

## 2027 - YEAR 7 & 8 SUBJECT SELECTION HANDBOOK

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# CONTENTS

## Table of Contents

CONTENTS .....	1
<b>CORE SUBJECTS .....</b>	<b>3</b>
ENGLISH .....	3
MATHEMATICS .....	4
SCIENCE .....	5
HUMANITIES .....	6
HEALTH AND PHYSICAL EDUCATION .....	7
<b>LANGUAGES .....</b>	<b>8</b>
JAPANESE .....	8
SPANISH .....	8
<b>ELECTIVE SUBJECTS .....</b>	<b>10</b>
<b>CREATIVE INDUSTRIES .....</b>	<b>10</b>
DANCE .....	10
DRAMA .....	10
MUSIC .....	11
VISUAL ARTS .....	11
<b>DESIGN TECHNOLOGY .....</b>	<b>12</b>
ENGINEERING CONCEPTS .....	13
MATERIALS & TECHNOLOGIES SPECIALISATIONS .....	14
<b>DIGITAL TECHNOLOGIES .....</b>	<b>15</b>
DIGITAL INNOVATION .....	15
STEM WITH INNOVATION .....	16
<b>BUSINESS .....</b>	<b>17</b>
ECONOMICS & BUSINESS .....	17
<b>LIFESTYLES .....</b>	<b>19</b>
FOOD & FIBRE PRODUCTION .....	18
BEST PROGRAM .....	19

### Core Compulsory Subjects – Year Long

- English (ENG)
- Mathematics (MAT)
- Science (SCI)
- Humanities (HUM)
  - 1 X Semester of History
  - 1 x Semester of Geography

### Core Compulsory Subjects – Semester Long

- LOTE
  - 1 X Term of Japanese (JPS)
  - 1 X Term of Spanish (SPN)
- Health & Physical Education – Select between the two options below:
  - General HPE (HPE)
  - HPE Sports excellence (by application only, and dependent on student numbers)
    - Basketball, Netball, Volleyball, General Sports Specialist
    - Rugby League, AFL (invitation only through trial)

**Electives will only run if there is enough students selecting the subject**

### Electives – 1 Semester Students will select 4

Economics & Business (ECB)  
Engineering Concepts (EGC)  
Dance (DAN)  
Design and Technologies (DAT)  
Digital Technologies (DIG)  
Drama (DRA)  
Food & Fibre Production (TFF)  
Materials and Technologies Specifications (TMT)  
Music (MUS)  
Stem with Innovation (STM)  
Visual Arts (ART)

# CORE SUBJECTS

## ENGLISH

### What Students Learn

For Mountain Creek State High School's English Department, the goal for the Junior Secondary School is achieved through the following:-

- The execution of the national curriculum (ACARA syllabus) in Years 7 through 10 which focuses on three strands: language, literacy and literature
- Offering a core language and literature program in Years 7 – 10, characterised by continuity, comparability, accountability, and the inclusion of all students
- Supplementing the core program at both ends by extension activities involving debating, public speaking, guided reading, and a range of challenging assessment tasks, as well as daily attention to language mechanics (spelling, vocabulary, punctuation and grammar)
- Sharing the school's commitment to developing students' skills and knowledge in: literacy, the use of information technology, active and informed citizenship, cultural understanding, and the common curriculum elements

### How Students are Assessed

Student learning is assessed through both formative and summative assessment. Students will be asked to respond under both exam and assignment conditions and in both written and spoken modes. These tasks may include a comprehension test, a multi-modal presentation, a persuasive spoken piece and an analytical essay.

It is a requirement that students complete both written and spoken assessment items.

# MATHEMATICS

## Why do we need to study Mathematics at school?

- **To Learn Logical Thinking Skills**

Mathematics is the vehicle through which schools try to develop the analytical part of your brain. By pushing your brain to understand new concepts within Mathematical topics, you are training your mind to look at and analyse a problem, to think procedurally and to systematically find a solution.

- **To Increase Your Brain's Capacity to Learn**

If you want to be able to effectively learn things in later life that interest you, you need to exercise your brain and develop it during these crucial formative years. Studying Mathematics will help do this for you.

- **To Help You Understand and Function in the World in Which We Live**

Mathematics is one of the tools we use to describe and develop our world. Everyone needs a solid core of Mathematics in order to function efficiently in the world we live in. You just can't avoid numbers.

Even though you may not know the Mathematics behind the computers you use, the medical equipment that helps you, or the mobile phones you own, you can appreciate that it is there, silently working behind the scenes to make your life easier and more fulfilling.

## What Students Learn

Mathematics includes many different concepts which cater for different student interests. These concepts are organised so that different student abilities can be catered for. All students will be encouraged to develop confidence and competence with these concepts, so that they reach their full potential in mathematics.

The topics covered are from three key content strands of ACARA for mathematics:

- Number and Algebra, Measurement and Geometry, and Statistics and Probability.

## How Students Learn

A variety of methods is used to teach Mathematics. These include traditional whiteboard work, Interactive IT software tools, activities with students manipulating materials, discussions, demonstrations, investigations, small group work and problem solving.

The emphasis is at all times on the involvement of students, in mathematical tasks and discussions of mathematics. A wide variety of materials are used including computers, calculators, textbooks, solid models, and problem solving kits.

## How Students are Assessed

Students will be assessed in two ways, namely that of traditional test and investigative assignments/projects. Student assessment will align with ACARA.

# SCIENCE

## What Students Learn

Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

Science has three interrelated strands Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three stands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

The four areas that are studied throughout Year 8 include: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences.

## How Students are Assessed

A range of assessment techniques will be utilised throughout the course including: exams, practical investigations and assignments.

Science has an allocation of more than 3 hours a week and good study habits are essential to keep abreast of concepts taught.

# HUMANITIES

## What Students Learn

### Year 7

Year 7 Humanities introduces students to the ancient world and the ways historians and geographers investigate people, places and environments. Students complete two History units and two Geography units across the year. In History, students develop an understanding of how evidence and artefacts help us investigate the past. They explore the ancient civilisations of Egypt and China, examining topics such as social class structures, the roles of women and children, conflict, trade and contact with neighbouring societies.

In Geography, students build foundational geographical skills through the study of *Water in the World*, investigating water scarcity and its economic, cultural and spiritual significance. Students also explore *Place and Liveability*, examining how people experience and shape places differently around the world and the challenges faced by diverse communities.

### Year 8

Year 8 Humanities builds students' understanding of the medieval and early modern worlds while further developing geographical inquiry and analytical skills. Students complete two History units and two Geography units across the year.

In History, students begin by exploring the concept of "What is History?" before investigating life in Medieval Europe. They then examine cultural expansion and interaction during the 18th and 19th centuries through a focused study of societies such as the Vikings, Polynesian cultures, Shogunate Japan, Mongolia or the Spanish Conquest.

In Geography, students develop their geographical skills through the study of *Landforms and Landscapes*, examining how natural and human processes shape environments and how these areas can be managed sustainably. In *Changing Nations*, students investigate urbanisation and population change in Australia, Asia and the United States, considering the impacts on people, environments and infrastructure.

## How Students are Assessed

Students will complete a range of assessment tasks designed to develop historical and geographical knowledge, inquiry skills and communication abilities. Assessment techniques may include:

- Written examinations
- Electronic examinations
- Research assignments
- Multimodal presentations

Humanities is allocated more than three hours of class time per week. Consistent study habits, organisation and completion of classwork are essential for students to successfully engage with course concepts and assessment requirements.

# HEALTH AND PHYSICAL EDUCATION

## Year 7 and 8 Overview

In HPE students study several elements related to health and physical activity from the Australian National Curriculum. HPE is a compulsory one semester course that has specific focus on enhancing specialised movement sequences, diversity in sport, personal social growth through an emphasis on participation, fair play and collaboration in physically active environments. This course is divided into six sub strands. These are:

1. Identities and change
2. Interacting with others
3. Making healthy and safe choices
4. Moving our bodies
5. Making active choices
6. Learning through movement

## How Students are Assessed

All students in both our Sports Excellence and General HPE strands will be assessed on their skill learning and execution along with the use of tactics and strategies in authentic performance environments. Written aspects of the course will include assessment through folios, written reports and assignments, examinations, completion of class work and multimodal tasks derived from the Australian Curriculum.

## HPE-Sports Excellence (*Semester 1- By Application ONLY*)

HPE Sports Excellence comprise our current excellence sports programs and is run in semester one. The ACARA curriculum provides the foundation for this course with a specific focus on enhancing specialised movement sequences, skill development and gameplay within our excellence programs.

Entry into our Basketball, Netball and Volleyball Sports Excellence classes are by **application only** and will be subject to numbers.

Entry into the Rugby League and AFL programs is by **invitation only**. Students must participate in the trial process that occurs in the year prior.

## HPE-General (*Semester 2*)

All students must undertake the HPE curriculum in the junior school. Students that do not participate/selected in HPE-Sports Excellence in semester one will do HPE-General in semester two.

The ACARA curriculum provides the foundation for this course with a general focus on enhancing specialised movement sequences, skill development and gameplay of a variety of sports and physical activity.

Students cannot do HPE- Sports Excellence in semester one and then do HPE- General in semester two.

## LANGUAGES

### Year 7 Overview

In Year 7 students have the opportunity to experience Japanese and Spanish. Languages for students is a Semester in duration. This involves one Term of Japanese and one Term of Spanish. The students study a mixture of language and culture and their lessons incorporate reading, writing, listening and speaking skills. Students who continue their language studies into senior grades may have the opportunity to travel overseas on a study tour to further enhance their language development.

Note:

- Language (Japanese and Spanish) is compulsory in Year 7.
- Students must study both Japanese and Spanish (one Term of each language).
- Focus Group students may be exempt from studying a language to engage in further literacy support.
- Year 7 language students will choose to study either Japanese or Spanish for one Semester in Year 8.
- Year 7 students studying Languages in Semester 1, will select their Year 8 language during Term 3 ECP meetings.
- Year 7 students studying Languages in Semester 2, will select their Year 8 language during class time in week 5 of Term 4 with the HOD

## JAPANESE

*(Duration 1 Term)*

### What Students Learn

In Japanese, students learn to recognise hiragana and they write a self- introduction. Students also learn about a range of topics relating to themselves and their everyday lives.

### How Students are Assessed

Students are assessed on their productive and receptive language skills. These elements are assessed through small projects, role-plays and written examinations

## SPANISH

*(Duration 1 Term)*

### What Students Learn

Spanish students will learn a range of vocabulary and the Spanish alphabet, numbers and sentence structure. They will experience interactive learning opportunities to build their skills in the Spanish language and cultural activities

### How Students are Assessed

Students are assessed on their productive and receptive language skills. These elements are assessed through small projects, role-plays and written examinations

## LANGUAGES

### Year 8 Overview

In Year 8 students have the opportunity to experience Japanese OR Spanish. Students study for one Semester for their chosen language in Year 8. Students will study a mixture of language and culture with their lessons incorporating reading, writing, listening and speaking skills. Students who continue their language studies into senior grades may have the opportunity to travel overseas on a study tour to further enhance their language development.

Note:

1. Language (Japanese OR Spanish) is compulsory in Year 8.
2. Students will be grouped based on their ability and achievement levels during Year 7 Languages.
3. Focus Group students may have further literacy and numeracy support instead of studying Japanese or Spanish.

## JAPANESE

*(Duration 1 Semester)*

### What Students Learn

In Japanese, students learn to recognise Japanese alphabets. Students also learn about a range of topics relating to Japanese language and culture with interactive learning opportunities to develop their language skills.

### How Students are Assessed

Students are assessed on their listening, reading, speaking and writing skills. These elements are assessed through small projects, role-plays and written examinations.

## SPANISH

*(Duration 1 Semester)*

### What Students Learn

Spanish students will learn a range of vocabulary and continue developing their skills with the Spanish alphabet, numbers and more complex sentence structures through interactive learning opportunities.

### How Students are Assessed

Students are assessed on their listening, reading, writing and speaking. These elements are assessed through small projects, role-plays and written examinations.

# ELECTIVE SUBJECTS

## CREATIVE INDUSTRIES

Creative Industries subjects comprise of Dance, Drama, Music and Visual Arts. The duration of each subject is one Semester. In addition to curriculum opportunities in these areas, there are a range of Creative Industries extra-curricular opportunities available.

Students do not require prior experience or skills to participate in these subjects.

### DANCE

*(Duration 1 Semester)*

#### What Students Learn

Students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, appreciation of and responses to dance and dance-making. Students develop awareness of and use knowledge of dance and dance practitioners in their own and other cultures and communities. Students create and perform social, cultural and artistic dance in pairs and groups.

The students will have the opportunity to perform, choreograph and respond to works across the following style:

Unit 1	Let's Create	Contemporary/Lyrical Performance and Choreography
Unit 2	The Producers	Musical Theatre Choreography

#### How students are assessed

Students complete a making and responding task, assessing their ability to apply concepts taught throughout the course.

### DRAMA

*(Duration 1 Semester)*

#### What Students Learn

Students explore and depict real and fictional worlds through body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama individually and collaboratively. They explore the diversity of drama in the contemporary world and other times, places and traditions through various theatrical contexts, styles and forms. Students will work in small groups and individually to create and perform drama.

The students will have the opportunity to perform, devise and respond to works across the following styles:

Unit 1	The Artist Steps In	Scripted performance of a Realism text
Unit 2	The Artist Steps Up	Devised performance of a Collage Drama

#### How students are assessed

Students complete a making and responding task, assessing their ability to apply concepts taught throughout the course.

## MUSIC

*(Duration 1 Semester)*

### What students learn

Music is a practical and engaging subject in which students learn by doing. Students develop a range of skills in music literacy, music analysis, performance and song writing, working independently and in groups to understand how musicians create meaning and how and why music is designed. Students will gain experience in percussion, piano, voice and guitar and also have the opportunity to work on their own instrument (if they have one).

The students will have the opportunity to perform, compose and respond to works across the following units:

Unit 1	Making a Muso	Solo or group performance on an instrument of your choice.
Unit 2	My Story in Song	How does music create meaning? Creation of an original composition.

### How students are assessed

Students complete a making and responding task, assessing their ability to apply concepts taught throughout the course.

## VISUAL ARTS

*(Duration 1 Semester)*

### What Students Learn

Students engage with the concepts of artists, artworks and audience. Visual Arts involves a creative use of materials and technologies, where students are challenged to think practically and critically to create artworks. They engage in conceptual and spatial inquiry and the analysis of artworks from a range of viewpoints as artist and audience.

The students will have the opportunity to create and respond to works across the following styles:

Unit 1	Animorphic	Drawing and Ceramics (clay)
Unit 2	The World Out There	Watercolour painting and Printmaking

### How Students are Assessed

Students complete a making and responding task, assessing their ability to apply concepts taught throughout the course.

## DESIGN TECHNOLOGY

Design Technology subjects comprise of Design and Technologies (DAT), Engineering Concepts (EGC) and Materials and Technologies Specialisations (TMT). The duration of each subject is one Semester.

Students do not require prior experience or skills to participate in these subjects.

### DESIGN AND TECHNOLOGIES

*(Duration 1 Semester)*

#### What Students Learn

**Design and Technologies (DAT)** gives students the opportunity to learn how people design, innovate and produce products, services and environments for preferred futures.

They will use technology contexts to explain how the features of technologies impact on design decisions, and create designed solutions based on analysis of needs or opportunities.

Students create and adapt design ideas, processes and solutions, and justify their decisions against developed design criteria that include sustainability.

They communicate design ideas and solutions to audiences using technical terms and graphical representation techniques, including using digital tools. They independently and collaboratively document and manage production processes to safely produce designed solutions.

The subject is taught in multiple learning environments including classrooms and emerging technology labs. The delivery of the course caters for different student learning styles through its embedded disciplines. The course introduces students to:

- Design Processes
- Sketching and Engineering Drawings
- Virtual and Low-Tech Modelling
- Manufacturing Processes including emerging technologies such as Laser Cutters & 3D Printers
- Sustainability

Personal and workspace safety is strongly emphasised, particularly when producing. Students must wear personal protective equipment (PPE) in the workshops as instructed.

The students will have opportunities to experience designing, producing and evaluating products, which respond to client briefs for the following:

- **Unit 1**      Foundation Skills      2D & 3D Sketching & Design Language
- **Unit 2**      Maze Challenge      Design Process through Landscape Architecture Project
- **Unit 3**      Design Challenge      Design Process through Landscape Architecture Project

Students should gain sufficient understanding of the nature of the subject matter found in the upper Year level courses, Yr 9/10 Design Concepts and Year 11/12 Design and the career and lifestyle pathways that they support, enabling appropriate subject selection in higher Year levels.

#### How Students are Assessed

Students are required to document their learning through the use of class notebooks, design folios and the resultant products. Collectively, they contribute to the assessment for the subject.

# ENGINEERING CONCEPTS

(Duration 1 Semester)

## What Students Learn

**Engineering Concepts (EGC)** is a focused strand of the Australian Curriculum in Design and Technologies. Throughout the course, students develop knowledge and understanding of technologies (materials, systems, components, tools and equipment) as they relate to engineering principles and systems.

Students are introduced to the Engineering Problem-Solving-Process (PSP) and apply it to all design problems throughout all units of work. Knowledge of this process enables the design and production of simple, elegant and sustainable solutions. Students will develop their understanding of how sustainable engineered products, services and environments can be designed and produced as resources diminish.

Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions. The course includes studies in materials and technologies specialisations, and engineering principles and systems.

The subject is taught in multiple learning environments including Computer-Aided Design (CAD), 3D printing, 3D animation simulations, and our workshops. The delivery of the course caters for different student learning styles through its embedded disciplines. The course introduces students to:

- Engineering Problem-Solving-Process
- Sketching and engineering drawings
- Computer-Aided Design (CAD)
- 3D printing
- Virtual and low-tech modelling
- Manufacturing processes Engineering principles (simple machines, renewable energy, forces, electronics, mechanics)
- Sustainability Personal and workspace safety is strongly emphasised, particularly when producing.

Students must wear personal protective equipment (PPE) in the workshops as instructed.

The students will have opportunities to experience designing, producing and evaluating products which respond to client briefs for the following:

- **Unit 1** Introduction to Engineering Students define the problem and design and produce a Balloon-Powered Car
- **Unit 2** Simple Machines Students learn about the Simple Machines of Engineering and apply their knowledge to create a Chain-Reaction-Machine
- **Unit 3** Renewable Energy Students study wind energy and test and analyse various wind turbine blades. They then model their own blades in CAD and 3D print them to improve how much electricity can be generated.

Students should gain sufficient understanding to prepare them for upper year level Engineering courses such as Year 9/10 Engineering Concepts and Year 11/12 Engineering.

## How Students are Assessed

Students are required to document their learning through the use of class OneNote notebooks, 3D CAD models, and the resultant products. Collectively they contribute to the assessment for the subject.

## MATERIALS & TECHNOLOGIES SPECIALISATIONS

(Duration 1 Semester)

### What Students Learn

**Materials and Technologies Specialisations (TMT)** focuses on developing the underpinning knowledge and understanding of technologies (materials, systems, components, tools and equipment) as they pertain to manufacturing.

The subject exposes students to a broad range of traditional and contemporary materials such as wood products, metals, plastics and composites. Students will learn to both manufacture from a predetermined design or technical drawing as well as participate in the design process to produce meaningful products.

The subject is taught in multiple learning environments including workshops, emerging technology labs and theory rooms. The delivery of the course caters for different student learning styles through its embedded disciplines. The course introduces students to:

- Workplace Health and Safety practices and inductions
- Manufacturing projects/articles from technical drawings
- Planning and designing processes resulting in Laser Cutting
- Interpreting technical drawings
- Understanding material properties and how to manipulate them
- Manufacturing tools, machinery, equipment and processes
- Sustainability
- Exploring relevance to Trade Pathways

The students will have opportunities to experience designing and manufacturing based on the following units:

Unit 1 - Tied in Knots - Textile Technology

Unit 2 - Laser Tag - Polymer Technology

Unit 3 - Pencil Box - Wood Technology

Unit 4 - Phone Holder - Metal Technology

Unit 5 - Safe Food Storage – Food & Polymer Technology

Students should gain sufficient understanding of the nature of the subject matter found in the upper year level courses, Year 9/10 Materials and Technologies Specialisations (TMT), Year 10 Industrial Technology Wood (ITW) & Metal (ITM), Year 11 / 12 Certificate courses in Furniture Making and Engineering Pathways and the career and lifestyle pathways that they support, enabling appropriate subject selection in higher year levels.

### How Students are Assessed

Students are assessed via the design & manufacture of Projects and Qlearn Quizzes or submissions. These collectively contribute to the assessment for the subject.

### Special Safety Considerations

Throughout the course, students will be using tools and machines that may be rated a medium-risk level. All students receive instructions relating to the machine / tool before engaging in any activity. Practical demonstrations and theory information of these medium-risk tools and machines are completed before beginning the activity. Students are not permitted to use this equipment until demonstrations have been observed.

They must wear all required safety equipment (apron, safety glasses, hearing protection and leather shoes) and behave in a mature way. Students who conduct themselves in an intentionally unsafe manner may be removed from the course.

While some clothing, jewellery, accessories or fingernails may be acceptable according to MCSHS School Uniform Policy, in a workshop environment, these same items may pose a risk of injury. As such, the [Department of Education requires the removal](#) requires the removal of these items prior to entering the workshop. This includes the securing of long hair and removal of fingernails that present a hazard. Where any item is in dispute, the supervising teacher will make the judgement as to whether item requires removal due to the inherent risk. These items may include bracelets, necklaces, earrings, rings, acrylic or natural fingernails, unrestrained hair and other loose or unrestrained items.

## DIGITAL TECHNOLOGIES

Digital Technologies subjects comprise of Digital Innovation and STEM with Innovation. The duration of each subject is one Semester.

Students do not require prior experience or skills to participate in these subjects.

### DIGITAL INNOVATION

*(Duration 1 Semester)*

#### What Students Learn

Students in this engaging Year 7/8 Digital Technologies course will explore the exciting worlds of game design, robotics, 3D modelling, and augmented reality through hands-on, creative projects. Using platforms such as Minecraft, Game Development Environment, 3D Modelling, and Mixed Reality, students will investigate how digital technologies are designed to solve problems, tell stories, and create interactive experiences.

Throughout the semester, students will develop foundational skills in coding, computational thinking, digital design, creativity, collaboration, and problem-solving while designing games, creating digital assets, building 3D models, and developing interactive augmented reality experiences. This course encourages curiosity, experimentation, and innovation while building confidence with a range of digital technologies in a supportive and engaging learning environment.

#### Units may include:

- Explore how games are designed and what makes games engaging using introductory coding concepts.
- Design and create simple game levels, characters, and interactive elements
- Investigate examples of digital worlds and game mechanics using Minecraft and other platforms
- Use CAD software to design and build original 3D objects
- Explore how 3D assets can be used in augmented reality environments
- Apply problem-solving and testing strategies to improve digital solutions
- Collaborate, reflect, and present digital projects throughout the design process

#### How Students are Assessed

For each unit, students will produce a folio of work which contributes towards the project using different digital tools.

## STEM WITH INNOVATION

*(Duration 1 Semester)*

Tech start-ups exist in any industry in which technology is an enabler of growth, including engineering, biotech, pharmaceuticals, energy, hardware and software. (Crossroads Report)

As new technologies transform the world around us faster than ever, entrepreneurship is becoming an essential skill for the 21st Century. The *STEM with Innovation* elective subject will introduce students to emerging technology and teach entrepreneurial skills to solve problems, develop products for society, using those emerging technologies.

### What Students Learn

Students in this engaging 7/8 STEM course will explore how technology, innovation, and design can be used to solve real-world problems and improve everyday life. Through hands-on projects involving smart technologies, digital systems, sustainability, and creative design, students will investigate how emerging technologies are shaping homes, transport, cities, and communities.

Throughout the semester, students will develop foundational skills in problem-solving, critical and creative thinking, collaboration, communication, and digital design while experimenting with programmable technologies and design processes. Students will explore how technology can respond to data, automate tasks, and support more sustainable futures, while building confidence in planning, creating, testing, and refining solutions.

This course encourages curiosity, innovation, and teamwork while helping students understand how STEM skills can be applied to future challenges and opportunities in an increasingly technology-driven world

### Units may include:

- Explore how smart technologies are used in homes, transport systems, and cities
- Investigate programmable devices, automation, and digital systems
- Develop introductory coding and computational thinking skills through hands-on activities
- Explore how data and sensors can be used to improve efficiency and solve problems
- Investigate sustainability challenges and future-focused innovations
- Create and test digital prototypes and models
- Collaborate, reflect, and present STEM projects and design ideas

### How Students are Assessed

For each unit, students will produce a folio of work which contributes towards the project using different digital tools.

## BUSINESS

Business and Lifestyles subjects comprise of Economics and Business and Food and Fibre Production. The duration of each subject is one Semester.

Students do not require prior experience or skills to participate in these subjects.

## ECONOMICS & BUSINESS

*(Duration 1 Semester)*

### What Students Learn

Students will explore what it means to be a consumer, worker and a producer in the market and the relationship between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business and individual success. Setting goals and planning to achieve these goals is vital for individual and business success.

Topics covered:

- Individual and business success in the market
- Business opportunities in the Australian market

### How Students are Assessed

Students will develop and present evidence-based conclusions using subject-specific language and concepts covered in class throughout the Semester. Students will complete two in class assignments.

# LIFE STYLES

## FOOD & FIBRE PRODUCTION

*(Duration 1 Semester)*

### What Students Learn

Food & Fibre Production in Year 7 and 8 is an introductory subject for Food & Fibre Production courses that lead into Year 9. Food & Fibre Production is also taught across two main contexts: Food and Textiles (fibre). The course uses strategies to develop creativity and innovation through design while introducing students to:

- Food preparation – introductory cookery techniques
- Nutrition
- Textiles – Learning to sew
- Article construction techniques - Simple bag
- Workplace health and safety practices

Personal and workplace safety is strongly emphasised in practical lessons and students are required to wear personal protective equipment (PPE) and observe WHS practises when operating in this environment. (Apron, hairnet, closed in leather shoes.)

Students supply own fabric for textile construction items.

Food & Fibre Production is a 1 Semester subject and provides students with sufficient introductory knowledge and skills to enable them to produce food and textile articles and respond to specific design tasks.

This enables appropriate choices to be made when selecting Food and Fibre Production for Year 9 and beyond.

### How Students are Assessed

Students will be given 2 assignments - 1 Food, 1 Textiles. Assignments include written design booklets and practical work. All classwork and practical work will contribute to overall assessment for this subject.

## BEST PROGRAM

*(Duration 1 Semester) SKILL Centre students only*

### What Students Learn

Students will participate in extensive social-emotional/wellbeing programs focused on transitioning to high school, personal awareness, development and wellbeing. Students will explore a range of topics throughout the six-month course which are individual to the student needs and done in consultation with primary feeder schools and parents at interviews.

**Note:** Please contact the Inclusion team on 54 578 379 to discuss the suitability of your young person being involved in the BEST Program.