Mullauna Secondary College
MITCHAM

# YEAR 7-9 CURRICULUM HANDBOOK

2027

COURAGE - CURIOSITY - COMMUNITY

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# YEAR 7
# COURSE INFORMATION



# YEAR 7 COURSE ORGANISATION

The College provides a balanced curriculum. The timetable is organised around a fortnightly cycle with five periods of sixty minutes per day.

In Year 7, students are required to undertake the following subjects:

| SUBJECT | PERIODS PER CYCLE |
|---|---|
| English | 9 |
| Mathematics | 9 |
| Science | 5 |
| Humanities | 5 |
| Physical Education | 4 |
| Sport | 2 |
| Languages – German | 5 |
| Food / Digital Technology | 3 |
| Art / Visual Communication | 3 |
| Music/ Drama | 3 |
| Health & Challenge Program | 2 |

**LANGUAGES:** Year 7 students undertake German.

**THE ARTS:** Year 7 students study Art (one semester of three periods), Visual Communication (one semester of three periods), Music (one semester of three periods) and Drama (one semester of three periods).

**TECHNOLOGY:** Technology studies include Food Technology (one semester of three periods) and Digital Technology (one semester of three periods).

## YEAR 7 HEALTH & CHALLENGE

The Health & Challenge program supports the students' transition into Mullauna College with an understanding of our core values of Curiosity, Courage and Community. The program includes the following focus areas:

- **Time Capsule:** Students create a time capsule about themselves as they enter secondary schooling. This is stored and returned to students at the end of Year 12.
- **My School Community:** Students explore what it means to be a great school community member, including what their roles and responsibilities within it are.
- **This is Me:** Students strengthen their sense of self by exploring their goals and their future as well as what it means to embody the values of courage and creativity.
- **Contributing to My Community:** Students will explore their place within our college community. This unit of study will culminate in a community improvement project.
- **Health Related Topics:** Students engage in health-related curriculum including dimensions of health and wellbeing, nutrition, and respectful relationships.

# EXCEL PROGRAM

A program for high achievers operates in Year 7. This program aims to extend students' learning across all core subjects with most students operating 6-12 months ahead of expected level.

# ASSESSMENT

There are three modes of assessment at Year 7.

### 1. ASSESSMENT TASKS

A grade will be awarded for specific tasks and projects. The grades indicate how well the student is performing in these areas of the unit.

There will be a range of assessment tasks for each unit. Assessment tasks can include major projects, topic tests, written reports, oral presentations and folios. A grade will be awarded for each task.

### 2. LEVEL OF ACHIEVEMENT AGAINST STATEMENT LEARNING STANDARDS

Students will be assessed against the Victorian Curriculum standards. This framework identifies eight learning areas and four general capabilities for the Foundation to Year 10 curriculum. The Learning Areas describe distinct disciplines, while the capabilities represent knowledge and skills that are developed and applied across the curriculum.

The Victorian Curriculum includes standards at ten levels. The level broadly associated with schooling at Year 7 is Level 7. Student achievement will be reported against the achievement standards indicating the level of attainment reached by each student and the age expected level of attainment.

### 3. LEARNING HABITS

Students are assessed in the Learning Habits of Demonstrating effort and readiness to learn, Meeting classroom expectations, Persisting with learning, Processing and producing and Seeking and applying feedback.

# HOME LEARNING

Home study reinforces the development of skills in organisation, planning and self-management that are crucial in assisting students to become independent learners.

It is expected that students in Years 7 will complete a minimum of 5 to 6 hours of home learning per week.

Students should set aside regular times in the week that will best suit their schedule of activities. This time should be used to ensure that all required work (set home learning, incomplete classwork, assignments, and test revision) is completed and submitted for assessment by the due date. Mathematics and Language require regular practice, and, for English, it is essential that the reading of set texts and independently selected books is a nightly practice.

This **Course Information Booklet** should be kept in a safe place for reference throughout the year.

# YEAR 7 SUBJECT DESCRIPTIONS


**English** 7

**Physical Education** 8

**Sport Education** 9

**Humanities** 9

**German** 10

**Mathematics** 11

**Science** 11

**Technology**

- **Food Technology** 12
- **Digital Technology** 12

**The Arts**

- **Art** 13
- **Visual Communication** 13
- **Music** 14
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# ENGLISH

## OVERVIEW

Students strengthen and expand their reading and writing skills and extend their ability to speak and listen effectively. Students will study the craft of writing and read and view a variety of texts that explore ideas and information related to familiar and more challenging topics, themes and issues. Students will also take part in oral language activities, presenting their ideas and information in a variety of ways. They will be encouraged to take responsibility for their learning and develop their skills as critical and creative thinkers.

### Key Skills

On completion of this course students are able to:

- Produce, in print and electronic forms, writing for a variety of purposes
- Read and view imaginative, informative and persuasive texts
- Produce a range of responses, including interpretive pieces and personal reflections
- Present creative, informative or persuasive responses to texts, themes and issues, as individuals or in groups
- Ask clarifying questions and build on the ideas of others

### Assessment Tasks

- **Text response:** a minimum of three texts studied, and relevant assessment activities completed
- **Wide reading:** a minimum of three texts and associated responses
- **Writing**: a variety of writing tasks for different purposes and audiences
- **Oral presentation**: a minimum of one oral activity per semester
- **Examination**: an examination at the end of the year



# PHYSICAL EDUCATION

## OVERVIEW

Health and Physical Education provides students with knowledge, skills and behaviours to enable them to develop and maintain their physical, mental and social health. Students proficiently perform complex movement and skills. They measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. Students maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. Students describe the physical, mental and social changes that occur as a result of the youth stage of the lifespan and the factors that influence their own development.

### Key Skills

On completion of this course students are able to:

- Perform motor skills proficiently, which are appropriate to specific games, activities and sports
- Describe initiatives and motivational influences that affect participation in physical activity
- Identify outcomes of risk-taking behaviours
- Describe health issues about which young people make decisions, and strategies that are designed to maintain or improve their health
- Identify changes that occur during puberty
- Describe health resources, products and services available to individuals and groups in Australia and consider how they could be used to improve health

### Assessment Tasks

- **Skill Acquisition:** ability to perform complex movement and manipulative skills
- **Game Sense:** ability to combine motor skills, strategic thinking and tactical knowledge
- **Written Health Work**: a minimum of one piece for each Health unit



# SPORT EDUCATION

### OVERVIEW

Sport Education provides students with knowledge, skills and behaviours to enable them to be lifelong participants in physical activity. Emphasis is on combining motor skills and tactical knowledge to improve individual and team performance. Engaging in sport contributes to a sense of community and social connectedness, thus improving wellbeing. Students select a different sport each term to participate in and have the opportunity to represent the college in interschool competition.

### Key Skills

On completion of this course students are able to:

- Perform complex movement patterns that form part of team games
- Analyse strategies and tactics used in team games
- Explain the rules, player positions and roles associated with sports
- Use equipment safely and confidently
- Identify a variety of roles in sports such as umpire, scorer, coach, player, captain, team member, spectator and administrator and assume responsibility for the organisation of aspects of a sporting competition

### Assessment Tasks

- **Activity Level:** participation level in moderate to vigorous activities
- **Game Sense:** ability to combine motor skills, strategic thinking and tactical knowledge

# HUMANITIES

### OVERVIEW

Students study human progress and how people have organised themselves into societies over time and interacted with their physical environments. Topics include prehistory, Ancient Australia and studies of other ancient civilisations, such as, China, Egypt, Greece, India, Mesoamerica and Rome; mapping; renewable and non-renewable resources, with a major focus on water, and investigating the concept of 'liveability' in our world.

### Key Skills

On completion of this course students are able to:

- Explain processes that influence the characteristics of places
- Identify, analyse and explain spatial distributions and patterns to identify and explain their implications
- Collect and record relevant geographical data and information from useful primary and secondary sources
- Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes
- Describe and explain the broad patterns of change over the period from the Ancient to the Modern World
- Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability
- Analyse the different perspectives of people in the past

### Assessment Tasks

- **Source Data Analysis:** exercises based upon the collection and analysis of historical sources and geographical data
- **Research Tasks:** a research task/s on a selected topic/s
- **Extended Responses**: extended writing tasks requiring students to articulate and justify opinions about historical debates and geographical issues

# GERMAN

## OVERVIEW

Students learn that there are similarities and differences between languages, and how German and English are related. There is an important emphasis on how language works, so that students achieve an understanding of the structure of German as well as their own language. Students participate in activities where they practise exchanging simple personal information on topics such as self, friends, family, time, school, likes, dislikes and hobbies. They talk about themselves and others in response to questions and learn to ask questions. They begin to write short paragraphs, initially based on models and on memorised sequences, eventually developing independence. Students learn to use print and electronic resources. They start to listen, read, speak and write in German, concentrating on authentic language use within defined topics and contexts.

### Key Skills

On completion of this course students are able to:

- Introduce themselves, greet and farewell others
- Exchange simple information on topics such as daily routines and above-mentioned aspects of the world
- Respond to simple questions, and ask questions themselves
- Demonstrate knowledge and application of the German sound system in writing, listening, reading and speaking
- Read short passages for meaning
- Express themselves through writing, in print and electronic form, by generating original sequences which may be linked to form paragraphs
- Understand the content of simple spoken texts

### Assessment Tasks

- **Written work:** a variety of exercises including creative writing
- **Listening:** written response to spoken texts
- **Reading:** a variety of texts with relevant questions answered
- **Conversation**: participation in role-plays

# MATHEMATICS

### OVERVIEW

Students investigate ways in which mathematics is used to represent and explain aspects of the world. They will work mathematically to enhance their knowledge of space, measurement, chance and data. Students will be introduced to algebraic expression and its ability to explain real life situations. They will work collaboratively to solve mathematical problems.

### Key Skills

On completion of this course students are able to:

- Use a range of mathematical techniques to solve mathematical problems
- Communicate their understanding using correct mathematical language and notation
- Problem solve by employing a variety of strategies
- Define key mathematical concepts
- Select appropriate technologies as an integral part of their mathematical activities

### Assessment Tasks

- **Tests:** completion of a series of tests within each topic
- **Projects:** completion of a range of mathematical investigations
- **Analytical tasks**: completion of a range of in-depth analysis tasks
- **Examination**: an examination at the end of the year

# SCIENCE

### OVERVIEW

Students will learn about safety in science and using scientific equipment. They will explore how biological diversity is classified and examine matter and energy flow in ecosystems. They will use particle and kinetic theory to explain the behaviour of substances, distinguish between pure substances and mixtures, and design separation methods. Students will classify matter as elements, compounds or mixtures and identify physical and chemical changes. They will compare renewable and non-renewable resources, evaluate sustainable practices and assess the impacts of resource use. Students will model Earth-Sun-Moon interactions to explain seasons and tides, investigate the use of simple machines and explain the effects of forces on motion.

### Key Skills

On completion of this course students are able to:

- Safely and effectively use a range of scientific equipment
- Classify organisms and predict effects of ecosystem changes
- Use particle theory to explain substance behaviour and separate mixtures
- Identify elements, compounds and mixtures; compare physical and chemical changes
- Evaluate sustainable use of renewable and non-renewable resources
- Model Earth-Sun-Moon systems to explain seasons and tides
- Explain motion using forces and simple machines
- Plan investigation, analyse data and draw evidence-based conclusions
- Communicate scientific ideas using appropriate language and formats

### Assessment Tasks

- **Tests:** completion of a range of topic tests at the end of each unit of study
- **Projects:** major projects including research and/or analysis
- **Practical reports**: written reports and posters, completed individually, based on experiments and practical investigations run in class

# FOOD TECHNOLOGY

### OVERVIEW

In this course, students will engage with a broad range of topics including food safety and hygiene, the design process, cooking techniques and the use of kitchen tools and equipment. Classes are structured with a balance of practical and theory sessions every fortnight. Students will observe cooking demonstrations before applying the skills themselves, working collaboratively to foster teamwork and problem-solving during practical activities. Reflective evaluations will encourage students to assess the success of their work and deepen their understanding. Throughout the course, students will develop and use appropriate Food Studies terminology to communicate effectively.

### Key Skills

On completion of this course students are able to:

- Understand and apply health, safety and hygiene practices in the kitchen
- Identify design needs and choose the right materials, tools and methods to create ideas
- Create, develop, test and explain their design ideas clearly using appropriate language and drawings
- Use a variety of tools, equipment and techniques safely and effectively to make their designs
- Set their own criteria to judge how well their designs and finished products meet goals and are sustainable
- Plan and organise their work, both on their own and in groups, to complete projects successfully

### Assessment Tasks

- **Research Report:** a research report on a relevant topic
- **Project:** a project based on the design process
- **Bookwork**: an accurate and organised workbook
- **Production**: students prepare sweet and savoury dishes using a wide range of skills and techniques

# DIGITAL TECHNOLOGY

### OVERVIEW

The study of Digital Technologies enables students to become confident, creative and responsible users and developers of digital solutions. Through the use of digital systems and computational thinking, students learn to solve problems, manage and interpret information, and design solutions for real-world contexts. Students explore how text, images and sound are represented using binary systems, analyse and evaluate data using digital tools, and apply algorithms and design processes to develop, test and refine digital solutions.

### Key Skills

On completion of this course students are able to:

- Understand and apply effective file management and file naming conventions
- Explain how computers use binary systems to represent different forms of digital media
- Analyse and evaluate data using spreadsheets and digital tools
- Design and develop software solutions based on a defined set of requirements
- Apply algorithms and computational thinking to test and refine digital solutions

### Assessment Tasks

- **Binary Number System Test:** demonstrate understanding of how computers represent and process data using binary code
- **Spreadsheet Formulas and Functions Task**: analyse and manipulate data using spreadsheet formulas, functions and data visualisation tools
- **Python Turtle Programming Challenges Task**: apply programming and problem-solving skills to design, code, test and refine solutions using Python Turtle

# ART

### OVERVIEW

Students will explore a variety of art materials and learn skills in both 2D and 3D areas. They will learn and refine artistic skills and techniques in drawing, painting and ceramics. They will apply the design elements and principles of art to create a series of individual and creative art pieces. Research will also accompany the practical component of the course.

### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style
- Explore themes, issues and ideas when making and presenting artworks
- Use a range of 2D and 3D materials and techniques
- Analyse and interpret the work of artists and their artworks
- Use appropriate art language

### Assessment Tasks

- **Practical Folio:** completion of a range of artworks
- **Written Presentation**: written report/s based on research into set topics that will be supported by visual material

# VISUAL COMMUNICATION

### OVERVIEW

This subject explores the way ideas and messages are communicated through visual designs. Students will consider the way visual communications are designed to meet specific purposes and appeal to different audiences. They will be introduced to the design process through the creation of both two-dimensional and three-dimensional designs. Students will explore a variety of media and methods to produce work, including both freehand and digital techniques.

### Key Skills

On completion of this course students are able to:

- Use the design process to generate, develop and refine ideas to set tasks
- Create effective graphic designs
- Apply technical drawing skills
- Demonstrate freehand drawing and rendering skills
- Manipulate design elements and design principles to develop designs for specific purposes
- Use both freehand and digital design methods to communicate ideas
- Analyse and evaluate examples of visual communications
- Use appropriate visual communication terminology

### Assessment Tasks

- **2D and 3D Representations:** a series of tasks that demonstrate the understanding of, and ability to apply, different techniques and devices
- **Type and Imagery in Visual Communications:** exploration of type and imagery in visual communication using both digital and manual means
- **Analysing Visual Communications**: written analysis of existing visual communications

# MUSIC

## OVERVIEW

Using music performance as the basis, students will learn musical skills in order to be able to create and perform music. All topics include class and small group performance. Topics of study include:

- Instruments of the orchestra and what individuals want to play
- Counting the beat, rhythm, elements and percussion performance, including drum kit
- Notation and keyboard performance
- Guitar, bass guitar and singing
- Composition
- Musicals and musical life

### Key Skills

On completion of this course students are able to:

- Create successful performance in a variety of settings
- Manage themselves within a performance group
- Listen critically and write listening diaries
- Increase their individual theoretical and aural knowledge
- Play, as a beginner, a variety of instruments

### **Assessment Tasks** (two of the following)

- **Practical work:** preparation and completion of a variety of performance tasks
- **Notation:** create a baseline and demonstrate evidence of growth when engaging in online and documented note reading/theory activities
- **Composition**: use a Digital Audio Workstation to demonstrate understanding of song structure and compositional devices
- **Aural Training**: a variety of aural assessment on pitch and rhythm



# DRAMA

## OVERVIEW

Year 7 Drama introduces students to the fundamental skills, processes and conventions of dramatic performance. Throughout the semester, students explore how drama can communicate ideas, stories, emotions and perspectives through voice, movement, characterisation, improvisation and performance. Students work both individually and collaboratively to develop confidence, creativity and expressive skills. They will explore dramatic elements and conventions, respond to a range of dramatic works, and create and present performances for an audience. The subject encourages students to take creative risks, listen and respond to others and reflect on their own and others' dramatic work.

### Key Skills

On completion of this course students are able to:

- Use voice, movement, facial expression and gesture to communicate meaning
- Develop and sustain character using dramatic techniques
- Explore and apply dramatic elements, conventions and forms
- Develop skills in improvisation, role-play and scripted performance
- Collaborate effectively with others to create and rehearse performances
- Use space, objects, sounds and stagecraft to enhance dramatic meaning
- Develop confidence in presenting work to an audience
- Analyse and respond to drama using appropriate dramatic terminology
- Reflect on and evaluate their own and others' performances
- Demonstrate respectful, responsible and safe participation in practical activities

### Assessment Tasks

- **Drama Skills and Improvisation:** students participate in practical workshops and improvisation activities demonstrating an understanding and application of character, voice, movement, space and dramatic conventions
- **Group Performance:** students collaboratively develop, rehearse and present a short dramatic performance, demonstrating characterisation, dramatic techniques, collaboration and effective communication with an audience
- **Drama Response and Reflection**: students analyse and respond to a dramatic performance or class work and reflect on their own learning, identifying strengths, challenges and areas for improvement

# YEAR 8
# COURSE INFORMATION

# YEAR 8 COURSE ORGANISATION

The Year 8 program includes a combination of core subjects and elective subjects:

| SUBJECT | PERIODS PER CYCLE |
|---|---|
| English | 9 |
| German | 5 |
| Health & Physical Education | 4 |
| Humanities | 7 |
| Mathematics | 8 |
| Science | 5 |
| Sport | 2 |
| Elective 1 | 5 |
| Elective 2 | 5 |

# ELECTIVE SUBJECTS

In 2027, Mullauna College will offer combined Year 8 and 9 Elective subjects. This will enable students to select from a wider variety of subject choices. Over the course of the two years, students will select eight elective subjects from the list below. Students may not undertake the same elective twice.

## YEAR 8 ELECTIVES

In Year 8, students will undertake two elective subjects each semester from the list below. Year 8 students are required to complete any two elective subjects from the Performing Arts, Technology or Visual Arts electives. The remaining two elective choices can be selected from any of the subjects listed below.

Each elective subject is timetabled for five periods per fortnight. Please note elective subjects will only run if selected by enough students.

## 2027 ELECTIVE LIST

### General

- Creative Writing
- Forensic Science
- Dollars and Sense
- Mathematical Minds
- Sport Science

### Performing Arts

- Drama Masterclass
- Music FM
- Music Performance
- Stage School

### Technology

- Programming Basics
- Food for Life
- Global Cuisines
- Engineering Essentials
- Game Design and Development

### Visual Arts

- 2D Art (Draw, Paint, Print)
- 3D Art (Ceramics & Sculpture)
- Architecture and Product Design
- Creative Media
- Digital Art
- Filmmaking
- Graphic Design

# EXCEL PROGRAM

A program for high achievers operates in Year 8. This program aims to extend students' learning across all core subjects with most students operating 6-12 months ahead of expected level.

# ASSESSMENT

There are three modes of assessment at Year 8.

## 1. ASSESSMENT TASKS

A grade will be awarded for specific tasks and projects. The grades indicate how well the student is performing in these areas of the unit.

There will be a range of assessment tasks for each unit. Assessment tasks can include major projects, topic tests, written reports, oral presentations and folios. A grade will be awarded for each task.

## 2. LEVEL OF ACHIEVEMENT AGAINST STATEMENT LEARNING STANDARDS

Students will be assessed against the Victorian Curriculum standards. This framework identifies eight learning areas and four general capabilities for the Foundation to Year 10 curriculum. The Learning Areas describe distinct disciplines, while the capabilities represent knowledge and skills that are developed and applied across the curriculum.

The Victorian Curriculum includes standards at ten levels. The level broadly associated with schooling at Year 8 is Level 8. Student achievement will be reported against the achievement standards indicating the level of attainment reached by each student and the age expected level of attainment.

## 3. LEARNING HABITS

Students are assessed in the Learning Habits of Demonstrating effort and readiness to learn, Meeting classroom expectations, Persisting with learning, Processing and producing and Seeking and applying feedback.

# HOME LEARNING

Home study reinforces the development of skills in organisation, planning and self-management that are crucial in assisting students to become independent learners.

It is expected that students in Year 8 will complete a minimum of 5 to 6 hours of home learning per week.

Students should set aside regular times in the week that will best suit their schedule of activities. This time should be used to ensure that all required work (set home learning, incomplete classwork, assignments, and test revision) is completed and submitted for assessment by the due date. Mathematics and Language require regular practice, and, for English, it is essential that the reading of set texts and independently selected books is a nightly practice.

This **Course Information Booklet** should be kept in a safe place for reference throughout the year.




# YEAR 8 SUBJECT DESCRIPTIONS

## CORE SUBJECTS

English ____ 20
Health & Physical Education ____ 21
Sport Education ____ 21
Humanities ____ 22
German ____ 23
Mathematics ____ 24
Science ____ 24

## ELECTIVE SUBJECTS

### Visual Arts

Architecture & Product Design ____ 25
2D Art – Draw, Paint, Print ____ 26
3D Art – Ceramics and Sculpture ____ 26
Digital Art ____ 27
Graphic Design ____ 27
Creative Media ____ 28
Filmmaking ____ 28

### Performing Arts

Music – Music FM ____ 29
Music – Music Performance ____ 29
Drama – Drama Masterclass ____ 30
Drama – Stage School ____ 30

### Technology

Food for Life ____ 31
Global Cuisines ____ 31
Engineering Essentials ____ 32
Game Design & development ____ 33
Programming Basics ____ 33

### Additional/General

Creative Writing ____ 34
Forensic Science ____ 34
Dollars & Sense ____ 35
Mathematical Minds ____ 35
Sports Science ____ 36

# CORE SUBJECTS

**The following section provides information on core subjects.**

# ENGLISH

### OVERVIEW

Students strengthen and expand their reading and writing skills and extend their ability to speak and listen effectively. Students will study the craft of writing and read and view a variety of texts that explore ideas and information related to familiar and more challenging topics, themes and issues. Students also take part in oral language activities, presenting their ideas and information in a variety of ways. They are encouraged to take responsibility for their learning and develop their skills as independent learners.

### Key Skills

On completion of this course students are able to:

- Produce, in print and electronic forms, writing for a variety of purposes
- Read and view imaginative, informative and persuasive texts
- Produce a range of responses, including interpretive pieces and personal reflections
- Present creative, informative or persuasive responses to texts, themes and issues, as individuals or in groups
- Ask clarifying questions and build on the ideas of others

### Assessment Tasks

- **Text response:** a minimum of three texts studied and relevant assessment activities completed
- **Wide reading:** a minimum of three texts and associated responses
- **Writing:** a variety of writing tasks for different purposes and audiences
- **Oral presentation:** a minimum of one oral activity per semester
- **Examination:** an examination at the end of the year

# HEALTH AND PHYSICAL EDUCATION

### OVERVIEW

Health and Physical Education provides students with knowledge, skills and behaviours to enable them to develop and maintain their physical, mental and social health. Students proficiently perform complex movement and skills. They measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. Students maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement. They combine motor skills, strategic thinking and tactical knowledge to improve individual and team performance. Students describe the physical, mental and social changes that occur as a result of the youth stage of the lifespan and the factors that influence their own development.

### Key Skills

On completion of this course students are able to:

- Develop proficient motor skills, which are appropriate to specific games, activities and sports
- Describe initiatives and motivational influences that affect participation in physical activity
- Identify outcomes of risk-taking behaviours
- Analyse a range of influences on food selection
- Identify major nutritional needs for growth and activity
- Describe health issues about which young people make decisions, and strategies that are designed to maintain or improve their health
- Describe health resources, products and services available to individuals and groups in Australia and consider how they could be used to improve health

### Assessment Tasks

- **Skill Execution:** ability to perform complex movement and manipulative skills
- **Game Sense:** ability to combine motor skills, strategic thinking and tactical knowledge
- **Written Health Work**: a minimum of one piece for each Health unit

# SPORT EDUCATION

### OVERVIEW

Sport Education provides students with knowledge, skills and behaviours to enable them to be lifelong participants in physical activity. Emphasis is on combining motor skills and tactical knowledge to improve individual and team performance. Engaging in sport contributes to a sense of community and social connectedness, thus improving wellbeing. Students select a different sport each term to participate in and have the opportunity to represent the college in interschool competition.

### Key Skills

On completion of this course students are able to:

- Perform complex movement patterns that form part of team games
- Analyse strategies and tactics used in team games
- Explain the rules, player positions and roles associated with sports
- Use equipment safely and confidently
- Identify a variety of roles in sports such as umpire, scorer, coach, player, captain, team member, spectator and administrator and assume responsibility for the organisation of aspects of a sporting competition

### Assessment Tasks

- **Activity Level:** participation level in moderate to vigorous activities
- **Game Sense:** ability to combine motor skills, strategic thinking and tactical knowledge



# HUMANITIES

### OVERVIEW

Students investigate and evaluate significant changes, events and individuals from the medieval period and the Industrial Revolution. They will explain the processes that influence characteristics of our landscapes and landforms as well as causes and consequences of the global trend of urbanisation. They describe the characteristics of entrepreneurial individuals and successful businesses.

### Key Skills

On completion of this course students are able to:

- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections
- Select and represent data and information in different forms, including by constructing appropriate maps at different scales that conform to cartographic conventions, using digital and spatial technologies as appropriate
- Analyse maps and other geographical data and information, to develop identifications, descriptions, explanations and conclusions that use geographical terminology
- Explain different historical interpretations and contested debates about the past
- Identify and explain patterns of continuity and change in society to the way of life
- Analyse causes and effects of significant events that caused change and/or decline over the period
- Evaluate the role and achievement of a significant individual, developmental and/or cultural achievement that led to progress

### Assessment Tasks

- **Source/Data Analysis:** exercises based upon the collection and analysis of historical sources and geographical data
- **Research Tasks:** a research task/s on a selected topic/s
- **Extended Responses:** extended writing tasks requiring students to articulate and justify opinions about historical debates and geographical issues

# GERMAN

## OVERVIEW

Students build on what they learnt in Year 7 German, noticing the similarities and differences between German and other languages they have experience with. There is an emphasis on how language works, so that students achieve an understanding of the structure of German as well as their own language. Students participate in activities where they practise exchanging simple personal information on topics such as self, friends, weather, clothing, housing, pets, health, likes and dislikes. They talk about themselves in response to questions and learn to ask questions. They continue to build skills in writing short paragraphs based on models and on memorised sequences, eventually developing further independence. Students learn to use print and electronic resources. They listen to, read, speak and write in German, concentrating on authentic language use within defined topics and contexts.

### Key Skills

On completion of this course students are able to:

- Introduce themselves, greet and farewell others
- Exchange simple information on topics such as daily routines and above-mentioned aspects of the world
- Respond to simple questions, and ask questions themselves
- Demonstrate knowledge and application of the German sound system in writing, listening, reading and speaking
- Read short passages for meaning
- Express themselves through writing, in print and electronic form, by generating original sequences which may be linked to form paragraphs
- Understand the content of simple spoken texts

### Assessment Tasks

- **Written work:** a variety of exercises including creative writing
- **Listening:** written response to spoken texts
- **Reading:** a variety of texts with relevant questions answered
- **Conversation**: participation in role-plays and one-one-one conversations

# MATHEMATICS

### OVERVIEW

Students investigate ways in which mathematics is used to represent and explain aspects of the world. They will work mathematically to enhance their knowledge of space, measurement, chance and data. Students will be introduced to algebraic expression and its ability to explain real life situations. They will work collaboratively to solve mathematical problems.

### Key Skills

On completion of this course students are able to:

- Use a range of mathematical techniques to solve mathematical problems
- Communicate their understanding using correct mathematical language and notation
- Problem solve by employing a variety of strategies
- Define key mathematical concepts
- Select appropriate technologies as an integral part of their mathematical activities

### Assessment Tasks

- **Tests:** tests within each topic
- **Projects:** a range of mathematical investigations
- **Analytical tasks**: a range of in-depth analysis tasks
- **Examination**: an examination at the end of the year

# SCIENCE

### OVERVIEW

Students will explain the functions of specialised cell structures and compare cells in plants, animals, and unicellular organisms. They will analyse how organ and system structures support function in a plant and an animal and explain how cellular or organ disorders affect survival. Students will apply plate tectonic theory to explain earthquakes, volcanoes, mountain formation and global patterns in tectonic activity. They will relate rock properties to their formation and use. Students will compare forms of energy, model energy transfers and systems and conduct a household energy audit to propose ways to reduce consumption. They will design and build circuits, and predict changes in voltage, current and energy transfer.

### Key Skills

On completion of this course students are able to:

- Analyse how the structure of organs and systems in plants and animals supports survival
- Explain the impact of cellular or organ-level disorders on organism function
- Apply the theory of plate tectonics to interpret geological activity and landform formation
- Relate rock properties to their formation processes and evaluate their practical uses
- Compare energy forms and model transfers and transformations in simple systems
- Conduct an energy audit and propose strategies to reduce household energy use
- Design and build series and parallel circuits to investigate energy transfer, voltage and current
- Plan and conduct fair investigations using appropriate tools and techniques
- Analyse data to identify patterns and draw evidence-based conclusions
- Communicate scientific ideas and findings clearly using appropriate formats and language

### Assessment Tasks

- **Tests:** completion of a range of topic tests at the end of each unit of study
- **Projects:** major projects including research and/or analysis
- **Practical reports**: written reports and posters, based on experiments and practical investigations in class



# ELECTIVE SUBJECTS

**The following section provides information on elective subjects.**

# VISUAL ARTS

## ARCHITECTURE AND PRODUCT DESIGN (Visual Communication Design)

### OVERVIEW

Students will undertake creative tasks exploring product design and architecture. They will apply the design process to develop designs to suit specific purposes and audiences. Students will explore technical and freehand drawing methods to communicate their ideas and use both digital and manual techniques to present their final designs. The work of other designers will be analysed through theory tasks.

### Key Skills

On completion of this course students are able to:

- Create technical drawings, such as perspective drawings and floorplans
- Demonstrate freehand drawing and rendering skills
- Apply the design process to develop 3D designs suitable for a set purpose
- Use both digital and manual techniques to present final designs
- Analyse examples of visual communications

### Assessment Tasks

- **Environmental Design Task:** completion of architectural design task, including all relevant development work
- **Object Design Task:** completion of product design task, including all relevant development work
- **Written Presentation:** a written report, completed individually

# 2D ART – DRAW, PAINT, PRINT

### OVERVIEW

Students will explore a variety of art materials and learn skills in drawing, painting and printmaking. They will learn new techniques in drawing and apply the skills in a variety of interesting topics involving acrylic painting and printmaking. They will apply the design elements and principles of art to create individual art pieces. Research will also accompany the practical component of the course.

### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style
- Explore themes, issues and ideas when making and presenting artworks
- Use a range of 2D materials and techniques
- Analyse and interpret the work of a range of artists and their artworks
- Use appropriate art terminology

### Assessment Tasks

- **Drawing Task:** completion of a drawing task which shows development in observational drawing skills, including the application of tonal rendering and a major artwork.
- **Painting or Printing Task:** a composition designed in a specific style that demonstrates an ability to mix and apply paint using a range of techniques.
- **Written Presentations:** written reports based on research into a set topic to be supported by visual materials.

# 3D ART – CERAMICS AND SCULPTURE

### OVERVIEW

Students will explore a variety of 3D art materials such as clay and other mediums. Students will learn to design and create 3-dimensional artworks using clay. Construction, glazing and firing techniques will be taught. Other materials such as wire, and mixed media will be explored to create interesting sculptures. They will apply the design elements and principles of art to create individual art pieces. Research of a variety of sculptors will also accompany the practical component of the course.

### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create 3D artworks and develop a personal style
- Explore themes, issues and ideas when making and presenting artworks
- Use a range of 3D materials and techniques
- Analyse and interpret the work of a range of artists and their artworks
- Use appropriate art terminology

### Assessment Tasks

- **Ceramic Tasks:** completion of a series of hand-built clay pieces exhibiting various ceramic techniques
- **Major Sculpture:** completion of a sculpture using a range of materials, with relevant design process
- **Written Presentation:** written report/s based on research into a set topic to be supported by visual material

# DIGITAL ART

### OVERVIEW

Students will explore contemporary issues and ideas which will help them develop knowledge, skills and understanding when making digital artworks by using a variety of methods and programs. They will learn the basics of digital photography and make photographic and digital works informed by their understanding of Contemporary Art and apply these skills to enable the creation of various artworks. Research will also accompany the practical component of the course. They will look at various artists and artworks such as Barbara Kruger and Cindy Sherman and other contemporary artists.

### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style
- Explore contemporary themes, issues and ideas when making and presenting artworks
- Use a range of digital applications
- Analyse and interpret the work of a range of artists and their artworks
- Use appropriate art terminology

### Assessment Tasks

- **Digital Photo Task:** application of the design process to create a photographic artwork using a digital platform
- **Digital Drawing Task:** creation of a digital drawing, including all relevant development work
- **Written Presentations:** written report based on research into a set topic to be supported by visual materials

# GRAPHIC DESIGN (Visual Communication Design)

### OVERVIEW

Students will undertake a range of creative tasks exploring the way graphic design uses images and type to communicate messages and ideas. They will apply the design process to develop designs to suit specific purposes and audiences. Students will consider the use of design elements and principles, typography and layout to develop design ideas. They will use both manual and digital methods to present final designs. The work of other designers will be analysed through theory tasks.

### Key Skills

On completion of this course students are able to:

- Demonstrate freehand drawing skills
- Apply the design process to develop graphic designs suitable for a set purpose
- Create effective design layouts
- Use both digital and manual techniques to develop and present final designs
- Analyse examples of visual communications

### Assessment Tasks

- **Type and Imagery:** folio of design tasks focusing on the arrangement of type and imagery, including relevant developmental work
- **Design Process task:** application of the design process to create designs for a set purpose
- **Written Presentation:** a written report, completed individually

# CREATIVE MEDIA

### OVERVIEW

Students develop media production skills and enhance their understanding of the different forms of media, such as video and photography. They learn how to operate equipment and master techniques to enhance their creativity. They produce a series of short production exercises. Students produce a creative media product for an intended purpose and audience.

### Key Skills

On completion of this course students are able to:

- Plan and produce a range of creative media products.
- Use a range of media equipment and applications.
- Analyse media products using appropriate media language.

### Assessment Tasks

- **Sound Design:** explore foley sound, dialogue and music to construct a media product.
- **Practical Task:** plan and produce a media product.
- **Analysis Response:** a written response to media texts.

# FILMMAKING (Media)

### OVERVIEW

Students develop filmmaking skills through a series of practical tasks. They learn how to produce short videos and how to operate a range of media equipment. They also learn lighting techniques, shot composition, how to record sound, and how to edit their productions.

### Key Skills

On completion of this course students are able to:

- Structure and plan short films.
- Record video and sound using filmmaking techniques.
- Use a range of media equipment and applications.
- Use media language to analyse films.

### Assessment Tasks

- **Film Production:** plan and produce a short film constructed to interpret a prompt.
- **Genre Film Production:** plan and produce a short film using genre conventions.

# PERFORMING ARTS

## MUSIC – MUSIC FM

### OVERVIEW

Using the students favourite radio stations for inspiration and their individual music or acting skills, students will create their very own radio show. The style of the final performance piece will vary with the skills of the students who choose this subject. They will look at elements that could go into a radio show, such as script writing, broadcast information, news presentations, voice overs, talk back and advertising. Technical elements including microphones and sound system components and the performance elements of arranging and performing their favourite songs live in their own band will be included.

### Key Skills

On completion of this course students are able to:

- Use technology to amplify and record
- Explore elements in the modern radio format
- Create successful performances in a variety of settings, which can include music or acting
- Work in a team in a collaborative manner
- Develop creative ideas and independence in a manner to suit all future learning

### Assessment Tasks

- **Radio Show Production:** implementation of practical skills and techniques in producing a show.
- **Written Presentation:** research the elements of a successful radio show and incorporate these into a final performance.
- **Advertising on Radio:** create and record a music advertisement for the class radio show.

## MUSIC – MUSIC PERFORMANCE

### OVERVIEW

The magic element of performing comes to life with a purpose and an audience. This subject will enhance the playing skills of each participant whether a total beginner or advanced player by preparing music for performance to a specific audience. Students will explore different performance techniques and elements of performing and critically reviewing a concert performance.

### Key Skills

On completion of this course students are able to:

- Prepare and present performances independently
- Display effective teamwork and leadership skills
- Analyse and interpret concepts of music through performance
- Use appropriate musical terms
- Translate theoretical concepts to performance practice
- Develop time management and presentation styles as a pathway for future learning

### Assessment Tasks (two of the following)

- **Performance:** perform a piece of your choice, individually or as part of a small group.
- **Event management:** Learning the skills required to run an event at school including organising, evaluating, performing and review writing.
- **Reviewing Performance:** Demonstrating understanding of the elements involved in critically reviewing a performance.

# DRAMA – DRAMA MASTERCLASS

### OVERVIEW

This unit has been designed to help train young actors who aspire to perform both on the stage and in front of the camera. It will help students to develop their technique in acting through learning the basic performance skills of body language, mime, voice and improvisation. This will culminate in the presentation of a performance in front of an audience. Students will also have the opportunity to view a professional live stage show.

### Key Skills

On completion of this course students are able to:

- Understand theatre styles including realism and the techniques required to present these styles
- Use improvisation to develop a variety of dramas around specific themes and from a range of stimuli
- Build a performance using theatrical conventions and dramatic elements as stimuli for a live performance

### Assessment Tasks

- **Performance and class participation:** an assessment of student's participation in practical workshops and class performances over the course of the semester
- **Group performance of a modern melodrama:** presented live to an audience
- **Scripted group performance of a fractured fairytale:** presented to an audience

# DRAMA – STAGE SCHOOL

### OVERVIEW

Over the semester, the Stage School class will work together to rehearse, stage and perform a small- scale production of a chosen play. Every student will take on an acting role (lead or minor) and will also be assigned to one of the following stagecraft teams according to preference, interest and skills; Sets, Props, Hair and Makeup, Costumes, Publicity and Sound/Lighting Design. Students will be responsible for ensuring that this element of the show is prepared for the performance. The cast will present the production to an audience at an evening performance. Students will also have the opportunity to view a professional live stage show. They will complete a critical review of the performance, detailing the effect the performance will have on their own.

### Key Skills

On completion of this course students are able to:

- Understand and participate in the development of a small-scale production
- Interact with others in a stage context
- Manipulate the elements of stagecraft to enhance performance
- Use performance elements such as blocking, voice and character development to enhance their own performance

### Assessment Tasks

- **Group performance:** presented to an audience
- **Contribution to stagecraft team:** documentation of the skills acquired through research, inspiration, evidence and design for assigned stagecraft roles
- **Live performance review:** critical review of a live performance

# TECHNOLOGY

## FOOD FOR LIFE (Food Studies)

### OVERVIEW

In this course, students will learn how to make informed and healthy food choices that support lifelong wellbeing. Through hands-on cooking experiences and class discussions, students will explore the importance of nutrition, how to read and understand food labels and how to use the Australian Guide to Healthy Eating in everyday life. Students will build practical skills in the kitchen while learning how to plan, create and reflect on their own food choices and cooking projects.

### Key Skills

On completion of this course students are able to:

- Explore and apply knowledge of ingredients, equipment and technologies to design healthy recipes
- Create and test food ideas using the design process
- Safely and confidently use a range of cooking tools and methods
- Set personal goals for success and evaluate their own progress
- Work independently and as part of a team to stay organised and complete tasks

### Assessment Tasks

- **Research Task:** investigate a topic related to nutrition and health
- **Design Project:** plan and create a food product using the design process
- **Cooking Production**: prepare a variety of sweet and savoury dishes using different skills and techniques

## GLOBAL CUISINES (Food Studies)

### OVERVIEW

In this course, students will learn about the factors that contribute to what people eat around the world. They will also reflect on how food is used to express identity, celebrate culture and bring communities together. They will develop an understanding of the term cuisine – including the ingredients, cooking methods and customs that define a region's food identity – and examine how these have developed over time and place. Through a mix of theory, research and hands-on practical classes, students will build their skills in cooking, investigating, and designing dishes inspired by cuisines from around the world.

### Key Skills

On completion of this course students are able to:

- Research and explore cultural influences on food traditions and choices
- Design, test and refine food products and present ideas to meet criteria
- Use a range of tools, equipment and ingredients safely and effectively
- Set goals and evaluate the success of their cooking and design choices
- Work both independently and in teams to stay organised and complete tasks

### Assessment Tasks

- **Research Task:** investigate a country's cuisine and how it has been shaped by culture, history and geography
- **Design Project:** plan and develop a food product inspired by a global cuisine
- **Cooking Practicals:** create a range of cultural dishes using a variety of techniques and skills

# ENGINEERING ESSENTIALS

### OVERVIEW

In this subject, students tackle real-world engineering challenges through creativity, critical thinking, and hands-on making using Fusion 360, laser cutters, and 3D printers, to design, fabricate, and refine solutions across two major units, each culminating in a live competition: a bridge building challenge judged by load capacity, and a SumoBot competition where autonomous robots built from motors, sensors, microcontrollers, and custom fabricated parts compete head-to-head to push opponents out of the ring.

### Key Skills

On completion of this course students are able to:

- Apply the design process to investigate problems, prototype solutions and evaluate outcomes against defined criteria
- Apply core engineering principles to design and construct a physical structure that performs to a specification
- Design and build a robotics solution integrating motors, sensors, microcontrollers and custom fabricated components
- Use Fusion 360, laser cutters and 3D printers to design and fabricate components to specification

### Assessment Tasks

- **Engineering Journal:** An ongoing portfolio spanning both units, documenting the student's design thinking through sketches, CAD drawings, calculations, test results and reflections
- **Bridge Building Competition:** Students design and build a bridge, applying core engineering principles, then compete to see which bridge holds the most weight. Marks are split between design documentation and build performance.
- **SumoBot Competition:** students build an autonomous SumoBot using motors, sensors, a microcontroller and custom fabricated parts, then compete head-to-head to push opponents out of the ring. Marks are split between design documentation and competition performance.

# GAME DESIGN & DEVELOPMENT

### OVERVIEW

In this subject, students explore the full process of designing and developing video games using Game Maker Studio 2 — studying game mechanics, player experience, difficulty balance, and feedback loops, then using GML to bring their designs to life through programming logic, objects, and events. Design thinking is central throughout, with students planning via structured documentation and prototyping levels before development, culminating in a major project where they recreate a classic game and extend it with original features such as new levels, mechanics, or boss encounters.

### Key Skills

On completion of this course students are able to:

- Apply game design principles including mechanics, balance and player experience, to plan and prototype original game concepts
- Use a text-based coding language (GML) to implement game logic, control objects and events, and develop functional, interactive games
- Design and iterate on levels and game structures, using testing and feedback to refine player experience
- Manage the full game development pipeline from concept and design documentation through to a completed, playable product

### Assessment Tasks

- **Games Design & Development Portfolio**: a curated collection of work documenting the student's design thinking, development process and completed game projects throughout the course
- **Clone a Classic Game:** students design and develop a faithful recreation of a classic video game in Game Maker Studio 2, demonstrating proficiency in GML programming, game mechanics and level design

# PROGRAMMING BASICS

### OVERVIEW

In this subject, students learn to design and write text-based programs in Python using procedural and functional programming approaches, developing computational thinking through flowcharts, algorithm planning, and coding conventions before building confidence with core control structures and data structures. Students also explore web design and development, applying design principles and planning tools such as sitemaps and wireframe mock-ups to create purposeful, user-friendly websites using HTML and CSS.

### Key Skills

On completion of this course students are able to:

- Write text-based programs using an object-oriented programming language
- Apply core control structures, data structures and coding conventions to solve realistic problems
- Consider user experience when designing and presenting information via a website using HTML and CSS

### Assessment Tasks

- **Programming Portfolio**: a curated collection of Python programs demonstrating progressive skill development across key programming concepts
- **Python Programming Test**: an assessed task requiring students to develop a Python software solution using control structures, data structures and coding conventions
- **Website**: design and develop an informative, user-friendly website using HTML and CSS, with attention to user experience and information presentation

# ADDITIONAL/GENERAL

## CREATIVE WRITING

### OVERVIEW

Students will examine writing as a craft and explore the process by which good writing is produced. Students will build the specific skills required to write in a number of genres and forms. They will engage in the different steps involved in the writing process and learn to employ a variety of strategies to engage their target audience.

### Key Skills

On completion of this course students are able to:

- Write in a range of styles, forms, and genres
- Use a range of literary devices
- Understand the important elements of narrative writing
- Develop an individual style and voice
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively

### Assessment Tasks

- **Writing Pieces:** a variety of writing pieces in different genres and forms
- **Writing Folio:** completion of various skills building activities and reflections
- **Written Presentation:** a published work using an elected software to a target audience

## FORENSIC SCIENCE

### OVERVIEW

Students will apply scientific knowledge and techniques to investigate aspects of forensic science. This will include the collection and examination of physical evidence and identifying victims. They will engage in a range of practical activities to analyse evidence to solve a murder case.

### Key Skills

On completion of this course students are able to:

- Explain how science inquiry skills are used to investigate and evaluate evidence
- Formulate their own hypotheses and conduct investigations in order to prove or disprove them
- Distinguish between circumstantial forensics evidence and definitive evidence

### Assessment Tasks

- **Case Study booklet:** including accurately recorded results and analysis from experiments undertaken
- **A written report:** summarising their findings
- **Test:** based on the principles of forensic investigation, techniques used to analyse evidence and different areas of forensic expertise

# DOLLARS & SENSE (Humanities)

**OVERVIEW**

Students will be introduced to key financial concepts such as spending, earning, budgeting, saving and understanding value for money. Through real-life scenarios, interactive activities, and digital simulations, students will explore the role of financial planning in everyday life – from managing personal income to evaluating consumer choices. Students will also develop critical thinking around ethical spending, advertising influence, and long-term financial goals, building a strong foundation for responsible financial behaviour now and into adulthood.

**Key Skills**

On completion of this course students are able to:

- Understand income, expenses, budgeting and saving
- Recognise different forms of money and their uses
- Make informed purchasing choices
- Evaluate options and consequences of financial decisions
- Create and manage personal budgets
- Set and work towards short and long-term financial goals
- Understand consumer rights and responsibilities
- Take responsibility for personal financial actions and outcomes

**Assessment Tasks**

- **Financial planning Research Project:** analyse real-life money choices by comparing options, calculating costs and justifying decisions
- **Financial Literacy Campaign:** in groups, design and share a campaign to teach peers about saving, avoiding scams, or ethical spending

# MATHEMATICAL MINDS (Maths Enrichment)

**OVERVIEW**

This enrichment elective is designed for curious and capable Year 8 and 9 students who enjoy a challenge and want to explore concepts in mathematics beyond the standard curriculum. Mathematical Minds dives into problem solving, logical reasoning, mathematical thinking, and real-world applications. Students will engage with mathematical problems that encourage creativity and deep thinking. Collaboration, independent exploration, and mathematical communication are key elements of the course. If you enjoy mathematics, this elective will help you grow your mathematical confidence, curiosity and capability.

**Key Skills**

On completion of this course students are able to:

- Demonstrate critical thinking and logic
- Explore creative problem-solving
- Use mathematical communication
- Expand their pattern recognition and strategy development

**Assessment Tasks**

- **Problem-solving tasks:** a range of individual and group activities
- **Investigations and mathematical modelling tasks:** exploring and presenting findings on a given mathematical concept or application

# SPORTS SCIENCE

## OVERVIEW

Students will gain insight into science as a human activity and the relationship between science, technology and sport. This will develop their understanding of the body systems and their functions in sporting activities as well as external factors that can influence sporting ability.

Students will investigate a range of the following concepts: body movement, biomechanics, careers in sport science, sports medicine and drugs in sport, sports psychology and the evolution of sporting equipment and clothing.

### Key Skills

On completion of this course students are able to:

- Explain the internal systems of the body that allow for active movement
- Evaluate their aerobic capacity in relation to their cardiovascular system and their fitness
- Utilise a range of technologies and experimental processes to analyse data
- Discuss the short- and long-term effects of natural and synthetic drugs in sport
- Evaluate scientific developments in sporting equipment and clothing to predict future designs and materials

### Assessment Tasks

- **Topic Tests:** written tests on key concepts studied in each topic
- **Modelling task and report:** creation of a 3D model to explain key concepts with an attached report
- **Projects:** major projects including research and analysis

# YEAR 9
# COURSE INFORMATION

# YEAR 9 COURSE ORGANISATION

The Year 9 program includes a combination of core subjects and elective subjects:

| SUBJECT | PERIODS PER CYCLE |
|---|---|
| English | 8 |
| Health & Physical Education | 4 |
| Humanities | 6 |
| Mathematics | 8 |
| Science | 6 |
| Skillz @ Mullauna | 8 |
| Elective 1 | 5 |
| Elective 2 | 5 |

# ELECTIVE SUBJECTS

In 2027, Mullauna College students will undertake combined Year 8 and 9 Elective subjects. This will enable students to select from a wider variety of subject choices.

Year 9 students will undertake two elective subjects each semester from the list below. Each elective subject will be timetabled for three periods per week. Students may not undertake the same elective twice in any year. Please note elective subjects will only run if selected by enough students.

Students electing to continue with German in Year 9 will undertake this elective for the entire year. It is strongly recommended that students proceed with their study of German through to VCE because of the increments this provides in boosting a student's Australian Tertiary Admission Ranking (ATAR) score.

Students who include German and Higher-Level Mathematics in their VCE studies are eligible to be awarded the VCE Baccalaureate. This is highly regarded by tertiary institutions when considering students for admission.

## 2027 ELECTIVE LIST

### General

- Creative Writing
- Forensic Science
- Dollars & Sense
- Mathematical Minds
- Sport Science

### Languages

- German

### Performing Arts

- Drama Masterclass
- Music FM
- Music Performance
- Stage School

### Technology

- Programming Basics
- Food for Life
- Global Cuisines
- Engineering Essentials
- Game Design & Development

### Visual Arts

- 2D Art (Draw, Paint, Print)
- 3D Art (Ceramics & Sculpture)
- Architecture and Product Design
- Creative Media
- Digital Art
- Filmmaking
- Graphic Design

# EXCEL PROGRAM

A program for high achievers operates in Year 9. This program aims to extend students' learning across all core subjects with most students operating 6-12 months ahead of expected level.

# ASSESSMENT

There are three modes of assessment at Year 9.

## 1. ASSESSMENT TASKS

A grade will be awarded for specific tasks and projects. The grades indicate how well the student is performing in these areas of the unit.

There will be a range of assessment tasks for each unit. Assessment tasks can include major projects, topic tests, written reports, oral presentations and folios. A grade will be awarded for each task.

## 2. LEVEL OF ACHIEVEMENT AGAINST STATEMENT LEARNING STANDARDS

Students will be assessed against the Victorian Curriculum standards. This framework identifies eight learning areas and four general capabilities for the Foundation to Year 10 curriculum. The Learning Areas describe distinct disciplines, while the capabilities represent knowledge and skills that are developed and applied across the curriculum.

The Victorian Curriculum includes standards at ten levels. The level broadly associated with schooling at Year 9 is Level 9. Student achievement will be reported against the achievement standards indicating the level of attainment reached by each student and the age expected level of attainment.

## 3. LEARNING HABITS

Students are assessed in the Learning Habits of Demonstrating effort and readiness to learn, Meeting classroom expectations, Persisting with learning, Processing and producing and Seeking and applying feedback.

# HOME LEARNING

Home study reinforces the development of skills in organisation, planning and self-management that are crucial in assisting students to become independent learners.

It is expected that students in Years 9 will complete a minimum of 8 to 10 hours of home learning per week.

Students should set aside regular times in the week that will best suit their schedule of activities. This time should be used to ensure that all required work (set home learning, incomplete classwork, assignments, and test revision) is completed and submitted for assessment by the due date. Mathematics and Language require regular practice, and, for English, it is essential that the reading of set texts and independently selected books is a nightly practice.

This **Course Information Booklet** should be kept in a safe place for reference throughout the year.



# YEAR 9 SUBJECT DESCRIPTIONS

## CORE SUBJECTS


English ____ 41
Humanities ____ 42
Health & Physical Education ____ 43
Mathematics ____ 43
Science ____ 44
Skillz @ Mullauna ____ 45


## ELECTIVE SUBJECTS

### Languages


German ____ 46


### Visual Arts


Architecture & Product Design ____ 47
2D Art – Draw, Paint, Print ____ 47
3D Art – Ceramics and Sculpture ____ 48
Digital Art ____ 48
Graphic Design ____ 49
Creative Media ____ 49
Filmmaking ____ 50


### Performing Arts


Music – Music FM ____ 51
Music – Music Performance ____ 51
Drama – Drama Masterclass ____ 52
Drama – Stage School ____ 52


### Technology


Food for Life ____ 53
Global Cuisines ____ 53
Engineering Essentials ____ 54
Game Design & Development ____ 55
Programming Basics ____ 55


### Additional/General


Creative Writing ____ 56
Forensic Science ____ 56
Dollars & Sense ____ 57
Mathematical Minds ____ 57
Sports Science ____ 58

# CORE SUBJECTS

**The following section provides information on core subjects.**

# ENGLISH

### OVERVIEW

English is the area in which students continue to practise, consolidate and extend what they have learnt from previous levels. Students study the craft of writing and use the English language in all its variations and develop a sense of its richness to evoke feelings, convey information, form ideas, persuade and argue. Students learn to write, create and reflect on complex and sophisticated texts. At this level, students are required to participate in oral language activities, whereby they present viewpoints and information in a variety of situations, listen attentively and respond constructively. They are encouraged to take responsibility for their learning and become independent learners.

### Key Skills

On completion of this course students are able to:

- Produce, in print and electronic forms, writing for a variety of purposes
- Read and view imaginative, informative and persuasive texts
- Produce a range of responses, including interpretive pieces and personal reflections
- Present creative, informative or persuasive responses to texts, themes and issues, as individuals or in groups
- Ask clarifying questions and build on the ideas of others

### Assessment Tasks

- **Text response:** a minimum of three texts studied and relevant assessment activities completed
- **Wide reading:** a minimum of two texts to be read independently and relevant assessment activities completed
- **Writing:** a variety of writing tasks for different purposes and audiences
- **Oral presentation:** a minimum of one oral activity per semester
- **Examination:** Semester 1: a 1½ hour examination paper
  Semester 2: a 2-hour examination paper

# HUMANITIES

## OVERVIEW

Students analyse the significance of colonisation in Australia and its effect on the First Australians. They evaluate the cause, events and consequences of World War I, World War II and the Holocaust. They evaluate the different interpretations of the past and recognise the evidence used to support these interpretations. Students develop knowledge about a major natural system that is part of the biosphere and atmosphere. They study how people interact with their physical environments and the issues that have developed due to this. Students identify strategies to address these issues and explore ways of managing them.

### Key Skills

On completion of this course students are able to:

- Predict changes in the characteristics of places over time and identify the possible implications of change for the future.
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences
- Select, organise and represent data and information in different forms, including by constructing special purpose maps that conform to cartographic conventions
- Analyse and evaluate the broad patterns of change over the period 1750-present
- Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, locations, beliefs and values
- Evaluate different historical interpretations and contested debates
- Evaluate the historical significance of an event, idea, individual or place

### Assessment Tasks

- **Source/Data Analysis:** exercises based upon the collection, and analysis of historical sources and geographical data
- **Research Tasks:** a research task/s on a selected topic/s
- **Extended Responses:** extended writing tasks requiring students to articulate and justify opinions about historical debates and geographical issues
- **Examination**: an examination at the end of the semester

# HEALTH AND PHYSICAL EDUCATION

### OVERVIEW

Health and Physical Education provides students with knowledge, skills and behaviours to enable them to develop and maintain their physical, mental and social health. Students demonstrate proficiency of movement skills during complex activities, with the emphasis being on strategic thinking and tactical knowledge to improve individual and team performance. They maintain regular participation in moderate to vigorous activity and analyse and evaluate their fitness levels.

### Key Skills

On completion of this course students are able to:

- Evaluate individual and group tactics, skills and movement patterns
- Employ games, physical activities and sports to improve performance
- Display leadership and teamwork skills in different situations
- Identify a range of issues associated with youth relationships
- Identify fitness components in a variety of sports

### Assessment Tasks

- **Skill acquisition:** ability to perform complex movement and manipulative skills
- **Game sense:** ability to combine motor skills, strategic thinking and tactical knowledge
- **Laboratory reports:** a practical investigation with the intention of gathering appropriate data to allow the participant to analyse and interpret the information and respond to a series of structured questions

# MATHEMATICS

### OVERVIEW

Students will use mathematics to model and investigate a broad range of mathematical situations. They will build on skills in the areas of number and measurement. Students will apply mathematical working to a variety of activities involved in the topics of space, algebra, probability and statistics, and graphing and measurement.

### Key Skills

On completion of this course students are able to:

- Use a range of mathematical techniques to solve mathematical problems
- Communicate their understanding using correct mathematical language and notation
- Problem solve by employing a variety of strategies
- Define key mathematical concepts
- Select appropriate technologies as an integral part of their mathematical activities

### Assessment Tasks

- **Tests:** complete tests within each topic
- **Projects:** a range of mathematical investigations
- **Analytical tasks:** a range of in-depth analysis tasks
- **Examination:** an examination at the end of each semester

# SCIENCE

## OVERVIEW

Students will cover topics including materials, atomic structure, chemical and physical changes, electricity, energy, ecosystems and body communication systems Students build on scientific ideas through investigations, research and experiments. They collect data, analyse information and discuss evidence to suggest solutions to their individual scientific questions and ideas. They understand that some scientific theories are never agreed upon, but they are powerful ways of explaining the world we live in.

### Key Skills

On completion of this course students are able to:

- Demonstrate safe and technical use of a range of instruments and chemicals
- Design and carry out their own ethical and safe experiments
- Understand the similarities and diversity of living things
- Explore ways in which the human body as a system responds to its external environment
- Understand the major components of an ecosystem
- Describe how different forms of energy such as heat, light, electricity and sound are transferred
- Describe the properties of different of synthetic and natural materials

### Assessment Tasks

- **Tests:** completion of a range of topic tests at the end of each unit
- **Projects:** major projects including research and/or analysis
- **Practical reports**: written reports and posters, completed individually based on experiments and practical investigations run in class
- **Examinations:** an exam at the end of each semester

# SKILLZ @ MULLAUNA

## OVERVIEW

Skillz@Mullauna aims to grow the way students see themselves and to help them to better understand and move through the world they live in. Students explore the overall themes “It’s my life – Make it a success”, “It’s my future – Make it one I want”, “It’s my city – Make it my backyard” and “It’s my community – Make a difference”. For each theme, students undertake a range of activities to develop skills that will help them to achieve success in Year 10 and beyond. Communication, time management, data presentation, multimedia and other skill areas are explored. A major component of the program is excursions to the city and to various institutes as well as sessions and workshops run by guest speakers to explore various themes.

### Key Skills

On completion of this course students are able to:

- Use a range of skills to communicate their ideas
- Access and use multimedia to present their assessment tasks
- Analyse and interpret information to develop an understanding of complex issues
- Work independently and as a member of an effective team
- Manage their own learning
- Display an ability to self-reflect and measure their own success
- Independently navigate their way around our city with an understanding of its culture and history
- Apply enterprising job skills relevant to the future workforce
- Exhibit the confidence to engage with and tackle some of the world’s big issues

### Assessment Tasks

- **Actions for Success:** students work on a variety of activities that aim to help students learn more about success, resilience and happiness, and develop their own
- **Cover Letter and Resume:** students create cover letters and resumes they can use to secure future work
- **My Future Career:** students need to deliver a video recorded speech that imagines they are a parent talking to students about their career in 20-30 years’ time
- **Creative Melbourne representation:** students conduct research into an aspect of Melbourne and represent what they find as a 3D model, canvas painting or digital media presentation
- **SYN Radio Show:** in teams, students record a half-hour Student Youth Network (SYN) ‘Schools-On-Air’ radio show talking about an issue that matters to them. This will be broadcast all over Melbourne early the following year
- **Community Awareness Lunchtime:** in teams, students run a stall at school that aims to further raise awareness about their issue amongst the school community and collect donations for a charity that makes a difference to their issue



# ELECTIVE SUBJECTS

**The following section provides information on elective subjects.**

# LANGUAGES

## GERMAN

### OVERVIEW

Students will continue to develop knowledge, confidence, communication skills and enjoyment in studying another language. This subject will promote awareness of the culture and way of life in German-speaking countries. Students will interact to exchange information and opinions on topics related to the world of adolescence such as eating and ordering in restaurants and cafes, navigating and spending time in the city, time, daily routines and health.

### Key Skills

On completion of this course students are able to:

- Identify relevant information and ideas from spoken and written texts, and use the language in new contexts
- Use a range of strategies to assist in listening comprehension
- Participate in conversations related to specific topics, by modifying modelled language to express themselves
- Read authentic texts on a variety of topics
- Write in paragraphs using linked sentences
- Create original materials in speaking and writing for specific audience and purpose
- Read short, selected passages with fluency and apply their knowledge of appropriate pronunciation and expression

### Assessment Tasks

- **Written work:** a variety of exercises including creative writing
- **Listening:** written response to spoken texts
- **Reading:** a variety of texts with relevant questions answered
- **Conversation**: participation in role-plays

# VISUAL ARTS

## ARCHITECTURE AND PRODUCT DESIGN (Visual Communication Design)

### OVERVIEW

Students will undertake creative tasks exploring product design and architecture. They will apply the design process to develop designs to suit specific purposes and audiences. Students will explore technical and freehand drawing methods to communicate their ideas and use both digital and manual techniques to present their final designs. The work of other designers will be analysed through theory tasks.

### Key Skills

On completion of this course students are able to:

- Create technical drawings, such as perspective drawings and floorplans
- Demonstrate freehand drawing and rendering skills
- Apply the design process to develop 3D designs suitable for a set purpose
- Use both digital and manual techniques to present final designs
- Analyse examples of visual communications

### Assessment Tasks

- **Environmental Design Task:** completion of environmental design task, including all relevant development work
- **Object Design Task:** completion of product design task, including all relevant development work
- **Written Presentation:** a written report, completed individually

## 2D ART – DRAW, PAINT, PRINT

### OVERVIEW

Students will explore a variety of art materials and learn skills in drawing, painting and printmaking. They will learn new techniques in drawing and apply the skills in a variety of interesting topics involving acrylic painting and printmaking. They will apply the design elements and principles of art to create individual art pieces. Research will also accompany the practical component of the course.

### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style
- Explore themes, issues and ideas when making and presenting artworks
- Use a range of 2D materials and techniques
- Analyse and interpret the work of a range of artists and their artworks
- Use appropriate art terminology

### Assessment Tasks

- **Drawing Task:** completion of a drawing task which shows development in observational drawing skills, including the application of tonal rendering and a major artwork.
- **Painting or Printing Task:** a composition designed in a specific style that demonstrates an ability to mix and apply paint using a range of techniques.
- **Written Presentations:** written reports based on research into a set topic to be supported by visual materials.

# 3D ART – CERAMICS AND SCULPTURE

### OVERVIEW

Students will explore a variety of 3D art materials such as clay and other mediums. Students will learn to design and create 3-dimensional artworks using clay. Construction, glazing and firing techniques will be taught. Other materials such as wire, and mixed media will be explored to create interesting sculptures. They will apply the design elements and principles of art to create individual art pieces. Research of a variety of sculptors will also accompany the practical component of the course.

### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create 3D artworks and develop a personal style
- Explore themes, issues and ideas when making and presenting artworks
- Use a range of 3D materials and techniques
- Analyse and interpret the work of a range of artists and their artworks
- Use appropriate art terminology

### Assessment Tasks

- **Ceramic Tasks:** completion of a series of hand-built clay pieces exhibiting various ceramic techniques
- **Major Sculpture:** completion of a sculpture using a range of materials, with relevant design process
- **Written Presentation:** written report/s based on research into a set topic to be supported by visual material

# DIGITAL ART

### OVERVIEW

Students will explore contemporary issues and ideas which will help them develop knowledge, skills and understanding when making digital artworks by using a variety of methods and programs. They will learn the basics of digital photography and make photographic and digital works informed by their understanding of Contemporary Art and apply these skills to enable the creation of various artworks. Research will also accompany the practical component of the course. They will look at various artists and artworks such as Barbara Kruger and Cindy Sherman and other contemporary artists.

### Key Skills

On completion of this course students are able to:

- Use a range of ideas to create artworks and develop a personal style
- Explore contemporary themes, issues and ideas when making and presenting artworks
- Use a range of digital applications
- Analyse and interpret the work of a range of artists and their artworks
- Use appropriate art terminology

### Assessment Tasks

- **Digital Photo Task:** application of the design process to create a photographic artwork using a digital platform
- **Digital Drawing Task:** creation of a digital drawing, including all relevant development work
- **Written Presentations:** written report based on research into a set topic to be supported by visual materials

# GRAPHIC DESIGN (Visual Communication Design)

### OVERVIEW

Students will undertake a range of creative tasks exploring the way graphic design uses images and type to communicate messages and ideas. They will apply the design process to develop designs to suit specific purposes and audiences. Students will consider the use of design elements and principles, typography and layout to develop design ideas. They will use both manual and digital methods to present final designs. The work of other designers will be analysed through theory tasks.

### Key Skills

On completion of this course students are able to:

- Demonstrate freehand drawing skills
- Apply the design process to develop graphic designs suitable for a set purpose
- Create effective design layouts
- Use both digital and manual techniques to develop and present final designs
- Analyse examples of visual communications

### Assessment Tasks

- **Type and Imagery:** folio of design tasks focusing on the arrangement of type and imagery, including relevant developmental work
- **Design Process task:** application of the design process to create designs for a set purpose
- **Written Presentation:** a written report, completed individually

# CREATIVE MEDIA

### OVERVIEW

Students develop media production skills and enhance their understanding of the different forms of media, such as video and photography. They learn how to operate equipment and master techniques to enhance their creativity. They produce a series of short production exercises. Students produce a creative media product for an intended purpose and audience.

### Key Skills

On completion of this course students are able to:

- Plan and produce a range of creative media products.
- Use a range of media equipment and applications.
- Analyse media products using appropriate media language.

### Assessment Tasks

- **Sound Design:** explore foley sound, dialogue and music to construct a media product.
- **Practical Task:** plan and produce a media product.
- **Analysis Response:** a written response to media texts.

# FILMMAKING (Media)

## OVERVIEW

Students develop filmmaking skills through a series of practical workshops and tasks. They learn how to produce short videos and how to operate a range of media equipment. They also learn lighting techniques, shot composition, how to record sound, and how to edit their productions.

### Key Skills

On completion of this course students are able to:

- Structure and plan short films.
- Record video and sound using filmmaking techniques.
- Use a range of media equipment and applications.
- Use media language to analyse films.

### Assessment Tasks

- **Film Production:** plan and produce a short film constructed to interpret a prompt.
- **Genre Film Production:** plan and produce a short film using genre conventions.

# PERFORMING ARTS

## MUSIC – MUSIC FM

**OVERVIEW**

Using the students favourite radio stations for inspiration and their individual music or acting skills, students will create their very own radio show. The style of the final performance piece will vary with the skills of the students who choose this subject. They will look at elements that could go into a radio show, such as script writing, broadcast information, news presentations, voice overs, talk back and advertising. Technical elements including microphones and sound system components and the performance elements of arranging and performing their favourite songs live in their own band will be included.

### Key Skills

On completion of this course students are able to:

- Use technology to amplify and record
- Explore elements in the modern radio format
- Create successful performances in a variety of settings, which can include music or acting
- Work in a team in a collaborative manner
- Develop creative ideas and independence in a manner to suit all future learning

### Assessment Tasks

- **Radio Show Production:** implementation of practical skills and techniques in producing a show.
- **Written Presentation:** research the elements of a successful radio show and incorporate these into a final performance.
- **Advertising on Radio:** create and record a music advertisement for the class radio show.

## MUSIC – MUSIC PERFORMANCE

**OVERVIEW**

The magic element of performing comes to life with a purpose and an audience. This subject will enhance the playing skills of each participant whether a total beginner or advanced player by preparing music for performance to a specific audience. Students will explore different performance techniques and elements of performing and critically reviewing a concert performance.

### Key Skills

On completion of this course students are able to:

- Prepare and present performances independently
- Display effective teamwork and leadership skills
- Analyse and interpret concepts of music through performance
- Use appropriate musical terms
- Translate theoretical concepts to performance practice
- Develop time management and presentation styles as a pathway for future learning

**Assessment Tasks** (two of the following)

- **Performance:** perform a piece of your choice, individually or as part of a small group.
- **Event management:** Learning the skills required to run an event at school including organising, evaluating, performing and review writing.
- **Reviewing Performance:** Demonstrating understanding of the elements involved in critically reviewing a performance.

# DRAMA – DRAMA MASTERCLASS

### OVERVIEW

This unit has been designed to help train young actors who aspire to perform both on the stage and in front of the camera. It will help students to develop their technique in acting through learning the basic performance skills of body language, mime, voice and improvisation. This will culminate in the presentation of a performance in front of an audience. Students will also have the opportunity to view a professional live stage show.

### Key Skills

On completion of this course students are able to:

- Understand theatre styles including realism and the techniques required to present these styles
- Use improvisation to develop a variety of dramas around specific themes and from a range of stimuli
- Build a performance using theatrical conventions and dramatic elements as stimuli for a live performance

### Assessment Tasks

- **Performance and class participation:** an assessment of student's participation in practical workshops and class performances over the course of the semester
- **Group performance of a modern melodrama:** presented live to an audience
- **Scripted group performance of a fractured fairytale:** presented to an audience

# DRAMA – STAGE SCHOOL

### OVERVIEW

Over the semester, the Stage School class will work together to rehearse, stage and perform a small- scale production of a chosen play. Every student will take on an acting role (lead or minor) and will also be assigned to one of the following stagecraft teams according to preference, interest and skills; Sets, Props, Hair and Makeup, Costumes, Publicity and Sound/Lighting Design. Students will be responsible for ensuring that this element of the show is prepared for the performance. The cast will present the production to an audience at an evening performance. Students will also have the opportunity to view a professional live stage show. They will complete a critical review of the performance, detailing the effect the performance will have on their own.

### Key Skills

On completion of this course students are able to:

- Understand and participate in the development of a small-scale production
- Interact with others in a stage context
- Manipulate the elements of stagecraft to enhance performance
- Use performance elements such as blocking, voice and character development to enhance their own performance

### Assessment Tasks

- **Group performance:** presented to an audience
- **Contribution to stagecraft team:** documentation of the skills acquired through research, inspiration, evidence and design for assigned stagecraft roles
- **Live performance review:** critical review of a live performance

# TECHNOLOGY

## FOOD FOR LIFE (Food Studies)

### OVERVIEW

In this course, students will learn how to make informed and healthy food choices that support lifelong wellbeing. Through hands-on cooking experiences and class discussions, students will explore the importance of nutrition, how to read and understand food labels and how to use the Australian Guide to Healthy Eating in everyday life. Students will build practical skills in the kitchen while learning how to plan, create and reflect on their own food choices and cooking projects.

### Key Skills

On completion of this course students are able to:

- Explore and apply knowledge of ingredients, equipment and technologies to design healthy recipes
- Create and test food ideas using the design process
- Safely and confidently use a range of cooking tools and methods
- Set personal goals for success and evaluate their own progress
- Work independently and as part of a team to stay organised and complete tasks

### Assessment Tasks

- **Research Task:** investigate a topic related to nutrition and health
- **Design Project:** plan and create a food product using the design process
- **Cooking Production**: prepare a variety of sweet and savoury dishes using different skills and techniques

## GLOBAL CUISINES (Food Studies)

### OVERVIEW

In this course, students will learn about the factors that contribute to what people eat around the world. They will also reflect on how food is used to express identity, celebrate culture and bring communities together. They will develop an understanding of the term cuisine – including the ingredients, cooking methods and customs that define a region's food identity – and examine how these have developed over time and place. Through a mix of theory, research and hands-on practical classes, students will build their skills in cooking, investigating, and designing dishes inspired by cuisines from around the world.

### Key Skills

On completion of this course students are able to:

- Research and explore cultural influences on food traditions and choices
- Design, test and refine food products and present ideas to meet criteria
- Use a range of tools, equipment and ingredients safely and effectively
- Set goals and evaluate the success of their cooking and design choices
- Work both independently and in teams to stay organised and complete tasks

### Assessment Tasks

- **Research Task:** investigate a country's cuisine and how it has been shaped by culture, history and geography
- **Design Project:** plan and develop a food product inspired by a global cuisine
- **Cooking Practicals:** create a range of cultural dishes using a variety of techniques and skills

# ENGINEERING ESSENTIALS

### OVERVIEW

In this subject, students tackle real-world engineering challenges through creativity, critical thinking, and hands-on making using Fusion 360, laser cutters, and 3D printers, to design, fabricate, and refine solutions across two major units, each culminating in a live competition: a bridge building challenge judged by load capacity, and a SumoBot competition where autonomous robots built from motors, sensors, microcontrollers, and custom fabricated parts compete head-to-head to push opponents out of the ring.

### Key Skills

On completion of this course students are able to:

- Apply the design process to investigate problems, prototype solutions and evaluate outcomes against defined criteria
- Apply core engineering principles to design and construct a physical structure that performs to a specification
- Design and build a robotics solution integrating motors, sensors, microcontrollers and custom fabricated components
- Use Fusion 360, laser cutters and 3D printers to design and fabricate components to specification

### Assessment Tasks

- **Engineering Journal:** An ongoing portfolio spanning both units, documenting the student's design thinking through sketches, CAD drawings, calculations, test results and reflections
- **Bridge Building Competition:** Students design and build a bridge, applying core engineering principles, then compete to see which bridge holds the most weight.
- **SumoBot Competition:** students build an autonomous SumoBot using motors, sensors, a microcontroller and custom fabricated parts, then compete head-to-head to push opponents out of the ring.

# GAME DESIGN & DEVELOPMENT

### OVERVIEW

In this subject, students explore the full process of designing and developing video games using Game Maker Studio 2 — studying game mechanics, player experience, difficulty balance, and feedback loops, then using GML to bring their designs to life through programming logic, objects, and events. Design thinking is central throughout, with students planning via structured documentation and prototyping levels before development, culminating in a major project where they recreate a classic game and extend it with original features such as new levels, mechanics, or boss encounters.

### Key Skills

On completion of this course students are able to:

- Apply game design principles including mechanics, balance and player experience, to plan and prototype original game concepts
- Use a text-based coding language (GML) to implement game logic, control objects and events, and develop functional, interactive games
- Design and iterate on levels and game structures, using testing and feedback to refine player experience
- Manage the full game development pipeline from concept and design documentation through to a completed, playable product

### Assessment Tasks

- **Games Design & Development Portfolio**: a curated collection of work documenting the student's design thinking, development process and completed game projects throughout the course
- **Clone a Classic Game:** students design and develop a faithful recreation of a classic video game in Game Maker Studio 2, demonstrating proficiency in GML programming, game mechanics and level design

# PROGRAMMING BASICS

### OVERVIEW

In this subject, students learn to design and write text-based programs in Python using procedural and functional programming approaches, developing computational thinking through flowcharts, algorithm planning, and coding conventions before building confidence with core control structures and data structures. Students also explore web design and development, applying design principles and planning tools such as sitemaps and wireframe mock-ups to create purposeful, user-friendly websites using HTML and CSS.

### Key Skills

On completion of this course students are able to:

- Write text-based programs using an object-oriented programming language
- Apply core control structures, data structures and coding conventions to solve realistic problems
- Consider user experience when designing and presenting information via a website using HTML and CSS

### Assessment Tasks

- **Programming Portfolio**: a curated collection of Python programs demonstrating progressive skill development across key programming concepts
- **Python Programming Test**: an assessed task requiring students to develop a Python software solution using control structures, data structures and coding conventions
- **Website**: design and develop an informative, user-friendly website using HTML and CSS, with attention to user experience and information presentation

# ADDITIONAL/GENERAL

## CREATIVE WRITING

### OVERVIEW

Students will examine writing as a craft and explore the process by which good writing is produced. Students will build the specific skills required to write in a number of genres and forms. They will engage in the different steps involved in the writing process and learn to employ a variety of strategies to engage their target audience.

### Key Skills

On completion of this course students are able to:

- Write in a range of styles, forms, and genres
- Use a range of literary devices
- Understand the important elements of narrative writing
- Develop an individual style and voice
- Use a range of software, including word processing programs, to create, edit and publish texts imaginatively

### Assessment Tasks

- **Writing pieces:** a variety of writing pieces in different genres and forms
- **Writing Folio:** completion of various skills building activities and reflections
- **Written Presentation:** a published work using an elected software to a target audience

## FORENSIC SCIENCE

### OVERVIEW

Students will apply scientific knowledge and techniques to investigate aspects of forensic science. This will include the collection and examination of physical evidence and identifying victims. They will engage in a range of practical activities to analyse evidence to solve a murder case.

### Key Skills

On completion of this course students are able to:

- Explain how science inquiry skills are used to investigate and evaluate evidence
- Formulate their own hypotheses and conduct investigations in order to prove or disprove them
- Distinguish between circumstantial forensics evidence and definitive evidence

### Assessment Tasks

- **Case Study booklet:** including accurately recorded results and analysis from experiments undertaken
- **A written report:** summarising their findings
- **Test:** based on the principles of forensic investigation, techniques used to analyse evidence and different areas of forensic expertise

# DOLLARS & SENSE (Humanities)

### OVERVIEW

Students will be introduced to key financial concepts such as spending, earning, budgeting, saving and understanding value for money. Through real-life scenarios, interactive activities, and digital simulations, students will explore the role of financial planning in everyday life – from managing personal income to evaluating consumer choices. Students will also develop critical thinking around ethical spending, advertising influence, and long-term financial goals, building a strong foundation for responsible financial behaviour now and into adulthood.

### Key Skills

On completion of this course students are able to:

- Understand income, expenses, budgeting and saving
- Recognise different forms of money and their uses
- Make informed purchasing choices
- Evaluate options and consequences of financial decisions
- Create and manage personal budgets
- Set and work towards short and long-term financial goals
- Understand consumer rights and responsibilities
- Take responsibility for personal financial actions and outcomes

### Assessment Tasks

- **Financial planning Research Project:** analyse real-life money choices by comparing options, calculating costs and justifying decisions
- **Financial Literacy Campaign:** in groups, design and share a campaign to teach peers about saving, avoiding scams, or ethical spending

# MATHEMATICAL MINDS (Maths Enrichment)

### OVERVIEW

This enrichment elective is designed for curious and capable Year 8 and 9 students who enjoy a challenge and want to explore concepts in mathematics beyond the standard curriculum. Mathematical Minds dives into problem solving, logical reasoning, mathematical thinking, and real-world applications. Students will engage with mathematical problems that encourage creativity and deep thinking. Collaboration, independent exploration, and mathematical communication are key elements of the course. If you enjoy mathematics, this elective will help you grow your mathematical confidence, curiosity and capability.

### Key Skills

On completion of this course students are able to:

- Demonstrate critical thinking and logic
- Explore creative problem-solving
- Use mathematical communication
- Expand their pattern recognition and strategy development

### Assessment Tasks

- **Problem-solving tasks:** a range of individual and group activities
- **Investigations and mathematical modelling tasks:** exploring and presenting findings on a given mathematical concept or application

# SPORTS SCIENCE

## OVERVIEW

Students will gain insight into science as a human activity and the relationship between science, technology and sport. This will develop their understanding of the body systems and their functions in sporting activities as well as external factors that can influence sporting ability.

Students will investigate a range of the following concepts: body movement, biomechanics, careers in sport science, sports medicine and drugs in sport, sports psychology and the evolution of sporting equipment and clothing.

### Key Skills

On completion of this course students are able to:

- Explain the internal systems of the body that allow for active movement
- Evaluate their aerobic capacity in relation to their cardiovascular system and their fitness
- Utilise a range of technologies and experimental processes to analyse data
- Discuss the short- and long-term effects of natural and synthetic drugs in sport
- Evaluate scientific developments in sporting equipment and clothing to predict future designs and materials

### Assessment Tasks

- **Topic Tests:** written tests on key concepts studied in each topic
- **Modelling task and report:** creation of a 3D model to explain key concepts with an attached report
- **Projects:** major projects including research and analysis



**Mullauna** Secondary College

COURAGE - CURIOSITY - COMMUNITY

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