

Junior Secondary

Years 7, 8 and 9

2025 Learning Program Information



OUR BELIEFS

Our Vision

Leading education, building futures

Our Purpose

At MacGregor State High School our purpose is to inspire and empower people in our community to learn, contribute and lead to be the best they can be.

Our Values

Respect
Integrity
Diversity

Our Motto

The Best We Can Be

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Introduction

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

Year 7

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

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

Select entry programs: *Academic Excellence, Music Excellence and Volleyball Development.*

Year 8

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

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

Select entry programs: *Academic Excellence, Music Excellence and Volleyball Development.*

Year 9

Core Subjects – Two Semesters		
ENGLISH, ENGLISH as an ADDITIONAL LANGUAGE	MATHEMATICS FOUNDATION MATHEMATICS MATHEMATICS EXTENSION	SCIENCE
Core Subjects – One Semester		
HEALTH AND PHYSICAL EDUCATION		HUMANITIES

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

Select entry programs: *Academic Excellence, Music Excellence and Junior Extension Health and Physical Education*

Subject Pathways at MacGregor SHS

Learning Area	Year 7	Year 8	Year 9	Year 10	Year 11 / 12
English	English	English	English English as an Additional Language (ELL)	English English as an Additional Language (ELL) Essential English	English English as an Additional Language (ELL) Essential English Literature
Mathematics	Mathematics	Mathematics	Mathematics Foundation Mathematics Mathematics Extension	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science	Science	Science	Science	Biology Chemistry Physics Psychology Science	Biology Chemistry Physics Psychology Science in Practice
Health and Physical Education	Health and Physical Education Volleyball Development Program	Health and Physical Education Volleyball Development Program	Health and Physical Education Junior Extension Health and Physical Education (Year Elective) Junior Health	Health Education Physical Education Sport and Recreation Cert II Health Support Services	Health Physical Education Sport and Recreation Certificate III Fitness Certificate II Health Support Services* Certificate III Health Services Assistance
Humanities	Geography History	Geography History	Humanities Economics	History Geography Economics Legal Studies	Ancient History Economics Geography Modern History Legal Studies Social and Community Studies
Languages	Chinese German Japanese	Chinese German Japanese	Chinese German Japanese	Chinese German Japanese	Chinese German Japanese

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

Student Subject Decision-Making Guide

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

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

How Can Parents and Caregivers Support

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

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

English Faculty



English

Rationale

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

Aims

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

* Students for whom English is an additional language, would benefit from selecting ELL in Years 8, 9 and 10. They will study the same curriculum as English but be taught by an EAL specialist teacher.

Course Outline - Core Year

Year 7	Unit Description	Assessment Overview
Unit 1	Write Away Students will explore the genre of narrative writing. They will explore different elements of the narrative genre and discover their own writing style. Students will demonstrate their learnings through a series of tasks to create a folio of their work.	Folio of narrative writing
Unit 2	Persuade Me Students will read <i>Black Snake – The Daring of Ned Kelly</i> and write and deliver an argument to persuade the reader to accept a particular point of view about Ned Kelly.	Persuasive Speech
Unit 3	Many Voices: One Country- Exploring Culture Through Poetry Students will analyse and interpret a variety of poetry from First Nations Australians, and wide-ranging Australian and world poets. Students will develop their knowledge and understanding of a wide range of poetic devices	Reflective multimodal essay
Unit 4	Portraying Ideas Students will explore a variety of texts to examine how writers use language features to portray ideas and influence their audience.	Analytical Exam

Course Outline - Core Year

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Filling a Narrative Gap Students will explore a variety of short stories and picture books to understand narrative element. They will examine how writers construct character, setting and theme. Students will write a narrative that fills a gap in a variety of stimulus texts.</p>	Narrative Assignment
Unit 2	<p>A Change I'd Like to Make Students will explore contentious issues and examine the language features of persuasion. They will write and present a persuasive speech based on their opinion of one of the issues explored in the unit.</p>	Persuasive Speech
Unit 3	<p>Representation of Australian Identity Students will explore a variety of texts including short stories, narrative extracts, and television episodes to examine representations of Australians and reflect on their own Australian identity.</p>	Folio of analytical and reflective writing
Unit 4	<p>How am I influenced? Students will explore the design and construction of homepages, identifying and analysing the integral elements, both visual and text-based, to assess their effectiveness.</p>	Analytical Exam

Course Outline - Core Year English or English as an Additional Language

Year 9	Unit Description	Assessment Overview
Unit 1	<p>My Place</p> <p>Students will explore the theme My Place through a variety of stimulus texts. They will examine how other writers construct narratives to convey a theme. Students will write a narrative that conveys an aspect the theme using the insights they have gained from their exploration.</p>	Narrative Assignment
Unit 2	<p>Representation of themes</p> <p>Students will view a film, exploring how the film maker uses characters, plot and setting, as well as cinematography, to convey themes. Student will write an analytical essay in which they identify and analyse how themes are represented in film.</p>	Analytical Assignment
Unit 3	<p>Representation in novels</p> <p>Students will read a novel and explore how the writer represents characters and themes. They will produce an analytical essay under exam conditions.</p>	Analytical Exam
Unit 4	<p>Persuasion</p> <p>Students will explore contentious issues and examine the language features of persuasion. They will research their own contentious issue, write and present a persuasive speech.</p>	Persuasive Speech

Mathematics Faculty



Mathematics

Rationale

Mathematics develops the numeracy capabilities needed to make informed, efficient decisions in the real world, and to learn the fundamentals on which further Mathematics is built. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability.

Aims

Mathematics develops confident, proficient and effective users and communicators of mathematics who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens.

Course Outline - Core Year

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

Course Outline – Core Year

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Real Numbers, Money and Financial Mathematics</p> <p>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.</p>	<p>Assessment each semester may include:</p> <p>Supervised Written Examinations</p>
Unit 2	<p>Algebra, Linear and Non-Linear Relationships</p> <p>Students make connections between expanding and factorising algebraic expressions. They simplify a variety of algebraic expressions.</p> <p>Students solve linear equations and graph linear relationships on a Cartesian plane.</p>	<p>Problem Solving and Modelling Task (Assignment)</p>
Unit 3	<p>Measurement and Geometry</p> <p>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.</p> <p>Students will be able to name the features of circles and calculate the areas and circumferences of circles.</p> <p>Students identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students make sense of time duration in real applications.</p>	
Unit 4	<p>Statistics and Probability</p> <p>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.</p> <p>Students determine the probabilities of complementary events and calculate the sum of probabilities.</p>	

Course Outline – Core Year

Year 9 Prerequisites:

Students will be placed into one of three Year 9 Mathematics classes based on their result attained in Year 8.

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

Mathematics – Achievement of a 'C' or better in Year 8 Mathematics

Mathematics Foundation – Completion of year 8 Mathematics*

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Real Numbers, Money and Financial Mathematics</p> <p>Students solve problems involving simple interest. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions.</p>	<p>Assessment each Semester may include:</p> <p>Supervised Written Examinations</p> <p>Problem Solving and Modelling Task (Assignment)</p>
Unit 2	<p>Algebra, Linear and Non-Linear Relationships</p> <p>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.</p>	
Unit 3	<p>Measurement and Geometry</p> <p>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.</p> <p>Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. They interpret ratio and scale factors in similar figures.</p>	
Unit 4	<p>Statistics and Probability</p> <p>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.</p> <p>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.</p>	

* This course will include elements taken from the content descriptors of the Australian Curriculum for year 9 Mathematics for each of the Strands (Number, Algebra, Measurement, Space, Statistics, Probability). The course may/may not cover all aspects of learning as stipulated in the Australian Curriculum for year 9 Mathematics.

Science Faculty



Science

Rationale

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

Aims

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

Course Outline - Core Year

Year 7	Unit Description	Assessment Overview
Unit 1	<p>Earth Science</p> <p>Students model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.</p>	Supervised Assessment
Unit 2	<p>Physics</p> <p>Students investigate and represent balanced and unbalanced forces, including gravitational force acting on objects. Students relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it. They plan and conduct experiments to test relationships and scientific models.</p>	Student Experiment
Unit 3	<p>Biology</p> <p>Students investigate the role of classification in ordering and organising the diversity of life on Earth, and use and develop classification tools including dichotomous keys. Students use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations. They identify evidence to support or dispute claims.</p>	Research Investigation
Unit 4	<p>Chemistry</p> <p>Students use the particle theory to describe the arrangement of particles in a substance and relate this to the properties of the substance. Students use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures.</p>	Supervised Assessment (Unit 4)

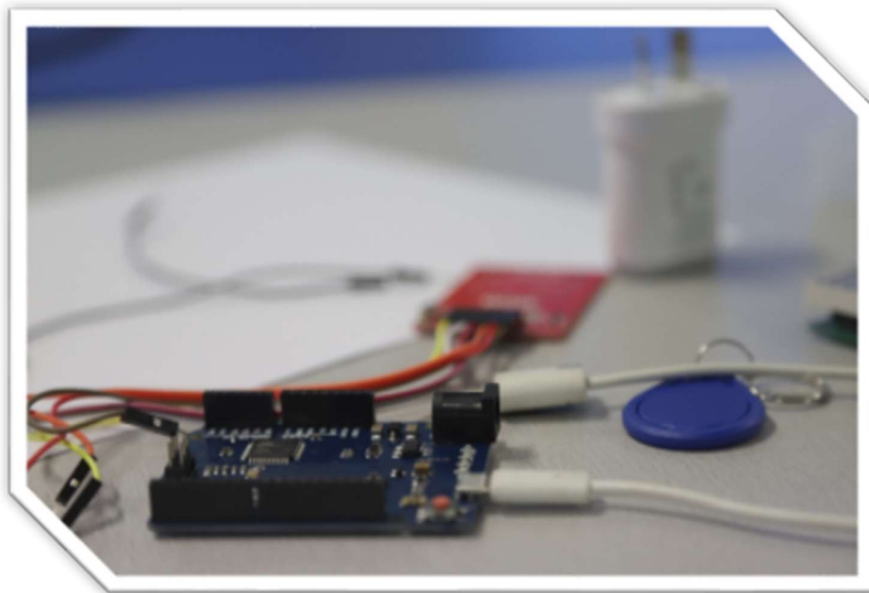
Course Outline - Core Year

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Chemistry</p> <p>Students will understand the particle theory to explain the characteristics and behaviour of particles in the three states of matter and during changes of state. 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. Students will be able to write a research report by gathering information about a scientific topic and its application to contemporary issues impacting society.</p>	Research Investigation
Unit 2	<p>Earth Science</p> <p>Students will understand that sedimentary, igneous and metamorphic rocks contain minerals that are formed by processes that occur within the Earth over a variety of timescales. Students will be able to identify sedimentary, igneous and metamorphic rocks in theoretical and practical situations. Students investigate tectonic activity through the theory of plate tectonics.</p>	Supervised Assessment (Units 1 and 2)
Unit 3	<p>Science Skills</p> <p>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 to communicate findings using appropriate language and text features.</p> <p>Physics</p> <p>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. Students will be able to develop investigable questions, plan and conduct reproducible investigations, and analyse data from experiments to come to a conclusion.</p>	Student Experiment
Unit 4	<p>Biology</p> <p>Students will understand that cells are the basic unit of living things with specialised structures, functions and processes. They will be able to explain how multicellular organisms contain systems of organs that carry out specialised functions that enable them to survive.</p>	Supervised Assessment (Units 3 and 4)

Course Outline - Core Year

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

Business and International Faculty



Business Enterprise

Rationale

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

Aims

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

Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p>The Scoop on our Products</p> <p>Students will research everyday products that we know and love that allow a manufacturing business to be successful in meeting customer needs. They will investigate a range of products to examine the benefits and impacts of the product in all phases of its development and propose solutions for sustainable production.</p>	Project
Unit 2	<p>The Future of Work</p> <p>Students will investigate reasons individuals work, the types of work and how income is derived. They will research a contemporary business issue related to work opportunities, investigate change and propose what to expect in the future.</p>	Project

Course Outline - Elective Semester

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

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Entrepreneurship</p> <p>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.</p>	Project
Unit 2	<p>Enterprise Project</p> <p>Students apply knowledge and understanding of responsible business practices to develop and pitch an innovative social enterprise to industry experts. A process of analysis and evaluation is used to determine the potential success of the social enterprise.</p>	Project

Digital Solutions

Rationale

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

Aims

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

Course Outline - Elective Semester

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

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Cyber systems</p> <p>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.</p>	Examination
Unit 2	<p>Smart Technology</p> <p>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.</p>	Project

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Robotics – Driverless Car</p> <p>Students plan and manage digital projects using Lego Spike Prime 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.</p>	Project
Unit 2	<p>Creative Coding</p> <p>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.</p>	Project

Technologies Faculty



Design

Rationale

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

Aims

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

Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p>Design Fundamentals</p> <p>Students will understand the fundamentals of the Design Process as they participate in a number of class lessons focused on content and activities to provide them with a core knowledge of the subject. They will develop skills, knowledge and techniques to represent their ideas and learn techniques in a variety of sketching, rendering and prototyping methods. This will provide them with the skills required to undertake the end of term exam.</p>	Examination
Unit 2	<p>Designing for the Real World</p> <p>Student will grow and demonstrate their prior knowledge and skills from Unit 1 to solve real-world design problems. Students will be developing ideas that focus on embedding innovation, technology, cultural and social considerations into their concepts. They will utilise low-fidelity prototyping to create functional models of their solutions and evaluate their success in achieving their initial goals.</p>	Design Project

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Creative Design</p> <p>Students will continue to develop their visual communication skills including; schematic sketching, ideation sketching and digital low-fidelity prototyping. They will learn how to enhance the representation of their design ideas to suit particular audiences.</p>	Design Project
Unit 2	<p>Life Hacks</p> <p>Student will grow and demonstrate their prior knowledge and skills to solve design problems. Students will be using 3D modelling, 3D scanning and 3D printing to produce 'Life Hack' solutions that solve personalised household design problems. Students will finish the semester with a range of 3D printed objects as a reminder of Design and the Technologies Faculty.</p>	Design Project

Course Outline - Elective Semester

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

Engineering

Rationale

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

Aims

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

Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p>Introduction to Engineering</p> <p>Students will learn the important role Engineers play in solving global and local problems. They will be introduced to the Engineering Problem-Solving Process as they experience introductory, collaborative Engineering Challenges including; the Prosthetic Leg Project.</p>	Engineering Project
Unit 2	<p>Rubber Band Vehicle</p> <p>Students will participate in a range of individual and collaborative group activities including those associated with advanced and renewable materials. They will experience new and emerging technologies to rapidly prototype a Rubber Band Vehicle.</p>	Engineering Project

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Engineering Fundamentals</p> <p>Students will learn a range of engineering skills including; sketching, technical drawing and physical prototyping. They will put their skills to the test by prototyping a Conveyor Belt System that mimics the systems typically seen in the Aviation, Food Manufacturing, Transport and Logistics Industries.</p>	Engineering Project
Unit 2	<p>Wind Energy System</p> <p>Students will understand how sustainable, engineered products, services and environments should be produced as natural resources diminish. They will explore Wind Energy Systems and develop a prototype turbine for simulation.</p>	Engineering Project

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Simple Machines</p> <p>Students will engage in practical engineering activities that use Science and Mathematics concepts and principles to solve real-world problems. They will participate in a range of individual and collaborative group activities as they use their knowledge of engineering communication and simple machines to solve problems. Students will prototype solutions using machines, tools and equipment.</p>	Engineering Project
Unit 2	<p>Hydraulic Claw</p> <p>Students will understand how Systems Thinking and Control Systems can unlock tomorrow's autonomy. They will explore how combining simple machines and mechanisms can create complex systems that can be developed to solve complex problems. They will progressively develop their knowledge and understanding of 3D modelling software to produce rapid prototypes of a Hydraulic Claw.</p>	Engineering Project

Industrial Technology Skills

Rationale

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

Aims

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

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Timber Joining Exercise</p> <p>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.</p>	<p>Practical Project</p> <p>Project Documentation</p>
Unit 2	<p>Camp Stool</p> <p>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.</p>	<p>Practical Project</p> <p>Project Documentation</p>

Food and Fashion

Rationale

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

Aims

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

Course Outline - Elective Semester

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

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Promoting the Health of Individuals and Communities Students will understand how food choices, nutrition and food packaging impact upon your physical health and that of the wider community.	Project – Adolescent Lunch
Unit 2	Promoting Healthy Environments Students will be able to demonstrate basic sewing skills while producing a reusable shopping bag, to promote a healthy environment.	Project – 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 adolescent wellbeing.	Project – Nutrients Practical Cookery Written Theory Examination
Unit 2	Let’s get Organised Students will be able to understand and explore characteristics of fibres and fabrics to determine and design a suitable product that assists personal organisation	Project – Practical Sewing and Journal Written Theory Examination

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	<p>Designer Breakfast</p> <p>Students will develop practical skills and safe food preparation practices. They will analyse the sensory properties of popular breakfast foods and apply their knowledge to generate a prototype for McDonald's breakfast menu.</p>	<p>Project – Folio</p> <p>Practical Cookery</p>
Unit 2	<p>Healthy Hearts</p> <p>Students will examine the nutritional properties of vegetables and protein-based foods. They will refine their knife skills and use a variety of cooking methods to test a range of popular family recipes. Students will apply their knowledge and skills to design a healthy meal prototype for the Heart Foundation.</p>	<p>Project – Folio</p> <p>Practical Cookery</p>

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Feed me Fast</p> <p>Students will understand concepts associated with food manufacturing and convenience products and how they meet busy lifestyle demands and develop skills in reading food labels and nutritional data.</p>	<p>Examination</p>
Unit 2	<p>Pastry Perfection</p> <p>Students investigate the art and science of pastry making. They examine the role of fat in pastry making and bake a range of sweet and savoury recipes using different types of pastry. They compare homemade and commercially made products and develop a frozen product suitable for Woolworths Supermarkets.</p>	<p>Project – Folio</p> <p>Practical Examination</p>

Health and Physical Education Faculty



Health and Physical Education

Rationale

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

Aims

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

Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	Performance Activity (Fundamental skills, Minor Games, Touch Rugby 7's) 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
	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.	<i>Nutrition Exam</i>
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
	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 <i>(series of in-class supervised tasks)</i>

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	Performance Activity (Fitness and Fitness Games) Students demonstrate their knowledge and understanding of fitness from a written context in a practical environment. They apply the concepts in a range of authentic performance environments.	On-going Practical Component
	Keeping Kids Active Students investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.	Portfolio of work
Unit 2	Cultural Games (AFL, Cricket, indigenous games, modified games) Students demonstrate specialised movement sequences and movement strategies in authentic performance environments and apply concepts of invasion games to understand movement strategies and sequences in game situations.	On-going Practical Assessment
	Being Yourself Students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. Students evaluate the impact on wellbeing of relationships and valuing diversity. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.	Investigation Report

Year 9	Unit Description	Assessment Overview
Unit 1	Striking and Fielding/Net and Court Activity (Various S&F games, Volleyball) 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	Invasion Games (Netball and Touch Football) Students demonstrate specialised movement sequences and movement strategies in authentic performance environments and apply concepts of net and court activities to understand movement strategies and sequences in game situations.	On-going Practical Assessment
	Knowing my Body Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.	Response to Stimulus Exam

Junior Extension Health & Physical Education (Year Elective)

Rationale

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

Aims

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

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

- **Entry into XPE is through invitation only based on Year 8 results and conduct**

Course Outline - Performance Activities

Year 9	Unit Description	Assessment Overview
Unit 1	Fitness Activities 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	Badminton Students apply body and movement concepts to specialised movement sequences and movement strategies in selected physical activities. Students select body and movement concepts to use as the criteria for evaluating their performance of specialised movement sequences and movement strategies.	Integrated Performance
Unit 3	Football/Netball Students apply body and movement concepts to specialised movement sequences and movement strategies in selected physical activities. Students select body and movement concepts to use as the criteria for evaluating their performance of specialised movement sequences and movement strategies.	Integrated Performance
Unit 4	Table Tennis Students apply body and movement concepts to specialised movement sequences and movement strategies in selected physical activities. Students select body and movement concepts to use as the criteria for evaluating their performance of specialised movement sequences and movement strategies.	Integrated Performance

Course Outline - Written Components

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

Junior Health

Rationale

Junior Health aims to develop healthy and active citizens with critical inquiry skills to analyse and understand the influences on their own and others' health, safety and wellbeing, specifically in relation to addiction (social media and gaming) whilst providing insight into the Health Industry and the vast amount of employment opportunities that exist within it.

Aims

Junior Health develops knowledge, understanding and skills for students to take positive action to protect, enhance and advocate for holistic health choices. It enables them to make informed decisions about their subject selection across the Health streams in Year 10-12; Health (General) or Certificate Health Pathway (VET Signature Program)

Students interested in pursuing Health Education and/or Certificate Health Pathway (VET) in Years 10, 11 and 12 would benefit from this subject.

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>e-Safety</p> <p>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.</p>	<p>Extended Written Response</p> <p><i>(Research Report)</i></p>
Unit 2	<p>Eat, Sleep, Repeat</p> <p>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.</p>	<p>Exam Essay</p>

Humanities and Languages Faculty



Economics

Rationale

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

Aims

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

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Australia's Place in the Global Economy</p> <p>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.</p>	Combination Exam
Unit 2	<p>Financial Literacy</p> <p>Students understand a range of schemes and concepts that they may encounter as young adults including superannuation, the share market, buy now pay later and car loans. They will analyse economic data to evaluate the benefits and risks of these schemes for their finances.</p>	Research Investigation

Geography

Rationale

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

Aims

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

Course Outline - Core Semester

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

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>#Megacities</p> <p>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.</p>	Research Investigation
Unit 2	<p>Earth Moves Under Your Feet</p> <p>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 learn about the impacts of natural hazards on people and the environment.</p>	Combination Exam

History

Rationale

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

Aims

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

Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p>A Night at the Museum</p> <p>Students will understand what the historical period Ancient History is about by becoming the historian and using a research process. Students will explore the Ancient Egyptian civilisation, looking at beliefs, practices and influential people.</p>	Research Investigation
Unit 2	<p>Deep Time History of Australia</p> <p>This unit delves into the deep time history of Australia, focusing on the profound and enduring history of First Nations Peoples over the past 65,000 years. Through this unit, students will gain a comprehensive understanding of the rich and diverse history of First Nations Peoples of Australia, their contributions to sustainable practices, technological innovations, and the maintenance of the world's oldest continuing cultures.</p>	Short Response Exam

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Medieval World</p> <p>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.</p>	Combination Exam
Unit 2	<p>Cortes: Saviour or Villain?</p> <p>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.</p>	Research Investigation

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	<p>Is There Enough Food to Feed the World? (Geography)</p> <p>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.</p>	Research Inquiry
Unit 2	<p>World War One (History)</p> <p>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.</p>	Combination Exam

Chinese

Rationale

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

Aims

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

Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	Getting to Know Me Students will understand how to communicate personal information about themselves in Chinese. They will be introduced to greetings in Chinese, how to respond to questions about themselves and daily routine.	Reading and Writing Exam Multimodal Assignment
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.	Reading, Listening and Writing 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.	Listening and Reading Exam Multimodal Assignment
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.	Reading, Listening and Writing Exam

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>My Place, Your Place</p> <p>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.</p>	<p>Listening and Reading Exam</p> <p>Multimodal Assignment</p>
Unit 2	<p>World of Work</p> <p>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.</p>	<p>Reading, Listening and Writing Exam</p>

German

Rationale

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

Aims

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

Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p>Let Me Tell You About DACHL</p> <p>Students will investigate the cultural, geographical and historical background of DACHL and be able to share this knowledge with others.</p>	<p>Assignment – Multimodal</p> <p>Exam</p>
Unit 2	<p>Let Me Tell You About Me</p> <p>Students will understand how to communicate personal information about themselves in German and will be able to understand similar information about other people.</p>	<p>Assignment – Multimedia</p> <p>Cartoon creation</p> <p>Multi-skills exam</p>

Course Outline - Core Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>What's New at the Zoo</p> <p>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.</p>	<p>Exam Listening</p> <p>Assignment - Written</p>
Unit 2	<p>School</p> <p>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.</p>	<p>Assignment – Written</p> <p>Exam - Reading</p> <p>Speaking</p>

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Where We Live</p> <p>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.</p>	<p>Exam Listening</p> <p>Assignment Multimodal</p>
Unit 2	<p>How I live</p> <p>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.</p>	<p>Reading assessment</p> <p>Speaking Multimodal</p>

Japanese

Rationale

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

Aims

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

Course Outline - Core Semester

Year 7	Unit Description	Assessment Overview
Unit 1	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.	Extended Response – Multimodal - Introducing MacGregor SHS
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.	Exam

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 Week Students will understand how to communicate about themselves in Japanese and develop an understanding of intercultural perspectives between Japan and Australia. They will learn hiragana and use it to communicate about daily life.	Reading, Writing, Listening Exam Story Booklet

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>My Family and Me</p> <p>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.</p>	<p>Exam</p> <p>Extended Response – Multimodal</p>
Unit 2	<p>Daily Routine</p> <p>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.</p>	<p>Exam (spoken and written)</p>

The Arts Faculty

Performing Arts

Visual Arts, Film and Media



Dance

Rationale

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

Aims

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

Course Outline - Elective Semester

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

Course Outline - Elective Semester

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

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Express Yourself</p> <p>Students understand and apply safe dance practices, with knowledge of the musculoskeletal system, to develop proficiency in the technical and expressive skills of hip hop dance performance.</p>	Practical Performance
Unit 2	<p>Power of Dance</p> <p>Students apply knowledge and understanding of dance works in cultural, social and political contexts, through an extended written response that analyses, interprets and evaluates with justification selected dance concepts and skills of a professional choreographer's work.</p>	Written Responding
Unit 3	<p>MacGregor Dances</p> <p>Students consider how people of different cultural and social contexts convey shared experiences and meaning through dance, and collaboratively, are able to manipulate creatively the elements of dance, structure and production elements to communicate an original intent through a group choreographic work.</p>	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	<p>Making Meaning through Storytelling</p> <p>Students develop an understanding of the purpose and forms of storytelling across cultures.</p> <p>They will experiment with the elements of drama and theatrical practices through their application of storytelling conventions within the performance space.</p>	Presenting and Performing
Unit 2	<p>Making Meaning through Improvisation</p> <p>Students will be able to apply the elements of drama and skills of improvisation through TheatreSports.</p> <p>They will be able to collaboratively generate scenarios to convey dramatic meaning for an audience of peers, whilst developing ensemble and communication skills.</p> <p>Students respond to the artworks of others through an extended written response.</p>	<p>Creating and Making</p> <p>Exploring and Responding</p>

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Creating Meaning Through Collage Drama</p> <p>Students experiment with the creation of dramatic meaning in performance through the manipulation of multiple forms and styles of drama, in response to stimulus.</p> <p>Students develop an understanding of staging and performance conventions through the collaboration and shaping of student devised dramatic work.</p>	<p>Creating and Making</p>
Unit 2	<p>Creating Meaning through Characterisation</p> <p>Students create characters exploring role, status, intentions, and relationships within scripted drama to entertain, empower, and inform audiences using Realism Method Acting Techniques.</p> <p>Students learn how to manipulate and apply the elements of drama using stagecraft and theatrical design elements.</p>	<p>Presenting and Performing</p> <p>Exploring and Responding</p>

Course Outline - Elective Semester

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

Media Arts

Rationale

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

Aims

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

Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p>Movie Advertisement- Poster</p> <p>Students will understand the basic theory behind film genres before putting it into practice. They will construct movie advertisement using Adobe Photoshop that communicates respectful representations and genre conventions for a given audience.</p>	<p>Curriculum content is organised under 4 interrelated strands:</p> <p>Movie Poster- Presenting and performing, Exploring and responding</p>
Unit 2	<p>Movie Advertisement- Trailer</p> <p>Students will explore how advertisements sell a product or a service as well as a point of view. Through the creation film trailer, students will pull apart the building blocks of film genres and develop media skills using industry technology software such as Premiere pro.</p>	<p>Movie Trailer- Presenting and performing, Creating and making</p>

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Photo Gallery</p> <p>This unit is all about learning how to use DSLR cameras. Students will be tasked with using media technologies to capture compositions. Students will be provided location and concept such as “life at Macgregor” or “the beauty of Brisbane”. They will decide on a viewpoint for the concept and use an artist statement to describe how their images represent this viewpoint.</p>	Composition photo gallery- Presenting and performing, Exploring and responding
Unit 2	<p>Skills of media</p> <p>The short response will place the students in the position of an audience and ask them to evaluate and analyse the still images. Students will describe respectful approaches to creating and or responding to media artworks.</p>	Skills of media (exam)- Exploring and responding
Unit 3	<p>Stop Motion animation</p> <p>Students will use their knowledge of photography to create an entire story from images! Stop motion is a great way to create simple animations and tell fanciful stories.</p>	Stop motion - Creating and making, Presenting and performing

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Production processes- Pre-production- MacG Zombies/ Heros</p> <p>Students be tasked with following a brief to develop a 1- 2-minute zombie or superhero film script. The students will understand the relationship between institutions and artist through the requirements of a ‘brief’. The brief will outline a set of guidelines. The students will create their script and developing their character representations that communicate the commissioners brief through the artists point of view</p> <p>Students will examine two short scenes from genre specific films. They will be required to Evaluate and Analyse two key media languages used within the clip and discuss the representations created for the audience</p>	<p>Script Writing - Developing practices and skills</p> <p>Exam Analysis-Exploring and responding</p>
Unit 2	<p>Production Processes- Production and postproduction</p> <p>The whole class will be given a day incursion or excursion to shoot the zombie/ Superhero film. Students will be placed into small crews with different industry roles such as director, camera operator and special effects artists. Students will work with industry professionals to learn the art of special effects makeup and costume design.</p> <p>Student will individually identify the best footage to produce a 1-2 minute zombie film.</p>	<p>Product Zombie/ Hero film-Creating and making</p> <p>Whole class film in conjunction with JAC/CAD actors</p>

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 Curriculum content is organised under 4 interrelated strands:
Unit 1	Making: The essence of a Place Students experience and understand how to communicate visually using 2D media with a focus on drawing with a focus on Surrealism .	Exploring and responding Developing practices and skills Creating and making Presenting and performing
Unit 2	Making: My 3D Insectorama Students understand how to communicate using 3D media with a focus on wire framing, assemblage and painting.	Exploring and responding Developing practices and skills Creating and making Presenting and performing

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>Making: Identity - Outer Self</p> <p>Students will be able to explore the concept of <i>outer self</i> through focusing on portraiture and figurative representation.</p> <p>Students understand how artists use portraiture to convey identity.</p>	<p>Curriculum content is organised under 4 interrelated strands:</p> <p>Exploring and responding</p> <p>Developing practices and skills</p> <p>Creating and making</p> <p>Presenting and performing</p>
Unit 2	<p>Making: Identity - Inner Self</p> <p>Students will explore the concept of <i>inner self</i> and learn to communicate their interpretations through the use of symbols.</p>	<p>Exploring and responding</p> <p>Developing practices and skills</p> <p>Creating and making</p> <p>Presenting and performing</p>

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Making: Headspace</p> <p>Students will investigate their internal surroundings and their experiences, by manipulating a range of visual media. Focus Artist: MC Escher.</p>	<p>Curriculum content is organised under 4 interrelated strands:</p> <p>Exploring and responding</p> <p>Developing practices and skills</p> <p>Creating and making</p> <p>Presenting and performing</p>
Unit 2	<p>Responding: Ubiquitous</p> <p>Students will describe, analyse, interpret and evaluate how artists represent their environment and communicate meaning.</p>	<p>Exploring and responding</p> <p>Developing practices and skills</p> <p>Creating and making</p> <p>Presenting and performing</p>

Music Faculty



Music

Rationale

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

Aims

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

Course Outline - Elective Semester

Year 7	Unit Description	Assessment Overview
Unit 1	<p>How to be a Musician Identify, understand and use a variety of rhythmic patterns, as well as develop an understanding of pulse and metre through theory and performance. 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.</p>	<p>Rhythm Ensemble Performance Drum kit solo performance Keyboard solo Performance Guitar Ensemble Performance</p>
Unit 2	<p>You're a Composer Be able to employ music literacy skills to write a song. Identify/understand and use composition elements including chord progressions, ostinato patterns and melody writing. Be able to present an ensemble performance with peers which conveys an understanding of successful ensemble playing.</p>	<p>Composition Task Ensemble Performance Music Literacy Exam</p>

Course Outline - Elective Semester

Year 8	Unit Description	Assessment Overview
Unit 1	<p>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.</p>	<p>Body Percussion Performance Drum kit Solo Performance Music Literacy Folio 1</p>

Unit 2	<p>Key into This</p> <p>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.</p>	<p>Keyboard Solo Performance</p> <p>Guitar Ensemble Performance</p> <p>Composition Task Music Literacy Folio 2, 3</p>
Unit 3	<p>Rock On</p> <p>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.</p>	<p>Rock Band Performance</p> <p>Music Literacy Folio 4, 5</p>

Course Outline - Elective Semester

Year 9	Unit Description	Assessment Overview
Unit 1	<p>Cracking the Code</p> <p>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.</p>	<p>Body Percussion Performance</p> <p>Drum kit Solo Performance</p> <p>Music Literacy Folio 1</p>
Unit 2	<p>You the Performer</p> <p>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.</p>	<p>Keyboard Solo Performance</p> <p>Guitar Ensemble Performance</p>
Unit 3	<p>So You Want To Be A Songwriter?</p> <p>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.</p>	<p>Composition Task</p> <p>Music Literacy Folio 2, 3</p>
Unit 4	<p>MacGregor Idol</p> <p>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.</p>	<p>Rock band Performance</p> <p>Music Literacy Folio 4, 5</p>

Music Excellence

Rationale

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

Aims

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

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

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

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

Year 8	Unit Description	Assessment Overview
Unit 1 Sem.1	Score It! Students will continue to be extended with their understanding of the Elements of Music - literacy, theory, aural skills (ear training, audiation) and compositional skills through the study of Film Music.	Music Literacy Exam Small Ensemble Performance
Unit 2	Encore Students will develop performance skills on their own instrument playing in 8 Music Excellence Band as a whole class, in small ensembles and as soloists. Use Music Literacy skills to compose a score for a short film.	Recital Solo Performance Film Composition

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

Year 9	Unit Description	Assessment Overview
Unit 1 Sem. 1	<p>Finale</p> <p>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.</p>	<p>Composition/Arrangement</p> <p>Music Literacy Exam</p> <p>Recital Solo Performance/Journal</p>
Unit 2 Sem. 2	<p>Interpretation</p> <p>Students will develop performance skills and how to play stylistically on their own instrument playing in 9 Music Excellence Ensemble as a whole class, in small ensembles and as soloists. Students will develop analytical Musicology skills through the study of Music through history.</p>	<p>Integrated Project</p> <p>Recital Ensemble Performance/ Journal</p> <p>Musicology Exam</p>



The Best We Can Be