

**Year 7**

**MGSC Curriculum Map - Year 7**

Subject	Topics	Key Skills	Assessment
<b>ALL</b> Sem 1	<ul style="list-style-type: none"> <li>• Ancient Greece</li> <li>• Women in History</li> <li>• 'Sister Heart'</li> </ul>	<ul style="list-style-type: none"> <li>• Source Analysis</li> <li>• Inquiry – Biography, Mapping, Q&amp;A, Public Speaking</li> <li>• Embedding Evidence</li> <li>• TEAL or TEEL</li> </ul>	Source Analysis (CAT) Women in History (CAT + Expo Night) Text Response (CAT)
<b>ALL</b> Sem 2	<ul style="list-style-type: none"> <li>• Public Speaking</li> <li>• Film Analysis - WALL-E</li> <li>• Water in the World</li> </ul>	Public Speaking CAMELS - Film Analysis Text Response Writing Report Writing	<ul style="list-style-type: none"> <li>• Oral Presentation (CAT)</li> <li>• Film Analysis - WALL-E (CAT)</li> <li>• Report (CAT)</li> </ul>
<b>ENHANCEMENT ALL</b> Sem 1	Ancient Civilisations Mythology Women in History Debating	Source Analysis Historical Essay Writing Public Speaking Creative Writing Inquiry – Biography, Mapping, Q&A, Public Speaking	<ul style="list-style-type: none"> <li>• Historical Inquiry – Essay (CAT)</li> <li>• Short Story (CAT)</li> <li>• Women in History (CAT + Expo Night)</li> </ul>
<b>ENHANCEMENT ALL</b> Sem 2	'Sister Heart' Public Speaking Comparative Text Analysis – Adaptations Water in the World	Public Speaking CAMELS - Film Analysis Podcasting Report Writing TEAL or TEEL	<ul style="list-style-type: none"> <li>• Text Response (CAT)</li> <li>• Oral Presentation (CAT)</li> <li>• Report (CAT)</li> <li>• Podcast (CAT)</li> </ul>
<b>MATHS</b> Sem 1	<ul style="list-style-type: none"> <li>• Integers</li> <li>• Statistics</li> <li>• Decimals</li> <li>• Algebra (patterns &amp; simplifying)</li> <li>• Measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Application to real world problems</li> </ul>	Integers test - CAT Superhero Challenge - Statistics CAT Decimals Test Algebra test - CAT
<b>MATHS</b> Sem 2	<ul style="list-style-type: none"> <li>• Factors, multiples and primes</li> <li>• Fractions, percentages and ratio</li> <li>• Algebra -Solving equations</li> <li>• Digitech</li> <li>• Probability</li> <li>• Geometry- transformation</li> </ul>	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Investigation of real world problems</li> <li>• Coding and algorithmic thinking</li> </ul>	Fractions, percentages and ratios CAT Solving equations CAT Digitech assignment Probability task Geometry CAT
<b>ENHANCEMENT MATHS</b> Sem 1	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Integers</li> <li>• Statistics</li> <li>• Fractions and Ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Application to real world problems</li> </ul>	Measurement - CAT Integers test - CAT Statistics CAT Fractions and Ratios Test
<b>ENHANCEMENT MATHS</b> Sem 2	<ul style="list-style-type: none"> <li>• Algebra, solving equations, and linear relations</li> <li>• Pythagoras' theorem</li> <li>• Digitech</li> <li>• Decimals, percentages and finance</li> <li>• Probability</li> <li>• Geometry- transformations</li> </ul>	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Investigation of real world problems</li> <li>• Coding and algorithmic thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra and Linear CAT</li> <li>• Digitech assignment</li> <li>• Decimals, Percentages &amp; Finance CAT</li> <li>• Probability CAT</li> <li>• Geometry task</li> </ul>
<b>SCIENCE</b> Sem 1	<ul style="list-style-type: none"> <li>• Science toolkit and safety</li> <li>• Chemistry, mixtures</li> <li>• Physics, Forces</li> </ul>	<ul style="list-style-type: none"> <li>• Bunsen Burner license</li> <li>• Measuring accurately</li> <li>• Writing prac reports</li> <li>• Understanding risk assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Practical activities Scientific report</li> <li>• Classroom/homework tasks</li> <li>• Topic Test</li> </ul>
<b>Science</b> Sem 2	Biology, Classification Environmental Science, Interaction between Organisms Physics, Earth Sun and Moon	Animal classification Food web and food chain Earth, Sun and Moon Interactions	<ul style="list-style-type: none"> <li>• Practical activities Scientific report</li> <li>• Classroom/homework tasks</li> <li>• Topic Test and classification story book</li> </ul>
<b>Enhancement SCIENCE</b> Sem 1	Science toolkit and safety Chemistry, mixtures Physics, Forces	Bunsen Burner license Measuring accurately Writing prac reports Understanding risk assessments	<ul style="list-style-type: none"> <li>• Practical activities Scientific report</li> <li>• Classroom/homework tasks</li> <li>• Topic Test</li> </ul>
<b>Enhancement Science</b> Sem 2	<ul style="list-style-type: none"> <li>• Biology, Classification</li> <li>• Environmental Science, Interaction between Organisms</li> <li>• Physics, Earth Sun and Moon</li> </ul>	Animal classification Food web and food chain Earth, Sun and Moon Interactions	<ul style="list-style-type: none"> <li>• Practical activities Scientific report</li> <li>• Classroom/homework tasks</li> <li>• Topic Test and classification story book</li> </ul>
<b>LANGUAGES</b> French Sem 1	Introduction – greetings, spelling, nationalities Describing people - personality and physical appearance Talking about family	Greet someone and exchange personal information Describe ourselves and others	<ul style="list-style-type: none"> <li>• Speaking task: Introductory conversation</li> <li>• Listening and reading comprehension</li> </ul>
<b>LANGUAGES</b> French Sem 2	Animals & pets Food	Describing animals Discussing food habits & opinions	<ul style="list-style-type: none"> <li>• Poster</li> <li>• Conversation</li> </ul>

<b>LANGUAGES</b> Japanese Sem 1	Introduction – greetings, writing system, Japan	Classroom expressions Names & titles Greetings	<ul style="list-style-type: none"> <li>Listening and reading comprehension</li> <li>Writing task</li> </ul> <p>*Two CATs per semester</p>
<b>LANGUAGES</b> Japanese Sem 2	Family and describing people Katakana	Using adjectives Loan words (katakana)	<ul style="list-style-type: none"> <li>Research task</li> <li>Oral presentation</li> </ul>
<b>FASHION TECHNOLOGIES</b> (Single semester subject) *	Safety Design thinking Factors influencing design Production skills Planning and managing projects Ethics and sustainability	Machine Sewing Hand sewing Drawing methods and conventions Using ICT to design and present ideas	<ul style="list-style-type: none"> <li>Safety &amp; Skills - Risk assessment etc and practical skill building by using the machines to create trials. (CAT 1)</li> <li>Design Challenge - design folio and production of a garment that uses sustainable practices. (CAT 2)</li> <li>Hand sewn product - design and make a hand sewn textile product.</li> </ul>
<b>ART</b> (Semester 1 & 2) *	Home Rainbow Serpent Australian Creatures Flora Fauna	Methods: Painting, Ceramics, Printmaking, Drawing Key Skills: Developing and refining skills in visual arts practices using visual conventions, visual arts processes and materials to create artworks. Develop and refine skills in visual arts practices and materials to create artworks.	<ul style="list-style-type: none"> <li>Summative</li> <li>Folio with research, design drawings, annotations and final artwork</li> <li>*One CAT per semester</li> </ul>
<b>MUSIC</b> Specialist Sem 1	Introduction - History of your Instrument Learning through ensemble playing Aural skills - Sound before sight Reading notation skills	<ul style="list-style-type: none"> <li>Set up of rehearsal space</li> <li>Set up and care of instrument</li> <li>Listening and analysis of Elements of Music</li> <li>Development of aural skills</li> </ul>	Preparation and participation of performances: Autumn Twilight Concert, Spring Concert, or similar Musical Performance: Solo - CAT
<b>MUSIC</b> Specialist Sem 2	Learning through Ensemble playing Aural skills development Listening across the ensemble - elements of music Effective practise	<ul style="list-style-type: none"> <li>Skill building - reading notation</li> <li>Ensemble skills - teamwork, listening and</li> <li>Listening and analysis of Elements of Music in relation to ensemble performance</li> <li>Improvisation (creative) and composition</li> </ul>	Preparation for Victorian Schools Music Festival/Strings Festival or similar Musical Performance: Ensemble - CAT
<b>MUSIC</b> Core Sem 1	Elements of Music Instruments and Ensembles Keyboard and Ukulele Skills Garageband and Recording	<ul style="list-style-type: none"> <li>Identify and describe Elements of Music</li> <li>Performance skills on percussion, ukulele, and keyboard</li> <li>Understand rhythm and pitch in notated music</li> </ul>	Musical Performance: Keyboard and Ukulele - CAT
<b>MUSIC</b> Core Sem 2	Garageband and Recording Music History Ensemble skills	<ul style="list-style-type: none"> <li>Listening and analysis of music in relation to Elements of Music</li> <li>Writing and research</li> <li>Understand rehearsal skills and performance etiquette</li> </ul>	Musical Styles Investigation - CAT
<b>DRAMA</b>	Working as an ensemble Improvisation Mime skills Devising scripts	<ul style="list-style-type: none"> <li>Acting skills (voice, movement, gesture, facial expressions)</li> <li>Character development</li> <li>Narrative structure</li> <li>Approaching a written script</li> </ul>	CAT 1: Developing Drama Skills (School Skit) CAT 2: What If Fairytale Performance
<b>PE</b> Sem 1  <b>DONE</b>	<ul style="list-style-type: none"> <li>Outdoor Ed</li> <li>Netball</li> <li>Athletics</li> <li>Volleyball</li> <li>Fitness</li> </ul>	<ul style="list-style-type: none"> <li>Executing sport specific skills in drill and game situations</li> <li>Working effectively in a team</li> <li>Implementing key rules in a game situation</li> <li>Implementing key strategies in different sports</li> </ul>	Netball CAT
<b>PE</b> Sem 2  <b>DONE</b>	<ul style="list-style-type: none"> <li>Soccer</li> <li>Basketball</li> <li>Dance</li> <li>Gymnastics</li> <li>Cricket</li> </ul>	<ul style="list-style-type: none"> <li>Executing sport specific skills in drill and game situations</li> <li>Working effectively in a team</li> <li>Implementing key rules in a game situation</li> <li>Implementing key strategies in different sports</li> </ul>	Gymnastics CAT
<b>HEALTH</b> Sem 1  <b>DONE</b>	<ul style="list-style-type: none"> <li>Dimensions of Health</li> <li>Respectful Relationships - Kindness, Friendships, Bullying, Emotional Regulation</li> <li>Body &amp; Mind - Puberty, Self-Esteem, Resilience</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the 5 dimensions of Health and explain how they are connected</li> <li>Give examples of behaviours that positively or negatively affect wellbeing</li> <li>Reflect on how daily choices influence overall health and wellbeing</li> <li>Demonstrate respectful communication in different situations</li> <li>Identify characteristics of healthy and unhealthy friendships</li> <li>Recognise bullying behaviours and describe appropriate help-seeking strategies</li> <li>Apply basic emotional regulation strategies</li> <li>Show empathy and kindness towards others</li> <li>Identify physical, social and emotional changes that occur during puberty using correct terminology</li> <li>Identify the four phases of the menstrual cycle and describe key events in each stage</li> <li>Describe the range of period products available and pros and cons of each</li> <li>Explain factors that impact self-esteem</li> <li>Practise strategies to build resilience</li> <li>Identify trusted people and supports for personal concerns</li> </ul>	Respectful Relationships CAT
<b>HEALTH</b> Sem 2  <b>DONE</b>	<ul style="list-style-type: none"> <li>Youth Health - Nutrition</li> <li>Safety - Sun Safety &amp; Water Safety</li> </ul>	<ul style="list-style-type: none"> <li>Identify key nutrients and their role in the body</li> <li>Classify foods according to the Australian Guide to Healthy Eating</li> <li>Make informed food choices to support energy, growth and wellbeing</li> <li>Recognise influences on food choices</li> <li>Apply basic decision making skills to plan balanced meals</li> <li>Identify sun safety strategies and explain why they are important</li> <li>Recognise water safety rules and safe behaviours in different environments</li> <li>Assess risky situations and choose safe behaviours</li> <li>Demonstrate help-seeking actions in unsafe situations</li> </ul>	Nutrition CAT

**Year 8**

**MGSC Curriculum Map**

**Year 8**

Subject	Topics	Key Skills	Assessment
<b>ENGLISH</b> SEM 1	<ul style="list-style-type: none"> <li>• Creative Writing</li> <li>• Argument Analysis</li> <li>• Public Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence and paragraph structure</li> <li>• Vocabulary</li> <li>• Spelling</li> <li>• Essay Structure</li> <li>• Literary Devices</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1: Creative Writing in response to a visual</li> <li>• Cat 2: Argument Analysis Short answer questions</li> <li>• CAT 3: Public Speaking</li> </ul>
<b>ENGLISH</b> SEM 2	<ul style="list-style-type: none"> <li>• Text Response</li> <li>• Film Analysis</li> <li>• Treasure Island Choose Your Own Adventure</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence and paragraph structure</li> <li>• Vocabulary</li> <li>• Spelling</li> <li>• Essay Structure</li> <li>• Literary Devices</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1: Text Response</li> <li>• CAT 2: Scene Analysis</li> <li>• CAT 3:Media Presentation</li> </ul>
<b>MATHS</b> Sem 1  DONE	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Statistics</li> <li>• Integers and Indices</li> <li>• Algebra</li> <li>• Equations and Inequalities</li> <li>• Pythagoras' Theorem</li> </ul>	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Application to real world problems</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 - Measurement (application task)</li> <li>• CAT 2 - Statistics (investigation)</li> <li>• CAT 3 - Algebra (topic test)</li> </ul>
<b>MATHS</b> Sem 2  DONE	<ul style="list-style-type: none"> <li>• Fractionals and Decimals</li> <li>• Probability</li> <li>• Geometry and Transformations</li> <li>• Linear Graphs</li> <li>• Percentages and Financial Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Investigation of real world problems</li> <li>• Coding and algorithmic thinking</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 - Fractionals and Decimals</li> <li>• CAT 2 - Geometry and Transformations</li> <li>• CAT 3 - Linear Graphs</li> </ul>
<b>ENHANCEMENT MATHS</b> Sem 1	<ul style="list-style-type: none"> <li>• Measurement</li> <li>• Ratios and Rates</li> <li>• Statistics</li> <li>• Integers</li> <li>• Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Application to real world problems</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 - Measurement</li> <li>• CAT 2 - Ratios and Rates</li> <li>• CAT 3 - Statistics</li> </ul>
<b>ENHANCEMENT MATHS</b> Sem 2	<ul style="list-style-type: none"> <li>• Probability</li> <li>• Linear Relationships</li> <li>• Geometry and Transformations</li> <li>• Percentages and Financial maths</li> </ul>	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Investigation of real world problems</li> <li>• Coding and algorithmic thinking</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 - Probability</li> <li>• CAT 2 - Linear Relationships</li> <li>• CAT 3 - Geometry and Transformations</li> </ul>
<b>HUMANITIES</b>  Semester 1  DONE	<ul style="list-style-type: none"> <li>• Civics &amp; Citizenship                             <ul style="list-style-type: none"> <li>◦ Understanding Government</li> </ul> </li> <li>• History – Medieval Europe                             <ul style="list-style-type: none"> <li>◦ Enhancement – Renaissance Italy</li> <li>◦ Mainstream – Shogunate Japan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understanding Parliament</li> <li>• Understanding terms and discussing politics</li> <li>• Creating a bill and recognising the processes of this</li> <li>• Discussing historical evidence</li> <li>• Analysing sources to form a thesis</li> <li>• Responding to command terms</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 – Pitch it to Parliament                             <ul style="list-style-type: none"> <li>◦ Group Task</li> </ul> </li> <li>• CAT 2 – Source Analysis                             <ul style="list-style-type: none"> <li>◦ Individual Task</li> </ul> </li> </ul>
<b>HUMANITIES</b>  Semester 2  DONE	<ul style="list-style-type: none"> <li>• Geography – Landscapes and Landforms</li> <li>• Business &amp; Economics – Running a Business and Marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing maps and cross-sections</li> <li>• Using geographic terminology</li> <li>• Writing evaluative reports</li> <li>• Understanding processes of businesses</li> <li>• Researching businesses</li> <li>• SWAT testing products and conducting surveys</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 – Geographical Report                             <ul style="list-style-type: none"> <li>◦ Individual</li> </ul> </li> <li>• CAT 2 – Businesses and Branding                             <ul style="list-style-type: none"> <li>◦ Group Task</li> </ul> </li> </ul>
<b>SCIENCE</b> Semester 1 DONE	<ul style="list-style-type: none"> <li>• Cells</li> <li>• Biology</li> <li>• Electricity</li> <li>• Physical and Chemical Change</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Science communication skills</li> <li>• Continue to develop their practical report writing skills</li> <li>• Real world applications</li> <li>• Laboratory skills</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 - Body System Design a rollercoaster</li> <li>• CAT 2 - Electricity</li> </ul>
<b>SCIENCE</b> Semester 2 DONE	<ul style="list-style-type: none"> <li>• Physics - Energy</li> <li>• Earth Science - Rocks and Minerals</li> <li>• Earth Science Tectonic Plates</li> </ul>	<ul style="list-style-type: none"> <li>• Develop Science communication skills</li> <li>• Continue to develop their practical report writing skills</li> <li>• Real world applications</li> <li>• Laboratory skills</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 - Experiment/research investigation report</li> <li>• CAT 2 - Electricity</li> </ul>
<b>LANGUAGES</b> French Sem 1 DONE	<ul style="list-style-type: none"> <li>• Towns &amp; cities</li> <li>• Fashion</li> </ul>	<ul style="list-style-type: none"> <li>• Describe places and activities to do</li> <li>• Describe an outfit and express opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening &amp; reading comprehension</li> <li>• Oral presentation</li> </ul>
<b>LANGUAGES</b> French Sem 2 DONE	<ul style="list-style-type: none"> <li>• Holidays &amp; travel</li> <li>• Sports &amp; injuries</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss holiday plans</li> <li>• Describe leisure activities, body parts and illness</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening &amp; reading comprehension</li> </ul>
<b>LANGUAGES</b> Japanese Sem 1  DONE	<ul style="list-style-type: none"> <li>• Food and ordering</li> <li>• My town</li> <li>• My routine</li> </ul>	<ul style="list-style-type: none"> <li>• Using Katakana</li> <li>• Describing the place you live in and what's there</li> <li>• Talking about routines outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 - Test (My town)</li> <li>• CAT 2 - Letter writing (My routine)</li> </ul>
<b>LANGUAGES</b> Japanese Sem 2  DONE	<ul style="list-style-type: none"> <li>• Time</li> <li>• My school life</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and answering the time - Japanese numbers</li> <li>• Talking about routines at of school</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 - Test (Time)</li> <li>• CAT 2 - Oral presentation (School life)</li> </ul>

<b>TECHNOLOGY</b> <b>Food Technology</b> (one semester only)	<ul style="list-style-type: none"> <li>• Safety &amp; Hygiene</li> <li>• Breakfast</li> <li>• Australian Guide to Healthy Eating</li> <li>• Sustainability</li> </ul>		
<b>TECHNOLOGY</b> <b>Materials Technology (Wood)</b> (one semester only)	<ul style="list-style-type: none"> <li>• Design Elements &amp; Principles</li> <li>• Design Process</li> <li>• Workshop Rules/Equipment/Safety</li> <li>• Moving toy</li> <li>• Wooden Box</li> </ul>	<p>Scroll saw, sanding, cutting, sawing, chiseling, nailing, etc</p> <p><b>Key Skills:</b> Explore and Express Ideas, Visual Arts Practices, Present and Perform, Respond and Interpret</p>	<p><b>Summative</b> Folio with research, design drawings, annotations and final product</p> <p><i>*Two CATs per semester</i></p>
<b>ART</b> (one semester only)	<ul style="list-style-type: none"> <li>• Contemporary Still Life Painting &amp; Drawing</li> <li>• Paper Products &amp; Printmaking</li> <li>• Food Sculpture &amp; Ceramic Container</li> </ul>	<p><b>Methods:</b> Painting / Ceramics / Printmaking / Drawing</p> <p><b>Key Skills:</b> Explore and Express Ideas, Visual Arts Practices, Present and Perform, Respond and Interpret</p>	<p><b>Summative</b> Folio with research, design drawings, annotations and final artwork</p> <p><i>*Two CATs per semester</i></p>
<b>MUSIC</b> Specialist Music Sem 1	Band Rehearsal	<ul style="list-style-type: none"> <li>• Listening and analysis of Elements of Music</li> <li>• Feedback towards peers</li> </ul>	Preparation and participation of performances: Autumn Twilight Concert, Winter Concert Musical Performance: Solo - CAT
<b>MUSIC</b> Specialist Music Sem 2	Band Rehearsal	<ul style="list-style-type: none"> <li>• Listening and analysis of Elements of Music</li> <li>• Feedback towards peers</li> <li>• Rehearsal skills</li> </ul>	Preparation for Annual Concert and festivals Musical Performance: Solo or Small Groups - CAT
<b>MUSIC</b> Mainstream Sem 1	Elements of Music Keyboard and Ukulele Skills Garageband and Recording	<ul style="list-style-type: none"> <li>• Listening and analysis of Elements of music</li> <li>• Reading rhythm and pitch in notated music</li> <li>• Feedback towards peers</li> </ul>	Keyboard and Ukulele Performance - CAT
<b>MUSIC</b> Mainstream Sem 2	Genres of Music Film Music Musical Performance	<ul style="list-style-type: none"> <li>• Recording and editing in Garageband or Soundtrap</li> <li>• Composing film music</li> <li>• Collaboration and rehearsal skills</li> </ul>	Music Styles: Research Project - CAT
<b>DRAMA</b>	Approaching and performing a script Devising and performing a duologue	<ul style="list-style-type: none"> <li>• Acting skills (voice, movement, gesture, facial expressions)</li> <li>• Character development</li> <li>• Production Design</li> <li>• Script Writing</li> <li>• Reflective and Evaluative writing</li> </ul>	<b>CAT 1:</b> Treehouse Script Performance and written analysis <b>CAT 2:</b> Devising and Performing a Duologue
<b>PE</b> Sem 1  <b>DONE</b>	Outdoor Education Softball Badminton Athletics AFL Soccer	<ul style="list-style-type: none"> <li>• Executing sport specific skills in drill and game situations</li> <li>• Working effectively in a team</li> <li>• Implementing key rules in a game situation</li> <li>• Implementing key strategies in different sports</li> </ul>	Softball CAT
<b>PE</b> Sem 2  <b>DONE</b>	Basketball Fitness Gymnastics Hip Hop	<ul style="list-style-type: none"> <li>• Executing sport specific skills in drill and game situations</li> <li>• Working effectively in a team</li> <li>• Implementing key rules in a game situation</li> <li>• Implementing key strategies in different sports</li> </ul>	Basketball SEPEP CAT
<b>HEALTH</b> Sem 1  <b>DONE</b>	Dimensions of Health Body & Mind - Physical Activity, Hygiene, Menstrual Cycle, Sleep, Screen Time Respectful Relationships - Conflict Resolution, Gender Diversity, Healthy & Unhealthy Relationships, Consent, Gender Stereotypes	<ul style="list-style-type: none"> <li>• Identify and describe the 5 dimensions of Health and explain how they are connected</li> <li>• Give examples of behaviours that positively or negatively affect wellbeing</li> <li>• Reflect on how daily choices influence overall health and wellbeing</li> <li>• Explain the benefits of physical activity on different dimensions of health</li> <li>• Describe the influence of different factors on physical activity participation</li> <li>• Outline the Physical Activity and Sedentary Behaviour Guidelines for youth</li> <li>• Apply personal hygiene practices to support health and prevent illness</li> <li>• Describe the menstrual cycle and recognise its impact on physical and emotional health</li> <li>• Analyse the importance of sleep for learning, mood and performance</li> <li>• Assess the impact of screen time on health and apply strategies to manage it</li> <li>• Apply conflict resolution strategies to manage disagreements respectfully</li> <li>• Describe and respect gender diversity and inclusive behaviours</li> <li>• Identify characteristics of healthy and unhealthy relationships</li> <li>• Explain the meaning of consent and apply it to real-life scenarios</li> <li>• Analyse how gender stereotypes influence attitudes, behaviours and opportunities</li> <li>• Demonstrate empathy, respect and personal boundaries in relationships</li> </ul>	Body & Mind CAT
<b>HEALTH</b> Sem 2  <b>DONE</b>	Youth Health - Health Issues Safety - Cyber Safety, Road Safety	<ul style="list-style-type: none"> <li>• Identify common health issues affecting young people</li> <li>• Identify the impact of alcohol use, smoking and vaping on different dimensions of health</li> <li>• Identify factors contributing to health inequalities with respect to Aboriginal and Torres Strait Islander peoples</li> <li>• Explain the influence of peers, media and community on health choices</li> <li>• Identify reliable sources of health information and support services</li> <li>• Identify online risks and apply cyber-safety strategies</li> <li>• Identify future impacts of online behaviour</li> <li>• Demonstrate responsible and ethical behaviour in digital environments</li> <li>• Identify strategies for seeking help in unsafe online environments</li> <li>• Explain road safety rules for pedestrians, cyclists and passengers</li> <li>• Assess risk and make safe choices in road-related situations</li> </ul>	Youth Health CAT

**Year 9**

**MGSC Curriculum Map**

**Year 9**

Subject	Topics/Electives	Key Skills	Assessment
<b>CORE</b>			
<b>ENGLISH</b> Sem 1	'The Sapphires': Text Response Argument Analysis Oral Presentations	<ul style="list-style-type: none"> <li>• Identification and analysis of film techniques (CAMELS).</li> <li>• Exploration and analysis of historical and artistic themes and ideas within a text.</li> <li>• Identification of contention and supporting arguments.</li> <li>• Identification of persuasive techniques – both written and visual.</li> <li>• Analysis of authorial intent (persuasive and literary).</li> <li>• Capacity to present orally and engage an intended audience.</li> <li>• Academic and formal writing conventions and forms.</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 'The Sapphires': Test Response Scene Analysis</li> <li>• CAT 2: Argument Analysis Paragraphing</li> <li>• CAT 3: Persuasive Speech</li> </ul>
<b>ENGLISH</b> Sem 2	'Romeo and Juliet': Text Response Creative Writing	<ul style="list-style-type: none"> <li>• Identification and analysis of plot, theme, character, message and literary devices within a literary text.</li> <li>• Exploration and identification of historical and societal views and values as reflected within a text.</li> <li>• Inferring authorial intent.</li> <li>• Formal and academic essay writing structures and vocabulary (e.g. analytical verbs, metalanguage).</li> <li>• Writing for intended audiences and purposes.</li> <li>• Employing literary devices and style purposefully.</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1: 'Romeo and Juliet': Text Response</li> <li>• CAT 2: 'Romeo and Juliet': Oral Presentation</li> <li>• CAT 3: Creative Writing Response to a Theme</li> </ul>
<b>MATHS</b> Sem 1	Statistics Measurement Linear Equations and Graphs Probability	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Application to real world problems</li> </ul>	Measurement Topic test Linear Equations Topic test Linear Graphs Application task Semester Examination
<b>MATHS</b> Sem 2	Indices Trigonometry and geometry Quadratics and Parabolas Number and Financial Maths	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Application to real world problems</li> </ul>	Trigonometry and Geometry Application task Quadratics Topic test Number and Financial task Semester Examination
<b>ENHANCEMENT MATHS</b> Sem 1	Statistics Measurement Linear Equations and Graphs Indices and Surds	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Application to real world problems</li> </ul>	Statistics investigation (Additional Task) Measurement test (CAT) Linear Equations and Graphing topic test and application task (CAT) Indices and Surds test (CAT) Semester Examination
<b>ENHANCEMENT MATHS</b> Sem 2	Financial Maths Probability Trigonometry and geometry Quadratics and Parabolas	<ul style="list-style-type: none"> <li>• Skill development</li> <li>• Problem solving</li> <li>• Application to real world problems</li> </ul>	Probability presentation (Additional Task) Geometry investigation (CAT) Trigonometry application task (CAT) Quadratics and Parabolas test (CAT) Semester Examination
<b>HUMANITIES</b> Sem 1  <b>DONE</b>	<ul style="list-style-type: none"> <li>• Civics &amp; Citizenship – Politics and Political Parties</li> <li>• Geography – Biomes and Food Security</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating political parties</li> <li>• Understanding the development of ideologies</li> <li>• Presenting their knowledge and understanding</li> <li>• Researching and investigating topics</li> <li>• Analysing data</li> <li>• Writing a report and short answer questions</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 – Government and Democracy Test</li> <li>• CAT 2 – Food Production Report</li> </ul>
<b>HUMANITIES</b> Sem 2  <b>DONE</b>	<ul style="list-style-type: none"> <li>• History – World War I, World War II and The Holocaust</li> <li>• Economics and Business</li> </ul>	<ul style="list-style-type: none"> <li>• Analysing sources and forming a thesis</li> <li>• Critical thinking and evaluation of topics</li> <li>• Investigating and research</li> <li>• Understanding business terminology</li> <li>• Answering short answer questions</li> <li>• Responding to Command Terms</li> </ul>	<ul style="list-style-type: none"> <li>• CAT 1 – Inquiry Task on Holocaust and World War II</li> <li>• CAT 2 – Business and Economics Test</li> </ul>
<b>SCIENCE</b> Sem 1  <b>DONE</b>	<ul style="list-style-type: none"> <li>• Forensic Science</li> <li>• Atomic Structure</li> <li>• Chemical Systems</li> <li>• Control and Regulation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Planning and conducting investigations</b></li> <li>• <b>Analysing data</b></li> <li>• <b>Communicating scientific ideas</b></li> <li>• <b>Real world applications</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>CAT 1 - Chemical Systems Test</b></li> <li>• <b>CAT 2 - Reaction Rate Practical Investigation</b></li> </ul>
<b>SCIENCE</b> Sem 2  <b>DONE</b>	<ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• Biology - diseases</li> <li>• Physics- Electricity</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Planning and conducting investigations</b></li> <li>• <b>Analysing data</b></li> <li>• <b>Communicating scientific ideas</b></li> <li>• <b>Real world applications</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>CAT 1 - Environmental Science Test</b></li> <li>• <b>CAT 2 - Handwashing Investigation</b></li> </ul>
<b>PE</b> Sem 1  <b>DONE</b>	Volleyball Softball Athletics Touch footy Badminton	<ul style="list-style-type: none"> <li>• Executing sport specific skills in drill and game situations</li> <li>• Working effectively in a team</li> <li>• Implementing key rules in a game situation</li> <li>• Implementing key strategies in different sports</li> </ul>	Volleyball CAT
<b>PE</b> Sem 2  <b>DONE</b>	Basketball Netball Wellness & Fitness Pickleball Softcrosse	<ul style="list-style-type: none"> <li>• Executing sport specific skills in drill and game situations</li> <li>• Working effectively in a team</li> <li>• Implementing key rules in a game situation</li> <li>• Implementing key strategies in different sports</li> </ul>	Netball CAT
<b>HEALTH</b> Sem 1  <b>DONE</b>	Dimensions of Health Body & Mind - Growth Mindsets, Body Image, Social Connectedness, Mind-Body Connection, Menstrual Cycle Respectful Relationships - Gender Diversity, Healthy Relationships, Contraception, STIs, Pornography	<ul style="list-style-type: none"> <li>• Identify and describe the 5 dimensions of Health and explain how they are connected</li> <li>• Give examples of behaviours that positively or negatively affect wellbeing</li> <li>• Reflect on how daily choices influence overall health and wellbeing</li> <li>• Explain and apply a growth mindset to learning, challenges and setbacks</li> <li>• Analyse influences on body image, including media and social expectations</li> <li>• Explain the importance of social connectedness for mental health and wellbeing</li> <li>• Describe the mind-body connection and its role in stress and emotions</li> </ul>	Body & Mind CAT

		<ul style="list-style-type: none"> <li>Explain the menstrual cycle, including physical and emotional impacts and challenge myths or stigmas</li> <li>Demonstrate understanding and respect for gender diversity and inclusive practices</li> <li>Evaluate characteristics of healthy, respectful and unsafe relationships</li> <li>Explain contraception options and their role in sexual health</li> <li>Identify common sexually transmitted infections and strategies for prevention and support</li> <li>Apply communication, consent and help-seeking strategies in relationship scenarios</li> <li>Access accurate, reliable and age-appropriate sexual health information</li> </ul>	
<b>HEALTH</b> Sem 2  <b>DONE</b>	Safety - Drugs and Alcohol Youth Health - Health of population groups	<ul style="list-style-type: none"> <li>Explain the effects of drugs and alcohol on different dimensions of health</li> <li>Analyse risk and protective factors influencing substance use</li> <li>Apply refusal, harm minimisation and decision-making strategies</li> <li>Identify support services and help-seeking options for substance-related concerns</li> <li>Explain how access to resources and services impacts health outcomes</li> <li>Describe the impact of lifestyle choices on health</li> <li>Analyse differences in health status between developing and developed countries</li> <li>Demonstrate empathy and respect when discussing health diversity and disadvantage</li> </ul>	Safety CAT
<b>ELECTIVE SUBJECTS</b>			
<b>LANGUAGES</b> French Sem 1 <b>DONE</b>	<ul style="list-style-type: none"> <li>France's geography &amp; culture</li> <li>Media: TV, music, books, film</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and using present-tense verbs</li> <li>Expressing and justifying opinions</li> </ul>	<ul style="list-style-type: none"> <li>Listening and reading comprehension</li> <li>Oral discussion</li> </ul>
<b>LANGUAGES</b> French Sem 2 <b>DONE</b>	<ul style="list-style-type: none"> <li>The past</li> <li>Relationships, money &amp; issues</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and using past-tense verbs</li> <li>Discussing interpersonal relationships, money habits and problems</li> </ul>	<ul style="list-style-type: none"> <li>Listening, reading &amp; grammar test</li> <li>Roleplay</li> </ul>
<b>LANGUAGES</b> Japanese Sem 1 <b>DONE</b>	<ul style="list-style-type: none"> <li>Katakana (part 2)</li> <li>School events, dates and seasons, clothing, Calendar</li> <li>Hobbies &amp; Transport, Daily Routines</li> </ul>	<ul style="list-style-type: none"> <li>Learning counters</li> <li>Past tense</li> <li>Frequency words</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1 - Poster: Dress up two characters based on the season</li> <li>CAT 2 - Oral presentation: Self intro about your hobbies</li> </ul>
<b>LANGUAGES</b> Japanese Sem 2 <b>DONE</b>	<ul style="list-style-type: none"> <li>Describing people, characters and objects</li> <li>Festivals and celebrations</li> <li>Likes, Favourite &amp; Spare time</li> <li>School subjects and timetable</li> </ul>	<ul style="list-style-type: none"> <li>Using more complex Japanese, including joining adjectives</li> <li>Extended use of particles</li> <li>Comparisons</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1 - Design a mascot</li> <li>CAT 2 - Famous person presentation</li> </ul>
<b>DESIGN IT. WEAR IT.</b> (Product Design - Textiles) (one semester only)	<ul style="list-style-type: none"> <li>Safety</li> <li>Design Process</li> <li>Practical skills</li> <li>Planning and managing projects</li> <li>Ethics and sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Machine Sewing &amp; Hand sewing</li> <li>CAD Technologies - 3D printing, lasercut &amp; cricut.</li> <li>Drawing methods and conventions</li> <li>Using ICT to design and present ideas</li> </ul>	<ul style="list-style-type: none"> <li>Safety &amp; Skills - Risk assessment and practical skill building by trialing a variety of techniques. (CAT 1)</li> <li>Design Challenge - design folio and production of a product that uses sustainable practices. (CAT 2)</li> </ul>
<b>DESIGN IT. WORKSHOP IT.</b> (Product Design - Wood) (one semester only)	<ul style="list-style-type: none"> <li>Design Process</li> <li>Workshop Rules/Equipment/Safety</li> <li>Forming and Soldering</li> <li>Laser cut Jewellery</li> </ul>	<ul style="list-style-type: none"> <li>Designing, sawing, forming and Soldering with flat metal sheet.</li> <li>Full design process using a brief. Creating a collection of laser cut design.</li> </ul>	
<b>INTERNATIONAL FOOD</b> (one semester only)	<ul style="list-style-type: none"> <li>Safety and hygiene in the kitchen</li> <li>Cuisines and cultures from around the world and the impact on Australian cuisine</li> <li>Sustainability including the impact of agriculture on the environment</li> <li>Designing and producing a variety of dishes</li> </ul>	<ul style="list-style-type: none"> <li>Working safely and hygienically in a kitchen</li> <li>Collaboration with other students</li> <li>Using the design process to plan meals</li> <li>Understanding migration and the impact on Australian culture and cuisine</li> <li>First Nation Australian cuisines and culture</li> </ul>	Meat free design task Design and research a meal from another country
<b>Next Generation Design</b> (one semester only)	<ul style="list-style-type: none"> <li>App design with Adobe XD</li> <li>3D printing with TinkerCAD</li> <li>Gif design and creation with Adobe Illustrator + Photoshop</li> <li>Website design and coding</li> </ul>	<ul style="list-style-type: none"> <li>Defining and decomposing web design problems – identifying user requirements, constraints and website purpose before development. <i>(Creating Digital Solutions)</i></li> <li>Designing user experiences and interfaces – planning site structure, navigation and accessibility to support effective user interaction.</li> <li>Developing digital solutions through coding – creating and modifying websites/3D print/App design using structured programming and coding conventions.</li> <li>Separating content, presentation and behaviour – understanding how website components work together to produce responsive digital experiences. <i>(Data and Information – Levels 9–10 focus)</i></li> <li>Testing, debugging and refining solutions – evaluating functionality and improving performance through iterative processes.</li> <li>Managing data, privacy and security – recognising how websites manage information and applying safe digital practices.</li> <li>Evaluating effectiveness and innovation – analysing how successfully websites/3D print/App design meet user needs and future considerations.</li> </ul>	<b>App design with Adobe XD</b> <b>3D printing with TinkerCAD</b> <b>Gif design and creation with Adobe Illustrator + Photoshop</b> <b>Website design and coding</b>
<b>ART</b> (one semester only)	<ul style="list-style-type: none"> <li>Impressionist/Post Impressionist Landscape Painting</li> <li>Portrait Painting</li> </ul>	<ul style="list-style-type: none"> <li>Developing and expressing artistic intentions – generating and refining ideas to communicate atmosphere, place, mood or personal interpretations of landscape. <i>(VCAVAE040, VCAVAV043)</i></li> <li>Investigating historical and contemporary art practices – analysing how Impressionist and Post-Impressionist artists represented landscape through colour, light, brushwork and composition. <i>(VCAVAR045, VCAVAR046)</i></li> <li>Applying visual conventions intentionally – using colour, line, texture, tone, space and composition to communicate meaning and visual impact. <i>(Achievement Standard)</i></li> <li>Experimenting with materials and techniques – exploring layered paint application, visible brushstrokes, colour mixing and varied mark-making processes to achieve intended effects. <i>(VCAVAE041, VCAVAV042)</i></li> <li>Observational and interpretive drawing/painting skills – translating observations of environments into expressive painted outcomes rather than purely realistic representations. <i>(VCAVAV042)</i></li> <li>Developing understanding of colour and light – investigating how colour relationships, contrast and light influence mood and visual perception. <i>(VCAVAE041)</i></li> <li>Planning and refining creative processes – testing compositions, thumbnails and studies to improve artistic outcomes. <i>(VCAVAV043)</i></li> <li>Reflecting and evaluating artistic decisions – analysing how selected techniques and visual conventions communicate artistic intentions. <i>(VCAVAP044)</i></li> <li>Understanding audience and presentation – considering how scale, display and visual communication influence audience interpretation. <i>(VCAVAP044)</i></li> </ul>	<ul style="list-style-type: none"> <li>Impressionist/Post Impressionist Landscape Painting</li> <li>Portrait Painting</li> <li>Visual diary with research, experiments/trials, self evaluations</li> </ul>

		<ul style="list-style-type: none"> <li>Building personal artistic style – adapting influences from Impressionist and Post-Impressionist approaches to develop an individual visual language. (VCAVAE040)</li> </ul>	
<b>CERAMICS</b> (one semester only)	<ul style="list-style-type: none"> <li>Coil Pot</li> <li>Bust head</li> </ul>	<ul style="list-style-type: none"> <li>Developing and expressing artistic intentions – generating and refining ideas for a coil pot that communicates a concept, theme or personal viewpoint. (VCAVAE040, VCAVAV043)</li> <li>Exploring personal style and aesthetic – drawing inspiration from ceramic artists, cultural pottery traditions and visual arts practices to develop an individual response. (VCAVAE040)</li> <li>Manipulating materials and techniques – selecting and controlling clay-building processes such as rolling coils, joining, scoring, smoothing and surface treatment to achieve intended outcomes. (VCAVAE041, VCAVAV042)</li> <li>Planning and design thinking – conceptualising, designing and sequencing the construction process to create a structurally successful ceramic form. (VCAVAV043)</li> <li>Experimentation and refinement – testing techniques and modifying approaches throughout making to improve visual and functional outcomes. (VCAVAE041, VCAVAV042)</li> <li>Applying visual conventions – using form, texture, shape, pattern and surface qualities intentionally to communicate ideas and meaning. (Achievement Standard)</li> <li>Critical reflection and evaluation – analysing how material choices, techniques and processes contribute to the final artwork and evaluating effectiveness against artistic intentions. (Achievement Standard; VCAVAP044)</li> <li>Audience awareness and presentation – considering how the finished ceramic work is displayed and how meaning is interpreted by viewers. (VCAVAP044)</li> <li>Cultural and contextual understanding – investigating ceramic practices across cultures and recognising how artists communicate perspectives through material processes. (VCAVAR045, VCAVAR046)</li> <li>Safe and sustainable studio practice – using tools and materials responsibly while considering sustainable approaches to making. (Levels 9–10 band description)</li> </ul>	<ul style="list-style-type: none"> <li>Coill Pot</li> <li>Bust head</li> <li>Online Visual Diary (drawings, process, experiments, artist statement)</li> </ul>
<b>MEDIA</b> (one semester only)	<ul style="list-style-type: none"> <li>Tim Burton film analysis</li> <li>analogue photography</li> </ul>	<ul style="list-style-type: none"> <li>analysing media codes and conventions in films and photography</li> <li>investigate the ways media artists, including Aboriginal and Torres Strait Islander Peoples, celebrate and challenge multiple perspectives of Australian identity through creation and production of media arts works</li> <li>experiment with media processes and skills, media language and media technologies throughout the production process</li> <li>reflect on, analyse, evaluate and document their own or others' media arts works and/or practices</li> </ul>	<ul style="list-style-type: none"> <li>Tim Burton film analysis essay</li> <li>analogue photography process and production folio</li> </ul>
<b>VISUAL COMMUNICATION DESIGN</b> (one semester only)			
<b>MUSIC: MAINSTAGE</b> (one semester only)	Using sound equipment Planning and running a concert Instrument skills: guitar, ukulele, keyboard, drums	<ul style="list-style-type: none"> <li>Rehearsal skills and performance etiquette</li> <li>Collaboration and planning for a music event</li> <li>Understand the role of stage crew and relevant skills</li> <li>Understand how to set up and use sound amplification equipment</li> </ul>	World Music Research Task - CAT Participation in planning a concert and running tech for school music events Year 9 Mainstage Concert and event reflection CAT
<b>DRAMA</b> (one semester only)	Suitcase Series	<ul style="list-style-type: none"> <li>Acting skills (voice, movement, gesture, facial expressions)</li> <li>Character development</li> <li>Devising a script/performance</li> <li>Production Design</li> <li>Performance Analysis</li> </ul>	CAT 1: Performance Analysis CAT 2: Performance CAT 3: Production Design
<b>DANCE</b> (one semester only)	Safe dance practices Technical and expressive skills in a variety of dance styles Choreographing small group dances	<ul style="list-style-type: none"> <li>Analysis using the choreographic devices</li> <li>Choreographic practices</li> <li>Safe dance practices</li> <li>Dance style terminology</li> </ul>	Dance style research task Small group choreography and analysis
<b>FITNESS AND FIRST AID</b> (one semester only) <b>DONE</b>	Fitness Components Training Methods and Principles Creating a training session DRSABCD & CPR Identifying and treating sports injuries	<ul style="list-style-type: none"> <li>Participate safely and actively in a range of fitness activities</li> <li>Identify and explain the components of fitness</li> <li>Accurately perform and record results from a range of fitness tests</li> <li>Identify, explain and apply different training methods</li> <li>Apply training principles to plan effective fitness sessions</li> <li>Design and lead a structured fitness activity</li> <li>Set personal fitness goals and monitor progress through a fitness portfolio</li> <li>Identify common injuries and risks associated with physical activity</li> <li>Explain and apply DRS ABCD</li> <li>Demonstrate the recovery position correctly</li> <li>Perform basic first aid skills and CPR in simulated scenarios</li> </ul>	Fitness Portfolio First Aid Test
<b>OUTDOOR EDUCATION</b> (one semester only) <b>DONE</b>	<ul style="list-style-type: none"> <li>Camping</li> <li>Outdoor Adventure Activities</li> <li>Water Safety</li> <li>Bush First Aid</li> <li>Climate Change</li> <li>Environmental Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork and leadership</li> <li>Communication and problem solving</li> <li>Navigation and orienteering</li> <li>Camping and outdoor living skills</li> <li>Kayaking, SUP and hiking techniques</li> <li>Water safety and risk management</li> <li>Bush first aid and emergency response</li> <li>Environmental awareness and sustainability</li> <li>Reflection and personal development</li> <li>Resilience, confidence and independence</li> </ul>	
<b>LAW MATTERS</b> (one semester only)  <b>DONE</b>	<ul style="list-style-type: none"> <li>Criminal Law</li> <li>The Court Jurisdiction and Key Personnel</li> <li>Youth Crime (international obligations)</li> </ul>	<ul style="list-style-type: none"> <li>explaining the types of criminal law</li> <li>describing court processes</li> <li>explaining the key roles of citizens in a democratic country</li> <li>analysing the role of the courts and the key personnel</li> <li>analysing Victoria's response to raising the age of criminal responsibility</li> <li>describing key trends/reasons for youth offending</li> </ul>	<ul style="list-style-type: none"> <li>True Crime Podcast</li> <li>End of Semester Closed Book Test</li> </ul>
<b>FORENSIC SCIENCE</b> (one semester only) Commencing in 2027			

**Year 10**

**MGSC Curriculum Map**

**Year 10**

Subject	Topics/Electives	Key Skills	Assessment
<b>CORE</b>			
<b>ENGLISH SEM 1</b>	<ul style="list-style-type: none"> <li>Text Analysis</li> <li>Argument Analysis</li> <li>Responding to Literature</li> </ul>	<ul style="list-style-type: none"> <li>Analyse how authors use language, structure and literary devices to create meaning.</li> <li>Explore how characters, themes and ideas are developed throughout a text.</li> <li>Support interpretations with relevant evidence from the text.</li> <li>Identify an author's contention, arguments and persuasive techniques.</li> <li>Analyse how language, tone and visual elements influence audiences.</li> <li>Use evidence to explain the effectiveness of persuasive strategies.</li> <li>Develop informed personal and critical responses to literary texts.</li> <li>Explore themes, values and perspectives presented in texts.</li> <li>Construct analytical responses supported by textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1: Text Response</li> <li>CAT 2: Argument Analysis Essay</li> <li>CAT 3: Creative Writing</li> </ul>
<b>ENGLISH SEM 2</b>	<ul style="list-style-type: none"> <li>Crafting text</li> <li>Oral Presentation</li> <li>Text Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Develop creative and purposeful writing for different audiences and purposes.</li> <li>Experiment with language, structure and stylistic choices to create meaning.</li> <li>Refine writing through drafting, editing and feedback.</li> <li>Research and develop a clear contention on a contemporary issue.</li> <li>Use persuasive language and evidence to engage and influence an audience.</li> <li>Deliver presentations with effective voice, body language and speaking techniques.</li> <li>Analyse how authors use language, structure and literary devices to create meaning.</li> <li>Explore themes, characters and ideas within texts.</li> <li>Support interpretations with relevant textual evidence.</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1: Text Response</li> <li>CAT 2 Persuasive Oral Presentation on an Issue</li> <li>CAT 3: Creative Writing</li> </ul>
<b>MATHS Sem 1</b>	<ul style="list-style-type: none"> <li>Trigonometry</li> <li>Linear relationships</li> <li>Measurement</li> <li>Indices</li> <li>Financial Maths</li> </ul>	<ul style="list-style-type: none"> <li>Skill development</li> <li>Problem solving</li> <li>Application to real world problems</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometry CAT</li> <li>Linear relationships CAT</li> <li>Measurement Investigation task</li> <li>Financial Maths additional Task</li> </ul>
<b>MATHS Sem 2</b>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Probability</li> <li>Quadratics and Parabolas</li> </ul>	<ul style="list-style-type: none"> <li>Skill development</li> <li>Problem solving</li> <li>Application to real world problems</li> </ul>	<ul style="list-style-type: none"> <li>Statistics CAT</li> <li>Probability CAT</li> <li>Quadratic and Parabolas application task</li> </ul>
<b>ADVANCED MATHS Sem 1</b> <b>DONE</b>	<ul style="list-style-type: none"> <li>Networks</li> <li>Trigonometry</li> <li>Linear Relationships</li> <li>Measurement and Proof</li> <li>Surds</li> </ul>	<ul style="list-style-type: none"> <li>Skill development</li> <li>Problem solving</li> <li>Application to real world problems</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1 - Trigonometry (applications task)</li> <li>CAT 2 - Linear Relationships (topic test)</li> <li>CAT 3 - Measurement and Proof (topic test and pair task)</li> </ul>
<b>ADVANCED MATHS Sem 2</b> <b>DONE</b>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Probability</li> <li>Quadratics</li> <li>Parabolas</li> <li>Polynomials</li> </ul>	<ul style="list-style-type: none"> <li>Skill development</li> <li>Problem solving</li> <li>Application to real world problems</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1 - Statistics</li> <li>CAT 2 - Probability</li> <li>CAT 3 - Quadratics and Parabolas</li> </ul>
<b>SCIENCE Sem 1</b> <b>DONE</b>	<ul style="list-style-type: none"> <li>Genetics</li> <li>Evolution</li> <li>Climate Change</li> <li>The Universe</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communicating Scientific Ideas</li> <li>Planning and conducting investigations.</li> <li>Apply scientific models and theories</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1 - Genetics Test</li> <li>CAT 2 - Climate Change Investigation Poster</li> </ul>
<b>SCIENCE Sem 2</b> <b>DONE</b>	<ul style="list-style-type: none"> <li>Chemistry - Periodic table</li> <li>Chemical Reactions</li> <li>Motion</li> <li>Energy</li> </ul>	<ul style="list-style-type: none"> <li>Critical Thinking</li> <li>Communicating Scientific Ideas</li> <li>Planning and conducting investigations.</li> <li>Apply scientific models and theories</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1 - Chemical Reactions Practical Report</li> <li>CAT 2 - Energy Test</li> </ul>
<b>PE Sem 1</b> <b>DONE</b>	Racquet Sports Bounce Sports Fitness Creative Play	<ul style="list-style-type: none"> <li>Executing sport specific skills in drill and game situations</li> <li>Working effectively in a team</li> <li>Implementing key rules in a game situation</li> <li>Implementing key strategies in different sports</li> </ul>	Students are assessed on participation, skills, implementation of strategies and rules, and teamwork across all sports.
<b>PE Sem 2</b> <b>DONE</b>	Kicking Sports Team Sports Beach Activities	<ul style="list-style-type: none"> <li>Executing sport specific skills in drill and game situations</li> <li>Working effectively in a team</li> <li>Implementing key rules in a game situation</li> <li>Implementing key strategies in different sports</li> </ul>	Students are assessed on participation, skills, implementation of strategies and rules, and teamwork across all sports.
<b>HEALTH Sem 1</b> <b>DONE</b>	Dimensions of Health Resilience, Rights & Respectful Relationships - Emotional Literacy, Human Rights, Character Strengths, Hate Speech, Coping Strategies, Consent, Healthy Relationships, Pornography VCE Taster Classes Wellbeing Wednesday Electives	<ul style="list-style-type: none"> <li>Identify and describe the 5 dimensions of Health and explain how they are connected</li> <li>Give examples of behaviours that positively or negatively affect wellbeing</li> <li>Reflect on how daily choices influence overall health and wellbeing</li> <li>Recognise, express and manage complex emotions</li> <li>Explain human rights and their relevance to health, relationships and equality</li> <li>Identify and apply character strengths to support resilience and personal growth</li> <li>Analyse the impacts of hate speech, discrimination and exclusion on individuals and communities</li> <li>Apply a range of coping strategies to manage stress, change and adversity</li> <li>Evaluate the role of consent in respectful, safe and legal relationships</li> <li>Analyse the characteristics of healthy, respectful and abusive relationships</li> <li>Analyse how pornography can influence attitudes, expectations and behaviours in relationships</li> <li>Apply communication, help-seeking and boundary-setting strategies in complex scenarios</li> </ul>	Students are assessed on class participation and completion of written work in their booklets

<p><b>HEALTH</b> Sem 2</p> <p><b>DONE</b></p>	<p>Safety - Driver Safety, Safe Partying Youth Health - Cost of Living, Living out of Home, Australia's Health Care System, Women's Health, Screen Time and Health, Skin Health Wellbeing Wednesday Electives</p>	<ul style="list-style-type: none"> <li>Analyse risk factors associated with driver and passenger safety</li> <li>Explain legal responsibilities and safe-decision making related to driving and road use</li> <li>Evaluate risks associated with parties and social events</li> <li>Apply harm-minimisation and protective strategies to real-world scenarios</li> <li>Analyse how the cost of living impacts health choices and wellbeing</li> <li>Identify costs associated with living out of home</li> <li>Explain how Australia's health care system works and how to access services</li> <li>Explain the role of pelvic floor muscles in bladder, bowel and reproductive health</li> <li>Analyse factors that can affect pelvic floor health and identify signs of dysfunction</li> <li>Apply self-management strategies to support menstrual wellbeing</li> <li>Identify appropriate health professionals and services to support pelvic health</li> <li>Analyse the impact of screen time on different dimensions of health</li> <li>Describe influences on screen time behaviour</li> <li>Apply strategies for decreasing harmful screen-related behaviour</li> </ul>	<p>Students are assessed on class participation and completion of written work in their booklets</p>
<p><b>ELECTIVE SUBJECTS</b></p>			
<p><b>LANGUAGES</b> French - Sem 1</p> <p><b>DONE</b></p>	<ul style="list-style-type: none"> <li>Healthy Lifestyle</li> <li>Parties and Festivals</li> </ul>	<p><b>Topic 1:</b></p> <ul style="list-style-type: none"> <li>Discuss healthy lifestyles</li> <li>Talk about how diet affects health</li> <li>Talk about resolutions to be healthier</li> <li>Grammar: Impersonal structures, pronouns, perfect past tense revision, expressions of quantity</li> </ul> <p><b>Topic 2:</b></p> <ul style="list-style-type: none"> <li>Organise and suggest activities</li> <li>Talk about festivals, traditions and special events.</li> <li>Grammar: near future, perfect tense revision</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1: Writing task</li> <li>CAT 2: Oral Presentation</li> <li>CAT 3: Listening and Reading Comprehension.</li> </ul>
<p><b>LANGUAGES</b> French - Sem 2</p> <p><b>DONE</b></p>	<ul style="list-style-type: none"> <li>Transport and Holidays</li> <li>Housing</li> </ul>	<p><b>Topic 1:</b></p> <ul style="list-style-type: none"> <li>Talk about transport and travel</li> <li>Organise and talk about travel plans</li> <li>Grammar: negatives, -ir verb revision, imperfect tense, conditional tense</li> </ul> <p><b>Topic 2:</b></p> <ul style="list-style-type: none"> <li>Describe homes, discuss different housing situations</li> <li>Grammar: pronouns (y and en), -re verb revision, si clauses (introduction)</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1: Oral Presentation</li> <li>CAT 2: Writing task</li> <li>CAT 3: Listening and Reading Comprehension.</li> </ul>
<p><b>LANGUAGES</b> Japanese - Sem 1</p> <p><b>DONE</b></p>	<ul style="list-style-type: none"> <li>Milestones</li> <li>Where you grew up</li> <li>Fast Food in Aus and Japan</li> <li>Shopping in Japan</li> <li>Leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>Past tense of adjectives</li> <li>te- form</li> <li>Pronouns</li> <li>Plain (casual) form Japanese</li> <li>Invitations</li> <li>Giving reasons</li> </ul>	<ul style="list-style-type: none"> <li>Shopping role play</li> <li>Written Test</li> </ul>
<p><b>LANGUAGES</b> Japanese - Sem 2</p> <p><b>DONE</b></p>	<ul style="list-style-type: none"> <li>City vs countryside</li> <li>Directions</li> <li>School trips</li> <li>Part time work</li> <li>Careers</li> </ul>	<ul style="list-style-type: none"> <li>Location words</li> <li>Past negative forms</li> <li>more te-form</li> <li>expressing desires</li> <li>Distinguishing between Australia and Japan at a deep level.</li> </ul>	<ul style="list-style-type: none"> <li>Giving directions (oral)</li> <li>Extended persuasive writing (essay)</li> </ul>
<p><b>DESIGN IT. WEAR IT.</b> <b>(Product Design - Textiles)</b> <b>(one semester only)</b></p>	<p>Safety Design Process Materials Classification Practical skills Planning and managing projects Ethics and sustainability</p>	<p>Machine Sewing &amp; Hand sewing CAD Technologies - 3D printing, lasercut &amp; cricut. Drawing methods and conventions Characteristics and properties of materials Using ICT to design and present ideas</p>	<ul style="list-style-type: none"> <li>Inclusive Uniforms - a workbook and prototype garment (CAT 1)</li> <li>Design Challenge - investigate, research, define, generate ideas and plan a product that uses sustainable practices. (CAT 2)</li> <li>Design Challenge - production, testing and evaluation of a product that uses sustainable practices. (CAT 2)</li> </ul>
<p><b>DESIGN IT. WORKSHOP IT.</b> <b>(Product Design - Wood)</b> <b>(one semester only)</b></p>	<ul style="list-style-type: none"> <li>Safety</li> <li>Design process</li> <li>Model making - wax, recycled plastic, plywood and wood.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Wax Jewellery casting</li> <li>Patterns in Nature - pendant lighting project - working with constraints</li> <li>Sustainability research project</li> <li>Wooden stool</li> </ul>	
<p><b>FOOD FOR LIFE</b> <b>(one semester only)</b></p>	<ul style="list-style-type: none"> <li>Safety &amp; Hygiene</li> <li>Indigenous Food</li> <li>Sustainability</li> <li>Food Ethics</li> <li>Food Labelling</li> <li>Marketing to Children</li> <li>Australian Guide to Healthy Eating</li> </ul>	<ul style="list-style-type: none"> <li>Understanding the importance of consuming a healthy balanced diet for optimal nutrition</li> <li>Understanding the impact of food on the environment</li> <li>Working safely and hygienically in the kitchen</li> <li>Planning meals using the design process</li> <li>Considering food and fibre production and various key food industries</li> </ul>	<p>Australian Guide to Healthy Eating Nourish Bowl Design Task Mystery box food waste challenge Vegetarian Burgers practical and analysis</p>
<p><b>ART</b> <b>(one semester only)</b></p>	<ul style="list-style-type: none"> <li>Drawing</li> <li>Art Analysis</li> <li>Activist art print making</li> </ul>	<ul style="list-style-type: none"> <li>investigate the ways that artists across cultures, times, places and other contexts develop personal expression in their visual arts practice</li> <li>investigate the ways that Australian artists, including Aboriginal and Torres Strait Islander Peoples, celebrate and challenge multiple perspectives of Australian identity through their artworks and visual arts practice</li> <li>experiment with visual conventions, visual arts processes and materials</li> <li>reflect on, analyse, evaluate and document the ways they and other visual artists respond to artworks and influences</li> <li>plan, develop and resolve artworks that communicate ideas, perspectives and meaning</li> </ul>	<p>CAT 1 - Drawing inquiry task CAT 2 - Art analysis CAT 3 - Print making project</p>
<p><b>MEDIA</b> <b>(one semester only)</b></p>	<ul style="list-style-type: none"> <li>Digital photography</li> <li>Suspense in films</li> <li>Group thriller production</li> </ul>	<ul style="list-style-type: none"> <li>analysing media codes and conventions in films and photography</li> <li>investigate the ways media artists, including Aboriginal and Torres Strait Islander Peoples, celebrate and challenge multiple perspectives of Australian identity through creation and production of media arts works</li> <li>experiment with media processes and skills, media language and media technologies throughout the production process</li> <li>reflect on, analyse, evaluate and document their own or others' media arts works and/or practices</li> </ul>	<p>CAT 1 - Themed digital photography production, research and production folio CAT 2 - Individual scene analysis and film analysis essay CAT 3 - Group film production, production folio</p>
<p><b>MUSIC IN THE DIGITAL DROP</b> <b>(one semester only)</b></p>	<p>Performance standards and etiquette Composition Audio production Music language</p>	<ul style="list-style-type: none"> <li>Identify and demonstrate quality performance techniques</li> <li>Understand theory of music</li> <li>Implement music theory to compose original music using notation and recording</li> <li>Understand how to use audio equipment for studio recording</li> </ul>	<p>Compositional Exploration - CAT Mixing and Mastering - CAT Music Production Project - CAT</p>

<p><b>DRAMA</b> (one semester only)</p>	<ul style="list-style-type: none"> <li>Twelfth Night</li> <li>Production role design development</li> <li>Performance</li> </ul>	<ul style="list-style-type: none"> <li>Acting skills (voice, movement, gesture, gait, stillness, and silence)</li> <li>The role of the designer (lighting, sound, costume, make up, set, props)</li> <li>Theatre history</li> <li>Script interpretation and presentation</li> <li>Performance analysis</li> </ul>	<p>CAT 1 - Twelfth Night written analysis CAT 2 - Interpreting scripts - Production role design development CAT 3 - Interpreting scripts - Performance and written analysis</p>
<p><b>DANCE</b> (one semester only)</p>	<ul style="list-style-type: none"> <li>Safe dance practices</li> <li>Technical and expressive skills in a variety of dance styles</li> <li>Choreographing small group dances</li> </ul>	<ul style="list-style-type: none"> <li>Analysis using the choreographic devices</li> <li>Choreographic practices</li> <li>Safe dance practices</li> <li>Dance style terminology</li> </ul>	<ul style="list-style-type: none"> <li>Musical analysis task</li> <li>Group choreographic performance</li> <li>Solo/duo choreography and performance</li> </ul>
<p><b>RIGHTS &amp; FREEDOMS</b> (one semester only)</p> <p>DONE</p>	<ul style="list-style-type: none"> <li>The United Nations</li> <li>The U.S. Civil Rights Movement</li> <li>First Nations History</li> </ul>	<ul style="list-style-type: none"> <li>Identify and understand the UN Declaration of Human Rights</li> <li>Understand the fight for civil rights in the United States and Australia</li> <li>Analyse and evaluate sources</li> <li>Construct an evidenced thesis and historical arguments</li> <li>Discuss knowledge with regard to primary and secondary evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Formative – Model United Nations</li> <li>CAT 1 – Historical Inquiry</li> <li>CAT 2 – Source Analysis and Extended Response</li> </ul>
<p><b>GENDER AGENDA</b> (one semester only)</p> <p>DONE</p>	<ul style="list-style-type: none"> <li>Gender Norms &amp; Gender Roles</li> <li>The Past and Present of the Feminist Movement</li> <li>Case studies of Feminist movements in the global world</li> <li>Social, cultural, economic, technological factors that impact Feminism</li> </ul>	<ul style="list-style-type: none"> <li>Defining gender norms and gender roles</li> <li>Defining and identifying key terms with Gender Agenda</li> <li>Identifying and understanding how gender norms and roles are created</li> <li>Understanding and explaining the feminist movement</li> <li>Examining and analysing previous and current waves of Feminism</li> <li>Examine themes relating to feminism and the construction of gender</li> </ul>	<ul style="list-style-type: none"> <li>Formative – Film Analysis</li> <li>CAT 1 – Evaluative Report</li> <li>CAT 2 – Extended Response</li> </ul>
<p><b>POLITICS &amp; POWER</b> (one semester only)</p> <p>DONE</p>	<ul style="list-style-type: none"> <li>Australian Politics</li> <li>Global Politics</li> <li>The United Nations</li> </ul>	<ul style="list-style-type: none"> <li>Understand and apply fundamental political concepts.</li> <li>Investigate contemporary politics.</li> <li>Compare political systems and nation states.</li> <li>Evaluate realist and liberal/cosmopolitan political perspectives.</li> <li>Explain and analyse national and global political issues and events</li> <li>Evaluate the role and function of intergovernmental organisations (such as the UN) in humanitarianism.</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1 - Comparing Political Systems</li> <li>CAT 2 – The United Nations Summit</li> </ul>
<p><b>UNLIMITED WEALTH</b> (one semester only)</p> <p>DONE</p>	<ul style="list-style-type: none"> <li>Microeconomics: The Economy &amp; Markets</li> <li>Macroeconomics: Measuring Australian Economy</li> <li>Power of Money</li> <li>Personal Budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Understand and apply the concept of supply and demand to identify price changes.</li> <li>Investigate different markets in Australia.</li> <li>Use key economic indicators (e.g. GDP, inflation) to measure the Australian economy.</li> <li>Understand consumer choices and make informed decisions.</li> <li>Create personal budgeting and apply in real-life scenarios (e.g. Buying your first car).</li> </ul>	<ul style="list-style-type: none"> <li>CAT 1 - Research Into A Market</li> <li>CAT 2 - Credit: Friend or Foe?</li> <li>CAT 3 - The Economy and Market Mechanism</li> </ul>
<p><b>HEALTHY MINDS AND HEALTHY HABITS</b> (one semester only)</p> <p>DONE</p>	<ul style="list-style-type: none"> <li>Women’s Health Issues</li> <li>Pregnancy, pre and post natal development and caring for an infant</li> <li>Health and Wellness</li> </ul>	<ul style="list-style-type: none"> <li>Research and analyse women's health issues</li> <li>Understand dimensions of health and wellbeing</li> <li>Develop positive health and wellness strategies</li> <li>Demonstrate responsibility through virtual baby care</li> <li>Investigate pregnancy and parenting challenges</li> <li>Create health promotion and awareness campaigns</li> <li>Strengthen communication and presentation skills</li> <li>Apply critical thinking to real-world health issues</li> </ul>	
<p><b>SPORTS COACHING</b> (one semester only)</p> <p>DONE</p>	<ul style="list-style-type: none"> <li>Coaching styles and techniques</li> <li>Coaching for inclusion</li> <li>Skill acquisition</li> <li>Sports psychology</li> <li>Biomechanics</li> </ul>	<ul style="list-style-type: none"> <li>Identify and compare different coaching styles</li> <li>Select and apply different coaching techniques and skills for different learners and contexts</li> <li>Reflect on the effectiveness of coaching behaviours and make improvements</li> <li>Identify barriers to participation in sport and physical activity</li> <li>Modify activities, rules, equipment and environments to promote inclusive participation</li> <li>Apply skill acquisition principles to coaching practice</li> <li>Explain how psychological factors influence performance and participation</li> <li>Apply psychological strategies for improved performance</li> <li>Analyse how biomechanical principles impact technique and performance</li> </ul>	<p>Coaching a Junior Class CAT Coaching an Interschool Sport Team CAT Practical Journal CAT</p>
<p><b>INSIDE THE HUMAN BODY</b> (one semester only)</p> <p>DONE</p>	<ul style="list-style-type: none"> <li>MuscularSkeletal System</li> <li>Cardiovascular system</li> </ul>	<ul style="list-style-type: none"> <li>Identify bones, joints and major muscle groups</li> <li>Explain how movement is produced by the body</li> <li>Analyse the functions of the skeletal and muscular systems</li> <li>Investigate the cardiovascular and respiratory systems</li> <li>Examine the effects of exercise on body systems</li> <li>Interpret health and fitness data</li> <li>Apply anatomical knowledge to sport and exercise</li> <li>Develop scientific inquiry and research skills</li> </ul>	
<p><b>OUTDOOR EDUCATION</b> (one semester only)</p> <p>DONE</p>	<ul style="list-style-type: none"> <li>Climate Change</li> <li>Environmental Awareness</li> <li>Camping</li> <li>Outdoor Adventure Activities</li> </ul>	<ul style="list-style-type: none"> <li>Teamwork and leadership</li> <li>Communication and problem solving</li> <li>Navigation and orienteering</li> <li>Camping and outdoor living skills</li> <li>Kayaking, SUP and hiking techniques</li> <li>Water safety and risk management</li> <li>Bush first aid and emergency response</li> <li>Environmental awareness and sustainability</li> <li>Reflection and personal development</li> <li>Resilience, confidence and independence</li> </ul>	