<table>
<thead>
<tr>
<th>List of Subjects – Core and Elective</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE SUBJECTS</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>7</td>
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<tr>
<td>Health and Physical Education</td>
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<tr>
<td><strong>ELECTIVE SUBJECTS</strong></td>
<td></td>
</tr>
<tr>
<td>Japanese and Spanish</td>
<td>9</td>
</tr>
<tr>
<td>Dance</td>
<td>10</td>
</tr>
<tr>
<td>Drama</td>
<td>10</td>
</tr>
<tr>
<td>Music</td>
<td>10</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>10</td>
</tr>
<tr>
<td>Design and Technologies</td>
<td>11</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>12</td>
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<td>STEM with Innovation</td>
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<tr>
<td>Economics &amp; Business</td>
<td>14</td>
</tr>
<tr>
<td>Home Economics</td>
<td>15</td>
</tr>
<tr>
<td>STEM Academy</td>
<td>16</td>
</tr>
</tbody>
</table>
**CORE SUBJECTS**

Students study the following six (6) Core Subjects in Year 8 for the entire year (2 semesters).

<table>
<thead>
<tr>
<th>Core Subject</th>
<th>Number of lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>Humanities and Social Science (HUM)</td>
<td>3</td>
</tr>
<tr>
<td>Health and Physical Education (HPE)</td>
<td>2</td>
</tr>
<tr>
<td>LOTE ** Languages other than English **</td>
<td>Japanese 2, Spanish 2</td>
</tr>
</tbody>
</table>

**Compulsory Curriculum**

<table>
<thead>
<tr>
<th>Number of lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastoral Care</td>
</tr>
<tr>
<td>Sport / Enrichment</td>
</tr>
</tbody>
</table>

**Note:**
1. Zenith and Aspire (middle band) students must study both Japanese and Spanish (one semester each).
2. Focus students may be exempt from studying Japanese or Spanish.

**ELECTIVE SUBJECTS**

**Zenith and Aspire (mid-band) students**
- Study **two** (2) of the following Elective Subjects (one semester of each).
- If accepted into STEM Academy, the subject STEM with Innovation must be chosen and one other elective (one semester of each).

**Focus Students**
- May study **two** (2) of the following Elective Subjects.

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Elective Subject</th>
<th>Number of lessons per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Industries</td>
<td>Dance</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Drama</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Visual Arts</td>
<td>2</td>
</tr>
<tr>
<td>Design Technology</td>
<td>Design and Technologies</td>
<td>2</td>
</tr>
<tr>
<td>Lifestyle Industries</td>
<td>Home Economics</td>
<td>2</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>Digital Technologies</td>
<td>2</td>
</tr>
<tr>
<td>Business</td>
<td>Economics &amp; Business</td>
<td>2</td>
</tr>
<tr>
<td>STEM</td>
<td>STEM with Innovation (STEM Academy Only)</td>
<td>2</td>
</tr>
</tbody>
</table>
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.

Students will complete units of work that cover the following themes: Representations of Youth in the Media and novels, Aboriginal & Torres Strait Islander histories, play interpretation and e-literature.

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 are assessed in a number of ways as not all mathematics skills can be tested in the same way. The assessment techniques include traditional tests, assignments/projects, model building, practical tests and oral tests.
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 the 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 & SOCIAL SCIENCES

What Students Learn

A year in Social Sciences involves three in-depth historical studies, two geography units and one unit based on Civics and Citizenship. The history course is studied for one semester and the remaining three units during the second semester. As we have a large number of classes, students will have a semester rotation. One semester of History studies focuses on the concept of ‘What is History?’ linking to the study of Medieval Europe, where students explore what it might have been like to live in during this era. Students then progress to the Mongol Expansion across Asia and the tyrannic rule of Genghis Khan. The final unit moves more into the modern era of the 18th and 19th centuries where students explore the Polynesian Expansion with a case study focusing on our neighbours, New Zealand. The other semester involves students focusing on Geographical skills by studying “Landforms and Landscapes” which examines local and national destinations, how they developed and how to sustain these areas. The second geographical unit “Changing Nations” aims to examine the consequences of urbanisation on Asia, Australia, and the USA. The civics and citizenship unit included in this semester examines Australia’s Federal Government and how it works.

How Students are Assessed

Each term, students will be tested either in exam conditions or in the format of an in-depth research assignment. Students will also complete checkpoint tasks throughout the unit of work, to create a portfolio of work in order to make a judgment about standards achieved. The aim for year 8 is to ground students in the concepts of historical inquiry and questions, where students begin to question the validity of sources, while imbedding geographical skills and concepts to further extend their understanding and skill levels. Students will also be expected to keep a workbook with tasks and class notes completed in it. It is hoped that parents can view this to monitor their child's progress.

<table>
<thead>
<tr>
<th>UNIT</th>
<th>Term One ASSESSMENT</th>
<th>Term Two ASSESSMENT</th>
<th>Term Three ASSESSMENT</th>
<th>Term Four ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medieval Europe</td>
<td>Content exam</td>
<td></td>
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<tr>
<td>Mongol Expansion</td>
<td></td>
<td>Source based exam</td>
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<tr>
<td>Polynesian Expansion</td>
<td></td>
<td>Research essay</td>
<td></td>
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</tr>
<tr>
<td>Landscapes &amp; Landforms</td>
<td>Content Test –</td>
<td>Field Research Book</td>
<td></td>
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<tr>
<td>Government in Action</td>
<td></td>
<td>Research assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changing Nations</td>
<td></td>
<td>Content test</td>
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</tr>
</tbody>
</table>
HEALTH & PHYSICAL EDUCATION

What Students Learn

In HPE students complete both theory and practical activities in the health and sporting field. They study a number of different topics related to health and physical activity that aim at improving their knowledge of how to stay fit and healthy throughout their life.

In 2017 Mountain Creek SHS continues to embed the Australian National Curriculum in Health & Physical Education. This course is divided into six sub strands. These are:

1. Being healthy, safe and active
2. Communication and interacting for health and wellbeing
3. Contributing to healthy and active communities
4. Moving our body
5. Understanding movement
6. Learning through movement

There are ten main focus areas that may be covered in Year 8. These are:

1. Alcohol and other drugs
2. Food and nutrition
3. Health benefits of physical activity
4. Mental health and well-being
5. Relationships and sexuality
6. Safety
7. Challenge and adventure activities
8. Games and sports
9. Lifelong physical activities
10. Rhythmic and expressive movement activities

How Students are Assessed

Students will be assessed according to set criteria and standards involving both theoretical and practical components of the course. This will include participation, improvement, skill learning and execution along with the use of tactics and strategies in authentic performance activities. Written aspects of the course will include assessment through folios, written reports and assignments, examinations, completion of class work and multimodal tasks.
LOTE  (Languages Other Than English)

Overview

In Year 8 students have the opportunity to experience Japanese and Spanish. Each language for Zenith and Middle Band students is a semester in duration. 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:  1. Language (Japanese and Spanish) is compulsory in Year 8.
   2. Zenith and Middle Band students must study both Japanese and Spanish. (6 months of each)
   3. Focus Group students do not study Japanese or Spanish. They may have further literacy and numeracy support.

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.
DANCE  (duration 1 semester)

What Students Learn
Students will learn to identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in the dances they make and perform.

How Students are Assessed
Students are assessed each term on a making and responding task, assessing their ability to apply concepts taught throughout the unit.

DRAMA  (duration 1 semester)

What Students Learn
Students will learn to analyse how the elements of drama are used, combined and manipulated to create meaning across different cultures, times and places. Students collaborate to devise, interpret and perform drama for an audience.

How Students are Assessed
Students are assessed each term on a making and responding task, assessing their ability to apply concepts taught throughout the unit.

MUSIC  (duration 1 semester)

What Students Learn
Students will learn to identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions.

How Students are Assessed
Students are assessed each term on a making and responding task, assessing their ability to apply concepts taught throughout the unit.

VISUAL ARTS  (duration 1 semester)

What Students Learn
Students will learn to identify and analyse how other artists from a range of cultures use visual arts practices and viewpoints to communicate ideas and apply this knowledge in their art making to create two dimensional and/or three dimensional works.

How Students are Assessed
Students are assessed each term on a making and responding task, assessing their ability to apply concepts taught throughout the unit.

Students are also required to keep a visual journal in which they reflect upon skills and knowledge learnt in class.
DESIGN AND TECHNOLOGIES (DAT)  *(duration 1 semester)*

What Students Learn

Design and Technologies (DAT) is a course that exposes students to skills aimed at developing members of society who can independently and collaboratively develop innovative solutions to complex problems and contribute to sustainable patterns of living. The course includes studies in materials and technologies specialisations, and engineering principles and systems.

The subject is taught in multiple learning environments including workshops and computer graphics labs. 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
- Design Processes
- Freehand Sketching
- 3D Solid Modelling
- 3D Printing
- Production Drawings
- Manufacturing Processes
- Engineering Principles
- 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:

- Grip It – Ergonomic Handle
- House It – Box Construction
- Boost It – Organic Sound Amplifier
- Control It – Robot Hand Design

Students should gain sufficient understanding of the nature of the subject matter found in the upper year level courses 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.
DIGITAL TECHNOLOGIES (duration 1 semester)

What Students Learn

Ever wanted to design and make a drone? Or design and make your own website? Learn about how Facebook ACTUALLY works? Or perhaps you have an interest in graphic design? If the answer is YES, then choose Digital Technologies!

Digital Technologies is an introductory course that will provide students with a skillset which will begin to equip them for their future in a 21st Century society.

As all students will inevitably move into careers that involve knowledge and use of different computer-based technologies, this course continues the work begun in year 7 to allow the students to become MAKERS and CREATORS of technology, and not just USERS of technology.

Topics that may be covered include:

- Web Design and Development
- Drone Robotics with EV3 Mindstorms
- Graphic Design with Photoshop or similar

Following on from Digital Technologies in year 8, students develop their skills in Years 9 and 10 and become familiar with other leading digital technologies and in a broader range of applications, possibly including:

- Mobile App development
- Creative programming which outputs to a 3D printer
- Creating Arduino-based tech including wearables such as jewellery, spy-cams and stealth drones.

The courses lead directly into the year 11/12 Information Technology Systems OP-bound subject.

How Students are Assessed

For each topic students will be required to produce a product following the Design, Develop and Evaluate (DDE) model. The use of DDE is consistent with the OP-bound course Information Technology Systems in Years 11 and 12 and is derived from Design Thinking methodology.
ELECTIVE SUBJECTS

STEM with Innovation (new elective – 1 semester duration)

PLEASE NOTE: This is an exclusive access course for STEM Academy students only. Application form available from Admin office and the school website.

*Tech startups exist in any industry in which technology is an enabler of growth, including engineering, biotech, pharmaceuticals, energy, hardware and software. (Crossroads Report, 2015)*

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 cutting edge technology and teach entrepreneurial skills to solve problems, develop products for society, and emulate starting a tech business (i.e. a tech startup).

**What Students Learn:**

This semester-length, design-thinking based course will involve students learning the same tools entrepreneurs use including how to identify problems, validate solutions, create a minimum viable product (MVP) and pitch ideas.

Academically talented students will be provided an opportunity to experience development of ideas with engaging technologies, pushing their understanding and application of STEM.

The course may have a range of strands which will be introduced after an initial induction period. The strands will be offered based on availability and student interest but may include:

- Drones
- Wearable technology
- Augmented/Virtual Reality (AR/VR)
- App-based software product

The elective is designed to cater for academically capable students who demonstrate creative flair and/or problem-solving skills and are keen to investigate how combining their excellent STEM knowledge with entrepreneurship could see their ideas become a part of everyday use in society.

**How Students Are Assessed:**

Students will be assessed on quality of their final product and delivery, as well as on their soft-skills such as teamwork, problem-solving, collaboration and engagement.
**ECONOMICS & BUSINESS** *(duration 1 semester)*

**What Students Learn**

Do you dream of running your own business or managing a Top 500 Company? Or do you just want to identify a bargain and avoid being scammed?

Business Studies explores the influences of consumers, businesses and government agencies and their impact on the ways markets work. The course uses strategies to develop creativity and innovation as well as improving decision-making, planning and teamwork skills.

Topics covered:

- Marketing
- Types of businesses
- Rights and responsibilities of consumers and businesses
- Planning long and short term financial goals

**How Students are Assessed**

Students will complete a group project and an individual assignment. When researching, students will develop questions and gather relevant data and information from different sources to investigate the set topic. Students will develop and present evidence-based conclusions using subject-specific language and concepts covered in class throughout the semester.
HOME ECONOMICS  (duration 1 semester)

What Students Learn

Home Economics in grade 8 is an introductory subject for Home Economics and Lifestyle Industries courses that commence in Year 9. The course uses strategies to develop creativity and innovation through design while introducing students to:

- workplace health and safety practices
- food preparation
- food service
- nutrition
- textiles
- garment construction techniques

Home Economics is also taught across two main contexts: Food and Textiles.

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

Home Economics 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 a Lifestyle Industries course for Year 9 and beyond.

Activities include:

- Introductory cookery techniques
- Cooking for specific occasions, eg. family meals
- Construction of pencil case and pillowslip/shorts etc.

Students supply own ingredients and fabric for major textile construction items.

How Students are Assessed

Students are required to document their learning through design folios and classwork books, together with their products and exam which make up the assessment for the subject.
STEM ACADEMY (STEM = Science/Technology/Engineering/Maths)

From 2017 Mountain Creek SHS will be introducing a STEM Academy Program of Excellence in support of the Department’s #CodingCounts initiative as well as the Entrepreneurs of Tomorrow. Students both within the catchment and outside the catchment boundary (Exemptions) may apply for the STEM Academy. ALL students will need to complete a general enrolment application. If students are applying for an Exemption (from outside the boundary) their applications will be assessed on a case basis and acceptance will be dependent on enrolment capacity.

The Program will specifically aim to encourage and extend those students who show strong capability in Technology (including coding) plus at least one other of the STEM subjects (Science-Technology-Engineering-Maths).

Acceptance into the program is by application with applicants required to demonstrate at school, or in some extra-curricular activities and/or competitions, or in some other equivalent way, evidence of achievement in both:

- Technology (including coding/programming, robotics, arduinos, wearable technologies, or other similar application)
- One of Science, Maths, Engineering and/or other STEM-related field

Additionally, applicants will also have a demonstrated track record of working independently and working effectively as part of a team.

Admittance to the STEM Academy will automatically enrol students, as follows:

- Year 8 – enrolment in STEM with Innovation (1 semester)

The STEM Academy program is characterised by accelerated learning in the STEM with Innovation unit. There is an expectation students will achieve an A or B in STEM with Innovation, Digital Technologies and their nominated second STEM subject. Students are encouraged to study their chosen STEM subjects in greater depth and will involve themselves in extension activities, including competitions, before/after school extra-curricular activities, as they are provided.

In addition to developing rigorous study skills and a real capacity to perform academically, successful applicants will demonstrate leadership and engagement in developing their team projects within the STEM with Innovation elective.