



MARY MACKILLOP  
COLLEGE

# Mary MacKillop College Year 9 2026

# Subject Selection Guide



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## Introduction

At Mary MacKillop College, the curriculum is developed through 9 Key Learning Areas. Each subject had been developed according to the requirements of the Australian Curriculum, Assessment and Reporting Authority (ACARA). The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens.

The 9 Key Learning Areas are:

1. English
2. Humanities (History, Geography and Business)
3. Health and Physical Education
4. Languages (Japanese)
5. Mathematics
6. Religious Education
7. Science
8. The Arts (Drama, Media Arts, Music, Visual Arts)
9. Technologies (Design and Digital)

Each of these leaning areas incorporate the Australian Curriculum's General capabilities (literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capabilities, ethical understanding, and intercultural understanding) and the Cross-Curriculum Priorities (Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's engagement with Asia; and Sustainability). The focus of Year 9 is to encourage a love of learning and developing the skills of learning to better equip students as they move from the Middle School to the Senior School in Year 10.

At Mary MacKillop College, we encourage all students to choose subjects which:

- you enjoy;
- you achieve good results in;
- reflect your interests and strengths;
- help you reach your career and employment goals;
- will develop skills, knowledge and attitudes useful throughout your life.



## **Subject Selection Process**

Students will be asked to use Subject Selection Online to complete their subject choices. All students and Parents will be emailed details outlining this process.

### **All students are required to study the following Core Subjects**

- Religious Education
- English
- Mathematics
- Science
- History
- Health and Physical Education Movement (Core)

### **Students will then be required to enter six (6) elective units from the following list, PLUS two (2) reserve units**

- Digital Technologies – Digital Frontiers
- Digital Technologies – Robot Revolution
- Drama – It's Child's Play
- Drama – Be Your Own Boss
- Design Technologies – Plastic Fantastic
- Design Technologies – Enhancing Spaces
- Design Technologies Engineering – Changing Directions
- Design Technologies Engineering – Target Tactics
- Design Technologies Food – Veggie Smugglers
- Design Technologies Food – Fast Yet Fresh
- Design Technologies Materials – Slumber Party
- Design Technologies Materials – Denim Remix
- Economics and Business – Understanding Money
- Economics and Business - Entrepreneurship
- Geography – Discover Your World
- Geography – Explore Earth's Wild Wonders
- Physical Education – Mind Over Matter (*Sport Psychology*)
- Physical Education – Sports Medicine (*Anatomy and Biomechanics*)
- Japanese
- Media Arts – Media Entrepreneurship
- Media Arts – Music Meets Marketing
- Music - Disney Music
- Music – Protesting Pop and Rock
- Visual Arts – Selfie Society
- Visual Arts - Print Power



## Contacts

For specific subject information and guidance students should contact the relevant Heads of Faculty:

Name	Faculty	Email
Mrs Kathryn Flint	Learning Pathways and VET	flintk@mmc.qld.edu.au
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Ms Breanna Allan	Health and Physical Education (Acting)	allanb@mmc.qld.edu.au
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## **Mathematics (Core Subject)**

Developing a strong understanding of Mathematics creates opportunities for and enriches the lives of all Australians. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

In Year 9, the curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The program provides students with the opportunity to explore and use Mathematics in a variety of contexts and applications, with the integrated use of technology.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Mathematics content and achievement standards (developed by ACARA) relevant to this subject.

### **Year 9 Course of Study**

<b>Grade</b>	<b>Course</b>	<b>Outline</b>	
9	Standard	<p>All year 9 students complete the Standard stream. Topics included are:</p> <ul style="list-style-type: none"><li>• Index Laws and Scientific Notation</li><li>• Probability</li><li>• Similarity of 2D shapes</li><li>• Algebra</li><li>• Linear Equations</li><li>• Absolute, Relative and Percentage Errors</li><li>• Quadratics and Non-Linear Equations</li><li>• Area, Surface Area and Volume</li><li>• Data Analysis</li><li>• Pythagoras Theorem</li><li>• Trigonometry</li></ul>	



## **English (Core Subject)**

The study of English helps to create confident communicators, imaginative thinkers, and informed citizens. Students learn to analyse, understand, communicate, and build relationships. Students engage imaginatively and critically with literature.

In English, students learn to listen, read, view, speak, write, create and reflect on a range of texts. They learn to appreciate, enjoy and use English for a variety of purposes and come to understand how language is used to create meaning. The National Curriculum is developed across the three strands of literacy, literature and language.

Assessment provides students with an opportunity to demonstrate skills in the receptive and productive modes. Students learn about language conventions, text structures, ideas and information. Students produce both spoken and written tasks under a variety of assessment and examination conditions.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 English content and achievement standards (developed by ACARA) relevant to this subject.

Years 9 students study novels, drama, poetry, graphic novels, media texts and film.

### **Year 9 Course of Study**

<b>Semester 1</b>	<b>Semester 2</b>
Language of Persuasion – focus on issues in contemporary society	Shakespearean Study – <i>Romeo &amp; Juliet</i>
Dystopian Fiction – narrative writing	First Nations Perspectives



## **Science (Core Subject)**

The study of Science in Year 9 continues to build students' understanding of scientific concepts, processes, and ways of thinking. Through the lens of Science as both a "way of knowing" and a "way of doing," students are encouraged to ask questions, seek evidence, and apply their understanding to real-world contexts. The junior secondary Science course from Years 7 to 10 aligns with the Version 9 Australian Curriculum, promoting deep engagement with the natural and physical world.

In Year 9, students explore how systems interact and change over time. They investigate how body systems coordinate responses to maintain internal stability and how organisms interact within ecosystems. Students further develop their understanding of atomic theory, chemical reactions, and the conservation of mass. They explore energy transfer and transformation, including the role of heat, light, and motion in physical systems. Students also begin to examine scientific models and theories, fostering analytical and critical thinking skills that support future study in Science.

Assessment tasks are designed to be accessible and allow for choice in multimodal responses, including video presentations, written reports, and live or recorded presentations. Each task is aligned with specific content descriptors and inquiry skills, allowing students to demonstrate their learning in meaningful and diverse ways while preparing them for further studies in Science.

Assessments include:

- Experimental Investigations – Students plan, conduct, and evaluate practical investigations to explore chemical changes and system efficiency.
- Examinations – Under supervised conditions, students respond to structured and short-response items that assess their understanding of physical and biological concepts.
- Research Investigations – Students gather and analyse secondary data to evaluate scientific claims and societal impacts, including issues like climate change and technology in energy systems.

### **Year 9 Course of Study**

<b>Semester 1</b>	<b>Semester 2</b>
Chemistry - Atoms, chemical reactions, and conservation of mass	Earth Science - Carbon cycle, Earth's spheres, combustion, respiration, and photosynthesis
Physics - Energy transfer, wave and particle models, electricity, and system efficiency	Biology - Body systems, coordinated responses, feedback mechanisms, and reproduction



## **Religious Education (Core Subject)**

All teaching and learning reflect the values embedded in the Mary MacKillop College Mission Statement that promotes: *the dignity of each person; equality of opportunity and; great trust in God*. At the same time espouses the key values of the Brisbane Catholic Education model (2013) where teaching people religion and teaching people to be religious overlap. It is also strongly linked to Catholic Social Teachings.

Assessment tasks include Research tasks, essays, extended responses, oral presentations, creative interpretations and digital compositions.

### **Year 9 Course of Study**

Semester 1	Semester 2
<b>The Significance of Foundational Beliefs in the Lives of Believers</b>  How does the way I see God, change the way I view the world?	<b>Understanding the coexistence of good and evil in the world throughout human history – Religious Responses to the Making of the Modern World</b>  How can we be a people of justice? Who cares?
<b>The Healing Power of Love</b>  How do believers live their Christian vocation?	<b>The nurturing of spiritual life through personal and communal prayer experiences</b>  How do we feed our soul?



## **History (Core Subject)**

In Year 9 students will study one semester of History. By the end of Year 9, students explain the historical significance of the period of the early modern world up to 1918. They explain the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to World War I or in an Asian context. They describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period. Students explain the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

The assessment will include essays, practical exams, research tasks and short answer tests in response to sources.

Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 History content and achievement standards (developed by ACARA) relevant to this subject.

### **Year 9 Course of Study – Semester**

<b>Industrial Revolution</b>
In this Unit, students will learn about the Industrial Revolution. Student will investigate what happened in the Industrial Revolution, and how it impacted life in Britain. Students will learn about capitalism and how this impacted the Industrial Revolution. They will analyse sources to explain the working conditions of the Industrial Revolution and how these related to the living conditions experienced by the population.
<b>WW1 and Australia</b>
In this Unit, students will learn about World War 1 (1914-1918). Student will investigate what caused the great war and the consequences and impact on our history. They will delve into what it was like to live and work in Australia before, during and after the war. Students will learn the significance of the Gallipoli and Western Front campaign through analysing a variety of sources. Students will also analyse sources of propaganda to reflect on how this influenced the civilian population. This unit allows students to reflect on the influence of the Anzac on our national identity.
<b>Assessment items:</b>
<ul style="list-style-type: none"><li>• Essays</li><li>• Practical exams</li><li>• Research tasks</li><li>• Short answer tests in response to stimulus</li></ul>
<b>Senior Pathway:</b> Modern History
<b>Faculty:</b> Humanities



## **Health, Physical Education and Movement (Core Subject)**

Year 9 Health, Physical Education and Movement (HPEM) is a one (1) Semester core subject based on the ACARA V9 curriculum. Students build knowledge, skills and understanding to develop resilience, a strong sense of self, healthy relationships, informed decision-making and health literacy to enhance their own and others' wellbeing.

Theoretical studies cover key focus areas including Alcohol and Other Drugs, Health Benefits of Physical Activity, Mental Health and Wellbeing, Relationships and Sexuality and Safety. Practical activities are shaped by student choice within two (2) categories – Games and Sports, and Lifelong Physical Activities.

Students demonstrate learning through a mix of individual and collaborative assessment tasks, in both theory and practical contexts. They apply skills such as leadership, fair play, cooperation, decision-making, and problem-solving in authentic performance environments. Learning takes place in both on-campus facilities (*Tappeiner Centre multipurpose court*) and local community settings (*Boyd Park/Kalinger Park*).

### **Year 9 Course of Study**

#### **UNIT 1 – Alcohol & Other Drugs**

This unit examines the effects of alcohol and other drugs on the body, decision-making, and personal and community safety. Students will explore risk management strategies, peer influence, and harm minimisation approaches to support safe and responsible choices.

**Practical component:** Lifelong Physical Activities

**Assessment items:** Folio of work (*theory*), performance observation (*practical*).

#### **UNIT 2 – Relationships & Sexuality**

This unit focuses on respectful relationships, consent, communication skills, and decision-making around personal boundaries. It also covers reproductive health, changes during adolescence, and influences on attitudes and behaviours. The content is approached with sensitivity and aligns with the values of our school community.

**Practical component:** Games & Sports

**Assessment items:** Informative advertisement (*theory*), performance observation (*practical*).



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# **Elective Subjects**



## Design Technologies - Design

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### Design Technologies Design – Plastic Fantastic

<b>Unit Name</b>	<b>Plastic Fantastic</b>
Unit Overview	Students will delve into the creative possibilities of plastics by experimenting with different design techniques to create distinctive, functional, and aesthetically pleasing products, potential products include jewellery, light shades, bubble wands, keyrings, decorations, bookends, and phone holders. They will engage in hands-on learning, enhancing their drawing skills and problem-solving abilities. Through practical experience with hand tools, 3D printers, and laser cutters, students will develop and refine their designs. By the end of the unit, students will have a collection of products showcasing their creativity and technical expertise.
Potential Assessment Techniques	Project, Investigation
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Design

### Design Technologies Design – Enhancing Spaces

<b>Unit Name</b>	<b>Enhancing Spaces</b>
Unit Overview	Students will explore their environment by examining architecture and interior design, focusing on how these fields can enhance interactions with spaces by balancing aesthetics and functionality. They will study various design styles, assess accessibility, and analyse the impact of ambience, emphasising how design meets human needs and preferences. The aim is to understand how thoughtful design can improve both the utility and visual appeal of spaces, making them inviting and efficient. Students will identify areas within the college that require revitalisation and propose innovative design solutions to transform these spaces, ensuring they are welcoming and functional.
Potential Assessment Techniques	Project, Investigation Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Design and Technologies content and achievement standards (developed by ACARA) relevant to this subject.
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Design



## Design Technologies Engineering – Changing Directions

<b>Unit Name</b>	<b>Changing Directions</b>
Unit Overview	This unit introduces students to the exciting world of engineering and simple machines through hands-on activities. Students will explore the fundamental principles behind simple machines like levers, pulleys, gears, and inclined planes, learning how these devices make work easier and serve as the foundation for more advanced engineering skills. They will design and build various products to explore key concepts such as force, motion, energy, materials and mechanics. Through experimentation, students will investigate the effects of gravity, friction, and momentum on movement, allowing them to refine their designs for optimal efficiency and effectiveness, fostering problem-solving and critical thinking skills.
Potential Assessment Techniques	Project, Investigation
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Design, and Engineering

## Design Technologies Engineering – Target Tactics

<b>Unit Name</b>	<b>Target Tactics</b>
Unit Overview	In this unit, students will explore engineering by designing and building their own projectile launchers. Beginning with an introduction to concepts such as force, motion, and trajectory, students will apply theoretical knowledge to the practical task of creating a launcher that can accurately hit targets at varying distances. Throughout the unit, they will engage in the design thinking process, including brainstorming, prototyping, testing, and refining their designs. The unit culminates in a friendly competition where students test their launchers and analyse their performance, gaining insights into how design choices affect projectile motion and enhancing their understanding of engineering principles.
Potential Assessment Techniques	Project, Investigation Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Design and Technologies content and achievement standards (developed by ACARA) relevant to this subject.
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Design, and Engineering



Unit Name	The Protein Globe
Unit Overview	In this unit, students will whip up protein-packed mince dishes from around the globe. With high-protein and quick-to-make meals in the spotlight, they'll explore different protein sources through taste tests and demos — including clever alternatives for allergies or special diets. The challenge? Create mouth-watering dishes from world cuisines while keeping sodium, fat, and carbs in check. Students will discover how smart ingredient swaps, cooking methods, and flavour pairings can build healthy, balanced, and delicious meals..
Potential Assessment Techniques	Project, Investigation
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Hospitality, Food and Nutrition

Unit Name	Fast Yet Fresh
Unit Overview	Fast food franchises that focus on nutritious, affordable, and flavourful smoothies are increasingly capturing market share. According to IBIS World's Fast-Food Services in Australia report, "Traditional fast food has declined, while revenue from premium and healthy categories has shown solid growth." The demand for healthy, convenient fast-food options is expected to drive industry growth over the next five years. However, the sector will likely become more competitive as new entrants seek to capitalise on the health trend. Existing juice bar chains, such as Boost, will need to find ways to differentiate themselves in an increasingly saturated market.
Potential Assessment Techniques	Project, Investigation Assessment will give students the opportunity to demonstrate appropriate Learning Outcomes as outlined in the Years 7-10 Design and Technologies content and achievement standards (developed by ACARA) relevant to this subject.
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Hospitality, Food and Nutrition



Design Technologies Food – Fast Yet Fresh



**Design Technologies Materials – Slumber Party**

<b>Unit Name</b>	<b>Slumber Party</b>
Unit Overview	<p>In this unit, imagine you've secured an internship with Peter Alexander and are tasked with designing a new ethical and sustainable sleepwear collection. Students will create innovative sleepwear that combines contemporary style with eco-friendly materials and production methods.</p> <p>They focus on designing pieces that balance functionality, comfort, and aesthetics to attract consumers. The aim is to promote sustainability and mindfulness, encouraging customers to make thoughtful choices while enjoying luxurious sleepwear. Students create visually appealing products that reflect Peter Alexander's commitment to ethical fashion practices, demonstrating how style and sustainability can seamlessly blend in the fashion industry.</p>
Potential Assessment Techniques	Project, Investigation
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Design

**Design Technologies Materials – Denim Remix**

<b>Unit Name</b>	<b>Denim Remix</b>
Unit Overview	<p>Students will explore fashion design by studying successful designers through case studies, analysing the decisions and traits that contribute to success in the industry. As part of their project, students will develop their own upcycled fashion line, focusing on transforming denim into stylish, eco-friendly products. They will gain skills in textile design and craftsmanship, learning to creatively repurpose old denim. The project involves hands-on work with materials and upcycling techniques while adhering to safety standards. Success will be determined by the creativity and innovation of their designs, ensuring that the upcycled denim items are both fashionable and environmentally conscious.</p>
Potential Assessment Techniques	Project, Investigation
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Design



## Digital Technologies - (elective subject)

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### Digital Technologies – Digital Frontiers

<b>Unit Name</b>	<b>Digital Frontiers</b>
Unit Overview	Websites are crucial for processing, sharing, and displaying information, from advertising and selling products to streaming movies and accessing services. In this unit, students explore websites across various contexts and purposes, analysing how they fulfill needs and predicting impacts on society and businesses. They learn the fundamentals of user interface design, including structure and style, and evaluate websites based on design criteria and user stories. Students create website storyboards, develop HTML skills, and build webpages. Additionally, students design a prototype webpage, develop storyboards, and modify templates using code, while considering data representation and cybersecurity enhancements.
Potential Assessment Techniques	Project, Investigation
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Digital Solutions

### Digital Technologies – Robot Revolution

<b>Unit Name</b>	<b>Robot Revolution</b>
Unit Overview	Get ready to dive into the world of robotics, where creativity and engineering skills come to life. This unit introduces students to the dynamic realm of robotics, where they design, build, and program robots and drones to complete tasks and address real world problems. Students will learn essential programming skills, coding their devices to execute precise actions and navigate various obstacles. The unit emphasises the development of teamwork, problem-solving, and innovation, encouraging students to collaborate effectively as they tackle complex missions and overcome challenges. This unit aims to enhance technical proficiency and collaborative abilities in a structured, educational setting.
Potential Assessment Techniques	Project, Investigation
Unit Length	1 Semester of study
Faculty Responsible	Technologies
Senior Pathways	Digital Solutions



## Drama (elective subject)

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### Drama – It's Child's Play

Unit Title	It's Child's Play
Unit Overview	<p>Build your confidence, public speaking and storytelling skills in this semester of joy! Drama is a practical and highly creative subject with a plethora of benefits for students academically and personally. Throughout this unit we will build vital presentation and creative skills through practical work, activities and games. You will experience improvisation competitions with teams of friends, and creating a performance from scratch for our most exciting local primary schools. When you work with younger kids, you get to make them laugh, think, and enjoy the stories you bring to life. It's really rewarding because you're inspiring little ones and helping them discover a love for theatre. Plus, it's a great chance to connect with others and have a lot of fun along the way!</p> <p>This unit establishes important skills that can be applied in later units of Drama, and all aspects of academic and social life.</p>
Potential Assessment Techniques	<p>Project: Creating and improvising stories</p> <p>Performance: 3-5 minute group performance (for a wider audience)</p>
Unit length	1 Semester
Faculty	The Arts
Senior Pathways	Drama

### Drama – Be Your Own Boss

Unit Title	Be Your Own Boss, Run Your Own Show
Unit Overview	<p>Do you want to run your own show? Then this student-focused and entertaining unit will feed your creative soul.</p> <p>In this exciting unit, you'll get to be the boss and direct your own performance! You and your group will pick a script, make all the creative decisions, and lead rehearsals just like a real director. It's your chance to bring your vision to life, deciding how the story should look, sound, and feel on stage. Along the way, you'll build teamwork and leadership skills, while having fun figuring out how to make your performance stand out. By the end, you'll not only be more confident on stage, but you'll also know what it's like to be in charge of the show!</p> <p>Plays may include:</p> <p>10 Ways to Survive the Zombie Apocalypse</p> <p>Class Acts</p>
Potential Assessment Techniques	<p>Directorial Vision</p> <p>Performance</p>
Unit length	1 Semester
Faculty	The Arts
Senior Pathways	Drama



## Business – Understanding Money

Unit Name	Understanding Money
Unit Overview	<p><b>Get Ready for Your Future!</b></p> <ul style="list-style-type: none"><li>• <b>Explore Careers:</b> Discover the jobs of today and tomorrow, research the skills you'll need, and see how much money you could make!</li><li>• <b>Build Your Resume:</b> Prepare your own resume and learn how to apply for jobs like a pro.</li><li>• <b>Money Matters:</b> Understand how to earn money and explore your options for what to do with it.</li><li>• <b>Investment Opportunities:</b> Learn about investing your hard-earned money and understand the risks involved.</li><li>• <b>ASX Share Market Game:</b> Play the 8-week ASX Share Market Game! You'll get \$50,000 in virtual money to buy shares from the top 200 Australian companies—how much will you make (or lose)?</li><li>• <b>Ethical Investment:</b> Learn how to spend money in a way that benefits people, the planet, and profits.</li></ul> <p><b>Excited? You should be!</b></p>
Potential Assessment Techniques	Resume, Investment Plan Examination Research Investigation
Unit Length	1 Semester of study
Faculty Responsible	Humanities
Senior Pathways	Business

## Business – Entrepreneurship

Unit Name	Entrepreneurship
Unit Overview	<p><b>Step into the Business World!</b></p> <ul style="list-style-type: none"><li>• <b>Business Secrets:</b> Dive into the innovation, marketing, and selling techniques that make businesses successful.</li><li>• <b>Social Media Insights:</b> Explore the exciting world of social media and see how advertising shapes the way we think and act.</li><li>• <b>Test Your Entrepreneurial Skills:</b> Develop your own innovative product or service and find out what makes it stand out in the market.</li><li>• <b>Business Plan Creation:</b> Craft a complete business plan with a budget, staffing plan, and advertising strategy to boost your product's sales.</li><li>• <b>Market Stall Experience:</b> Set up your own market stall and sell your products to the MMC community.</li><li>• <b>E-Commerce Website:</b> Build your own website to promote your business idea and reach customers online.</li></ul> <p><b>Ready to become the next big entrepreneur?</b></p>
Potential Assessment Techniques	Business plan and website Examination Research Investigation
Unit Length	1 Semester of study
Faculty Responsible	Humanities
Senior Pathways	Business

## Geography



## Geography – Discover Your World Impact

Unit Name	Discover Your World Impact
Unit Overview	<p>Every day, people buy countless products, often without realising the significant impact these choices can have on people and places around the world. The unit '<b>Interconnections</b>' delves into how routine purchases of items such as clothing and household items, can drive social and environmental changes at both local and global scales.</p> <p>The unit '<b>Climate Change</b>' will be investigated as it is a prominent challenge in contemporary society. Issues that will be explored include melting ice caps and the endangerment to species such as polar bears, along with the rise of refugees driven by increasing temperatures. The unit will propose solutions to address these challenges to promote safe and liveable environments across the globe.</p>
Potential Assessment Techniques	Students will choose a challenge and design a campaign to address the related social or environmental issue. Proposals can be presented using a variety of methods, such as a story map, brochure, report, or other preferred formats.
Unit Length	1 Semester of study
Faculty Responsible	Humanities
Senior Pathways	Geography

## Geography – Explore Earth's Wild Wonders

Unit Name	Explore Earth's Wild Wonders
Unit Overview	<p>You will be able to study the different <b>Biomes</b> of the world. Investigating their characteristics such as climate, plants and animals. Look at how food grows in biomes and the challenges e.g. Case studies of chocolate and strawberries.</p> <p>You will be able to investigate the causes and impacts of <b>Natural Disasters</b>. A case study of Tsunamis will be a focus in class and then choose your own disaster to investigate.</p>
Potential Assessment Techniques	Portfolio of small tasks throughout the semester. Student choice within topics e.g. Type of biome, type of natural disaster. Student choice with some of the ways of presenting e.g. Story maps, vlogs, infographics.
Unit Length	1 Semester of study
Faculty Responsible	Humanities
Senior Pathways	Geography

Health and Physical Education  
(Elective subject)



**HPE – Mind Over Matter (Sport Psychology)**

<b>Unit Name</b>	<b>Mind Over Matter (Sport Psychology)</b>
Unit Overview	In Mind Over Matter, students unlock the secrets behind peak performance by exploring how the mind influences the body in sport and beyond. They'll learn confidence, motivation, focus and stress management strategies used by elite athletes in a range of sporting contexts, applying them through real-world scenarios and hands-on challenges. Linked to the Senior PE syllabus, this interactive unit builds resilience and problem-solving skills that last a lifetime, on the field, in the classroom and beyond.
Potential Assessment Techniques	Practical performance, reflective journal, investigation report.
Unit Length	1 Semester of study
Faculty Responsible	Health and Physical Education
Senior Pathways	Physical Education, Certificate III in Health Services Assistance, Psychology

**HPE – Sports Medicine (Anatomy and Biomechanics)**

<b>Unit Name</b>	<b>Sports Medicine (Anatomy and Biomechanics)</b>
Unit Overview	In Sports Medicine, students uncover how muscles, joints and bones work together to create powerful, precise movement, and how the body recovers when injuries strike. Through hands-on investigations, interactive sporting experiments and real-world case studies, students will apply anatomy and biomechanics to improve performance and design injury rehabilitation solutions. This unit is for anyone curious about sports medicine, physiotherapy or athletic performance, building essential skills for understanding and caring for the athlete's body in both action and recovery.
Potential Assessment Techniques	Combination examination, research project, practical performance.
Unit Length	1 Semester of study
Faculty Responsible	Health and Physical Education
Senior Pathways	Physical Education, Certificate III in Health Services Assistance

**Japanese (elective subject)**



In Year 9, Japanese language learning builds on each student's prior learning and experiences in years 7 and 8. Students use Japanese to initiate and sustain interactions with their peers and teacher while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate in Japanese in a variety realistic settings and scenarios.

This course is designed to be completed over 12 months and includes the following units:

### **Japanese – Semester One**

<b>Unit Name</b>	<b>Milestones that make me who I am</b> <input type="checkbox"/>
Unit Overview	In this unit, students consider the milestones that have shaped them into the person they are today. They learn language for discussing things for the first time and explore hobbies and interests' grammar and vocabulary. They explore the differences and similarities in Japanese cultural upbringing to their own including societal, cultural, religious, and academic milestones and achievements. They recognise that their cultural, societal, and religious values shape their identity and demonstrate their understanding in a dialogue with a peer.
Potential Assessment Techniques	Examination, research Assignment, Folio of work
Unit Length	1 Term of Study
Faculty Responsible	English and Languages
Senior Pathways	Japanese

<b>Unit Name</b>	<b>MMC's Yuruchara MMC</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Unit Overview	In this unit, students will learn to describe people and/or animals with adjectives, colours and personality descriptions. They develop their understanding of katakana and the use of 'load words' from different languages to create names and adjectives, colours and other descriptions. Students consider Japanese Yuruchara trends and designs and how they reflect the things they represent. Students design and describe their own character in written Japanese that reflects a value, attitude or belief with in the MMC college community.
Potential Assessment Techniques	Examination, research Assignment, Folio of work
Unit Length	1 Term of Study
Faculty Responsible	English and Languages
Senior Pathways	Japanese



## Japanese – Semester Two

<b>Unit Name</b>	<b>Let's Learn About Global Meal Styles -□ □ □ □ □ □ □ □ □ □ □</b>
Unit Overview	In this unit, students will explore Japanese food and culture and compare it to their own personal experiences in Australia or within their own family setting. Students engage in describing their preferences and providing reasons and opinions for their choices. Students learn the language for comparisons, popularity and explore negative adjectives and verbs. They design blog posts on their research and discovery of meal types (e.g. breakfast, snacks, drinks) to reflect and compare their own world to others.
Potential Assessment Techniques	Examination, research Assignment, Folio of work
Unit Length	1 Term of Study
Faculty Responsible	English and Languages
Senior Pathways	Japanese

<b>Unit Name</b>	<b>Where do you shop? □ □ □ □ □ □ □ □ □ □</b>
Unit Overview	In this unit, students will learn how to describe clothing and foods with adjectives and colours in the setting of a transaction in a store. They develop understanding that customer service in Japan is different to their experience in Australia including uses of Aizuchi, Keigo and polite language. Students recognise the nature of these interactions between the shop assistant and customer in spoken contexts. They investigate the differences and similarities of the layout and access of shops between countries. Students compare Australian trends and experiences to those of other cultures
Potential Assessment Techniques	Examination, research Assignment, Folio of work
Unit Length	1 Term of Study
Faculty Responsible	English and Languages
Senior Pathways	Japanese



## **Media Arts (elective subject)**

### Media Arts – Music Meets Marketing

<b>Unit Title</b>	<b>Music Meets Marketing: Analysing and Creative Music Videos</b>
Unit Overview	In this creative and industry-relevant unit, students explore how music videos function as powerful marketing tools that promote artists, shape brand identity, and connect with target audiences. They analyse how music, visuals, and storytelling work together to influence viewers and consumer behaviour. Students then plan, direct, and edit their own music video for a song of their choice, learning to align symbolism and camera work with the music's message and the artist's image. Using professional production technologies, they develop skills in digital editing, collaboration, and project management, building both creative thinking skills and critical awareness of the media's persuasive power.
Potential Assessment Techniques	Analysis and Evaluation of a music video of their choice Design and Production of a music video for a song of their choice
Unit length	1 Semester
Faculty Responsible	The Arts
Senior Pathways	Film, Television and New Media

### Media Arts – Media Entrepreneurship

<b>Unit Title</b>	<b>Media Entrepreneurship: Creating for a Target Audience</b>
Unit Overview	In this hands-on unit, students become media entrepreneurs—learning to design, produce, and manage a media project aimed at a specific audience. They identify a target market, pitch creative ideas, plan production timelines, and take on crew roles to film and edit their final product. Along the way, students build essential skills in project management, collaboration, and digital storytelling using industry-standard technologies. They also examine how media influences audiences, developing critical thinking and media literacy. These transferable skills prepare students to create purposeful content across subject areas and future careers, helping them become confident communicators in an evolving media landscape.
Potential Assessment Techniques	Analysis and Evaluation of a TikTok narrative series Design and Production of a teen flick of their choice
Unit length	1 Semester
Faculty Responsible	The Arts
Senior Pathways	Film, Television and New Media

**Music – Disney Music**

<b>Unit Title</b>	<b>Disney Music</b>
Unit Overview	Study and Perform Disney Music while learning about the foundations of music including the Music Elements and Concepts, Piano Skills and Solo Performing Skills. <ul style="list-style-type: none"><li>• Piano Skills</li><li>• Music Element and Concepts Skillbook</li></ul>
Potential Assessment Techniques	<ul style="list-style-type: none"><li>• Solo Performance (1-3 mins, Own Choice of Instrument, performing at your level. You can also sing. NOTE: If you don't currently play an instrument, you will learn Piano Skills to be about to complete the task)</li><li>• Musicology Project (500 words).</li></ul>
Unit length	1 Semester
Faculty Responsible	The Arts
Senior Pathways	Music

**Music – Protesting Pop and Rock**

<b>Unit Title</b>	<b>Protesting Pop and Rock</b>
Unit Overview	Study, Compose and Perform Music in a range of contemporary styles with a focus on composing a "cover" of a song that foregrounds an issue you are passionate about. Then, perform a selection of compositions in groups in a Contemporary Band setting. Skills: <ul style="list-style-type: none"><li>• Drum Kit Skills</li><li>• Guitar Skills</li><li>• Music Element and Concepts Skillbook</li></ul>
Potential Assessment Techniques	<ul style="list-style-type: none"><li>• Composition (1-2 mins + 200 words, Garage Band)</li><li>• Group Band Performance (2-3 mins, performing on contemporary instruments in groups)</li></ul>
Unit length	1 Semester
Faculty Responsible	The Arts
Senior Pathways	Music



## **Visual Art (elective subject)**

### **Visual Art – Print Power**

<b>Unit Title</b>	<b>Print Power</b>
Unit Overview	In this unit, students will explore the medium of printmaking across various methods, such as lino print, screen printing, collage, and mixed media techniques. Students will develop their skills and express their interpretations using an inquiry-based approach, essential to Visual Art, where students tackle open-ended problems through investigation and creative response. Students will visually explore the elements and principles of Visual art through colour, pattern, repetition and scale.
Potential Assessment Techniques	Project, Extended Response
Unit length	1 Semester
Faculty Responsible	The Arts
Senior Pathways	Visual Art, and Visual Art in Practise

### **Visual Art – Selfie Society**

<b>Unit Title</b>	<b>Selfie Society</b>
Unit Overview	In this unit the students will focus on exploring portraiture through various media, encouraging students to create unique artworks that reflect the theme of identity. Students will develop skills, in photography, pencil drawing, etching, continuous line drawing, , and painting, allowing them to express identity through different artistic techniques. The unit emphasises an inquiry-based approach, which is fundamental to Visual Art, where students solve open-ended problems by focusing on investigation and creative response. Students will visually explore the question, how does the positioning of a person, along with the artistic use of symbolism and visual elements, enhance the unique aspects of an individual's identity in a portrait?
Potential Assessment Techniques	Project, Extended Response
Unit length	1 Semester
Faculty Responsible	The Arts
Senior Pathways	Visual Art, and Visual Art in Practise



# MARY MACKILLOP COLLEGE

## Notes