



**MATTHEW
FLINDERS**
Anglican College



Middle School

CURRICULUM HANDBOOK 2023 | YEARS 7 - 9

Matthew Flinders Anglican College Ltd CRICOS Provider No. 01748C

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INTRODUCTION TO THE MIDDLE SCHOOL

The Middle School at Flinders is more than just the first phase of Secondary schooling. Coinciding with a period of change in adolescence, our curriculum is designed to extend students and develop their capacities well beyond the expectations set out by ACARA through the Australian Curriculum. Teaching and learning in the Middle School is designed around the key principles of relationships, agency, mastery and purpose, which assist our learners to be engaged, focused and successful.

In the Middle School we offer a balance of traditional (core) subjects, including English, Mathematics, Science, Humanities, Health & Physical Education and Religious & Values Education, and an array of elective choices, which expands from year to year. Electives are grouped around, and designed to promote, the 21st century skills of collaboration, creativity, critical thinking, character, communication and citizenship. Across all subjects, the Middle Years' curriculum is deeply committed to fostering the values, attitudes and behaviours conducive to further learning, effective citizenship and leadership.

The Middle School is a caring and welcoming place where students develop the confidence they need to successfully learn and grow. We strive to establish a platform of trust and an environment in which students feel a sense of belonging and connectedness to their school. We encourage our students to extend themselves in a challenging, stimulating setting with our highly qualified teachers who are supportive and cognisant of the unique needs of this age group.



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STUDENT SUPPORT

WHO TO CONTACT

There are a number of support staff available to students and parents, these include:

Senior Management

Head of Secondary | Mr Gerry Price
Email gprice@mfac.edu.au

Head of Middle School | Ms Anita Gibson
Email agibson@mfac.edu.au

Head of Curriculum | Mr Bill Hooper
Email bhooper@mfac.edu.au

Head of Learning Development & Enrichment | Mrs Carol Marais
Email cmarais@mfac.edu.au

Head of Pastoral Programs | Dr Louise McCuaig
Email lmccuaig@mfac.edu.au

Careers | Ms Kathryn Rooke-Jones
Email krooke@mfac.edu.au

Year 7 Coordinator | Ms Tarlia Carpenter
Email tcarpenter@mfac.edu.au

Year to RISE (Year 9) Leader | Mrs Emmie Cossell
Email ecossell@mfac.edu.au

Heads of House

Bradman | Miss Courtney Rowden
Email crowden@mfac.edu.au

Chisolm | Mr Daniel Brace
Email dbrace@mfac.edu.au

Helpmann | Mrs Donna Doolan
Email ddoolan@mfac.edu.au

Mawson | Mr Toby Coates
Email tcoates@mfac.edu.au

McCubbin | Mrs Narelle Moulds
Email nmoulds@mfac.edu.au

Oliphant | Mrs Sheree Bell
Email sbell@mfac.edu.au

Sutherland | Miss Rachael Twiggs
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Thiele | Mrs Alison McKenzie
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WHO TO CONTACT

Heads of Department

Art | Mrs Rosslyn Braithwaite
Email rbraithwaite@mfac.edu.au

Business | Mrs Susan Lynch
Email slynch@mfac.edu.au

Drama | Ms Charlene McMenamin
Email cmcmenamin@mfac.edu.au

English | Mr Andrew Street
Email astreet@mfac.edu.au

Digital Solutions | Mr Rob Neale
Email rneale@mfac.edu.au

Film, Television & New Media | Mr Rob Neale
Email rneale@mfac.edu.au

French | Miss Jane Boussalem
Email jboussalem@mfac.edu.au

Health & Physical Education | Mr Scott Kennedy
Email skennedy@mfac.edu.au

Humanities | Mr Cameron Martens
Email cmartens@mfac.edu.au

IDEAS | Mrs Natalie Sutton
Email nsutton@mfac.edu.au

Japanese | Miss Jo Bush
Email jbush@mfac.edu.au

Mathematics | Mr Steve Bishop
Email sbishop@mfac.edu.au

Music | Mrs Julene Robertson
Email jrobertson@mfac.edu.au

RAVE | Mrs Sanette Janse van Rensburg
Email sjanse@mfac.edu.au

Science | Mr John Fitzgerald
Email jfitzgerald@mfac.edu.au

Technologies | Mrs Natalie Sutton
Email nsutton@mfac.edu.au

Careers Advisor | Ms Kathryn Rooke-Jones
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CURRICULUM ADVICE

THE ACADEMIC CURRICULUM STRUCTURE

Subjects in the Middle Years are drawn from the Core Curriculum (compulsory) and Elective Curriculum (student choice).

CORE CURRICULUM

The core of the Flinders' Middle School curriculum includes the subjects of English, Mathematics, Science, Humanities, Health & Physical Education and Religious & Values Education. All students in Years 7-9 progress through a compulsory three-year course in these subjects, designed to lay a strong foundation in literacy, numeracy, scientific process and research skills. The curriculum is drawn from the Australian Curriculum (AC) syllabus documents and delivered by specialist teachers and in specialist facilities to ensure the best outcomes in these critical areas. Curriculum support is available for students requiring extra time and scaffolding in these core disciplines.

Middle Years students are offered two languages, other than English, to study: French and Japanese. In Year 7, students are required to take a semester of each language before Language becomes an elective in Year 8.

ELECTIVE CURRICULUM

Students in the Middle Years are offered an array of specialist subjects which expand year upon year.

The specialist offering in Year 7 is a prescribed rotation through Drama, Music and IDEAS, which is an integrated subject combining Digital Technologies, Design Technology, Engineering, Food Technology and Visual Art. All subjects

fulfil the standards of the Australian Curriculum and follow the recommended notional teaching hours prescribed by the Queensland Curriculum and Assessment Authority (QCAA). These experiences help students to identify their emerging strengths and passions, in readiness for the choice and variety made available to them in the Years 8 and 9 curriculum.

In Years 8 and 9, students are also encouraged to pursue their passions through an extensive elective offering. Each semester, students choose electives from subjects they have experienced in Year 7, as well as new subjects from fields including Arts, Business, Engineering, Design, Technologies and Food and Nutrition, just to name a few. The Years 8 and 9 elective curriculum focuses on engagement and rigorous academic endeavour in real-world contexts. Students have the opportunity to pursue a passion in a particular area or to choose widely and experience everything the curriculum has to offer.



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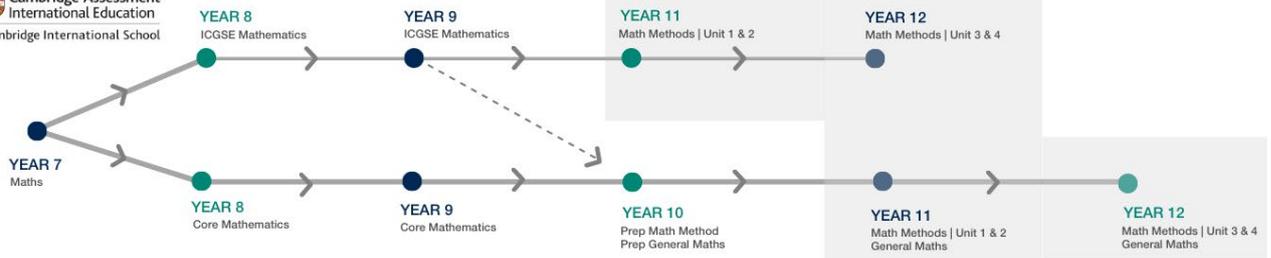
FLINDERS EDGE

Matthew Flinders Anglican College has a well-founded reputation as one of Queensland's leading academic schools and, as such, it attracts a number of students who progress at faster rates than is suggested by the Australian Curriculum. The College offers

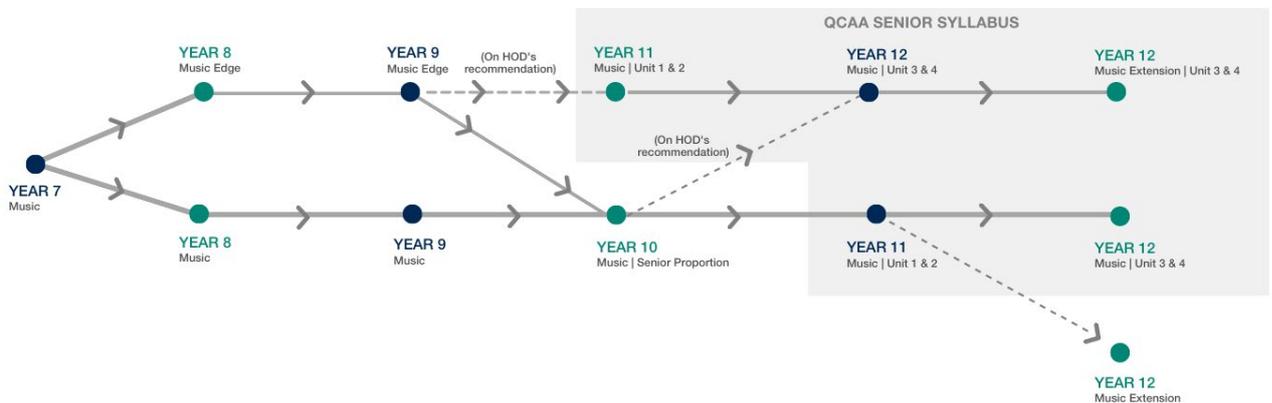
Cambridge IGCSE Mathematics and Music EDGE as selective entry courses in Years 8 and 9, designed to extend and accelerate students with particular talents in these areas. The accelerated pathways for students in these courses are indicated below.

CAMBRIDGE IGCSE MATHEMATICS PATHWAY

Cambridge Assessment International Education
Cambridge International School



MUSIC EDGE PATHWAY



PASTORAL CARE

Pastoral care is fully integrated throughout the teaching, learning and structural organisation of the College. Our pastoral care program contributes to the development of the Matthew Flinders Anglican College Learner Traits and the College values of Courage, Respect, Integrity and Compassion.

Pastoral Care at Matthew Flinders Anglican College

- Promotes positive relationships amongst students, teachers and adults other than teachers.
- Promotes students' personal and social development. We aim to develop people of courage, respect, compassion and integrity who demonstrate confidence, persistence and resilience.
- Fosters positive attitudes, connections and a sense of belonging. We aim to develop students who are informed citizens, attuned to their environment, take responsibility for themselves and their actions, and serve their community.
- Inextricably linked with academic excellence and high quality teaching and learning. We aim to develop people who are accomplished, self-directed learners who have a spirit of enquiry and adaptability in a fast-changing and information-rich global community.
- Develops ethical, aware and empowered citizens. We aim to develop people who are effective leaders who can empower others, communicate and collaborate well, and have the capacity to make significant and ethically grounded decisions.

Personal Development Curriculum

Middle School staff deliver a targeted pastoral care and personal development curriculum through the WELL4Life and Learning program. Informed by current research, the program draws together four critical dimensions of the College's endeavours to promote students' excellence in life and learning. The WELL4Life program incorporates the following:

W: Wellness curriculum provides students with the knowledge and skills that underpin healthy citizenship within the context of the Flinders Homeroom

Mentor program. Homeroom projects and learning activities have been designed according to year level milestones as follows:

- Year 7: Start Well - Flinders life, operations and values, teamwork, role models, cybersafety, helping others
- Year 8: Think Well - Mental health and wellbeing, cybersafety
- Year 9: Connect Well - Inspiring others, respectful relationships, social change, securing a job

E: Enterprise experiences provide students with opportunities to be innovative and entrepreneurial within the context of serving the local, broader and global communities within which they live, work and play.

L: Life adventures are offered through the multiple year level events, such as camps, retreats and conferences that contribute to students' broader growth and development.

L: Leadership pathways reflect the diverse roles and initiatives that students can embrace to develop their own and others' leadership capacities.

These programs focus on the following aspects of academic, personal and social development:

- Leadership capabilities
- Resilience
- Service
- Spiritual awareness
- Mental health and wellness
- Desire and skills to positively contribute to the community
- Academic care
- Career options and pathways
- Safe and responsible behaviour
- Relationships

At Matthew Flinders Anglican College, we ensure the pastoral care of our students is at the core of what we do. Our staff focus on building quality relationships and endeavour to provide a safe and supportive environment for all members of the community.



LEARNING DEVELOPMENT & ENRICHMENT

Learning Development and Enrichment uses a multi-tier approach to target the learning needs of all students. A range of differentiated programs and activities caters to the diverse needs of the student population. These are designed to support, engage and challenge students to assist them in fulfilling their potential and maximising their growth.

The Learning Development and Enrichment team, in collaboration with teachers, use quantitative and qualitative feedback to identify and match the needs of students, with best practice, to ensure that they gain maximum access to the curriculum. The continuum of provision recognises and addresses appropriate levels of achievement and provides the necessary support or challenge to engage all students in their learning journey.

The multi-tier approach is based on the research-based and validated 'Response to Intervention' model. It is composed of a variety of learning environments designed to service student needs at different levels, ranging from support to high potential. Each unique environment encourages students to fulfil their potential through participation in differentiated classes, groups or programs. This ensures that every student can develop or enhance their skills and content knowledge.

Program offerings

- **Support programs** offered include individual tutoring, Elevate classes, Core Intensive courses, and specialised offerings.
- **Programs for high potential students** include mentoring, acceleration opportunities, English X classes and specialised elective programs.

Co-curricular offerings for high potential students include:

- **The da Vinci Decathlon** - a stimulating and challenging team competition run in the spirit of an Olympic decathlon. It places a particular emphasis on higher-order thinking skills, problem solving and creativity.

- **Tournament of Minds** allows those who have creative talents in a diverse range of areas to be involved in enrichment performance activities. Topics include the disciplines of The Arts, STEM (Science, Technology, Engineering and Mathematics), Language Literature and the Social Sciences.

Additional Program offerings:

Other opportunities outside of school which enrich and extend talented to participate in are advertised on MyFlinders and include:

- BRAINways workshops and Academic Programs
- USC Science and Engineering challenge
- Steam Residentials for Girls (Clearing Skies)
- Write like an Author with Brian Falkner
- Study Skills for Gifted Students (Clearing Skies)
- Science Competitions
- eDiscovery Vacation Camps at USC



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KEY LEARNING AREAS

YEARS 7 - 12 CURRICULUM COVERAGE

- = COMPULSORY
- = COMPULSORY for a minimum of 1 Semester.
- = COMPULSORY with an elective

The following table shows the progression of subjects from Year 7 through to Year 12. This table should be used to assist in understanding which Middle School subjects lead to Senior School subjects.

KEY LEARNING AREAS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12
ENGLISH	English	English	English	English	English (G)	English (G)
					Literature	Literature
					Literature	English & Literature Extension (G)
MATHEMATICS	Mathematics	Mathematics	Mathematics	Prep General	General Mathematics (G)	General Mathematics (G)
		Cambridge IGCSE Mathematics	Cambridge IGCSE Mathematics	Prep Mathematics Methods	Specialist Mathematics (G)	Specialist Mathematics (G)
SCIENCE	Science	Science	Science	Chemistry	Chemistry (G)	Chemistry (G)
				Physics	Physics (G)	Physics (G)
				Biology	Biology (G)	Biology (G)
			Agriculture	Environmental Science	Marine Science (G)	Marine Science (G)
				Psychology	Psychology	Psychology
HUMANITIES	Humanities	Humanities	Humanities	Geography	Geography (G)	Geography (G)
				Modern History	Modern History (G)	Modern History (G)
				Ancient History	Ancient History (G)	Ancient History (G)
			Life Universe & Everything	Philosophy & Reason	Philosophy & Reason (G)	Philosophy & Reason (G)
			Business Enterprise	Economics	Economics (G)	Economics (G)
				Legal Studies	Legal Studies (G)	Legal Studies (G)
				Accounting	Accounting (G)	Accounting (G)
				Business	Business (G)	Business (G)
LANGUAGES	French	French	French	French	French (G)	French (G)
	Japanese	Japanese	Japanese	Japanese	Japanese (G)	Japanese (G)
THE ARTS	Drama	Drama	Drama	Drama	Drama (G)	Drama (G)
	Music	Music	Music	Music	Music	Music
		Music Edge	Music Edge			Music Extension
		Musical Theatre				

(Notes: G = General Syllabus A = Applied Syllabus)

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TECHNOLOGIES	Innovation, Design, Engineering, Art and Science (IDEAS)	Art	Art	Art	Visual Art	Visual Art	
		Innovation, Design, Engineering, Art and Science (IDEAS)	Engineering	Engineering	Engineering	Engineering (G)	Engineering (G)
			Design	Design	Design	Design (G)	Design (G)
			Industrial Technology	Industrial Technology	Industrial Technology	Please refer to VET courses	Please refer to VET courses
				Graphics Architecture	Graphics Architecture	Industrial Graphics Skills (A)	Industrial Graphics Skills (A)
		Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Nutrition (G)	Food & Nutrition (G)	
		Digital Extra	Digital Solutions	Digital Solutions	Digital Solutions (G)	Digital Solutions (G)	
Film, TV & New Media	Film, TV & New Media	Film, TV & New Media (G)	Film, TV & New Media (G)	Film, TV & New Media (G)			
HEALTH & PHYSICAL EDUCATION	HPE	HPE	HPE	Core HPE	Physical Education (G)	Physical Education (G)	
			Sports Science	Intro to Senior PE			
VET					Certificate II in Engineering Pathways (MEM20413)		
					Certificate III in Aviation (AVI130419)		
					Diploma Business		
SCHOOL DEVELOPED CURRICULUM	RAVE	RAVE	RAVE	RAVE	RAVE	RAVE	
					Fit for life	Fit for life	

(Notes: G = General Syllabus A = Applied Syllabus)

HOW TO SUBMIT

Initial subject selections are made in Term 3 of the year preceding a student's entry into Year 8 or 9. Students entering the College after the commencement of the year or wishing to make alterations to the initial selections should contact the Head of Middle School or Head of Curriculum. Students will not be permitted to change subjects without written permission from parents/guardians.

Submitting Preferences Online

Following the Subject Information events in August, each student will receive an email containing a link to EDVAL Choices, the College's subject selection portal. The email will also contain a unique student access code and password as well as specific instructions on how to register their elective preferences online.

Once in the site, students will be required to enter their unique access code and password, that will allow access to the elective registration process, and it is just a matter of following the prompts. The rules in the system prevent students from entering prohibited combinations of subjects. Students should complete the subject selection process in consultation with their parents before printing two copies of the receipt; one for their records, the other to be signed and returned to Homeroom Mentors.





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Year 7 OVERVIEW

Year 7 is an exciting transition and the first of three enjoyable years in the Middle School. Adolescents of this age have outgrown Primary and are ready for the challenges of a new environment. The theme for the year is 'Start Well' and students are gently guided through their first year of Secondary by experiencing a blend of core and specialist subjects, all taught by a team of teachers who are passionate about working with students of this age. As Year 7 is a significant entry point for new students to the College, our team building camp is one of the first activities of the year to enable students to forge and strengthen friendships.

To support each student's transition into the Secondary School, there is a strong pastoral focus in Year 7 at Matthew Flinders Anglican College. Students are grouped in core classes with a Homeroom Mentor who teaches them

for either Mathematics and Science or English and Humanities. The Mentor also delivers the WELL4Life and Learning program (our personal development curriculum) ensuring a supportive relationship is developed with each student. This structure enables our Year 7 students to see their core teachers for more than 50% of the allocated lessons in their timetable, allowing them to develop a strong bond with the core teaching team.

Our Year 7 students undertake the majority of their lessons in the recently refurbished Year 7 Precinct. The two-storey, state-of-the-art building is an agile space designed to assist the cohort to develop a sense of agency, belonging, confidence and connectedness as they transition into the Secondary School.

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	Health & Physical Education
Science	Technologies	RAVE

Year 7

CURRICULUM STRUCTURE

In Year 7 there are no elective options. The academic curriculum is designed to provide all students with a broad curriculum experience that will lead to informed decision-making when elective choices have to be made in Year 8.

The College offers patterns of study across six key learning areas: English, Mathematics, Science, Humanities, Health & Physical Education and Languages (French and Japanese), which are each fully compliant with the Australian Curriculum. These subjects, as well as Drama, IDEAS, Music and Religious and Values Education, are automatically added to the students' timetables.

Key Learning Areas in Year 7

- English
- Mathematics
- Science
- Humanities
- Languages
- The Arts
- Technologies
- Health & Physical Education

Compulsory Subjects (Full Year)

- English
- Mathematics
- Science
- Humanities
- Religious & Values Education
- Health & Physical Education
- IDEAS

Compulsory Subjects (Semester)

- Languages
- French
 - Japanese
- The Arts
- Drama
 - Music

Timetable Allocations Per Subject	
	Lessons per 2-week cycle
English	7
Mathematics	7
Science	7
Humanities	7
Religious & Values Education	2
Health and Physical Education	5
French	5
Japanese	5
IDEAS	5
Drama	5
Music	5

Prerequisites

There are no Prerequisites in Year 7. All subjects can be studied in Year 8 without having studied them in Year 7.

YEAR 7 CURRICULUM

ENGLISH | Full-Year Compulsory Subject

Contact Mr Andrew Street

Email astreet@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Middle Years English course is based on the Australian Curriculum where the strands of language, literature and literacy are interrelated in the construction of learning experiences for units. Together, these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The course provides students with opportunities to engage, both aesthetically and critically, with a wide range of literary and non-literary texts from a variety of historical, cultural and social contexts. Students begin to understand that texts and literary practices influence how people view themselves, their identities and their environments, as well as providing ways to represent these views. Teachers revisit concepts, skills and processes developed in earlier years to strengthen students' knowledge, as required.

As part of the English course of study, students are also required to read a range of literature, some presenting unpredictable plot sequences and non-stereotypical characters. Responses to texts may be shared in group situations, such as reading circles, which focus on ways characterisation, events and setting are combined in narratives, how challenges are depicted, and whether the novel is typical of its type and has fulfilled its purposes. In English, students learn how to tell stories, argue a position and critique written, visual and multimodal texts. Students identify areas of agreement and difference with others, and justify their points of view. Opinions of the aesthetic and social value of novels may also be explored.

Structure

Unit 1: Telling Tales <ul style="list-style-type: none"> Critical and emotional writing Imaginative writing 	Unit 2: A Better World Starts with Us <ul style="list-style-type: none"> Issues in the media Persuasive language, structures and devices
Unit 3: Lights, Camera, Action! <ul style="list-style-type: none"> Writing for film Analytical essay writing 	Unit 4: Hear My Story <ul style="list-style-type: none"> Writing fiction Writing fictional character and events

Assessment may include:

Students will complete a range of written, spoken and/or multimodal assessment tasks across a range of supervised and assignment conditions.



YEAR 7 CURRICULUM

MATHEMATICS | Full-Year Compulsory Subject

Contact Mr Steve Bishop

Email sbishop@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Australian Mathematics Curriculum aims to ensure that students are confident and creative users and communicators of Mathematics who are able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability. They recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study. All students in Year 7 are grouped into core classes. Students' differing abilities are catered for with a differentiated approach to teaching, learning and assessment. Targeted assistance is also offered to students who require support.

In Term 4 of Year 7, students with high potential in Mathematics are offered additional extension through the Cambridge Preparation Course in readiness for entry to Cambridge IGCSE Mathematics in Year 8.

Structure

Unit 1: Number, Measurement and Algebra <ul style="list-style-type: none"> Number - Integers Measurement Algebra 	Unit 2: Geometry, Statistics and Number <ul style="list-style-type: none"> Number - Fractions and decimals Statistics - Data collection and analysis Geometry - Angle theorems
Unit 3: Measurement, Algebra and Number 2 <ul style="list-style-type: none"> Measurement 2 - Volume and surface area Algebra 2 - Equations and the cartesian plane Number 2 - Percentage 	Unit 4: Geometry 2, Number 3 and Probability <ul style="list-style-type: none"> Number 3 - Rates and ratios Intro to Probability Geometry 2 - Shapes and space

Assessment may include:

Assessment will focus on two criteria (Understanding and Fluency, and Problem Solving and Reasoning) through exams and written modelling and problem solving tasks. There is typically one summative assessment per unit which includes one written assignment per year.

YEAR 7 CURRICULUM

SCIENCE | Full-Year Compulsory Subject

Contact Mr John Fitzgerald

Email jfitzgerald@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

Our everyday lives are surrounded by science. Scientific processes can be applied to understand the natural world, to solve problems and to develop modern technologies. A study of Science helps us to understand and interpret the world we live in and better cope with the inevitable changes the future will bring. The Science course allows students to experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The Australian Science Curriculum is divided into three strands:

- **Science Understanding:** An understanding of Biological Science, Chemical Science, Earth and Space Science and Physical Science.
- **Science as a Human Endeavour:** Nature and development of science, and the use and influence of science.
- **Science Inquiry Skills:** Questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources. Students develop skills to conduct experiments and they use laboratory methods to assimilate scientific knowledge and test natural phenomena. Year 7 students have the opportunity to apply knowledge in real world contexts, including earthy, practical applications of science during field work at the on-campus half-hectare Flinders Farm.

Structure

Unit 1: Becoming Scientists	Unit 2: Organising Ideas
<ul style="list-style-type: none"> • Safety and skills • Forces • Ecosystems 	<ul style="list-style-type: none"> • Matter and mixtures • Classifying life • Earth in space • Simple machines

Assessment may include:

Scientific experiment reports, extended writing tasks, group projects and exams.



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YEAR 7 CURRICULUM

HUMANITIES | Full-Year Compulsory Subject

Contact Mr Cameron Martens

Email cmartens@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

The Year 7 Humanities course is built around two units of History and two units of Geography.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. History helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The History units are built around student-centred investigations into particular events and people based on the available evidence derived from remains of the past. The course is deliberately interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. Our process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

Many of these skills are also deployed in the study of **Geography**, where investigations into the wellbeing and sustainability of the environment and society enable young Australians to develop a holistic understanding of the world. The Geography units empower students to shape change for a socially just and sustainable future.

Structure

Unit 1: Water in the World <ul style="list-style-type: none"> Water as a resource Water's role in connecting places 	Unit 2: Place and Liveability <ul style="list-style-type: none"> Factors that influence liveability Services and facilities Planning and managing spaces
Unit 3: Deep Time History of Australia <ul style="list-style-type: none"> First Nations peoples of Australia Migration and cultural practices 	Unit 4: The Ancient World <ul style="list-style-type: none"> Ancient civilisations, Greek, Roman, Egyptian and/or Chinese Methods used by historians and archaeologists

Assessment may include:

Short-response tests, data report and a research investigation.

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YEAR 7 CURRICULUM

HEALTH & PHYSICAL EDUCATION | Full-Year Compulsory Subject

Contact Mr Scott Kennedy

Email skennedy@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The HPE curriculum for Year 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role of games and sports, outdoor recreation and lifelong physical activities in shaping cultures and identities. They refine and reflect on personal and social skills as they participate in a range of physical activities.

- The Year 7 course covers the following areas:
- Personal and team fitness
- Performance roles and responsibilities
- Physical education (sports as listed below in the structural outline for the subject).

Structure

Unit 1: Practical Component <ul style="list-style-type: none"> • Tennis • Waterpolo • T20 Cricket • Street hockey 	Unit 2: Practical Component <ul style="list-style-type: none"> • Basketball • Touch • Track and field
Unit 3: Practical Component <ul style="list-style-type: none"> • Netball • Soccer 	Unit 4: Practical Component <ul style="list-style-type: none"> • Volleyball • T-Ball

Assessment may include:

There is no formal summative assessment associated with this subject. However, students engage in individual and team-based activities chosen to foster personal fitness and skill acquisition, as well as core values of persistence, teamwork, cooperation and collaboration.



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YEAR 7 CURRICULUM

LANGUAGES - FRENCH | Semester-Length Compulsory Subject

Contact Miss Jane Boussalem

Email jboussalem@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The French curriculum is designed to equip students with linguistic competence and lifelong language acquisition skills. Additionally, students' intercultural understanding is enhanced by exploring a language used in over 50 countries. Classes are interactive and focus on engaging activities increasing the students' confidence and communicative competence.

The semester course is divided into two term-length modules. Students learn vocabulary to respond to questions about themselves, their family and friends. Through games, songs and interactive activities, students discover the many intersections of French and English language and culture. Students create cartoons, role plays and a vlog talking about themselves, family and friends. New friends are made in New Caledonia or France, our closest French speaking neighbour, as we share our vlogs and pen pal letters as part of our exchange program with our Sister Schools in New Caledonia and in Roquebrune Cap-Martin in France. This provides an exciting and authentic language learning experience, increasing the student's global awareness and citizenship.

Structure

Unit 1: Self Introduction	Unit 2: More About Me
<ul style="list-style-type: none"> French culture, including national icons, cognates, special days, the alphabet and key francophone countries. Vocabulary for basic introductions, greetings, feelings Personal profile 	<ul style="list-style-type: none"> Vocabulary for family, pets and interests Vocabulary to express personal likes and dislikes, personality and physical appearance Role plays in French Compare and contrast student profiles with those from Saint Joseph Carnoles, Roquebrune Cap-Martin or New Caledonia and/or in France.

Assessment may include:

All four skills of the language, including speaking, listening, writing and reading, are assessed through a variety of instruments.



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YEAR 7 CURRICULUM

LANGUAGES - JAPANESE | Semester-Length Compulsory Subject

Contact Miss Jo Bush

Email jbush@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Japanese curriculum at Flinders is relevant, interesting and provides support to allow students to develop as independent learners and global citizens. The study of Japanese contributes to the overall education of the students, especially in the areas of communication, understanding of other cultures, literacy and general knowledge. An integral part of the course is the application and use of modern technologies. As students progress in Japanese, their skills improve in the areas of manipulating writing scripts and their ability to discuss and comprehend a diverse range of topics. They also begin to understand that a knowledge of the language leads directly to a better understanding of alternative cultural viewpoints.

Structure

Unit 1: My Family and I	Unit 2: Monsters
<ul style="list-style-type: none"> • Introductions • Numbers, ages and dates • The importance of family in Japanese culture • Japanese writing systems of Hiragana and simple Kanji 	<ul style="list-style-type: none"> • Monsters in myths and fables • Physical characteristics • Counting, using adjectives and identifying colours • Stereotyping

Assessment may include:

All four skills of the language, including speaking, listening, writing and reading, are assessed through a variety of instruments.



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YEAR 7 CURRICULUM

TECHNOLOGIES - IDEAS | Full-Year Compulsory Subject

Contact Mrs Natalie Sutton
Email nsutton@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

In our complex, inter-connected world, change is happening quickly and revealing new and often ‘wicked’ problems that require creative solutions. IDEAS (Innovation, Design, Engineering, Art, Science) is a year-long, multidisciplinary course designed to equip students with the skills and confidence to grapple with these problems. It incorporates the 21st century skills of creativity, critical thinking, communication and collaboration. IDEAS challenges mindsets like empathy, optimism and experimentation. It is about design thinking to be able to listen and observe, define, ideate, prototype, seek feedback, resolve, present and communicate. Students engage in increasingly complex real-world challenges and are encouraged to develop their own unique responses. The course incorporates the foundation for future studies in Art, Digital and Design Technologies.

Specialist technologies include:

- Textile Technologies
- Print Technologies
- Two-dimensional and three-dimensional art making media
- Computer-aided art and design programs
- EV3 Robotics
- Virtual Reality
- Material Technologies
- Manufacturing Technologies
- Computer-aided manufacturing

Structure

Unit 1: Sustainability and the Environment	Unit 2: Health and Wellness
<p>Provocation: How might we inspire individuals to lead more sustainable lifestyles, to reduce impacts and improve wellbeing?</p> <ul style="list-style-type: none"> • Analysing human impact on nature and the health of our environments. • Developing new technologies and art in response to the consumption and production of food. 	<p>Provocation 1: How might we utilise autonomous vehicles to provide support to communities impacted by natural disasters such as bushfires?</p> <ul style="list-style-type: none"> • Ideating, problem solving and innovating through coding to improve the health and wellness of communities affected by bushfires. <p>Provocation 2: How might we use a MicroBit to enable less-abled individuals to create music and gain feelings of joy and happiness?</p> <ul style="list-style-type: none"> • Designing instruments and using code to create digital sounds.

Assessment may include:

Project folios, visual diaries, practical solutions and prototypes, and a multimodal pitch.

YEAR 7 CURRICULUM

RELIGIOUS & VALUES EDUCATION | Full-Year

Compulsory Subject

Contact Mrs Sanette Janse van Rensburg

Email sjanse@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

In RAVE students endeavour to explore belief systems and values in society. The RAVE course considers Christian beliefs, students' personal beliefs, world religions, and values and ethics in society. Students discuss ideas and processes which shape society's thoughts and actions and behaviours in God's world. Not only does RAVE seek to encourage the development of religious knowledge, but also to embolden students to broaden their understanding of what can be learned from religion.

Throughout Years 7 to 9, students cover units in the following areas:

- The Bible and Christian Belief
- Christian Traditions and Practice
- Christian Living
- The Inner Life
- Thinking About Religion

These units are sequential and develop students' awareness and knowledge across Years 7, 8 and 9. An objective world view and connection to the College's mission to share the Christian context is promoted by all teaching staff.

In Year 7, RAVE provides a course of study that encourages students to explore their own identity and inner life as well as the identity and traditions of the Anglican Church in terms of Christian beliefs, festivals and sacraments. To strengthen their study of identity, students explore the early life of Jesus and his teachings.

Structure

Unit 1: Identity - Who Am I? <ul style="list-style-type: none"> • Jesus' statements and my statements • What do I believe? 	Unit 2: Identity - Who Are We? <ul style="list-style-type: none"> • Symbolism: Christian, Anglican and Flinders • Identity as students of Matthew Flinders Anglican College
Unit 3: Identity - Who is the Anglican Church? <ul style="list-style-type: none"> • Anglican beliefs • Anglican Church festivals and sacraments 	Unit 4: Identity - Who Is Jesus? <ul style="list-style-type: none"> • Parables • Miracles

Assessment may include:

There is no formal summative assessment associated with this subject. Students complete short response writing tasks, spoken and multimodal presentations, and reflective writing tasks.

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YEAR 7 CURRICULUM

THE ARTS - MUSIC | Semester-Length Compulsory Subject

Contact Mrs Julene Robertson

Email jrobertson@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Music course in the Middle School is an educational experience that builds skills of musical literacy and understanding as well as providing foundational knowledge required to progress into the Year 10 course. Through the study of a wide range of music repertoire – from rock, jazz and musical theatre to classical – the Music course aims to introduce students to all facets of music through Performing, Composing and Musicology (listening to, analysing and evaluating music repertoire). Upon completion of the Middle Years Music course, we hope that students have gained an understanding and enjoyment of music and see it as an intrinsic part of their life, both at school and in life beyond graduation.

The Year 7 Music course focuses on building and developing music literacy skills and understanding through experiences of performing and composing.

Structure

Unit 1: Symbol to Sound

- Reading and writing music
- Acoustic guitar and pitched and unpitched percussion, such as the African drums
- Composing using music software

Assessment may include:

Small group performance, composition tasks and a musicology project.

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YEAR 7 CURRICULUM

THE ARTS - DRAMA | Semester-Length Compulsory Subject

Contact Ms Charlene McMenamin

Email cmcmnamin@mfac.edu.au

YEAR 7		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

Year 7 students are introduced to the basic building blocks and elements of drama, with a focus on shaping roles and tension to create effective narratives and meaningful dramatic action. Students also explore relationships within dramatic contexts and build their own relationship skills through collaboration and teamwork. They engage in creative and imaginative means of dramatic storytelling related to Visual Theatre, which may include freeze frames, movement, physical theatre, puppetry, shadow work and the use of symbols, fabric, lighting, sound and multimedia to enhance the dramatic action. Students view, create and perform dramas using these conventions to demonstrate their understanding and skill. Learning in Drama engages students actively, imaginatively and collaboratively, promoting personal and social understanding, critical and creative thinking, confidence and the enjoyment of learning.

Structure

Unit 1: In the Spotlight

- Elements of drama
- Characterisation and performance skills
- Audience skills
- Visual Theatre
- Physical Theatre
- Puppetry
- Narrative structure

Assessment may include:

A written response to viewing drama and a group performance.



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Year 8 OVERVIEW

In Year 8, students at Matthew Flinders Anglican College are encouraged to 'Think Well' and form a habit of helping others by exploring both personal and College values. The robust pastoral focus of the Middle School at Flinders continues through Year 8 and is centred around our eight Houses: Bradman, Chisholm, Helpmann, Mawson, McCubbin, Oliphant, Sutherland and Thiele.

For lessons including Assembly, Chapel and the WELL4Life and Learning program (our personal development curriculum), students are in House groups, each with a dedicated Homeroom Mentor. Events such as R U OK? Day and the Secondary Wellness Festival provide us with a strong focus from the beginning of the year, which culminates in a student-led event at the end of Term 3.

From a curriculum perspective, Year 8 students study a blend of compulsory subjects, including English, Mathematics, Science, Humanities, Health & Physical Education, IDEAS and Religious & Values Education (RAVE) and an expanding suite of elective subjects reflective of their developing interests and independence. Extension subjects are introduced for the first time in Year 8, and students who have particular aptitude in Mathematics and Music have the opportunity to study these subjects at an advanced level.

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	Health & Physical Education
Science	Technologies	RAVE

Year 8

CURRICULUM STRUCTURE

Students in Year 8 must study English, Mathematics, Science, Humanities, HPE, IDEAS and RAVE for the whole year. Students then select four semesters of electives.

Key Learning Areas in Year 8

- English
- Mathematics
- Science
- Humanities
- Languages
- The Arts
- IDEAS
- Health & Physical Education

Elective Subjects (Semester or Full-Year)

The Arts

- Art
- Drama
- Film, Television & New Media
- Music
- Music EDGE Program (Full-Year)

Compulsory Subjects (Full Year)

- English
- Mathematics or Cambridge IGCSE Mathematics
- Science
- Health & Physical Education (HPE)
- Humanities (History & Geography)
- IDEAS
- Religious & Values Education (RAVE)

Languages

- French
- Japanese

Digital Technologies

- Digital Extra

Timetable Allocations Per Subject	
	Lessons per 2-week cycle
English	7
Mathematics/IGCSE Mathematics	7
Science	7
Humanities	7
Health and Physical Education	5
IDEAS	5
French	5
Japanese	5
Art	5
Drama	5
Film, Television & New Media	5
Music	5
Music EDGE Program	5
Digital Extra	5
Religious & Values Education	2

Prerequisites

All subjects can be studied in Year 9 without having studied them in Year 8. There are no strict prerequisites, although students wishing to study a language other than English at Year 9 are encouraged to take a full year of that language at Year 8.



YEAR 8 CURRICULUM

ENGLISH | Full-Year Compulsory Subject

Contact Mr Andrew Street

Email astreet@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Middle Years English course is based on the Australian Curriculum where the strands of language, literature and literacy are interrelated in the construction of learning experiences for units. Together, these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The course provides students with opportunities to engage, both aesthetically and critically, with a wide range of literary and non-literary texts from a variety of historical, cultural and social contexts. Students begin to understand that texts and literary practices influence how people view themselves, their identities and their environments, as well as providing ways to represent these views. Teachers revisit concepts, skills and processes developed in earlier years to strengthen students' knowledge, as required.

As part of the English course of study, students are also required to read a range of literature, some presenting unpredictable plot sequences and non-stereotypical characters. Responses to texts may be shared in group situations, such as reading circles, which focus on the ways characterisation, events and setting are combined in narratives, how challenges are depicted, and whether the novel is typical of its type and has fulfilled its purposes. In English, students learn how to tell stories, argue a position and critique written, visual and multimodal texts. Students identify areas of agreement and difference with others, and justify their points of view. Opinions of the aesthetic and social value of novels may also be explored.

Structure

Unit 1: We Are One, But We Are Many	Unit 2: Weird and Wonderful
<ul style="list-style-type: none"> Cultures, identities, times and places Texts and Australian culture and identity 	<ul style="list-style-type: none"> Narrative and multimodal texts, including short stories, novels, poetry, excerpts from film and TV shows, and media texts Young adult fiction and teen readers Imaginative writing

Assessment may include:

Students will complete a range of written, spoken and/or multimodal assessment tasks across a range of supervised and assignment conditions.



YEAR 8 CURRICULUM

MATHEMATICS | Full-Year Compulsory Subject

Contact Mr Steve Bishop

Email sbishop@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Australian Mathematics Curriculum aims to ensure that students are confident and creative users and communicators of Mathematics, and able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability. They recognise connections between the areas of Mathematics and other disciplines, and appreciate Mathematics as an accessible and enjoyable discipline to study. In Year 8, students are grouped according to ability to enable all students to reach their full potential. There is movement between these classes, should a student's results support such a move.

Structure

Unit 1: Measurement 1 and Number <ul style="list-style-type: none"> Measurement (3-D surface area) Number concepts 1 	Unit 2: Algebra and Number 2 <ul style="list-style-type: none"> Algebra 1 - Skills Number concepts 2 - Fractions
Unit 3: Measurement 2 and Rate and Ratio <ul style="list-style-type: none"> Measurement 2 (3-D Volume) Rate and ratio 	Unit 4: Algebra 2 and Statistics <ul style="list-style-type: none"> Algebra 2 - Equations Probability and statistics Geometry 1

Assessment may include:

Assessment will focus on two criteria (Understanding and Fluency, and Problem Solving and Reasoning) through exams and written modelling and problem solving tasks. There is typically one summative item per unit, including one written assignment per year.

YEAR 8 CURRICULUM

CAMBRIDGE IGCSE MATHEMATICS | Full-Year Subject with Selective Entry

Contact Mr Steve Bishop

Email sbishop@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Cambridge IGCSE International is the world's most popular international qualification for 14-16 year olds and is recognised by leading universities and employers worldwide. IGCSE Mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. The combination of conceptual understanding with application of techniques and approaches in Cambridge IGCSE International Mathematics, such as investigation and modelling, gives learners a solid foundation for further study in specialised mathematics.

Entry Requirements

Cambridge IGCSE Mathematics replaces core Mathematics for successful candidates. During Semester Two of Year 7, students exhibiting high potential in Mathematics through their results on standardised and school-based assessment, will be invited to take Cambridge IGCSE Mathematics in the place of the compulsory core Mathematics course. Students who accept this invitation study this course for two years, culminating in the Cambridge Final Examination in November of Year 9. Students demonstrating high achievement at the end of Year 9 may opt for direct entry to Unit 1 of Mathematical Methods, a Year 11 course, and forgo Year 10 Preparatory Mathematical Methods.

Structure

Unit 1: Number and Algebra	Unit 2: Functions, Geometry and Mensuration
<ul style="list-style-type: none"> Ratio and proportion Surds Speed, distance and time Sets Linear equations Indices 	<ul style="list-style-type: none"> Co-ordinate geometry Plotting of points and reading from a graph in the Cartesian Plane Angles Perimeter, circumference and area

Assessment may include:

Assessment includes formative exams and problem solving tasks. There is typically one summative exam per unit and one problem solving task per semester.

YEAR 8 CURRICULUM

SCIENCE | Full-Year Compulsory Subject

Contact Mr John Fitzgerald

Email jfitzgerald@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

Our everyday lives are surrounded by science. Scientific processes can be applied to understand the natural world, to solve problems and to develop modern technologies. A study of Science helps us all to understand and interpret the world we live in and to better cope with the inevitable changes the future will bring.

The Australian Science Curriculum is divided into three strands:

- **Science Understanding:** An understanding of Biological Science, Chemical Science, Earth and Space Science and Physical Science.
- **Science as a Human Endeavour:** Nature and development of science, and use and influence of science.
- **Science Inquiry Skills:** Questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

In the Middle Years Science course, students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In the process, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle and plate tectonics. Students use experimentation to explain relationships, and make predictions and propose explanations, drawing on evidence, to support their views while considering other points of view.

Structure

Unit 1: Cells, Systems and Cycles	Unit 2: Particles and Energy
<ul style="list-style-type: none"> • Cells and microscopes • Body systems • Rocks and tectonics 	<ul style="list-style-type: none"> • Describing matter • Chemical reactions • Energy

Assessment may include:

Scientific experiment reports, research reports, group projects and exams.



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YEAR 8 CURRICULUM

HUMANITIES | Full-Year Compulsory Subject

Contact Mr Cameron Martens

Email cmartens@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

The Year 8 Humanities course is built around two units of History and two units of Geography.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination that helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The History units are built around student-centred investigations into particular events and people, based on the available evidence derived from remains of the past. The course is deliberately interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. Our process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

Many of these same skills are also deployed in the study of **Geography**, where investigations into the wellbeing and sustainability of the environment and society enable young Australians to develop a holistic understanding of the world. The Geography units empower students to shape change for a socially just and sustainable future.

Structure

<p>Unit 1: Changing Nations</p> <ul style="list-style-type: none"> Change in the human geography of countries. Shifts in population distribution. The process of urbanisation and its effects. 	<p>Unit 2: Landforms and Landscapes</p> <ul style="list-style-type: none"> Processes that shape individual landforms. Hazards associated with landscapes. Landscape management.
<p>Unit 3: The Spanish Conquest of the Americas</p> <ul style="list-style-type: none"> Cold case-style investigations into: <ul style="list-style-type: none"> Columbus - first contact and immediate impact of the Spanish in the Americas. Cortes and Moctezuma - the Spanish conquest of the Aztecs. 	<p>Unit 4: Medieval Europe</p> <ul style="list-style-type: none"> Features and challenges of life. Finding safety in an inherently unsafe world.

Assessment may include

A data test, a field report, a short-response test and an extended written response to research.



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YEAR 8 CURRICULUM

TECHNOLOGIES - IDEAS | Full-Year Compulsory Subject

Contact Mrs Natalie Sutton
Email nsutton@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

In our complex and interconnected world, change is happening quickly and revealing new and often 'wicked' problems that require creative solutions. IDEAS (Innovation, Design, Engineering, Art, Science) is a year-long, multidisciplinary course designed to equip students with the skills and confidence to grapple with these problems. IDEAS is about the 21st century skills of creativity, critical thinking, communication and collaboration. It's about mindsets like empathy, optimism and experimentation. IDEAS is about design thinking to listen and observe, define, ideate, prototype, seek feedback, resolve, present and communicate. Students engage in increasingly complex real-world challenges and are encouraged to develop their own unique responses. The course incorporates the foundation for future studies in Digital and Design Technologies.

Specialist technologies include:

- Digital technologies
- Virtual Reality
- Graphics technologies
- Textile technologies
- Material technologies
- Print technologies
- Manufacturing technologies
- Computer-aided design programs
- Computer-aided manufacturing

Structure

Unit 1: Inclusivity	Unit 2: Humanitarian Aid
<p>Provocation: How might we make environments a more inclusive experience for all individuals?</p> <ul style="list-style-type: none"> • Improving equality and diversity within populations • Altering clothing, physical aids or spaces for people with disabilities • Promoting equal rights and empowering individuals and communities 	<p>Provocation 1: How might we support the Humanitarian Aid program 'Samaritan's Purse Operation Christmas Child' by designing and making gifts for children in less economically developed countries?</p> <ul style="list-style-type: none"> • Improving the quality of life for children in less economically developed nations • Designing graphics, using Adobe Illustrator and Photoshop, and manufacturing products, using timber, plastic and textile materials and technologies <p>Provocation 2: How might we design a night light to help displaced children who experience a fear of the dark?</p> <ul style="list-style-type: none"> • Introduction to CAD software and materials and technologies to manufacture solutions • Soldering requirements and basic electronic components to develop a safe and effective product that emits light

Assessment may include:

Project folios, practical prototypes and multimodal pitches.

YEAR 8 CURRICULUM

HEALTH & PHYSICAL EDUCATION | Full-Year

Compulsory Subject

Contact Mr Scott Kennedy

Email skennedy@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

Through the Year 8 curriculum, students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Year 8 also supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. Students analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Structure

Unit 1: Functional Anatomy and Aquatics <ul style="list-style-type: none"> Introduction to basic functional anatomy Aquatics 	Unit 2: Food for Thought and AFL <ul style="list-style-type: none"> Nutrition AFL
Unit 3: Harm Minimisation and Racquet Sports <ul style="list-style-type: none"> Sun safety and behaviour-modifying substances Racquet sports 	Unit 4: Medications and Dancing With the Stars <ul style="list-style-type: none"> Medications and drugs Dance and respectful relationships

Assessment may include:

Short-answer tests, assignments, multimodal presentations, book work, skills tests and game play.

YEAR 8 CURRICULUM

LANGUAGES - FRENCH | Semester-Length or Full-Year Elective Subject

Contact Miss Jane Boussalem

Email jboussalem@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The French curriculum is designed to equip students with linguistic competence and lifelong language acquisition skills. Additionally, students' intercultural understanding is enhanced by exploring a language used in over 50 countries. Classes are interactive and focus on engaging activities increasing the students' confidence and communicative competence. Learning French is a fun, highly valuable 21st century skill. Students may choose either a single semester course or a full year of French by selecting both courses.

FRENCH 2: My Personal World

French it up! Discover your inner "Oh là là". The 'My Personal World' unit enables the students to learn the language skills to be able to create a personal blog, talk about music style and preferences as well as what sports and activities they do to keep fit. Students discover, analyse and compare styles of music in the Francophone world. Musical similarities and differences with French and Australian teens will be identified through pen-friend letters and emails, and a collaborative class project with students from our sister School in France (Lycée Saint Joseph, Roquebrune Cap-Martin).

Structure

Unit 1: Music and I (La musique et moi)	Unit 2: Let's Move (Bougeons)
<ul style="list-style-type: none"> Vocabulary about music style and music preferences Tastes and activities French composers and music, groups and singers French music genres (le rai, le zouk) Musical instruments and how they are played Impact of US music on French culture Sentences comprising nouns, verbs, adjectives and negatives Grammatical concepts 	<ul style="list-style-type: none"> Basic vocab associated with the body and sports Preferences, likes and dislikes (J'aime, je n'aime pas, je déteste) Add verbs in infinitive (J'aime faire de la natation, je n'aime pas jouer au tennis) Sports and differences between Australia and France Cultural sports facts People and their physical features Famous French athletes Organise a French sporting session (la petanque) Interview French students about favourite sports Exchange cultural facts

Assessment may include:

All four skills of the language, speaking, listening, writing and reading, are assessed through a variety of instruments.



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YEAR 8 CURRICULUM

LANGUAGES - FRENCH | Semester-Length or Full-Year Elective Subject

Contact Miss Jane Boussalem

Email jboussalem@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

French 3: Adolescent Life – School and Fashion

The theme for this semester is ‘French in Adolescent Life – School and Fashion’. In Unit 3, students will investigate and learn how to talk about their school subjects, preferences and teachers. They analyse and compare timetables with their peers and with French students. They explain and create their timetable in French. They evaluate and describe their school campus. In Unit 4, students will learn how to talk about their fashion, clothes and styles and compare with teenagers in France.

Structure

Unit 3: In High School! (Au collège)	Unit 4: Our Fashion! (La mode et nous)
<ul style="list-style-type: none"> Vocabulary for school and subjects French school timetables Ask and reply to questions in classroom situations Asking and requesting information Texts read by French teens Create texts to share ‘A day in our life in Middle School at Flinders’ Translate short personal texts, such as letters, emails and conversations Create bilingual resources, such as glossaries, word banks or personal French-English dictionaries 	<ul style="list-style-type: none"> Learn vocabulary for clothing and the school uniform French teen fashion Compare fashion in Australia and France Investigate fashion celebrities from France (YSL, Chanel) Role play shopping for fashion Written and audio texts about fashion

Assessment may include:

All four skills of the language, speaking, listening, writing and reading, are assessed through a variety of instruments.

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YEAR 8 CURRICULUM

LANGUAGES - JAPANESE | Semester-Length or Full-Year Elective Subject

Contact Miss Jo Bush

Email jbush@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Japanese curriculum is designed to equip students with linguistic competence and lifelong language acquisition skills. Additionally, students' intercultural understanding is enhanced. Classes are interactive and focus on engaging activities, increasing the students' confidence and communicative competence. Students may choose a single semester course or a full year of Japanese by selecting both courses.

Japanese 2: School and Celebrations

School is a major part of everyone's life, and the Japanese take education very seriously. In this unit, students learn how to talk about their school and the subjects that they take, and compare a normal day in Australia to a normal day in the life of a Japanese student. In the second half of the semester, students learn about special celebrations in Japan and some of the interesting aspects of Japanese culture that they may encounter should they travel to Japan.

Structure

Unit 1: A Day in the Life of a Student	Unit 2: Let's Celebrate!
<ul style="list-style-type: none"> Subjects, timetables and extra-curricular activities Daily routine at school and at home Actions in Japanese Comparatives and superlatives Opinions in Japanese 	<ul style="list-style-type: none"> Seasons and how they affect daily routines in Japan Months and dates of a calendar year and when festivals are held in Japan Gift-giving in Japanese culture Celebrations in Australia and Japan Personal milestones and celebrations

Assessment may include:

All four skills of the language, speaking, listening, writing and reading, are assessed through a variety of instruments.



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YEAR 8 CURRICULUM

LANGUAGES - JAPANESE | Semester-Length or Full-Year Elective Subject

Contact Miss Jo Bush

Email jbush@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Japanese 3: Money Matters!

In our modern society, money plays an important role. But how do Japanese children learn about money? In this unit, we learn about the concept of 'Okozukai' (pocket money), among others, and the ways in which they spend it, the activities they do in their free time, and some of the unusual teenage trends in Japan.

Structure

Unit 3: Money Matters

- Numbers and the currency of Japan
- Popular activities for teens in Japan and Australia
- Pocket money and spending habits of students in Japan
- Learn about おとしだま (Otoshidama), the Japanese tradition that benefits children
- Part-time employment for students in Japan
- Create a video about student life in Australia

Assessment may include:

All four skills of the language – speaking, listening, writing and reading are assessed through a variety of instruments.



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YEAR 8 CURRICULUM

RELIGIOUS & VALUES EDUCATION | Full-Year

Compulsory Subject

Contact Mrs Sanette Janse van Rensburg

Email sjanse@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The RAVE course endeavours to explore belief systems and values in society through considering Christian and students' personal beliefs, world religions and values and ethics in society. Students discuss ideas and processes which shape society's thoughts, actions and behaviours in God's world. The course seeks to encourage the development of religious knowledge and also to embolden students to broaden their understanding of what can be learned from religion.

- Throughout Years 7 to 9, students cover units in the following areas:
- The Bible and Christian belief
- Christian traditions and practice
- Christian living
- The inner life
- Thinking about religion

These units are sequential and develop student awareness and knowledge across Years 7, 8 and 9. All teaching staff promote an objective world view and connection to the College's mission to share the Christian context. The key pedagogical approaches across these year levels are learning about and learning from religion.

In Year 8, RAVE provides a course of study that encourages students to explore their personal values and life choices and the ways in which these are related to their beliefs. A sense of purpose and personal integrity are essential for participative and contributing members of society. The focus on citizenship, the sense of community and service, ethical principles, moral understanding and reasoning, and the responsibilities of the individual within the community provides students with skills and attitudes that contribute to lifelong learning.

Structure

Unit 1: Courage - Explore <ul style="list-style-type: none"> • Courageous figures in the Bible • Six types of courage 	Unit 2: Respect - Understand <ul style="list-style-type: none"> • The Golden Rule • Respectful living
Unit 3: Honesty and Integrity - Demonstrate <ul style="list-style-type: none"> • Leading with integrity • I give my word 	Unit 4: Compassion - Compare <ul style="list-style-type: none"> • Compassionate Jesus • Daily compassion • Pay it forward

Assessment may include:

There is no formal summative assessment associated with this subject. Students complete short-response writing tasks, spoken or multimodal presentations and reflective writing tasks in class that contribute to their Flinders Learner Traits.

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YEAR 8 CURRICULUM

THE ARTS - VISUAL ART | Semester-Length Elective Subject

Contact Mrs Rosslyn Braithwaite

Email rbraithwaite@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

Art in the Middle School focuses on guiding students towards an understanding of the Design Process and the Elements and Principles of Design. It provides an intellectually and emotionally stimulating space for ideas to grow, connections to be explored and personal, collective and global experiences to be challenged. Students study various themes under the two broad concepts of Looking Out and Looking In, where the aim is to build confidence in art using a variety of 2D, 3D and digital media. Students will develop a visual diary where they are encouraged to experiment, explore ideas and solve problems in their work.

Structure

Unit 1: 2D Folio - Making and Responding	Unit 2: 3D Folio - Making and Responding
<ul style="list-style-type: none"> • Drawing • Painting • Printmaking • Digital media • Art analysis 	<ul style="list-style-type: none"> • Sculpture • Painting and Virtual Reality • Photography • Artist statement

Assessment may include:

Students complete two separate folios, each with a variety of practical and written responses.

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YEAR 8 CURRICULUM

THE ARTS - DRAMA | Semester-Length Elective Subject

Contact Ms Charlene McMenamin

Email cmcmenamin@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

What do superheroes and soap operas have in common? You will find out in the 'Magnificent Melodrama' unit, where you will play hilariously over-exaggerated stock characters such as the hero, heroine, henchman and villain of 19th century Melodrama. As well as developing Melodrama and comic performance skills, this unit also teaches basic scriptwriting.

Structure

Unit 1: Magnificent Melodrama

- Melodrama
- Stock characters
- Narrative
- Character creation
- Elements of Drama
- Scriptwriting

Assessment may include:

Group performance and scriptwriting.



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YEAR 8 CURRICULUM

THE ARTS - FILM, TELEVISION & NEW MEDIA | Semester-Length Elective Subject

Contact Mr Rob Neale

Email rneale@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

What TV advertisements do you find the most appealing? And why? This course examines the way to create meaning through film and television. The emphasis of this course of study is on the television advertisement genre. Advertisements are reviewed and analysed for their appeals, audience and purpose. Students create pitches for advertising different products and create short advertisements for a variety of media.

Structure

Unit 1: Advertisement Analysis	Unit 2: Production of an Advertisement
<ul style="list-style-type: none"> • Technical codes in film • Symbolic codes in film • Appeal types in advertising • The impact of audiences • Preparing a pitch • Writing an AV script • Camera use 	<ul style="list-style-type: none"> • Editing an advertisement • Effects for post production • Audio for post production • Advertising project

Assessment may include:

Online test and media project.



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YEAR 8 CURRICULUM

THE ARTS - MUSIC | Semester-Length Elective Subject

Contact Mrs Julene Robertson

Email jrobertson@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Music course in the Middle School is planned as an educational experience to build skills of musical literacy and understanding as well as providing a basis of knowledge for any student to progress into the Year 10 course. Through the study of a wide range of music repertoire from rock, jazz and musical theatre to classical, the Music course aims to introduce students to all facets of music through Performing, Composing and Musicology (listening to, analysing and evaluating popular songs). Upon completion of the Middle Years Music course, we hope that students have gained an understanding and enjoyment of music and see it as an intrinsic part of their life, both at school and beyond graduation.

In Year 8, students explore the concept of style or genre, particularly related to popular music. They gain a deeper and broader sense of context in which to enjoy their favourite popular music. Students have the opportunity to complete an in-depth study of a favourite song, perform in a class ensemble in small and large groups (either singing or playing) and composing their own music using music apps such as Garageband and Sibelius.

Structure

Unit 1: Shake, Rattle and Roll (A study of pop music)

- **Performing:** Performing in small and large groups
- **Musicology:** Listening to and analysing popular songs
- **Composing:** Using music apps to create arrangements

Assessment may include:

Performance, song investigation and composing.



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YEAR 8 CURRICULUM

THE ARTS - MUSIC EDGE PROGRAM | Full-Year Elective
Subject by Selective Entry

Contact Mrs Julene Robertson

Email jrobertson@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

The Music EDGE program provides students with secure music literacy and performing skills and a passion for music. It is also an opportunity to develop and extend these skills in a challenging environment with like-minded musicians. The course is designed to allow students to progress at a faster rate than is possible within the core music program. As this is a full-year elective, students in the Music EDGE program will forego one of their other electives. Students cannot take the core Music program in addition to Music EDGE.

Entry Requirements

- Students must be enrolled in vocal or instrumental tuition and, where possible, be a member of one of the College's co-curricular ensembles.
- Entry is not automatic. Students selecting Music EDGE on their Year 8 subject selection will be reviewed by the Head of Music. If required, the applicant may have to audition for a place in this course.
- The Head of Music will invite candidates to the Music EDGE course and consider further applications at the end of Year 8 to determine the course enrolment for the following year. Students have the opportunity to return to the core Music program at the end of each semester.

Structure

Unit 1: The Music Masters	Unit 2: The Entertainers
<ul style="list-style-type: none"> • Sing, play, practice and rehearse • Music theory concepts from recognised theory programs, such as AMEB and Trinity College • Workshops and masterclasses • Compose music for a specific instrument • Critically analyse, compare and contrast, and respond to music. • Read score music from a range of music 'greats' 	<ul style="list-style-type: none"> • Workshops in performance and composition • Technical skills on instrument or voice, as soloists and ensemble members • Interpretation and style • Music arrangement • Music from the world of entertainment, such as film, television and stage • Aural skills

Assessment may include:

Composing and Performing: Perform music on an instrument or voice in a group and/or as a soloist and compose music using both notational and recording software.

Responding (Musicology): Apply music theory knowledge and aural skills from recognised theory programs, such as AMEB and Trinity College, to identify and evaluate a composer's use of music elements to communicate meaning in their music.

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YEAR 8 CURRICULUM

TECHNOLOGIES - DIGITAL EXTRA | Semester-Length Elective Subject

Contact Rob Neale

Email rneale@mfac.edu.au

YEAR 8		
Key Learning Areas		
English	Humanities	Languages
Mathematics	The Arts	HPE
Science	Technologies	RAVE

Subject Description

Coding a computer is only one part of programming. This course programs devices such as drones and Virtual Reality (VR) headsets. Students are presented with the fundamental principles of designing and developing computer programs. The subject includes designing algorithms and programming. Students with an interest in computer programming and problem solving will find this subject interesting and challenging as they solve problems using programmable devices. Students build advanced skills in computer programming and data manipulation, providing a strong foundation for further study in digital technologies.

Structure

Unit 1 - Coding for Programmable Devices

- Algorithmic design
- Coding for drones
- Problem solving using drones in real world problems
- Environmental control in VR
- Variable elements to VR world
- Programming elements in VR world to replicate the real world and solve problems

Assessment may include:

Projects, folios and tests.



Middle School

CURRICULUM HANDBOOK 2023 | YEARS 7 - 9

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YEAR 9 OVERVIEW

Year 9 is traditionally a time of immense physical, social and emotional growth, and students can find themselves ready for challenge and searching for purpose. At Flinders we work to foster this growth and readiness for change by providing a wide variety of curriculum offerings, as well as a range of opportunities to help our students 'RISE' to the challenges, within and beyond the Australian Curriculum.

The Year to RISE program is designed to inspire students to ask questions, seek solutions and take action, leveraging their curiosity by striking a balance between knowledge development and inquiry. This approach encourages students to build skills towards mastery in various disciplines, engage in meaningful and transferable learning, and find purpose in key experiences whilst still readying themselves for the demands of senior schooling.

In Year 9, the curriculum is delivered through Core subjects (English, Mathematics, Science, Humanities, HPE and Religious and Values Education), Fusion Courses and Specialist Electives. All subjects are taught through a conceptual lens, centring around the broad ideals of sustainability, inclusivity, diversity, environmentalism, entrepreneurship, technology and innovation. By doing this, students are exposed to the big issues the world is facing, while also being encouraged to play an active role in seeking solutions.

With transferability as the key focus for students in this important year of their schooling, Year 9 students establish connections at the beginning of the year with the Year to RISE launch, all the way through to their culminating task in a student-driven, student-driven iLEAD project. It is in this project phase that students will take on a provocation that makes them think, engage and act.

To support students as they move towards the project, iLEAD workshops are delivered to allow skill building in areas of aspiration, as well as those skills required to experience success. Additionally, key events such as the iLEAD Discovery Tours and the iLEAD Conference have been specifically designed to allow curiosity to develop and provocations to be exposed. Students can find meaning in the concepts by engaging with people, environments and situations where they are challenged to think deeply and differently about their role on this planet.

YEAR 9		
Key Learning Areas		
Core Subjects (Full Year)	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Year 9

CURRICULUM OVERVIEW

Year 9 Subject Selection

Students study a core of English, Mathematics, Science, Humanities, HPE and RAVE for the whole year. Students study one (1) Fusion Course and four (4) Specialist Elective Subjects. Fusion Courses or Specialist Electives must include a minimum of one each of the Arts (A) and Technologies (T) subject. Students electing to study a Language must do so for the full year, unless otherwise negotiated with the Head of Curriculum.

Core Subjects (Full Year)

- English
- Mathematics or Cambridge IGCSE Mathematics
- Science
- Humanities
- Health & Physical Education (HPE)
- Religious & Values Education (RAVE)

Elective Subjects (Semester)

Fusion Courses

- iGen and the Game of Life (T)
- The Business of Snacks (T)
- Faster, Higher, Stronger, Together
- The Sound of Art (A)
- Waste to Waves (T)
- Innovations for Tomorrow's Champions (T)
- Think Globally, Act Locally (A)
- iDesign, iCreate (A,T)

Specialist Elective Subjects

- The Arts (A)
- Music EDGE
 - Core Music
 - Visual Arts
 - Drama
 - Film, TV & New Media
 - Musical Theatre
- Technologies (T)
- Innovative Design
 - Design for Food & Nutrition
 - Engineering
 - Industrial Skills
 - App Development
 - Game Development

Languages

- French
- Japanese

Science

- Agricultural Science

Humanities

- Business Enterprise
- Life, the Universe and Everything

Physical Education

- Sports Science

Timetable Allocations Per Subject

	Lessons per 2-week cycle
English	7
Mathematics	7
Cambridge IGCSE Mathematics	7
Science	7
Health and Physical Education	5
Humanities	7
Fusion Courses	10
Specialist Electives	5
Religious & Values Education	2

Prerequisites Students intending to study a language other than English at Year 10 should take a full year of that language at Year 9



Year 9

CORE CURRICULUM

Year 9 Core Curriculum

YEAR 9	
Core Subjects	
The Year 9 core curriculum consists of a full year of study across six key learning areas of the Australian Curriculum and the school-developed curriculum of the Religious & Values Education course.	
English	Humanities
Mathematics	HPE
Science	RAVE

Year 9 Elective Curriculum

The Elective curriculum elements are in semester patterns of study that students elect to include within their timetable. Electives in Year 9 are split into the following:

- Fusion Courses (a combination of two elective subjects) and
- Specialist Electives (stand-alone elective subjects)

Over the course of the Year to RISE, students will choose a total of five electives (as a combination of one Fusion Course and four Specialist Electives). Whilst all electives draw from the Australian Curriculum, each is strongly focused on the development of the Flinders Learner Traits of collaboration, creativity, critical thinking, character, communication and citizenship.

YEAR 9		
Fusion Courses		
Fusion Courses bring together two subject areas in a purposeful integration and are designed to promote deeper learning. Linking these subjects around a unifying concept allows students to transfer their learning to other contexts and settings, revealing the connectedness of knowledge and skills. Fusion Electives pose key problems for students to solve, and students are asked to demonstrate their learning in authentic contexts, including exhibitions, performances and product launches.		
iGen and the Game of Life	The Sound of Art	Think Globally, Act Locally
The Business of Snacks	Waste to Waves	iDesign iCreate
Faster, Higher, Stronger, Together	Innovations for Tomorrow's Champions	

YEAR 9		
Specialist Electives		
Specialist Electives allow students to explore key concepts through the unique knowledge and skills of the subject discipline.		
Science	Health & Physical Education	Languages
The Arts	Humanities	Technologies

YEAR 9 CURRICULUM

ENGLISH | Full-Year Compulsory Subject

Contact Mr Andrew Street

Email astreet@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Subject Description

The Middle Years English course is based on the Australian Curriculum where the strands of language, literature and literacy are interrelated in the construction of learning experiences for units. Together, these strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The course provides students with opportunities to engage, both aesthetically and critically, with a wide range of literary and non-literary texts from a variety of historical, cultural and social contexts. Students begin to understand that texts and literary practices influence how people view themselves, their identities and their environments, as well as providing ways to represent these views. Teachers revisit concepts, skills and processes developed in earlier years to strengthen students' knowledge, as required.

As part of the English course of study, students are also required to read a range of literature, some presenting unpredictable plot sequences and non-stereotypical characters. Responses to texts may be shared in group situations, such as reading circles, which focus on ways characterisation, events and setting are combined in narratives, how challenges are depicted, and whether the novel is typical of its type and has fulfilled its purposes. In English, students learn how to tell stories, argue a position, and critique written, visual and multimodal texts. Students identify areas of agreement and difference with others, and justify their points of view. Opinions of the aesthetic and social value of novels may also be explored.

Structure

Unit 1: Stand and Deliver	Unit 2: Speak Truth to Power
<ul style="list-style-type: none"> Explore language in scripted texts to change audience perspectives Textual and stylistic features of texts Explore the language of dramatic performance Create and perform texts Mechanics of language use, including spelling, punctuation and grammar 	<ul style="list-style-type: none"> How influential people use language to change the world Historical and contemporary texts Textual and stylistic features to enhance communications Communicate with a wider audience Develop language use, including spelling, punctuation and grammar

Assessment may include

Students will complete a range of written, spoken and/or multimodal assessment tasks across a range of supervised and assignment conditions.

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YEAR 9 CURRICULUM

MATHEMATICS | Full-Year Compulsory Subject

Contact Mr Steve Bishop

Email sbishop@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Subject Description

The Australian Mathematics Curriculum aims to ensure that students are confident and creative users and communicators of Mathematics who are able to investigate, represent and interpret situations in their personal and work lives and as active citizens. Students develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability. They recognise connections between the areas of Mathematics and other disciplines and appreciate Mathematics as an accessible and enjoyable discipline to study. Course content is designed to give students an insight into the two main streams of Mathematics in the Senior School: Mathematical Methods and General Mathematics. In Year 9, students are grouped according to ability to enable all students to reach their full potential. There is movement between these classes should a student's results support such a move.

Structure

Unit 1 : Trigonometry and Probability <ul style="list-style-type: none"> Trigonometry including pythagoras and similarity Probability 	Unit 2 : Index Laws and Algebra 1 <ul style="list-style-type: none"> Algebra 1 - Skills Index laws
Unit 3: Coordinate Geometry and Data <ul style="list-style-type: none"> Co-ordinate geometry, including analytical geometry Univariate and bivariate data 	Unit 4: Algebra 2 <ul style="list-style-type: none"> Algebra 2 - Equations

Assessment may include

Assessment will focus on two criteria (Understanding and Fluency, and Problem-Solving and Reasoning) through exams and written modelling and problem solving tasks.

There is typically one summative assessment per unit, which includes one written assignment per year.

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YEAR 9 CURRICULUM

CAMBRIDGE IGCSE MATHEMATICS | Full-Year
Subject by Selective Entry

Contact Mr Steve Bishop

Email sbishop@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Subject Description

The Cambridge IGCSE International is the world's most popular international qualification for 14-16 year olds and is recognised by leading universities and employers worldwide. IGCSE Mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. The combination of conceptual understanding with application of techniques and approaches in Cambridge IGCSE International Mathematics, such as investigation and modelling, gives learners a solid foundation for further study in specialised mathematics.

Entry Requirements

Entry to this elective is by invitation only. Students making satisfactory progress in Year 8 IGCSE Mathematics and any new candidates identified through outstanding results on standardised and school-based assessments will be invited into this elective. Students who accept this invitation will take Cambridge IGCSE Mathematics in the place of core Mathematics and one of their Semester One and Semester Two electives.

Structure

Unit 3: Functions, Probability and Geometry	Unit 4: Introduction to Vectors, Statistics and Trigonometry
<ul style="list-style-type: none"> Geometry and frequency Functions Co-ordinate geometry Algebra 	<ul style="list-style-type: none"> Vectors and transformations Reading and interpretation of graphs or tables of data Trigonometry

Assessment may include

Assessment includes formative exams and problem solving tasks. The course concludes with students sitting the three papers of the Cambridge IGCSE Mathematics External Exam.

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YEAR 9 CURRICULUM

SCIENCE | Full-Year Compulsory Subject

Contact Mr John Fitzgerald

Email jfitzgerald@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Subject Description

Our everyday lives are surrounded by science. Scientific processes can be applied to understand the natural world, to solve problems and to develop modern technologies.

A study of Science helps us all to understand and interpret the world we live in and to better cope with the inevitable changes the future will bring.

In the Middle Years Science course, students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The Australian Science Curriculum is divided into three strands:

- **Science Understanding:** An understanding of Biological Science, Chemical Science, Earth and Space Science, and Physical Science
- **Science as a Human Endeavour:** Nature and development of science; and Use and influence of science.
- **Science Inquiry Skills:** Questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfers. They apply their understanding of energy and forces to global systems, including the Earth's spheres, and develop an understanding of the science behind climate change. In Year 9, students use evidence to develop arguments regarding scientific models and health decisions, and they explore how scientific skills, knowledge and thinking can be applied across different disciplines.

Structure

Unit 1: Matter in Action	Unit 2: Understanding Systems
<ul style="list-style-type: none"> • Reproduction • Atoms and radioactivity • Chemical reactions • Electricity 	<ul style="list-style-type: none"> • Body systems • Energy flow • Planet Earth

Assessment may include

Scientific experiment reports, research reports and exams.

YEAR 9 CURRICULUM

HUMANITIES | Full-Year Compulsory Subject

Contact Mr Cameron Martens

Email cmartens@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Subject Description

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The History units are built around student-centred investigations into particular events and people, based on the available evidence derived from remains of the past. The course is deliberately interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. Our process of historical inquiry develops transferable skills, such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, respect and explain different perspectives, develop and substantiate interpretations, and communicate effectively.

Many of these same skills are also deployed in the study of **Geography**, where investigations into the wellbeing and sustainability of the environment and society enable young Australians to develop a holistic understanding of the world. The Geography unit empowers students to shape change for a socially just and sustainable future.

The Year 9 Humanities course is built around three units of History and one unit of Geography.

Structure

Unit 1: The Industrial Revolution <ul style="list-style-type: none"> Innovations that led to the Industrial Revolution Social, economic and political impacts Comparing our experience of the current 'information' revolution 	Unit 2: Australia's involvement in World War I <ul style="list-style-type: none"> The causes of World War I Australia's involvement Impact on Australia
Unit 3: World War II <ul style="list-style-type: none"> Marginalised groups in WWII, with a focus on the youth in Nazi Germany The Holocaust Study links with a parallel unit in English to explore ideas around speaking truth to power 	Unit 4: Biomes and Food Security <ul style="list-style-type: none"> Joint study with Science into clean and green futures for food security Students select a real world problem and research innovative responses

Assessment may include

Extended written-response exam, essay based on research, an independent source investigation and a multi-modal presentation.

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YEAR 9 CURRICULUM

HEALTH & PHYSICAL EDUCATION | Full-Year
Compulsory Subject

Contact Mr Scott Kennedy

Email skennedy@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Subject Description

Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. The Year 9 curriculum supports students to explore the many facets of health and wellbeing through the development of positive, respectful relationships and the impact this has on individuals and communities. In a collaboration with Science, students will refine and apply strategies for maintaining a positive outlook and evaluating factors that can enhance a person's quality of life through deeper understandings of concepts associated with exercise science. Students explore the many facets of health and physical fitness and the role that personal health plays in community outcomes. Students will propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Year 9 students analyse how participation in physical activity and sport influence an individual's identity, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

The students will be involved in small and large group activities in both theory and physical work.

Structure

<p>Unit 1: Healthy Communities and Aquatics</p> <ul style="list-style-type: none"> Promoting healthy communities through respectful relationships Aquatics - Swimming for fitness 	<p>Unit 2: First Aid and Hockey</p> <ul style="list-style-type: none"> Safety, first aid and sports injury management Hockey
<p>Unit 3: Healthy Bodies, Teamwork and Netball</p> <ul style="list-style-type: none"> Physical activity and health (collaboration with Science) Netball - Teamwork cooperation and collaboration 	<p>Unit 4: Recreation</p> <ul style="list-style-type: none"> Recreational games for lifelong participation

Assessment may include

Short-answer tests, assignments, multimodal presentations, skills tests and game play.



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YEAR 9 CURRICULUM

RELIGIOUS & VALUES EDUCATION | Full-Year Compulsory Subject

Contact Mrs Sanette Janse van Rensburg

Email sjanse@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Subject Description

The RAVE course endeavours to explore belief systems and values in society. Students consider Christian and personal beliefs, world religions and values and ethics in society. Students discuss ideas and processes which shape society's thoughts and actions and behaviours in God's world. RAVE seeks to encourage the development of religious knowledge and to embolden students to broaden their understanding of what can be learned from religion.

Throughout Years 7 to 9, students cover units in the following areas:

- The Bible and Christian belief
- Christian traditions and practice
- Christian living
- The inner life
- Thinking about religion

These units are sequential and develop student awareness and knowledge across Years 7, 8 and 9. All teaching staff promote an objective world view and connection to the College's mission to share the Christian context.

In Year 9, RAVE helps students develop the skills and personal attributes necessary for engaging efficiently, effectively and positively. It provides them with opportunities to gain knowledge and understanding of themselves as human beings, to clarify their personal beliefs and ethical values, and to assess their personal choices, vision and goals. The focus on ethical principles, moral understanding and reasoning, and the responsibilities of the individual within the community provide students with skills and attitudes that contribute to lifelong learning, and a basis for engaging with others in diverse settings.

Structure

<p>Unit 1: Good and Evil</p> <p>Understand Good and Evil by comparing and contrasting:</p> <ul style="list-style-type: none"> • The Old Testament with relevant modern day news • Moral and natural evil • Theodicy • The Hammurabi Code • The seven sins and virtues 	<p>Unit 2: Ethics</p> <p>Explore ethical dilemmas through:</p> <ul style="list-style-type: none"> • Wants and needs • Maslow's Hierarchy of Needs • Lord of the Flies • The Milgram Experiment • Eyam Plague/COVID-19/Monkeypox
<p>Unit 3: Human Nature</p> <p>Explore the nature of humanity through:</p> <ul style="list-style-type: none"> • Human rights • Refugee stories and case studies 	<p>Unit 4: Forgiveness</p> <p>Understand the practice of human rights and offering forgiveness through:</p> <ul style="list-style-type: none"> • The ethical code • The Human Rights Declaration • Redemption, repentance and forgiveness

Assessment may include

There is no formal summative assessment associated with this subject. Students complete short-response writing tasks, spoken/multimodal presentations and reflections in class.



YEAR 9 CURRICULUM

I-GEN & THE GAME OF LIFE | Semester-Length Fusion Course

Contact Mr Rob Neale
Email rneale@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Satisfies Technologies Requirement

Course Description

Young people are confronted by lots of difficult decisions as they make their way in life. Which career is right for me? How will I be able to afford a house? How do I invest money wisely? How do I put together the best itinerary for my gap year in Europe? It's sometimes difficult to find the relevant information to help make these decisions. In this collaboration, students will investigate how digital technologies can support and guide young people towards successful futures. They conduct case studies and test existing apps and games, while developing skills to generate their own digital solutions. This course culminates in students developing either a technical proposal, an app or a digital game using a range of technologies and programming languages.

Concept Career Highlights and City Skylights

Subjects & Topics

App Development	Game Development
<ul style="list-style-type: none"> • Useability principles • Analysis of audience and purpose • Algorithmic design for apps • Coding for mobile devices • User interface analysis • User interface design 	<ul style="list-style-type: none"> • Game psychology • Elements of a game • Analysing games for user experience and user interface design • Problem solving • Coding for 2D environments • Coding for 3D environments • Evaluating products

Assessment may include

Projects and tests.



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THE BUSINESS OF SNACKS | Semester-Length Fusion Course

Contact Mrs Susan Lynch
Email slynch@mfac.edu.au

Contact Mrs Natalie Sutton
Email nsutton@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Satisfies Technologies Requirement

Course Description

As a consequence of busy schedules, many young people turn to nutrient-poor options, which have limited nutritional value. But what if there was an option that was tasty, nutritious and ready-made? In this collaboration between Food and Nutrition and Business Enterprise, students will investigate the snack food needs and preferences of adolescent stakeholders. Applying an innovative approach, students will prototype, analyse and evaluate nutritious solutions. They will develop their food science and entrepreneurial skills as they prepare their food products for a product launch event, where they will release their nutritious snacks to stakeholders.

Concept Mind, Body and Soul

Subjects & Topics

Food and Nutrition	Business Enterprise
<ul style="list-style-type: none"> Nutrients Interpreting and comparing snack food products Sensory and nutritional analysis Evaluating and refining solutions 	<ul style="list-style-type: none"> Entrepreneurship and innovation in society Enterprising behaviours to develop and enrich the economy The business of snacks Marketing and branding of the snack Stakeholder analysis Product launch

Assessment may include

Marketing and branding portfolio, and evaluation report.



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YEAR 9 CURRICULUM

FASTER, HIGHER, STRONGER, TOGETHER |

Semester-Length Fusion Course

Contact Mr Scott Kennedy
Email skennedy@mfac.edu.au

Contact Mrs Susan Lynch
Email slynch@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Course Description

From 'fast suits' in the swimming pool to bubbles of air in the soles of sneakers, technology is transforming the world of sport as athletes strive to gain a competitive advantage. Technology is also revolutionising training and officiating through GPS tracking, wearable tech and sensors to capture data. The popularity of sports technology has attracted vast investment from multinational corporations, along with some budding start-ups, into this growing market. In this collaboration between Sports Science and Business Enterprise, students will investigate and test sport technology that might give a Flinders sporting team the winning edge. They prepare a feasibility study to assess the viability of their chosen technology before making a 'shark tank' pitch to the Flinders Head of Sport to introduce a chosen sports tech that will enhance a Flinders sporting program.

Concept Mind, Body and Soul

Subjects & Topics

Sports Science	Business Enterprise
<p>Students investigate the business of sport from the following perspectives:</p> <ul style="list-style-type: none"> Ethics and integrity in sport - When does technology supersede human endeavour? Cutting-edge technologies in sport, including: <ul style="list-style-type: none"> Sport-specific equipment Sport-specific clothing Aids for officiating Training and recovery Games analysis Athlete safety and wellbeing 	<ul style="list-style-type: none"> Entrepreneurship and innovation in society Enterprising behaviours in the development and enrichment of the economy The business of sport Technology and performance feasibility report Pitches

Assessment may include

Feasibility report and oral presentation.



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YEAR 9 CURRICULUM

THE SOUND OF ART | Semester-Length Fusion Course

Contact Mrs Rosslyn Braithwaite

Email rbraithwaite@mfac.edu.au

Contact Mrs Julene Robertson

Email jrobertson@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Satisfies Arts Requirement

Course Description

Down through the ages, human beings have captured their experiences and sense of the world through the telling of stories. By sharing stories, we can learn about others and find understanding and empathy for them and their situations. In this collaboration between Music and Art, students get to share their unique stories and perspectives. They develop a personal style by investigating artists who have combined sound and music into their works. They create artworks that are digitally augmented to add time and movement, and then enhance the viewer's experience by composing music to complement or contrast the meaning created by the artwork. The course culminates in an exhibition where visitors will immerse themselves in a vibrant multi-sensory experience.

Concept Balance of Power

Subjects & Topics

Art	Music
<ul style="list-style-type: none"> • Painting, photography and animation • Digital illustration used with augmented reality • Multimedia to create a new meaning and expression • Multimedia artists (art, sound and time-based media) 	<ul style="list-style-type: none"> • Creating and manipulating sound files • Live recording techniques • Structure of music layers to create mood and atmosphere • Music, still images, 3D objects and animations

Assessment may include

1. Digital Folio: Art and music examples
2. Project: Installation combining original artwork, augmentation and music soundtrack



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WASTE TO WAVES | Semester-Length Fusion Course

Contact Mrs Natalie Sutton
Email nsutton@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Satisfies Technologies Requirement

Course Description

How might we design a machine to recycle plastic waste and enable designers to fabricate new innovative products? One solution to the environmental crisis is to adopt a circular design mindset, whereby we keep materials in use by recycling, reusing and refurbishing, rather than discarding them as waste. In this collaboration between Engineering and Industrial Design, students will explore the properties and potential of recycled materials. Students will consider companies who are recognised as industry leaders, such as Patagonia, Nike and BlockTexx, for inspiration to apply zero waste design principles. Students will design, create, test and trial a wave hand-board constructed from plastic waste commonly found on local beaches. The engineering problem involves developing a working prototype to recycle specific plastics, which support the issues associated with waste.

Concept Clean and Green Futures

Subjects & Topics

Engineering	Industrial Design
<ul style="list-style-type: none"> • Gear systems • Velocity ratio • Mechanical advantage • Computer-Aided Design (CAD) • Computer-Aided Manufacture (CAM) 	<ul style="list-style-type: none"> • Properties of materials • Anthropometrics and hydrodynamics • Manufacturing techniques of recycled plastics • Linear to circular economy through recycling solutions

Assessment may include

Project, dashboard and folio.



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YEAR 9 CURRICULUM

INNOVATIONS FOR TOMORROW'S CHAMPIONS |

Semester-Length Fusion Course

Contact Mr Scott Kennedy
Email skennedy@mfac.edu.au

Contact Mrs Natalie Sutton
Email nsutton@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Satisfies Technologies Requirement

Course Description

Becoming an elite athlete requires years of dedication, intense training and hard work. Increasingly, it also requires access to the latest technologies and sophisticated training methods that modern sport science can provide. Unfortunately, this science is expensive and often beyond the means of those living in poverty, with disability or in remote areas. As a result, many cannot realise their sporting goals. In this collaboration between Sports Science and Design, students develop their understanding of energy systems, components of fitness and training techniques. Applying this knowledge, students will design, prototype and test a training aid for athletes in marginalised communities. Students will pitch how their solution contributes to the future success of aspiring athletes.

Concept Strength in Difference

Subjects & Topics

Sports Science	Design
<ul style="list-style-type: none"> Energy, fitness and performance Equity of access to sport technologies in marginalised communities Sport-specific training strategies Sport-specific technologies that are used in the training of athletes 	<ul style="list-style-type: none"> Ergonomic design and anthropometric data Design thinking, analysis and evaluation skills Low-fidelity and high-fidelity prototyping Computer-Aided Design (CAD) Computer-Aided Manufacture (CAM) Pitching and communication skills

Assessment may include

Project, pitch and folio.



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YEAR 9 CURRICULUM

THINK GLOBALLY, ACT LOCALLY | Semester-Length Fusion Course

Contact Ms Charlene McMenamin

Email cmcmenamin@mfac.edu.au

Contact Mr Rob Neale

Email rneale@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Satisfies Arts Requirement

Course Description

The phrase “clean and green” is a rallying call for people to make a contribution to the enormous challenge of tackling climate change, by considering their own actions and choices. As Australians, we live in an ancient land, where connections between people and the environment have existed for thousands of years. We also have a thriving Arts community in which writers, actors and filmmakers are using their powerful mediums to spread awareness and develop the capacity of Australians to create a more sustainable future. In this collaboration between Drama and Film, TV and New Media, students will work in groups to devise and perform a drama inspired by documented evidence and first-hand accounts of the impacts of the climate crisis. From casting calls to the final production, the group will be tailed by a film crew who will produce a documentary of the behind-the-scenes trials and triumphs as the performance comes together.

Concept No Planet B

Subjects & Topics

Drama	Film, TV and New Media
<ul style="list-style-type: none"> Documentary drama Physical theatre Epic theatre conventions, including narrative voice, direct audience address, episodic structure and multiple role-taking Non-linear form Performance skills and characterisation Teamwork and collaboration Rehearsal processes 	<ul style="list-style-type: none"> The documentary genre The basic sub-genre of documentary films, including expository, participatory, observational and poetic Blocking and staging a film set Plot-structure mapping and analysis Three-column scripting Using multiple cameras to capture dialogue between characters 180° and 30° rules Adjusting the tempo and timing of cuts to enhance drama and tension on-screen Controlling time with film ramping, jump cuts, linear narrative, non-linear narrative Green screening and chroma keying Script writing

Assessment may include

Group performance and film production.



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iDESIGN, iCREATE | Semester-Length Fusion Course

Contact Mrs Rosslyn Braithwaite

Email rbraithwaite@mfac.edu.au

Contact Mrs Natalie Sutton

Email nsutton@mfac.edu.au

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Satisfies Arts and Technologies Requirements

Course Description

How do I combine creativity and technology to make products I can use, sell or create a business from? How can I incorporate my own personal and cultural symbols to create unique expressions when designing products and artworks? In this collaboration between Art and Industrial Design, students will be immersed in a creative studio process using materials and technologies to produce functional products. Students explore and celebrate cultural diversity to ideate and create designs while developing skills to generate their own solutions. The course culminates in students developing a range of ceramic and pewter cast products, screen prints and tapas boards that have integrated cultural meaning. Students explore how as artists and designers, our strength is our difference.

Concept Strength in Difference

Subjects & Topics

Art	Industrial Design
<ul style="list-style-type: none"> • Ceramic casting • Decorative surface techniques • Screenprinting and stencils • Photoshop and design processes • Investigating contemporary stencil and ceramic art 	<ul style="list-style-type: none"> • Pewter casting • Computer-Aided Design (CAD) • Computer-Aided Manufacture (CAM) • Properties of materials • Timber technologies • Design thinking, analysis and evaluation skills

Assessment may include

Project, folio, artworks



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YEAR 9 CURRICULUM

FRENCH | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Miss Jane Boussalem
Email jboussalem@mfac.edu.au

Subject Description

French 4: Out and About - Living and Eating in French

How about exploring other cultures and their everyday lives while discovering elements of your own identity regarding living and eating? Or, go on a virtual tour of French speaking countries and their culture. In Unit 1, students learn about getting around town, looking at varieties in architecture and means of transport, shopping, eating and cooking, and develop the practical skills necessary to survive in the French-speaking world.

In Unit 2, students explore the wonders, delights, delicacies and variety of French cuisine around the world, and recognise the multicultural aspects of global cuisine and how it has touched Australian culture. Students learn the language associated with healthy living, including exercise and nutrition. Students produce a virtual orienteering challenge about their own area for their French exchange partners and teach their exchange partners to cook an Australian dish, while learning to cook a French one.

Concept Career Highlights and City Skylights

Subjects & Topics

Unit 1: Là où j'habite (Where I live)	Unit 2: Je suis ce que je mange (I am what I eat)
<ul style="list-style-type: none"> Houses and interiors City infrastructure and transport Life in towns and cities Free time activities of young people (music and sport) Impacts of environments (such as climatic, social and cultural) on human activity 	<ul style="list-style-type: none"> Food and diet Personal choices and food habits Communicate with exchange partners

Assessment may include

All four skills of the language, speaking, listening, writing and reading, are assessed through a variety of instruments.



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FRENCH | Semester-Length Specialist Elective Subject with French 4 as a prerequisite

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Miss Jane Boussalem
Email jboussalem@mfac.edu.au

Subject Description

French 5: Our Environment, Our Finances

From climate change to waste disposal, and from water contamination to the extinction of endangered species, the French people are struggling with a range of serious environmental challenges, just like most other countries around the world. In Unit 1, students develop a vocabulary in French that allows them to discuss the causes of these issues and the potential solutions. Thinking locally before acting globally, students will consider their own ecological footprint and work in teams on projects to reduce their impact on the environment.

In Unit 2, students learn that 'money makes the world go around'. Without it, many of the things we take for granted in modern life would simply not be possible. In this subject, students develop a vocabulary in French to allow them to make transactions and discuss finances. Students explore how teenagers in France earn and spend their money, and compare this to their own experiences in Australia. They consider ethical issues relating to investment, saving, spending and lending. As Christmas approaches, students learn language about giving and charity as they reflect on their relationships with family, friends and community. The unit culminates with a gift-giving project.

Concept Clean and Green Futures

Subjects & Topics

Unit 1: Respectons notre Environnement (Let's respect our Environment)	Unit 2: Le monde de l' argent (The World of Money)
<ul style="list-style-type: none"> Environmental problems and solutions, such as pollution, endangered species, climate change and energy sustainability Vocabulary about the environment and biodiversity Citizens' responsibilities to the planet Recycling project video 	<ul style="list-style-type: none"> Young people in Australia and France - earning money, pocket money and gifts Employment for young people Money - spending, saving, investing, donating, lending Non-monetary contributions in the community

Assessment may include

All four skills of the language, speaking, listening, writing and reading, are assessed through a variety of instruments.



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JAPANESE | Semester-Length Specialist Elective Subject with Japanese 2 and/or 3 as a prerequisite

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Miss Jo Bush

Email jbush@mfac.edu.au

Subject Description

Japanese 4: Out and About – Travel

Preparing for an overseas holiday is an exciting time. Planning itineraries, working out how to get around and getting your finances in order are all key parts of preparations. In this subject, students develop a vocabulary in Japanese to allow them to discuss financial transactions and make travel arrangements. They explore how teenagers in Japan spend their leisure time and compare this to their own experiences here in Australia, noting the cultural differences and similarities. Understanding how relationships with family, friends and the community are guided by customs will make students more culturally sensitive and aware travellers. Students will also develop language skills to enable them to interact with local Japanese people.

Concept Career Highlights and City Skylights

Subjects & Topics

Unit 1: Taisetsu na Nihongo - Survival Japanese (What I Need to Know)	Unit 2: Soko ni tsuitara dō suru ka (What to Do Once You Get There.)
<ul style="list-style-type: none"> Japanese festivals Seasons, weather and natural disasters Forms of transport in Japan Accommodations available to travellers Japanese currency Culturally significant places in Japan Purchasing tickets for transport 	<ul style="list-style-type: none"> Ordering food at restaurants in Japan Tourist activities Favourite activities of youth in Japan Activities and technologies available in Japan Homestay etiquette in Japan Culturally significant times to visit Events to celebrate the changing seasons in Japan

Assessment may include

Communicating and understanding through the four skills of the language, speaking, listening, writing and reading, are assessed through a variety of instruments throughout the semester, with no more than two skills in any one term.



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YEAR 9 CURRICULUM

JAPANESE | Semester-Length Specialist Elective Subject with Japanese 4 as a prerequisite

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Miss Jo Bush

Email jbush@mfac.edu.au

Subject Description

Japanese 5:

As a small but highly populated nation of nearly 7,000 islands, Japan faces many environmental challenges, including climate change, waste management and diminishing natural resources. In this subject, students develop a vocabulary in Japanese that allows them to discuss the causes of these issues and to consider potential solutions. Working in teams, students will use their Japanese language skills to develop an awareness campaign and compose children's stories and promotional posters, blogs and videos aimed at educating people about the risks to the natural environment and potential consequences for the people of Japan.

Concept Clean and Green Futures

Subjects & Topics

Unit 1: Mottainai! Kankyoo o mamorimashoo (How wasteful! Let's Protect Our Environment)	Unit 2: Let's Get Our Message Out There!
<ul style="list-style-type: none"> Environmental problems and solutions, including pollution, endangered species, climate change and energy sustainability Vocabulary about the environment and biodiversity Citizens' responsibilities to the planet Create a video identifying an issue common to Australia and Japan and offer possible solutions. 	<p>Students create a story book or a series of promotional items that promote the need to care for our planet. Students will learn:</p> <ul style="list-style-type: none"> storytelling and positive language visual and written prompts for stories and presentations introduction of katakana and some kanji language to express emotions, actions, reactions, reasons, direct and indirect quoting and opinions

Assessment may include

Communicating and understanding through the four skills of the language, speaking, listening, writing and reading, are assessed through a variety of instruments throughout the semester, with no more than two skills in any one term.



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YEAR 9 CURRICULUM

MUSIC EDGE PROGRAM | Semester-Length Specialist Elective by Application

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mrs Julene Robertson

Email jrobertson@mfac.edu.au

Subject Description

The Year 9 Music EDGE program continues on the knowledge and skills developed in the Year 8 Music EDGE program. Like the Year 8 course, it provides the opportunity to develop and extend these skills in a challenging environment with like-minded musicians. The course is designed to allow students to progress at a faster rate than is possible within the core Music program. Completion of this course provides a strong foundation for entry to the Year 10 pre-senior Music elective.

Entry Requirements

- Students must be enrolled in vocal or instrumental tuition.
- Where possible, students must be a member of one of the College's co-curricular ensembles.
- Entry is not automatic. Students selecting Music EDGE on their Year 9 subject selection will be reviewed by the Head of Music. If required, the applicant may have to audition for a place in this course. However, students who have successfully completed Year 8 Music EDGE will automatically be eligible for this course.
- Students have the opportunity to return to the core Music program at the end of each semester.

Structure

Unit 1: The Power in Music

- Collaborate to compose and perform music
- Music elements and ideas to manipulate emotions and convey a story
- Skills specific to an instrument or voice
- Technology for composing

Assessment may include

Class concert (performer or composer), investigation of music from a narrative, and composing music to enhance a narrative or create genre.



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MUSIC | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mrs Julene Robertson

Email jrobertson@mfac.edu.au

Subject Description

Music 3: Screen Scores

Music is a powerful universal language. It can evoke memories, awaken feelings and stir up emotions which is why it is such an important aspect of film-making. In this unit, students will have the opportunity to study the soundtracks of a range of feature films to reveal how composers use music from a range of genres to make us smile, disturb us or make us cry. They will learn the secrets to using music elements and techniques to compose a 'hero theme' like those created by John Williams for Superman and Star Wars. With this knowledge of how the experts do it, students will use apps to compose their own soundtracks to accompany movie scenes and animations.

Entry Requirements

- Students must be enrolled in vocal or instrumental tuition.
- Where possible, students must be a member of one of the College's co-curricular ensembles.
- Entry is not automatic. Students selecting Music EDGE on their Year 9 subject selection will be reviewed by the Head of Music. If required, the applicant may have to audition for a place in this course. However, students who have successfully completed Year 8 Music EDGE will automatically be eligible for this course.
- Students have the opportunity to return to the core Music program at the end of each semester.

Concept Mind, Body and Soul

Structure

Unit 1: Screen Scores

- Performing: Collaborate to create music
- Musicology: Investigate how music written for film, television and video games can communicate setting, characters, mood and genre
- Music apps: Compose film themes and original soundtracks

Assessment may include

Small group performance, listening project or a composition for a film or television scene.



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ART | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mrs Rosslyn Braithwaite

Email rbraithwaite@mfac.edu.au

Subject Description

What ultimately sets us apart in an ever-changing and fast-paced world is our unique perspective on things. Perspective also helps us to understand situations from other positions, to consider other beliefs, experiences and viewpoints. Through a series of playful, tactile and sensory experiences and experimental works, students find their unique voice as an artist, and consider how to present and alter perspectives. Beginning with photographic exercises, students investigate their ideas while building techniques in sculpture, drawing, printmaking and digital media. Through these diverse art forms, students broaden their skills, while combining materials and methods to explore new innovative approaches to art-making.

Concept Strength in Difference

Structure

Unit 1: Altered Reality

- Photography
- Sculpture through ceramics and multimedia
- Drawing, contemporary printmaking processes and digital media
- Collaborative processes and individual work
- Contemporary photography

Assessment may include

Students complete a variety of artworks, a visual diary and reflections.



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DRAMA | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Miss Charlene McMenamin

Email cmcmenamin@mfac.edu.au

Subject Description

As society shifts further away from face-to-face interactions in favour of the gratification of our screens and devices, how can actors and live performance play a vital role in reconnecting young people to their social relationships and responsibilities? In this subject, students will work as actors to refine skills of expressive voice and movement. Students will learn and strengthen ensemble work, developing an appreciation of how a theatrical company collaborates to produce dramatic performance. Students explore and perform a series of play scripts written for teenagers, which deal with identity, inclusion, difference, equality and community. The student actors will experiment with shaping a variety of characters and relationships in performance, in order to engage an audience and communicate dramatic meaning. Participants will explore live performance from both sides of the limelight, viewing live theatre to experience professional acting from an audience's point of view, as well as rehearsing, polishing and performing an extract of scripted drama for a peer audience.

Concept Strength in Difference

Structure

Unit 1: The Company We Keep

- Actor's skills of expressive voice, movement, ensemble
- Drama elements in performance, especially the human context
- Dramatic action to create characters and relationships in performance
- Scriptwork
- Personal and social capability, social and emotional intelligence
- Roles and characters consistent with situation, dramatic forms and performance styles
- Existing play texts addressing contemporary social and relational issues relevant to young people
- Plan, structure, rehearse, polish and perform scripted drama for an audience
- View live theatre to experience professional acting as an audience

Assessment may include

A small group or individual performance of scripted drama and PEEL paragraphs analysing one actor's use of dramatic languages to create character.



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FILM, TELEVISION & NEW MEDIA | Semester-Length
Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mr Rob Neale

Email rneale@mfac.edu.au

Subject Description

What is your favourite type of film? This course consists of two units. In the first unit, students will expand on their repertoire of cinematographic and editing skills with a view to using the camera to enhance the emotion, mood and tone of stories within the context of the 'mystery and suspense' genre. The second unit will draw on the filmmaking techniques developed in the first unit as it explores the documentary genre. The culminating project for Unit 2 will be a short documentary based on the theme of 'The Mystery of Sustainable Practice'.

Concept Clean and Green Futures

Structure

Unit 1: Mystery and Suspense Genre	Unit 2: Documentary Genre
<ul style="list-style-type: none"> Mystery and suspense genre Tropes within genres Character types Study of the Hitchcockian style Pre-production and production of a mystery and suspense short film 	<ul style="list-style-type: none"> The documentary genre The basic sub-genre of documentary films: expository, participatory, observational and poetic Blocking and staging a film set Plot-structure mapping and analysis Three-column scripting Multiple cameras to capture dialogue between characters Rules for 180° and 30° Adjusting the tempo and timing of cuts in the editing room to enhance drama and tension on-screen Controlling time with film ramping, jump cuts, linear narrative and non-linear narrative Green screening and chroma keying

Assessment may include

Short documentary film and written analysis.



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MUSICAL THEATRE | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Miss Charlene McMenamin

Email cmcmenamin@mfac.edu.au

Subject Description

Musical Theatre is one of the most popular of all stage productions, with shows like The Lion King and Beauty and the Beast packing theatres from Broadway to the West End. Its popularity comes from its unique combination of singing, spoken dialogue, acting and dance. In this subject, students engage with musical theatre performances and participate in a range of workshops to develop their singing and acting skills. Then, working individually or as a member of an ensemble, students rehearse and perform a piece of musical theatre for a live audience. The Musical Theatre Course provides students with the foundations for further study of Music and/or Drama in Year 10 and beyond.

Concept Strength in Difference

Structure

Unit 1: Musical Theatre

- Collaborate to create a musical theatre performance as a performer (singing, acting, movement)
- Use personal experiences and knowledge to develop a character in a Musical Theatre performance
- Acting and singing skills for Musical Theatre performance
- Make, explain and justify connections between artists or artwork and social, cultural and political history

Assessment may include

Investigation of the dramatic and music elements in a scene from a Musical Theatre work and a group performance (singing and acting).



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INNOVATIVE DESIGN | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mrs Natalie Sutton

Email nsutton@mfac.edu.au

Subject Description

Students will flex their creative genius and transform expired textile products into an iconic fashion collection. A disruptive designer forges new ways of using creativity to ensure positive ecological outcomes in industry. Applying sustainable design theories, students will create a luxury fashion piece, bespoke for a client. Students will reduce waste within the fashion industry through upcycling and reconstruction techniques.

Students will have the opportunity to enter their solutions in a range of local and national sustainable design competitions.

Concept Strength in Difference

Structure

Unit 1: Eco Chic

- Design thinking, analysis and evaluation skills
- Manufacturing techniques
- Circular design in industry
- Client consultation and profiling
- Low-fidelity and high-fidelity prototyping
- Pitching and communication skills

Assessment may include

Folio, product and pitch.



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YEAR 9 CURRICULUM

DESIGN FOR FOOD & NUTRITION | Semester-Length
Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mrs Natalie Sutton

Email nsutton@mfac.edu.au

Subject Description

Unreliable social media posts and busy lifestyles cause many young people to turn to nutrient-poor snack options. However, what if there was an option that was tasty, nutritious and on-trend? Students will investigate the snack food needs and preferences of an adolescent client. Applying an innovative approach, students will prototype, analyse and evaluate nutritious solutions. Through the integration of food science and creativity, students will become designers of a new range of food products to educate and nourish consumers.

Students will develop their knowledge of nutrition and food science as they skillfully prepare their solutions for their stakeholders.

Concept Mind, Body and Spirit

Structure

Unit 1: Nourish	Unit 2: Nutrition for Athletes
<ul style="list-style-type: none"> Nutrients Physical consequences of insufficient nutrition Sensory and nutritional analysis Evaluating and refining solutions Social media analysis and strategies 	<ul style="list-style-type: none"> Nutritional and lifestyle needs for athletes Sensory and nutritional analysis Interpreting and comparing protein-enhanced food Evaluating and refining solutions

Assessment may include

Folio, product, pitch and social media strategy.



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ENGINEERING | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mrs Natalie Sutton

Email nsutton@mfac.edu.au

Subject Description

Structural engineering, energy, mechanisms and machines are the core components of this course. Students develop their understanding of truss structures through the development of CAD solutions that are simulated in Fusion 360 to identify structural integrity. Engineered prototypes are tested using industry technologies to assess the strength-to-weight ratio and yield strength. Through the construction of a dynamic wind turbine, energy types, energy transfer and transformation are explored.

Concept Career Highlights and City Skylights

Structure

Unit 1: Structural Engineering	Unit 2: Energy, Machines & Mechanisms
<ul style="list-style-type: none"> • Properties of materials • Structures and trusses • Computer-Aided Design (CAD) and simulations • Types of force and their application • Data analysis 	<ul style="list-style-type: none"> • Mechanisms • Energy • Motion • Computer-Aided Design (CAD) • Computer-Aided Manufacture (CAM)

Assessment may include

Project, folio and summary report.



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INDUSTRIAL DESIGN | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mrs Natalie Sutton

Email nsutton@mfac.edu.au

Subject Description

How do I combine creativity and technology to make products that I can use, sell or create a business from? How can I incorporate cultural symbols to create unique expressions when designing products? In this course, students will be immersed in a creative process using materials and technologies to produce functional products. Students explore cultural symbolism to ideate and create designs while developing skills to generate their own solutions. The course culminates in students developing a range of pewter cast products and a timber tapas board. Students explore how as designers, our strength is our difference.

Concept Strength in Difference

Structure

Unit 1: Traditional Technologies - Tapas Board	Unit 2: Contemporary Technologies - Pewter Casting
<ul style="list-style-type: none"> • Properties of materials • Timber technologies • Design thinking, analysis and evaluation skills • Computer-Aided Design (CAD) 	<ul style="list-style-type: none"> • Properties of materials • Pewter casting • Computer-Aided Design (CAD) • Computer-Aided Manufacture (CAM)

Assessment may include

Project, journal and folio.



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APP DEVELOPMENT | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mr Rob Neale

Email rneale@mfac.edu.au

Subject Description

Desktop computers and laptops are not the only devices that can be programmed to perform functions. Mobile devices rely on the development of apps. This exciting unit looks at the development of apps for different devices, including mobile technologies. Students will be presented with a variety of problems and will develop solutions using different digital solutions. There will be a study of problem definition considering audience and purpose, the programming structures of sequence, iteration, selection and modularisation. An analysis will be conducted of User Experience (UX). Students will learn how programming can provide structured approaches to problem solving.

Concept Conserve to Preserve our World

Structure

Unit 1: App Analysis	Unit 2: App Design and Development
<ul style="list-style-type: none"> App design Useability principles Audience and purpose 	<ul style="list-style-type: none"> Algorithmic design Problem solving Coding for mobile devices User experience and user interface analysis

Assessment may include

Tests and projects.



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GAME DEVELOPMENT | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mr Rob Neale

Email rneale@mfac.edu.au

Subject Description

What is your favourite computer or console game? Why? How do you think the game developers made these games? This is a great way to start to think about programming and make some fun games along the way. Students will use specific software that contains all the elements necessary to create their own game. The games developed are only limited by the imagination of the students. Students will learn about variables, modularisation, selection and conditional branching and iteration. Students will analyse existing games on multiple platforms, consider the psychology of gaming and develop games in 2D and 3D. The games developed with focus on the concept for the course.

Concept Conserve to Preserve our World

Structure

Unit 1: Game Design and Psychology	Unit 2: Game Design and Development
<ul style="list-style-type: none"> The structure, nature and types of games The psychology of games The programming behind gaming Analysing games for experience and user interface 	<ul style="list-style-type: none"> Algorithmic design Problem solving Programming game environments in 2D and 3D Evaluating products

Assessment may include

Test, game review and project.



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AGRICULTURE | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mr John Fitzgerald

Email jfitzgerald@mfac.edu.au

Subject Description

Our predominantly urban lifestyle means that we are dependent on commercial agriculture for our daily food needs. Farmers, over generations, have developed methods to extract the highest yields from Australia's relatively poor soils. Research and innovation have led to Australian farmers being among the most efficient producers of food, both for local consumption and for export. In this unit, students will investigate how agricultural practices have evolved over time and how innovations have shaped farming in various locations in Australia. They will come to understand the world's best practice in sustainable farming techniques. This knowledge of regenerative agriculture, soil analysis and microbiology, irrigation, pest management and food technologies finds practical application in the field as students propagate and manage crops and animal stock on the on-campus half-hectare Flinders Farm.

Concept Clean and Green Futures

Structure

Unit 1: Sustainable Farming Techniques (Regenerative Agriculture)

- Regenerative agriculture
- Soil analysis and microbiology
- Irrigation
- Pest management and monitoring pests
- Food technologies and growth
- Solving problems and record keeping
- Physical (agricultural) skills

Assessment may include

Student experiment and research investigation.



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BUSINESS ENTERPRISE | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mrs Susan Lynch

Email slynch@mfac.edu.au

Subject Description

Follow your passion. Always be on the lookout for opportunities. Surround yourself with good people and embrace failure as part of the journey. These are the valuable lessons students will learn in Business Enterprise from their investigation of some of the world's most successful entrepreneurs. Equipped with these skills, students will work in small groups to create their own business to operate at Market Day, a lunchtime event where they set up stalls and sell their products to students. The process of developing and operating their business will foster foundational skills in market research and marketing, developing brand recognition, budgeting and finance.

Concept Career Highlights and City Skylights

Structure

Unit 1: Entrepreneurship and Innovation	Unit 2: The Business Venture
<ul style="list-style-type: none"> • Entrepreneurship and innovation in society • Enterprising behaviours to develop and enrich the economy 	<ul style="list-style-type: none"> • Business organisation - Developing your business idea • Business planning - Investigation into marketing, operations, human resources, finance • Running a business - Market Day event at Flinders • Evaluating a business - Presentation

Assessment may include

Presentations and business reports.



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LIFE, UNIVERSE, EVERYTHING | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mr Cameron Martens

Email cmartens@mfac.edu.au

Subject Description

Formerly known as The Big History Project, this course is titled 'Life, Universe, Everything' (LUE). It's the course that Bill Gates says he wished he could have studied in high school. This semester-based study of the history (and science) of the universe from the 'Big Bang' until today covers 13.8 billion years of history told through engaging videos, animations, articles and classroom activities. It's a story about us. It includes elements of scientific study, as well as history, but it ultimately allows students to see how all of the pieces of the curriculum jigsaw fit together. LUE equips students with important skills to think theoretically and critically about significant historical and scientific events that have shaped humanity, and the big questions that concern all of us.

Concept Balance of Power

Structure

Unit 1: From the Big Bang to the Globalised World	Unit 2: Civilisation and The Future
<ul style="list-style-type: none"> The science and history of the creation of earth and humans. The reliability and contestability of evidence. 	<ul style="list-style-type: none"> The historical development of modern homo sapiens. The fundamental questions of existence, reason, knowledge, values and mind. The reliability and contestability of evidence.

Assessment may include

Personal folio.



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SPORTS SCIENCE | Semester-Length Specialist Elective Subject

YEAR 9		
Key Learning Areas		
Core Subjects	Elective Subjects (Semester)	
	Fusion Courses	Specialist Elective Subjects

Contact Mr Scott Kennedy

Email skennedy@mfac.edu.au

Subject Description

Technology in Sport and Exercise Science

The sport and physical activity industry is a global multi-billion dollar juggernaut driven by science and technology. This subject explores the behind-the-scenes research that goes into the physical preparation of athletes and technologies to aid in optimum performance. Areas of study include exercise science, biomechanics, equipment and uniform design, and technologies to monitor and present performances. Further studies related to exercise science will explore the possibilities of human performance. Students will also consider whether the use of technologies is diminishing the Olympic ideal of 'Faster, Higher, Stronger' and undermining the ethics and integrity of competition.

Concept Strength in Difference

Structure

Unit 1: Faster, Higher, Stronger and Technology in Sport

- Exercise science
- Biomechanics
- Technologies in sport
- Ethics and integrity in sport
- Critical thinking, analysis and evaluation skills

Assessment may include

Multimodal presentation and investigation report.



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