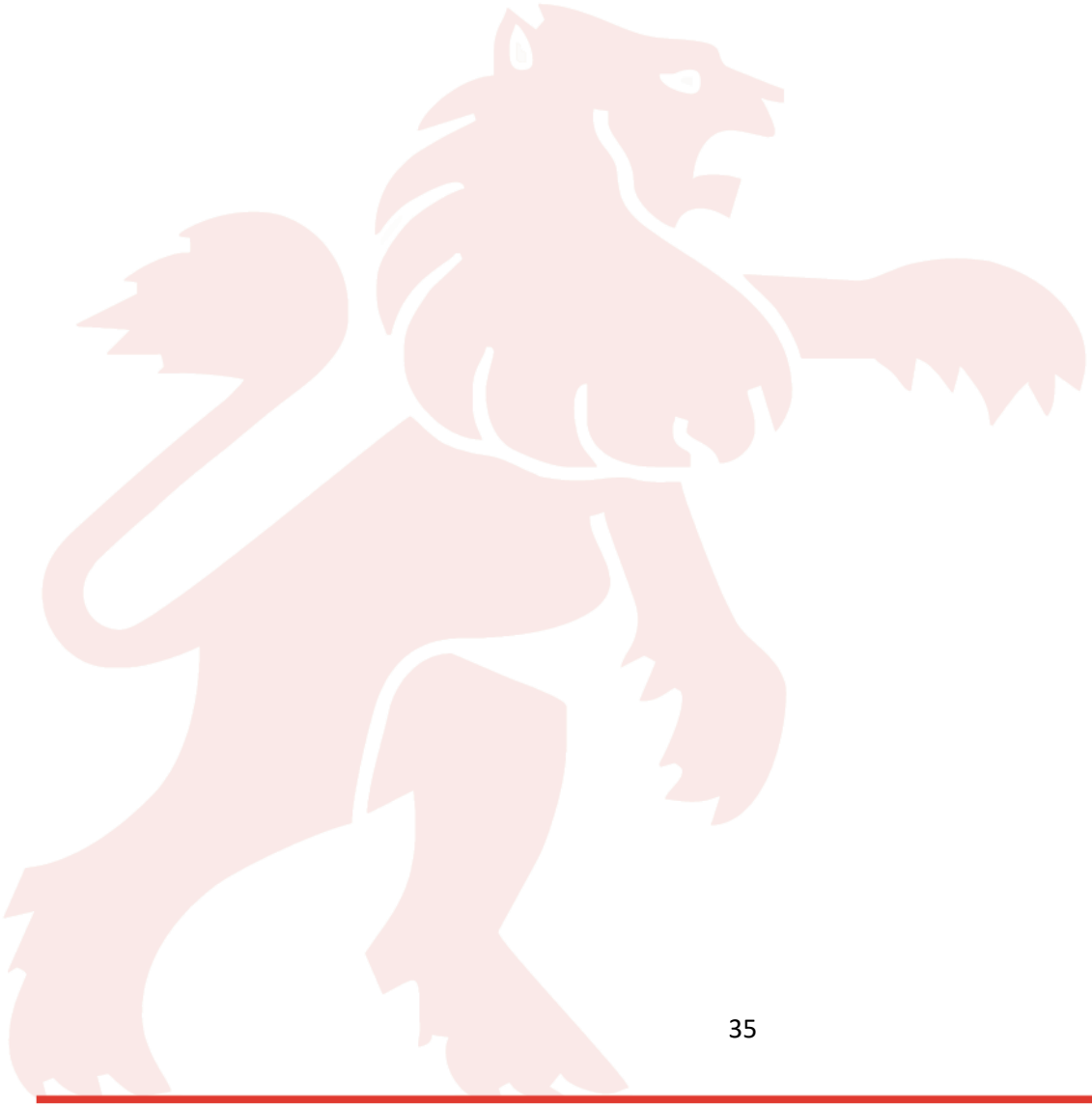
Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	**Chef Skills** Students will be able to undertake a range of practical cooking skills and safe food preparation practices designed to promote adolescent health and wellbeing.	Theory Exam
Unit 2	**Snack Attack** Students will be able to produce a healthy café style snack food and understand and recognise ways of modifying recipes to make healthier snacks/meals.	Assignment - Party Planning

Course Outline - Elective Semester

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

Health and Physical Education



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 (Fundamental skills, track and field)** 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 They 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	**Invasion Activity (Netball, Soccer, Touch Football, Basketball, AFL)** 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
	Building Respectful Relationships Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. They demonstrate skills to make informed decisions and propose and implement actions that promote their own and others' health, safety and wellbeing.	Supervised Assessment *(Response to Stimulus Exam)*

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 (Badminton, Tennis, 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
	Learning Skills for Performance Students will apply and transfer movement concepts and strategies to new and challenging movement situations. They will apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They will work collaboratively to design and apply solutions to movement challenges.	Folio of Work

Junior Extension Health and 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

HPE provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses to build 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	**Net and Court Activity (Badminton, Tennis, 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 2 and Unit 3	**Invasion Activity (Netball, Soccer, Touch Football, Basketball, AFL)** 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.	On-going Practical Assessment
Unit 4	**Target Activity (Golf, Lawn Bowls, Bocce)** 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.	2 min individual highlight reel

Course Outline - Written Components

Year 9	Unit Description	Assessment Overview
Unit 1	**Mindfulness Matters** Students will recognise and explain the concepts and principles about sport psychology through a selected physical activity. They will analyse relationships between the sport psychology demands in the selected physical activity and personal performance.	Personal Performance Folio
Unit 2	**Women in Sport** Students will recognise and explain the concepts and principles about equity in physical activity, with a focus on Netball. They will gather data and explore barriers and enablers about the influence on engagement and performance of the selected performance.	Response to Stimulus Exam
Unit 3	**Skills for Success** Students will recognise and explain motor learning concepts to explain the classification of skill development including fine and gross motor skills and open and closed motor skills. Students will use their understanding of learning a skill to analyse the characteristics to include improvement and consistency of a skill.	Essay
Unit 4	**Moving my Body** Students recognise and explain the concepts and principles about functional anatomy and biomechanics through purposeful and authentic learning of Golf. In the selected physical activity, students explore body and movement concepts to gather data about their personal application of biomechanical and body and movement concepts. They will analyse relationships between their performance and the biomechanical requirements of Golf.	Research Report

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).

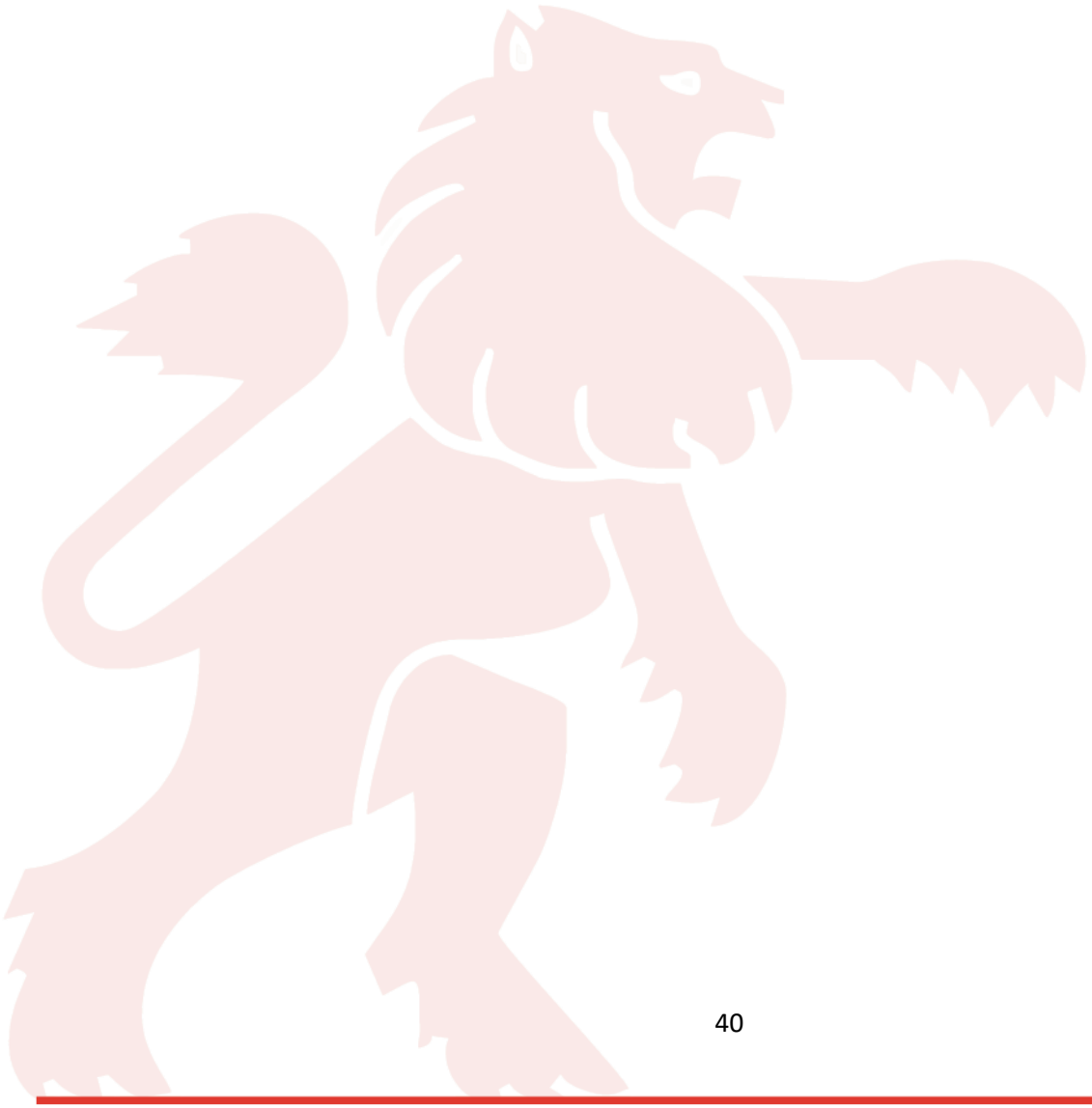
Aims
Junior Health develops knowledge, understanding and skills for students to take positive action to protect, enhance and advocate for holistic health choices.

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 *(Research Report)*
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



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	**Come on G13! 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.	Short Response 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 Assignment

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.	Digital Geo Fair
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.	Local Field Study Inquiry

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.	Global 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…Oh My** 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

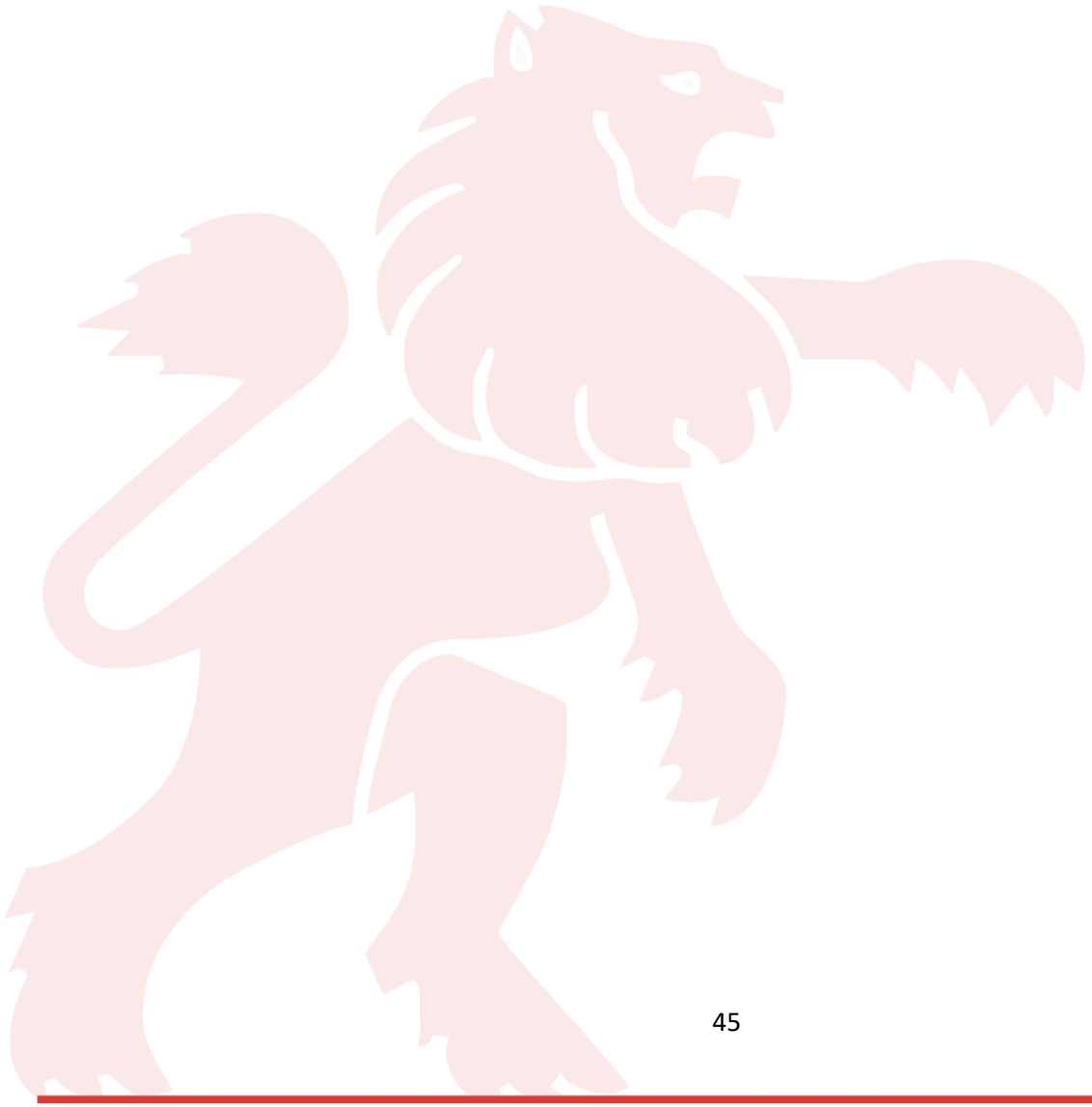
Rationale
Humanities promotes an understanding of societies, events, movements and developments that have shaped the world both historically and geographically.

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	**World War One** 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
Unit 2	**Is There Enough Food to Feed the World?** 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.	Group Presentation Inquiry

Languages



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 Exam 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.	Multi-modal research and 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

Performing Arts

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 are given the skills and experiences to understand how they can be effective performers, creative choreographers, and thoughtful thinkers, readers and writers. In Year 7 there is a focus on developing awareness of and respect for the body, and understanding core dance elements. In Year 8 there is a focus on further developing knowledge of health and wellbeing through dance, in turn encouraging self-esteem and confidence. In Year 9, students extend their understanding of the purpose and value of dance in society, through artistic, social and ritual focuses. The subject also develops students' communication, research and teamwork skills.

Aims

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- 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 safe dance practices, develop foundation practical dance skills, and are able to communicate a chosen theme through a performance with peers.	Practical Choreography and Performance
Unit 2	**Elements of Dance** Students gain a knowledge of the theoretical dance concepts and skills, and understand how dance creates meaning through a visual analysis.	Written Responding

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	**Just Dance** Students understand safe dance practices, develop the physical, technical and expressive dance skills, and are able to experience a sense of enjoyment through performance.	Practical Performance
Unit 2	**My Dance World** Students gain a more in-depth knowledge and understanding of the importance of fitness, health and wellness for overall wellbeing, and are able to demonstrate this through research and investigation of their own health and key health issues.	Written Responding
Unit 3	**Young and Creative** Students understand how to creatively explore the dance concepts and skills, and are able to show knowledge of genre, and peer collaboration, through a duo choreographic work.	Practical Choreography

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	**Express Yourself** Students understand safe dance practices, and further develop the technical and expressive dance skills to be able to interpret and communicate an artistic performance to an audience.	Practical Performance
Unit 2	**MacGregor Dances** Students gain a broader knowledge and understanding of social dance in society, and are able to show research, analysing, interpreting and evaluating skills, to devise a social MacGregor community event.	Written Responding
Unit 3	**The Power of Dance** Students understand how people of various cultures convey shared experiences and meaning through dance, and collaboratively, are able to explore and communicate an original idea through a small 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. Students explore the creation of dramatic meaning through theatrical analysis.	Written Responding 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.	Practical Making: Forming

Course Outline - Elective Semester

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

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	**Exploring Meaning Through the Comic Aesthetic** Understand a variety of comic styles and be able to draw parallels with contemporary examples. Be able to participate individually and in groups, to prepare and interpret student devised scenarios. To be able to manipulate the elements of drama, comic form and stagecraft in the creation of comic meaning. To analyse and evaluate comic drama by applying the elements of drama, conventions of form and style, in the creation of dramatic meaning.	Practical Presenting Written Responding
Unit 2	**Exploring Meaning Through Children's Theatre** Understand the conventions and unique purposes of Children's Theatre and to interpret uniquely Australian stories through performance. To 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 stage conventions and the elements of drama.	Practical Creating

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 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.	
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.	Guitar/Keyboard Performance
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.	
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.	Guitar/Keyboard Performance 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 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 Year *(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 Year *(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

Visual Arts

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 design.	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: Sense of Place** Students understand how to communicate visually using 2D media with a focus on drawing, painting and printmaking.	Practical Folio
Unit 2	**Responding: Indigenous Perspectives** Students will deconstruct, analyse and interpret the art of others.	Written Assignment
Unit 3	**Making: My Observations** Students understand how to communicate using 3D media with a focus on ceramics, assemblage and found objects.	Practical 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 outer self through focusing on portraiture and figurative representation.	Practical Folio
Unit 2	**Responding: Identity** Students understand how artists use portraiture to convey identity.	Written Assignment
Unit 3	**Making: Identity - Inner Self** Students will explore the concept of inner self and learn to communicate their interpretations through the use of symbols.	Practical 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 through the manipulation of various visual media.	Practical Folio
Unit 2	**Responding: The World Around Us** Students will describe, analyse, interpret and evaluate how artists convey their environment.	Written Assignment
Unit 3	**Making: The World Around Us - Inside** Students will investigate their internal surroundings and record their observations through manipulating various visual media.	Practical Folio

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