



St Mary's College Toowoomba

Forming young men of faith, integrity, action and excellence

Subject Information Handbook

Year 9, 2018



From The Principal

Our core business at St Mary's College, Toowoomba is quality teaching and successful learning. The first step to enabling this to occur is for the boys to choose the most appropriate subjects for any given year. This Junior Secondary Curriculum Handbook aims at providing the students and parents with valuable information about the content, assessment and general requirements of each subject and where subjects can lead boys into the future. With this information it is hoped that students will choose the most appropriate subjects to ensure the most positive learning outcomes and career pathways both for their immediate and future lives.

So what should we be looking for when choosing the most appropriate subjects?

1. What do I enjoy?
2. What am I interested in?
3. What are my talents? What subjects will give me the most chance to achieve the highest marks? And the most success?
4. What career am I interested in and therefore what subjects will help me achieve this career?
5. If you are unsure of a career, keep your options open and choose a variety of different subjects!

This booklet provides us with only half the answers to the most appropriate subject choices for a St Mary's College boy.

There is also a need to talk with your teachers who are experts in their field of study and other boys who have undertaken the same units of study in the past. Consider all this information to make an informed choice.

Our Year 8 boys study a variety of subjects which provide them with a wide range of possible future study pathways. Our Year 9 and 10 boys start to choose and specify their studies. All boys will study a set of core curricular subject areas; eg. Mathematics, Science, English, Humanities and Religious Education. All units of study are semester units. This allows greater continuity of teaching and learning, exploration of topics in depth, and subjects which meet the needs of an ever-changing world and opportunities to further develop student-teacher relationships. Providing choice in subject selection ensures boys are both engaged in core learnings and at the same time accommodate the boys' interests and future study and career pathway options for the boys.

Life-long learning is the overall goal of our teaching and learning program. We believe that the subject choices and pedagogy used by teachers will enable this to continue to be a reality into the future.

Let us join together in partnership through a conversation to ensure your son chooses the most appropriate subjects. Together, I am more confident that we can ensure the most positive learning outcomes for your sons. Don't forget - if you have any questions, we are more than willing to assist.

Michael Newman
Principal

Table of Contents

Contents	Page Number
Selection of Units	3
Learning Areas	
Religion	5
English	13
Mathematics	14
Science	16
Humanities	20
Commerce	23
Health & Physical Education	24
Languages ↳ Spanish ↳ Japanese	27
Technologies ↳ Graphics / Wood & Metal Technology ↳ Digital Technologies ↳ Food Technology	33
Creative Arts ↳ Visual Art ↳ Music ↳ Drama	48

Selection of Units

Some General Points

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of units to take in Years 9 and 10, and later the selection of subjects for Years 11 and 12. These are important decisions since they may affect the type of occupation or career you can follow when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

Overall Plan

As an overall plan, it is suggested that you choose units:

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/careers, or at least keep many careers open to you
- which will develop skills, knowledge and attitudes useful throughout your life
- which spark your curiosity

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of units which meets your needs.

Guidelines

Keep your Options Open

Many students in Year Eight have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at unit choice, to keep your options open. This means choosing a selection of units which makes it possible for you to continue thinking about your career choice over the next two years before making more definite choices as you approach the end of Year 10.

Think About Careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Years 9 and 10.

Find Out about the Subjects your School Offers

Even though you have studied a wide range of subjects in Year 8, it is important to find out as much as possible about the units offered in Years 9 and 10. When investigating a unit to see if it is suitable for you, find out about the content (ie. what topics are covered in the subject) and how the subject is taught and assessed.

For example: does the unit mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Remember too, that your choice of units now may affect your subject choice later on in Years 11 and 12.

Make a Decision about a Combination of Units that Suits you

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a unit because:

- someone told you that you will like it or dislike it
- your friends are or are not taking the unit
- you like or dislike the teacher

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of units that have proved difficult even after you have put in your best effort.

Be Prepared to Ask for Help

If you need more help then seek it, or you may regret it later. Talk to your parents, teachers or career guidance officer. Make use of the school subject selection program.

No Guarantees

Not all units offered on the Course Selection Form will be timetabled in 2017. Some subjects, due to insufficient numbers, will not proceed.

Religion

Overview

Religious Education at St Mary's College is compulsory, for all students, in each year level, from Years Five to Twelve. Religious Studies is a learning area, which draws on a number of sources of content. The content of the religious education area is organised through four conceptual strands: **Sacred Texts, Beliefs, Church and Christian Life**. Together these strands outline the knowledge, skills and processes characteristic of learning in the area.

Learning Focus

Sacred Text

The Bible and wisdom writing's contain the foundational account of God's dealings with human beings and the human response to God. Students will grow in their familiarity with the Bible, both Old and New Testaments, and Christian Wisdom writings to develop their ability to authentically interpret the Scriptures and apply them, in relevant and fruitful ways, to the circumstances of life.

Beliefs

In summary form, the Creeds proclaim basic Christian beliefs about God, Creation, Jesus Christ, Salvation, Church and Human Destiny. In drawing on the Creeds, the Catechism of the Catholic Church elaborates, in a systematic and authoritative way, Catholic beliefs and teaching about God; Jesus Christ; the Holy Spirit; the concept of The Trinity; Salvation; and Human Destiny. The beliefs of other traditions will also be explored.

Church

A central theme of the Bible is that of Covenant, understood as the loving, respectful relationship between God and the human person, and between the human person and God. From this relationship flows the love and respect that human persons are to show for one another and for the whole of God's creation. Thus, church and liturgy and sacraments are intimately linked to the daily lives of individuals as they struggle to make this relationship of love and respect a reality in their own living, and in their efforts to create Christian community. In this strand students will also explore the history of the Church since its inception and the impact this has and had on its people.

Christian Life

Loving, respectful, relationship with God, other human persons, and the whole of creation implies a sincere seeking of the good in one's living and actions. The basis for the development of the Christian conscience is found in the Old Testament ethics, such as The Ten Commandments, and the New Testament teachings like The Beatitudes and the parables. Moral formation is then heightened through an understanding of Catholic Social Teachings and the application of these to modern contexts.

Learning Experiences

In Junior Religious Education learning experiences may include but are not limited to:

- Interactive activities using technology
- Group work
- Personal reflection and journal keeping
- Video or text blogs
- Use of BookCreator, Explain Everything, Movie and other iPad Apps to create unique assessments.
- Practical and creating activities
- Social Justice actions

- Individual tasks
- Teacher lead lessons
- Discussions
- Role Plays

Assessment

Within each unit a variety of assessment instruments will be used to help reinforce concepts and work covered in class. These assessment instruments will be used to determine final results for each unit. Assessment Items may include:

- Short Response Exams
- Response to Stimulus Paragraph and / or essay exams
- Research Assignments
- Reports
- Essays: including evaluative, argumentative, reflective or critical.
- Multi Modals: including you-tube clips, video and or text blogs, oral presentations, rituals
- Poster and Brochures
- Advocacy campaigns
- iBooks

Religious Education Subject Progression

Year 7

Year 7 Religious Education

Core class
All Year

Year 8

Year 8 Religious Education

Core class
All Year

Year 9

Year 9 Religious Education

Core class
All Year

Year 10

Year 10 RE

Core Class
All Year

Academic Pathway

Enterprise Pathway

**Year
11/12**
(Proposed for
commencement
in 2019)

Study of Religion
(General)

Religion and Ethics
(Applied)

Philosophy & Reason
(General)

Religion

St Mary's College Toowoomba - Unit Specifications 2018

Religion Education

Understanding God and Good and Evil

Semester One

Year Level: 9

Unit Description

This unit provides students with opportunities to consider sources of inspiration, strength and guidance for believers today, the three forms of penance (prayer, fasting and almsgiving), celebration of the Sacrament of Penance, and personal and communal prayer experiences. Students explore the changes within the church in relation to the concepts of sin, good and evil. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing and Christian Meditation.

Students explore the divergent understandings of God (Allah, God, G*D) in the monotheistic religions of Islam, Christianity and Judaism. They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

Challenge and Change & It's in the book - or is it?

Semester Two

Year Level: 9

Unit Description

This unit assists students to develop their understanding of the experience of sin throughout human history and some ways in which the Church responded in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of belief, inspiration and action today, including Catholic social teaching. Students are introduced to two forms of biblical criticism, form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of biblical texts including the Pentateuch; sin; covenant; and the miracle and parable stories of the New Testament.

English

Introduction

The Junior English course at St Mary's aims to develop and refine the students' capacity to compose and comprehend English - fluently, appropriately, effectively and critically - for a wide range of personal and social purposes. By the time students have completed Year Nine, they will be able to use English to: participate actively and confidently in family and community life, undertake study, understand how texts have the capacity to manipulate and shape values, attitudes and beliefs, effectively engage in work and participate in a range of recreational activities involving literature, drama and the mass media.

English is taught to enhance students' enjoyment of language and to encourage them to think critically, logically, socially and imaginatively. They will be exposed to a variety of learning experiences to meet their individual needs and interests.

Learning Focus

Students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Aboriginal knowledges, peoples, cultures and events, and Torres Strait Islander knowledges, peoples, cultures and events.

Students use the Australian Curriculum framework in order to obtain an understanding of the world in which they live. This framework, which is organised around the concepts of literature, language and literacy, provides a scaffold on which they can decipher the signifiers that surround them and communicate deep and considered ideas and concepts clearly and coherently. They individually and collaboratively interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between recognizing, explaining and analysing as a skill set, and creating and synthesising as another skill set, with the purpose of exploring how students see themselves as users of English. They reflect on their own and others' language choices to achieve particular purposes and how they can apply their learning in future applications.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.

Content Descriptors

Students demonstrate evidence of their learning over time in relation to the following assessable elements, which are organised into three silos:

- **Language**
- **Literature**
- **Literacy**

Language

- Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing
- Understand that roles and relationships are developed and challenged through language and interpersonal skills
- Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor
- Understand that authors innovate with text structures and language for specific purposes and effects
- Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas
- Understand how punctuation is used along with layout and font variations in constructing texts for different audiences and purposes
- Explain how authors experiment with the structures of sentences and clauses to create particular effects
- Understand how certain abstract nouns can be used to summarise preceding or subsequent stretches of text
- Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning
- Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness
- Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour and to represent accents and styles of speech

Literature

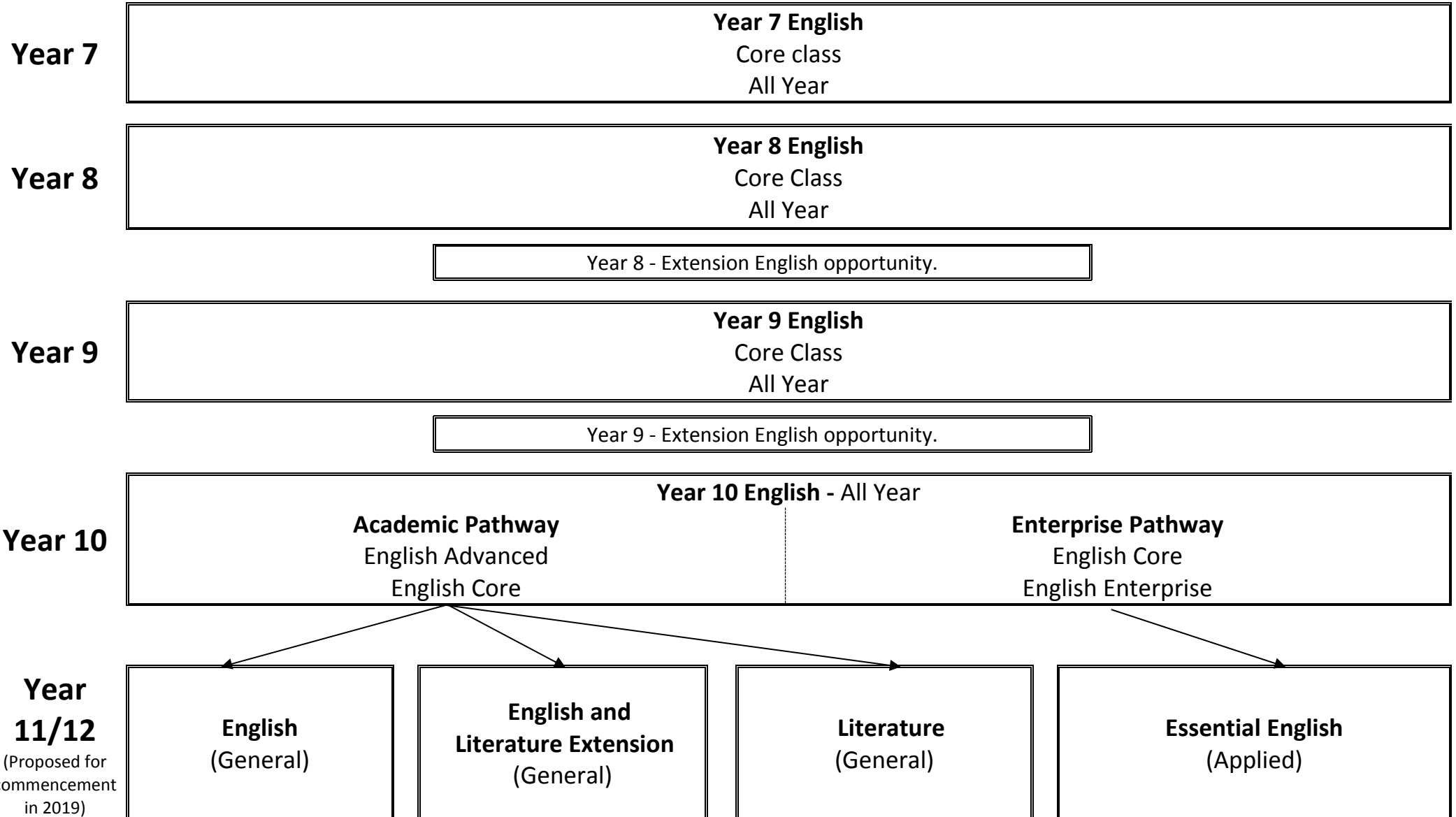
- Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts
- Present an argument about a literary text based on initial impressions and subsequent analysis of the whole text
- Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context
- Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts
- Analyse texts from familiar and unfamiliar contexts, and discuss and evaluate their content and the appeal of an individual author's literary style
- Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes

- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts
- Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation
- Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink

Literacy

- Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts
- Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways
- Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects
- Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes
- Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes in texts
- Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension
- Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts
- Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts
- Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features
- Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features
- Use a range of software, including word processing programs, flexibly and imaginatively to publish texts

English Subject Progression



English

Year Level: 9

Semester One In Other Words...

Unit Description

This semester students complete two units of study. The first unit is a novel study that examines the representation of individuals or groups within literature. Students will focus upon expanding their vocabulary to interpret, analyse and evaluate how text producers are able to construct characters and illicit responses in their audiences. The second unit is a persuasive unit whereby students study a variety of key historical and cultural speeches, from around the globe, which shape our understanding of humanity. Students are challenged to reflect on their own experiences and understandings of the world to present a persuasive speech on an issue that is significant to them.

Possible Learning Experiences

Students will utilise various comprehension strategies in order to interpret and analyse written, spoken and visual texts. They will have the opportunity to construct imaginative and persuasive texts that present their understandings in response to a novel and various real-life texts. They will also appreciate how descriptive language can engage audiences and draw them into stories; as well as, how persuasive devices are able to be used in order to illicit audience agreement on issues important to the student. Each unit will allow the students to review and edit their own and others' texts to improve clarity and control over textual features.

Notes

Formative assessment may include: speeches, discussions, debates, written responses.
Summative assessment may include: a compressed narrative and a persuasive speech.

Where Past and Present Collide

Semester Two

Unit Description

This semester students complete two units of study. The first is an in-depth study of Shakespeare's *Romeo and Juliet*. Students will discuss, interpret and analyse the construction of characters, themes and language features within this canonical text. The focus will be on preparing the students for their Senior English unseen analytical exam. The final unit is an examination of the role and impact of the media in our lives. Students will investigate the ways in which the media manipulates and enforces dominant societal beliefs.

Possible Learning Experiences

Students will engage in an exploration of the way authors and the media utilise textual features and literary techniques, such as: motifs, symbolism, allegory, extended metaphor, parody, icons and myths, in order to construct meaning. Furthermore, students will identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness.

Notes

Formative Assessment may include: Nominalised and abstracted voice written work, extended written responses, scripts and reflections constructed about the play and media.
Summative Assessment may include: An unseen analytical essay (conducted under open-book exam conditions) and iMovie News Broadcast.

Mathematics

Introduction

The underlying intention of this mathematics course is to provide suitable ongoing mathematical experiences that build comfortably and deliberately on students' previous experiences. Learning experiences are designed to suit particular stages of development of the students, which provides challenges and opportunities for intellectual growth in mathematics. Such growth is consistent with student ability and experience and future life needs.

The Mathematics course at St Mary's embraces the requirements of Australian Curriculum - Mathematics. It seeks to deliver a firm foundation in mathematics necessary for their future careers as well as for today's increasingly technological society. This course will centre on those learning experiences that are of greatest use and relevance to students. In particular, this learning experience can range from practical in nature, activity-based and concrete in approach, to the abstract and theoretical, while simultaneously addressing students' needs for fundamental life skills and further study.

Maths Subject Progression

Year 7

Year 7 Maths
Core class
All Year

Year 8

Year 8 Maths
Core class
All Year

Year 8 STEAM (Science, Technology, English, Arts, Maths) Extension opportunity.

Year 9

Year 9 Maths
Core class
All Year

Year 9 STEAM (Science, Technology, English, Arts, Maths) Extension opportunity.

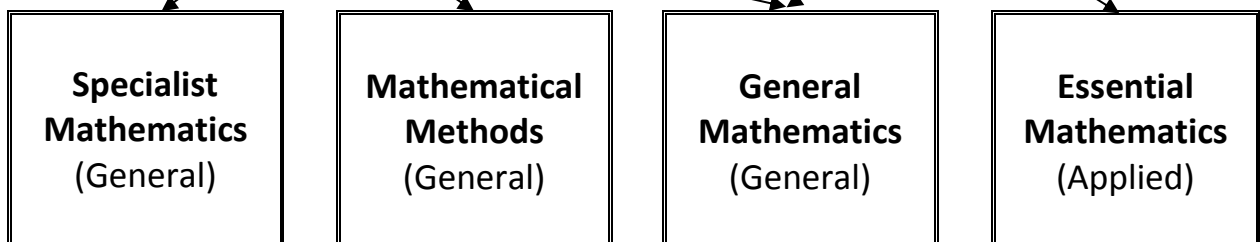
Year 10

Year 10 Maths
Core Class
All Year

<p>Academic Pathway Maths Core Maths Academic</p>	<p>Enterprise Pathway Maths Core Maths Enterprise</p>
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Year
11/12

(Proposed for commencement in 2019)



Science

The stars, Earth, stones, life of all kinds, form a whole in relation to each other and so close is this relationship that we cannot understand a stone without some understanding of the great sun. No matter what we touch, an atom or a cell, we cannot explain it without knowing of the universe. The laws governing the universe can be made interesting and wonderful to children, more interesting than things in themselves, and they begin to ask: what am I? What is the task of humanity in this wonderful universe?

Maria Montessori

Overview

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers. The study of Science is compulsory to the end of Year 10.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this scientific literacy are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

Learning Focus

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are:

- Patterns, order and organisation
- Form and function
- Stability and change
- Systems
- Scale and measurement
- Matter and energy.

Assessment Focus

Student learning will be assessed regularly through both formal and informal techniques. The formal assessment techniques will be employed to generate end of semester grades. Students must demonstrate academic success in Year 9 science to be eligible for choosing Academic Pathway Science in Year 10.

There is a variety of formal assessment techniques used during the Year 9 course:

- Examinations containing multiple-choice, short-response and extended-response questions
- Scientific reports
- Research-based argumentative essays
- Data analysis assignments

By the end of Year 9

Students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

Science Subject Progression

Year 7

Year 7 Science
 (units include Physics, Chemistry, Biology and Earth Sciences)
 Core class
 All Year

Year 8

Year 8 Science
 (units include Physics, Chemistry, Biology and Earth Sciences)
 Core class
 All Year

Year 9

Year 9 Science
 (units include Physics, Chemistry, Biology and Earth Sciences)
 Core class
 All Year

Year 10

Year 10 Science
 (units include Physics, Chemistry, Biology and Earth Sciences)
 All Year

Academic Pathway		Enterprise Pathway
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Year 11/12
 (Proposed for commencement in 2019)

Chemistry
 (General)

Physics
 (General)

Biology
 (General)

Psychology
 (General)

Year 9 Science

Semester 1 **The Patterns of Chemistry and Waves and Particles**
Year Level: 9

Unit Description:

During the first term, students examine how chemical reactions are used to describe the patterns of change observed in systems in which matter transforms.

During second term, students examine aspects of the chemical and physical sciences through atomic and wave models. Their understanding of these models is developed and reinforced through targeted activities.

Semester 2 **Life in a Balance and The Changing Earth**
Year Level: 9

Unit Description:

During third term, students explore the overarching ideas of stability and change through the investigation of body systems and ecosystems.

During the fourth term, students explore the development of the theory of plate tectonics. They extend their learning from the second term by considering destructive changes in ecosystems.

Humanities

Overview

The purpose of Humanities at St Mary's College is to equip students with the necessary knowledge, skills and attitudes to become active and informed participants in Australian society.

This means that students become aware of such issues as man's impact on the environment, our political system, our cultural heritage and the way society can change. These ideas are taught through the subjects of **History, Geography, Commerce, Economics and Law**.

Learning Focus

History

Under the Australian Curriculum, the study of History is now mandated to Year 10. As a result, **all students in Years 9 will study History**. The Australian Curriculum-History is driven by inquiry-based learning, asking students to look critically at the past and question how our nation, our world and our relationships have been formed and shaped by the experiences of the past.

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. The curriculum generally takes a world history approach within which the history of Australia is taught. This approach equips students for the world in which they live.

Geography

Geography involves the education of young people about their society and environment. This involves two vital dimensions:

- The spatial dimension - focussing on where things are and why they are there, and
- The ecological dimension - considering how humans interact with environments.

Students may elect to study one semester of Geography in Year 9.

Humanities Subject Progression

Year 7

Year 7 Humanities
Core class
All Year

Year 8

Year 8 Humanities
Core class
All Year

Year 9

Year 9 History
Core Class
All Year

Year 9 Geography
Semester Elective
"Food and People"

Year 9 Commerce
2 Semester Elective Units
Semester 1 Unit | Semester 2 Unit

Year 10

Year 10 History
Core Class

Academic Pathway	Enterprise pathway
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Year 10 Geography
Academic Pathway
Semester Elective

Year 10 Commerce
Academic Pathway
Semester Electives

Year 10
Legal and Economics
Academic Pathway
Semester Elective

Year 11/12
(Proposed for commencement in 2019)

Modern History (General)	Geography (General)	Accounting (General)	Certificate III Business (VET Course)	Economics (General)	Legal Studies (General)
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Humanities

Core Unit - History - The Making of the Modern World

Unit Description

In this unit students will consider the following Key Inquiry Questions through the exploration of three depth studies. The depth studies will focus on The Industrial Revolution, Imperialism and the Boxer Rebellion World War I.

Possible Learning Experiences

The key Inquiry Questions that will guide learning will be:

- What were the changing features of the movements of people from 1750-1918?
- How did new ideas and technological developments contribute to change in this period?
- What were the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Notes

Assessment will take the form of response to stimulus short answer responses through exons, knowledge exons and research essays.

Elective Unit - Geography - Food & People

Unit Description

In this unit, students will investigate the two topics as set by the National Curriculum: Biomes and Food Security and Geographies of Interconnections. They will investigate the role of the biotic environment, the impact of alterations to it and the impact of food and fibre production across the world. Students will also consider the interconnections between people through the products they buy and how these connections help to make and change places in the world.

Possible Learning Experiences

Studies of data and statistics as well as real-world case studies - via technology and through field trip experiences.

Notes

Students are assessed on the Geographical Knowledge and Understanding as well as their ability to conduct a Geographical Inquiry. For details about Assessment types, please refer to the introduction for guidelines on how units may be assessed.

Commerce

Semester One - Year Level 9

The role of consumers in the Australian economy is vital. The needs and wants of consumers will be considered along with how businesses evolve to meet such demands. The interaction between consumers, business and government will be examined. The unit will cover important elements of consumer choices, the role of business and the consumer issue of 'phone shock'.

Since record keeping is an essential element of good business practice, this unit introduces students to the principles of double entry bookkeeping through the accounting equation and balance sheet. It examines the use of ledger accounts to record transactions.

Possible Learning Experiences -

- Understanding the role of consumers, business and governments in society
- Investigating types of business activity and ownership
- Examining the structures of business
- Examining and preparing simple Balance Sheets and reports
- Studying and understanding the accounting equation
- Studying basic bookkeeping procedure using debit and credit

Note: This unit is a desirable pre-requisite for further commerce studies

Semester Two - Year Level 9

In this unit students will consider the role and purpose of businesses in our economy. The goal of business is to generate a profit and this unit will examine the calculation of profit through bookkeeping processes. Students will learn to generate end of period reports - Income Statements and Balance Sheets.

A study of the Petty Cash System will be used to demonstrate the importance of cash control through the preparation of accurate source documents and a Petty Cash Book.

Entrance into the **Bank of Queensland ESSI Money Challenge** - an online personal finance competition - will form part of this course. Finally, an analysis of marketing and advertising strategies will allow students to consider some supplementary activities of business.

Possible Learning Experiences -

- Understanding the need for, and the importance of, record-keeping in business
- Understanding the importance of profit to a business and its calculation
- Understanding the concepts of finance and banking
- Demonstrating proficiency in documenting Petty Cash transactions
- Developing an understanding of marketing and advertising within business

Note: This unit is a desirable pre-requisite for further commerce studies

Health & Physical Education

To keep the body in good health is a duty... otherwise we shall not be able to keep our mind strong and clear.

Buddha

Overview

Health and Physical Education offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities.

In Health and Physical Education students develop the knowledge, understanding and skills to support them to be resilient, to develop a strong sense of self, to build and maintain satisfying relationships, to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacy competencies in order to enhance their own and others' health and wellbeing.

Health and Physical Education Curriculum - Year 9

Learning Focus

All students will participate in the 'core' course of study. This course aims at providing the skills and knowledge for students to engage in physical education and adopt healthy practices now and into the future. Students will study challenging units across the integrated strands of the Australian Curriculum - Personal, Social and Community Health, and Movement and Physical Activity. They will experience theoretical content and a range of assessment strategies consistent with the Australian Curriculum for Health and Physical Education. In the practical context, fitness, skill and game development will be a feature of the course of study.

Elective Options

Those students wishing to specialise their studies will have the option of choosing either of the following two electives (in addition to the 'core' course):

- **Athletic Development** - the focus of the Athletic Development strand is on the building of knowledge, fitness and skills specific to the physical activity being undertaken. There will be provided with the opportunity to differentiate the activity/sport undertaken to suit the needs and interests of the learners within the class.
- **Rugby League** - this strand will focus on the development of fitness, skill and game-related knowledge to enhance students' performance in rugby league. Students can expect to engage in skill development, game structures, game/skill analysis and strength and conditioning in this course of study.
- **Theory** - students in the Athletic Development and Rugby League electives will study the same theoretical concepts. These are Nutrition for Physical Activity, Drugs in Sport and Training Methods/Fitness Components.

Assessment

Assessment is necessary to gauge learning, to identify strengths and weaknesses and to direct future teaching and learning. Assessment techniques in Health and Physical Education will be varied, allowing students to demonstrate a range of skills. Students will be scaffolded the skills (in practical and theory) required to complete these various assessment techniques effectively. Assessment techniques that may be used are, but not limited to:

- examinations (multiple-choice, short and/or extended response questions)
- multimodal presentations (students demonstrate their understanding of an investigation through spoken and visual modes)
- reports (reporting the findings of a topic or test)

Physical Education Subject Progression

Year 7

Year 7 Physical Education
Core class
All Year

Year 8

Year 8 Physical Education
Core class
All Year

Year 9

Year 9 Physical Education
Core class
All Year

Athletic Development
2 Semester Electives

Rugby League
2 Semester Electives

Year 10

Year 10 Physical Education - Core

Year 10 Physical Education - Athletic Development

Year 10 Physical Education - Rugby League

Year

11/12

(Proposed for commencement in 2019)

Physical Education (General)

Certificate III Fitness (VET course)

Recreation (Applied)

Spanish

Friends and Community, Daily Routines, At the Restaurant

Semester One

Year Level: 9

Unit Description

This unit focuses on daily activities, family life (family size, occupations, place or work and pets) and food. Students will study a wider range of grammar structures and vocabulary and by the end of this unit students should be able to use the present and past tenses across the four skills (reading, writing, speaking and listening) with confidence.

Suggested Topics

Personal description, personality, relationships/family life, home, domestic routines/ customs and appropriate ways of behaving/services

Possible Learning Experiences

Role play involving time situations, school life and hobbies; listening to and speaking in conversations / dialogues; introducing their own families with reference to photos and other media, videos of school and family life, online activities, researching using the internet and reading and writing emails.

Essential learnings will be assessed throughout the semester and will examine the skills of reading, writing, listening and speaking.

Notes

Requirements: Notebook, IPAD/Laptop (with Duoling, Spanish Smash and SpanishDict downloaded)

Weather and Nationalities, Community, Holiday Planning

Semester Two

Year Level: 9

Unit Description

This unit focuses on community, environment and holiday planning. Students will learn about the geography and cultures of a number of Spanish speaking countries as well as how to describe the weather and climate. Students will discuss their community in Spanish as well as how to purchase an item from a store. Additionally, students will learn how to discuss holiday plans as well as learning about a variety of important tourism destinations in the Spanish Speaking world.

Suggested Topics

Personal description, personality, relationships/family life, home, domestic routines/ customs and appropriate ways of behaving, services, geography, climate, holiday planning and itineraries, tourist offices.

Possible Learning Experiences

Writing postcards; listening to stories about travel; role-plays relating to travel arrangements; videos of famous places, using map to give and receive directions, listening to and watching videos of weather reports, interviews and surveys and reading and writing letter and emails.

Essential learnings will be assessed throughout the semester and will examine the skills of reading, writing, listening and speaking.

Notes

Requirements: Notebook, IPAD/Laptop (with Duoling, Spanish Smash and SpanishDict downloaded)

Spanish Subject Progression

Year 7

Year 7 Spanish
Term Rotation

Year 8

Year 8 Spanish
Term Rotation

Year 9

Year 9 Spanish
2 Semester Electives

Year 10

Year 10 Spanish
2 Semester Electives

Year

11/12

(Proposed for
commencement
in 2019)

Spanish
(General)

Japanese

Rationale

Japanese is a valuable language for Australians to learn. For Queenslanders, the study of Japanese is especially important given the strong cultural, economic and political ties with Japan. Queensland learners, and in particular St Mary's students, have many opportunities to meet Japanese speaking people within the school context and in the general community, through:

- Our Homestay programs;
- The biennial Japan tour;
- Our Japanese assistant and visiting native Japanese;
- Sporting trips to Japan, and;
- Toowoomba's international relations with Takatsuki, sister city in Japan.

As the Japanese language deeply reflects the cultural heritage of Japanese society, the students will be able to develop sensitivity towards the values and ideas of the Japanese people. Thus the students should become more aware of, and able to participate more fully in our global community.

The study of a foreign language also has important cognitive and economic benefits. LANGUAGE learners are better able to solve problems, think logically and to express themselves with clarity. Research has shown that the study of other language systems improves proficiency levels in the first language.

Moreover, the practical language skills should increase the students' opportunities for employment in many fields such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

Overview

The study of another LANGUAGE is a compulsory subject for all Year Eight students. On completion of Year Eight, students may choose to continue their formal study of Japanese to Year Nine. An added incentive is that both the University of Queensland and Griffith University offer two bonus points towards students' entry rank for passing an approved Language other than English course.

Assessable Elements

Students will demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding
- Comprehending Texts
- Composing Texts
- Intercultural Competence
- Reflecting

Students are able to:

- interpret ideas and information in spoken and written texts and make judgments about the ways that people, places events and things are represented.
- Locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age
- plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience
- construct spoken and written texts that present an argument, perspective or opinion
- recognise that texts are culturally constructed, and analyse embedded cultural information

- notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication
- notice and compare beliefs, values and practices in target language texts to identify the author's purpose and audience
- reflect on and evaluate the appropriateness of their own and others' language choices in target language texts for purpose, context and audience
- reflect on and evaluate learning to evaluate and apply new understandings and future applications

Knowledge and understanding

Comprehending and composing in the target language

Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.

- Verbal language and non-verbal language are adapted, based on role, purpose, context, audience, mode and medium
- Context, vocabulary and syntax combine to provide clues to the purpose and meaning of texts
- High-frequency forms and identification of register help when interpreting complex language involving dependent clauses
- Ideas and information can be expressed through a variety of text types and language adjusted to suit formal and informal contexts
- Language can be manipulated to make original and extended texts that are organised according to sociocultural conventions
- Common colloquial expressions are used in communication and these can be regional in their use and often meaningless when translated word for word

Intercultural Competence and Language Awareness

Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.

- Regional and social diversity exists within and across languages and cultures, and this diversity informs appropriate communication
- Familiarity with issues and topics of significance to members of the target culture enhances intercultural communication
- Beliefs, values and attitudes are embedded in languages and cultures; and knowledge of these aspects can facilitate intercultural communication

Requirements

Students wishing to study Japanese in the Senior School are encouraged to complete the four semester units over Years Nine and Ten. Because each semester unit is designed to give a solid foundation of Japanese language based on particular topics it is recommended that all semester units should be studied. As the students progress through these units, their language skills become increasingly more sophisticated.

Every second year a study tour to Japan is planned. This tour is available to students who are studying Japanese and is an excellent opportunity for students to enhance their Japanese language skills and to gain first hand experiences of the unique Japanese culture.

Japanese

St Mary's College Toowoomba - Unit Specifications 2017

Japanese

Special Times With Friends, Family And At School

Semester One

Year Level: 9

Unit Description

This unit focuses on school life in Japan, daily activities and family life (family size, occupations, place or work and pets). Students will study a wider range of grammar patterns and verbs and by the end of this unit students should be able to read and write Hiragana fluently. They will also be able to recognise and reproduce a limited number of Kanji.

Suggested Topics

Japanese school system, subjects and timetable, days of the week, daily activities, sport and music.

Traditional Japanese family life / western families, roles, average size of Japanese families, status of certain occupations.

Possible Learning Experiences

Role play involving time situations, school life, joining a club; listen to taped conversations and speak in conversations / dialogues; introducing their own families with reference to photos and other media; videos of school and family life; calligraphy, computer activities, internet and email.

Essential learnings will be assessed throughout the semester and will include the skills of reading, writing, listening and speaking.

Notes

Requirements: Notebook, A4 display folder, squared booklet.

Homestay in Japan

Semester Two

Year Level: 9

Unit Description

This unit focuses on an imaginary stay in Japan. The students learn about customs associated with living in Japan on a homestay, including greetings, making requests, making travel arrangements, typical meals and features of Japanese homes, transport system and daily routines with a host family.

Students will also become familiar with the unique youth culture of Japan by studying the leisure activities of young people, haunts on weekends and holiday activities.

Students will commence their study of Katakana and extend their knowledge of Kanji.

Suggested Topics

Traditional Japanese homes, meals, transport system.

Leisure plans with friends, travel arrangements, famous youth spots in Tokyo and Osaka and youth culture.

Possible Learning Experiences

Write a postcard to a friend about a holiday in Japan; listening to stories about travel in Japan; role-plays relating to travel arrangements and outings with friends; excursion to a restaurant and Japanese Garden; video of famous Japanese places, prepare a world map writing names in Katakana.

Interviews and surveys relating to activities of young people; presentation of results, word games, journal writing, writing stories and letters; cooking, singing, shopping, computer activities, internet and email.

Students are encouraged to participate in the annual Japanese speech contests.

Essential learnings will be assessed throughout the term and will include areas of reading, writing, listening and speaking.

Notes

Requirements: Notebook, A4 display folder, squared booklet.

Technologies

As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established community conventions, practices and values. Their interests extend well beyond their own communities and they develop their concerns about wider social, ethical and sustainability issues. Students in this age range increasingly look for and value learning they perceive as relevant, consistent with personal goals, and leading to important outcomes. Increasingly they analyse and work with more abstract concepts, consider the implications of individual and community actions and are keen to examine evidence prior to developing ideas.

In the Technologies learning area, students use technologies knowledge and understanding; technologies processes and production skills; and systems, design, and/or computational thinking to solve and produce creative solutions to problems, needs or opportunities. They communicate and record their ideas using a range of media and technologies. These specialised problem-solving activities will be sophisticated, acknowledge the complexities of contemporary life and may make connections to related specialised occupations and further study.

Students develop a global perspective; they have opportunities to understand the complex interdependencies involved in the development of technologies and between the developer and user in their solutions, and how these can contribute to preferred futures. Students develop an understanding of the interdependence of technologies development, values, beliefs and environment (systems thinking). Through undertaking technologies processes students develop systems, design and computational thinking; and organisational and project management skills.

Design Technologies Subject Progression

Year 7

Year 7 Wood Technology
Term Rotation

Year 7 Graphics
Term Rotation

Year 8

Year 8 Metal Techology
Term Rotation

Year 8 Graphics
Term Rotation

Year 9

Year 9 Metal Technology – Elective
2 Semester Electives

Year 9 Wood Technology – Elective
2 Semester Electives

Year 9 Graphics – Elective
2 Semester Electives

Year 10

Year 10 Metal Technology
Elective
2 Semester Electives

Year 10 Wood Technology
Elective
2 Semester Electives

Year 10 Graphics
Elective
2 Semester Electives

Year 10 Technology Studies
Elective
2 Semester Electives

Year

11/12

(Proposed for commencement in 2019)

Cert II Engineering
(VET Course)

Cert II Furnishing
(VET Course)

Industrial Technology Skills
(Applied)

Industrial Graphics Skills
(Applied)

Building & Construction
(Applied)

Design
(General)

Graphics

The Graphics course is about enhancing students' range of communication skills and developing their understanding of shape, pattern and space. The ability to communicate effectively is an essential requirement in every field of endeavour and often our communication requirements are inadequately served solely by the spoken and written word.

This is especially true in our increasingly complex society where there is so much information to be absorbed and acted upon each day. Much of this information is of a technical nature, where drawings, sketches and coloured illustrations are often needed to enable clear and efficient communication. Being able to communicate graphically is one of today's key literacies. A basic knowledge of Graphics is an important part of preparation for life in today's society.

Through a focus on the design process, students study the main forms of technical drawing used throughout the world, together with some underlying principles of these forms. They explore the elements and principles of design, sketch, render, model, animate and produce technical drawings in response to a range of design problems.

Students are encouraged to apply design skills and technical knowledge to a variety of situations, think creatively, critically and independently about problems, and form opinions about the quality of work produced by the class group. Students learn about graphics by routine and practical experience in the classroom. They solve problems using the design process and communicate their solutions graphically.

They gain experience implementing the design process in response to a range of challenges. They students continue to develop their techniques of freehand drawing, rendering and CAD work to enhance the presentation of completed work.

Future Overview

The study of Graphics will be of benefit to students who are looking at both vocational and professional occupations. Occupations involved in publishing, printing, advertising, packaging, architecture and most trades use the skills and knowledge covered in Graphics.

Graphics

St Mary's College Toowoomba - Unit Specifications 2018

'Up and Racing'

Semester One

Year Level: 9

Unit Description

This unit builds on the skills and understanding gained in Year 8. It introduces students to the design process and seeks to provide students with the foundational knowledge and skills needed to successfully complete the Graphics course. It focuses on the elements and principles of design as well as the standards and conventions that are necessary to enable effective communication and aims at developing the skills necessary to build a strong foundation in Product Design. Learning Experiences will be structured around the 'F1 in Schools' competition that students may opt to participate in.

Possible Learning Experiences

Learning experiences for this unit introduce students to the design process and graphical communication as they relate to the creation of entries for the F1 in Schools competition.

These can include

- Designing products
- Prototyping
- Wind tunnel testing (virtual and physical)
- Graphic design (logos, advertising, promotional products)

Students have the option to participate in the F1 in Schools competition

Participation in the competition will be by invitation only and may incur additional costs

Notes

A levy applies to this unit (approximately \$30.00).

Items of assessment may include classwork/homework folio, design folio and class test.

'The Built Environment'

Semester Two

Unit Description

This unit focuses on elements of the built environment and architecture. The unit will introduce students to the design process as well as the standards and conventions needed to communicate graphically in a range of situations.

Possible Learning Experiences

After completing this unit, a student will have explored a range of factors influencing client centred design challenges and developed his ability to sketch, render, model, animate and produce technical drawings for simple architectural / built environment related projects.

Possible projects include House extension, Weekender, tiny house project, playground, picnic table, bbq area, industrial workshop.

Notes

A levy applies to this unit (approximately \$20.00). Items of assessment may include classwork/homework folio, design folio and class test.

Metal Technology & Design

Course Overview

Metal Technology and Design provides opportunities for students to engage in the design process through the design and development of a variety of metal related products.

Understanding the design process will enable students to create products that meet the identified need, whilst at the same time, demonstrating the skills needed by those intending to pursue careers in these areas.

Metal Technology and Design can give students an insight into our modern technical world. By studying and working with metal materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. At this early stage students concentrate on hand skills linked closely with planning and design procedures.

Students handle a variety of materials, such as tinfoil, galvabond, steel, aluminium and copper, and study the appropriate working and fastening methods. They will also explore simple electronics and soldering. They learn to operate the metal lathe, bench drill, and some portable power tools, study low voltage electrical circuits and investigate the basic principles of mechanics.

This practical work is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. Students are exposed, during the course, to a routine workshop safety programme in the hope that they will “catch the safety habit” and be safer in their daily lives.

Students learn by working with materials, tools and equipment. They construct a number of individual projects in which they have a varying share in the design. Technical information comes from printed material, videos, films and visits to industry. During the course, students are encouraged to form judgments about the quality of craftsmanship, design and construction methods.

Future Overview

The study of Metal Technology and Design will be of benefit to students who are looking at the following occupations:

- Plumbing
- Aircraft fitter
- Electrical
- Turner and repairer
- Metal fabrication
- Fitting and turning
- Boilermaking/welding

Metal Technology & Design

Metal Technology I

Semester One

Year Level: 9

Unit Description

This unit aims at developing a student's understanding of the design process as well as metal working techniques and establishing and encouraging safe working habits. Students who undertake this unit produce articles of a practical nature. Students are introduced to the bench drill during this unit.

Possible Learning Experiences

While completing this unit students should be able to:

- demonstrate knowledge and understanding of the design process and how it is applied in this field of work
- form knowledge of the properties of tinfoil and stainless steel;
- develop manipulative skills in marking out, cutting and joining sheet metal using hand tools;
- apply graphical techniques to setting out;
- form knowledge of safety requirements relative to working with sheet metal in the workshop
- demonstrate knowledge and understanding of common electronic components
- construct a number of successful electronic circuits
- use electronic testing equipment
- demonstrate knowledge and understanding of the metal lathe

Notes

A levy applies to this unit (approximately \$60.00).

Possible projects could include: Peg box, BBQ mate, BBQ Scraper, Electronic circuit construction.

Items of assessment may include classwork projects, theory test and design folio.

Metal Technology II

Semester Two

Year Level: 9

Unit Description

This unit aims at developing a student's understanding of the design process as well as knowledge, understanding and practical skills using metal and allied material in the construction and design of various projects.

Possible Learning Experiences

After completing this unit the students should:

- demonstrate knowledge and understanding of the design process and how it is applied in this field of work
- be aware of safety issues
- demonstrate an understanding of the design process
- demonstrate correct marking out, cutting, folding, edging and joining techniques with sheet metal
- demonstrate correct use of a jig and tap and die in forming Mild Steel Bar
- have knowledge of the properties of mild steel, and galvabond
- demonstrate knowledge and understanding of common electric components
- demonstrate knowledge and understanding of the metal lathe

Notes

A levy applies to this unit (approximately \$50.00). Projects constructed may include: mini hacksaw, copper bowl, Carry All, Electronic dice, LED lamp and garden trowel.

Wood Technology & Design

Course Overview

Wood Technology and Design provides opportunities for students to engage in the design process through the design and development of a variety of wood related products. Understanding the design process will enable students to create products that meet the identified need, whilst at the same time, demonstrating the skills needed by those intending to pursue careers in these areas.

Wood Technology and Design can give students an insight into our modern technical world. By studying and working with timber and plastic materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. As the roots of our technology lie in the ancient handcrafts, at this early stage students concentrate on hand skills linked closely with planning and design procedures.

Students study timber, timber products (plywoods, hardboards and particle boards), acrylic sheet and other plastic materials, along with appropriate working and fastening methods. As well as learning to use hand tools, students operate the wood lathe, bench drill and a number of portable power tools, and learn about the safe use and storage of paints, varnishes and other finishing materials.

The practical work is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. During the course, students are exposed, to a routine workshop safety programme in the hope that they will “catch the safety habit” and be safer in their daily lives.

Students learn by working with materials, tools and equipment. They construct a number of individual projects in which the student has a varying share in the design. Technical information comes from printed material, videos, films and visits to industry. During the course, students are encouraged to form judgments about the quality of craftsmanship, design and construction methods.

Requirements for Senior Subjects

Students who are considering doing Building and Construction, ITS or Certificate II in Furnishing Pathways would benefit from achieving a satisfactory standard in Unit WT IV.

Future Overview

The study of Wood Technology and Design will be of benefit to students who are looking at the following occupations:

- Furnishing industry
- Glass industry
- Cabinet industry
- Joinery
- Architecture
- Carpentry
- Painting industry
- Hardware industry
- Home maintenance

Wood Technology & Design

Wood Technology I

Semester One

Year Level: 9

Unit Description

In conjunction with developing a student's understanding of the design process, this course aims to develop skills involving the use of woodworking equipment.

This unit also encompasses the basic skills involved in working with wood, ply, acrylic and foam. Students will be instructed in the safe and correct use of hand tools with some limited use of machinery including use of the laser cutter and vacuum former.

Possible Learning Experiences

While completing this unit students should be able to:

- demonstrate knowledge and understanding of the design process and how it is applied in this field of work
- perform simple machine and more complex hand tasks
- investigate the properties and uses of materials, hardware items, adhesives, abrasive materials, surface treatments and fasteners.
- perform simple tasks using the wood lathe.

Notes

A levy applies to this unit (approximately \$60). Possible projects include: acrylic project, file handle. Items of assessment may include classwork, design folio and theory test.

Wood Technology II

Semester Two

Year Level: 9

Unit Description

In conjunction with developing a student's understanding of the design process, this unit aims to give students an introduction to the skills and scope of woodcrafts and plastics. The unit contains some flexibility in project design.

It will require students to think about the problems, challenge them to design and evaluate to find the best solutions to problems.

Possible Learning Experiences

After completing this unit students should be able to:

- demonstrate knowledge and understanding of the design process and how it is applied in this field of work
- design and appraise woodcraft projects
- use simple hand and machine tools
- investigate the properties and uses of materials, hardware items, abrasive materials, surface treatments and fasteners.
- read technical drawings
- evaluate design with plastics

Students should also be able to:

- research, design, make and appraise a job in plastic
- perform simple hand and machine operations
- investigate the properties and uses of wet and dry paper, buffing rouge, files, acrylic solvent, cements and adhesives, etc

Notes

A levy applies to this unit (approximately \$50). Possible jobs: games box, folding camping stool. Items of assessment may include: classwork, design folio and theory test.

Digital Technologies

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

Aims

Digital Technologies aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

Digital Technologies Subject Progression

Year 7

Digital Technologies
Term Rotation

Year 8

Digital Technologies
Term Rotation

Year 9

Digital Technologies
Semester One Elective
Creative Media

Digital Technologies
Semester Elective
'Gamers and Coders Unite!'

Year 10

Digital Technologies
Semester One Elective
Creative Media

Digital Technologies
Semester Elective
'Digital Futures'

Year
11/12

(Proposed for
commencement
in 2019)

Film, Television
and New Media
(General)

Certificate II IDMT
(VET Course)

Digital Solutions
(General)

Digital Technologies

Creative Media - Semester One

Unit Description

In this unit, students will learn how to combine a range of graphic design, animation and web design software to create multimedia. Students will learn how to create and manipulate digital images and photographs and will develop their skills in the creation of computer based animation. These skills will then be applied through web design software to produce a final multimedia product.

Possible Learning Experiences

At the conclusion of this unit, students will be able to:

- Source digital images using digital photography techniques and cameras
- Modify and manipulate digital images to meet a purpose, using Adobe Photoshop
- Create and animate images, using Adobe Flash
- Understand sequencing in the animation process
- Import images and animations into web creation software

Notes

Assessment in this unit includes practical tasks and projects.

This unit introduces practical skills which will benefit students studying Film, Television and New Media and Cert II in IDMT in Years 11 and 12, and Business, IT, Multimedia, Creative Art courses at university.

Gamers and Coders Unite! - Semester Two

Unit Description

This unit will introduce students to basic programming concepts in order to develop their computational thinking. Students will learn how to design and program a simple game. The course will also develop student understanding of data analysis and developing techniques to visualise data to create information and address problems.

Possible Learning Experiences

At the conclusion of this unit, students will be able to:

- Program/code a 2D game, keeping in mind user experience
- Evaluate designed solutions against criteria including functionality, accessibility, usability and aesthetics
- Create a website to display a variety of information
- Develop techniques to analyse and visualise data to create information and address problems
- Cybersafety initiatives will be embedded throughout the Semester

Notes

Assessment in this unit includes practical tasks and projects.

This unit introduces practical programming skills which will benefit students studying Digital Solutions in Years 11 and 12, and Business/Programming/Information Technology courses at university.

Food Technology

Introduction

Food Technology provides opportunities for students to engage in the design process through the development of food products in a variety of settings. Practical skills are developed through the care and safe handling of equipment, food preparation activities, and by the design, production and evaluation of food solutions.

Overview

During the course, students study essential core content: food preparation, nutrition and consumption. Students will develop skills in the selection, preparation and presentation of food that is nutritionally balanced as well as culturally and socially significant and safe to consume.

Knowledge of nutrition is integral to making healthy food choices. Students will examine the nutritional components of food and food developments aimed at enhancing health, the impact of food consumption on nutrition and explore ways of meeting nutritional requirements to maintain optimum nutrition or manage nutritional issues.

Food is processed to varying degrees. Students will explore safety and hygiene practices relating to food, and changes that occur in the functional properties of food. They will also examine the social, economic and environmental impact of food studies.

Food service and catering are important areas of the food industry as they provide people with both sustenance and employment. Students will examine food service and catering ventures and their operations across a variety of settings and investigate employment opportunities. Students will plan and prepare safe and appealing foods appropriate for catering for small or large scale functions.

Food Technology Subject Progression

Year 7

Year 7 Food Technology
Term Rotation

Year 8

Year 8 Food Technology
Term Rotation

Year 9

Year 9 Food Technology
2 Semester Electives

Year 10

Year 10 Food Technology
2 Semester Electives

Year

11/12

(Proposed for
commencement
in 2019)

**Hospitality in Practice with embedded Certificate II in Hospitality
(Applied)**

Food Technology

Healthy Eating Semester One

Unit Description

The section on **Food and Basic Nutrition** aims to educate students on nutrition, with a specific focus on the Australian Dietary Guidelines and encourages healthy eating habits and lifestyle options. This unit allows the exploration and investigation into the food groups, whilst discussing suitable food choices for all the important meals throughout the day, for example, breakfast, lunch, dinner and snacks.

The unit also explores the importance of following kitchen hygiene and safety procedures when cooking or working with foods.

The section, **Cooking through the Food Groups**, aims to provide students with the necessary knowledge of the different food groups according to the Australian Guide to Healthy Eating model. Students will learn about the functions of each food group and essential nutrients contained within them and then apply their knowledge to practical lessons each week. The unit also explores the importance of following hygiene and safety procedures when cooking or working with foods.

The topic, **Eating for Life**, investigates the nutritional needs of adolescents and information required to make informed healthy food choices. A study of each of the essential nutrients is incorporated in this study to enable students to make informed and healthy decisions with regard to food selection. The unit provides opportunities for students to compare and contrast the nutritional benefits, sensory properties and cost of convenience products and homemade products. Students will be equipped with the necessary knowledge to be critical consumers in the food market by examining a range of factors that influence food selection and marketing tools used to entice the consumer.

Assessment

Theory & Practical examinations
Assignments

Independent Living and Gourmets Semester Two

Unit Description

The section, **Independent Living** aims at providing the students with essential skills for living self-sufficiently. The main focus is on making healthy food choices, budgeting and the cost of living in today's society. Students will be equipped with the necessary skills to be consumers in the food market and live through selecting a balanced diet and budgeting appropriately. Students will prepare a meal for their parents which will be served in the College restaurant.

The **Gourmet Foods** section aims to build on students' knowledge of food preparation and presentation skills to create products that are more appealing to the consumer. Students will experiment using different foods, flavours and techniques to help develop Gourmet Pastries, cakes, biscuits and desserts.

Assessment

Theory & Practical examinations
Assignments - Design, prepare and present a gourmet food item (pastry/ biscuit/cakes/dessert)

Creative Arts

By the end of Year 9

Learning and assessment focus

Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Drama, Music and Visual Art.

Drama

Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.

Music

Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating the music elements to express ideas, considering specific audiences and specific purposes, through sound.

Visual Art

Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes, through images and objects.

Creative Arts Subject Progression

Year 7

Drama
Term Rotation

Visual Art
Term Rotation

Music
Term Rotation

Year 8

Drama
Term Rotation

Visual Art
Term Rotation

Music
Term Rotation

Year 9

Drama
2 Semester electives

Visual Art
2 Semester electives

Music
2 Semester electives

Year 10

Drama
2 Semester electives

Visual Art
2 Semester electives

Music
2 Semester electives

**Year
11/12**

(Proposed for
commencement
in 2019)

Drama
(General)

**Drama in
Practice**
(Applied)

Visual Art
(General)

**Visual
Arts in
Practice**
(Applied)

Music
(General)

**Music in
Practice**
(Applied)

Art

Introduction

The study and making of art work has permeated across civilizations, cultures and societies. From ancient cave markings to 21st century computer animation, man has always been driven to express, imagine, dream, interpret and perceive.

Art communicates people's response to the world. Art can change the way we see and the way we think. Through studying Art, students learn to be visually literate by making and appraising.

Visual Arts

Through participating in the visual arts activities students are provided with opportunities to develop:

- Visual perception, visual language and visual problem-solving skills.
- The ability to use visual literacy and communication to express ideas, feelings, experiences and observations
- Knowledge of the elements, concepts, forms, materials and processes of visual arts and an ability to use them as a means of personal expression
- An awareness of the aesthetic domain and its relation to the visual arts
- An ability to rework and refine visual arts ideas and concepts
- Knowledge and understanding of the visual arts in various cultural, social and historical contexts

Music

St Mary's College College believes all students have the capacity to enjoy and make music! Music is an academic and fun subject where all students can achieve success. Students learn music by listening to, creating, and performing music. Music provides us with many unique opportunities to succeed in academic studies and personal growth, as well as providing a balance to other academic studies.

Music is Unique

Virtually every person, every day experiences music. Every culture in the world includes music in some form - for ceremony, relaxation, communication, celebration and enjoyment.

Music offers many unique qualities:

- Music provides a unique means of communication and expression through sound.
- Music provides a context for the understanding and transmission of beliefs and values.
- Music has its own body of knowledge and skills.
- Music functions as a means of entertaining, celebrating, relaxing and expressing.
- Music brings joy and satisfaction, fosters creative expression, challenges thinking and stimulates imagination.
- Music learning contributes to intellectual and cognitive growth through the development of skills, techniques and processes.
- Music learning contributes to social and personal growth.
- Music engages all aspects of a person: cognitive, emotional, sensory, physical and spiritual.
- Music is an abstract, creative medium which allows for unique individual expression.

Recent research illustrates how learning music can help students improve in other academic and social areas of their lives.

- Improved reasoning capacity and problem solving skills
- Improved maths and language performance
- Increased memory
- Greater social and team skills

Middle School Music

The College offers a Middle School Music Programme that is flexible and varied. Traditional areas of study are explored side-by-side with modern and real-world concepts using a wide variety of technology. The focus of the elective music course is to adapt content to be relevant and accessible to the students of the class, allowing them to gain an understanding of how academic concepts are applied to their own personal musical exploits.

Music is best learnt through a sequential skill based program where music making operates at its core. However, in order to allow students every opportunity to study Middle School Music, each unit is discrete in terms of the unit theme. The learning experiences for every unit are specific to the needs and abilities of the class group. Core music literacy skills are introduced, revisited, and reinforced in every unit.

Students may study music at St Mary's College in a number of different modes.

Music Minor

Students undertaking elective music on a part time basis may enrol for semester 1 studies, then discontinue music in semester 2. This path is not advised for those students wishing to continue Music in year 10 and beyond, as sequential skill building is crucial for success in the more advanced courses.

Music Major

Students who have enrolled in semester 1 Music are invited to continue into semester 2. The second semester has a heavier focus on practical application of the knowledge and skills gained in the first semester of study, and allows for a holistic understanding of the subject materials and how they can be applied in a broader context.

Students wishing to enrol in semester 2 Music who have not undertaken the course in semester 1 must make a request to the Director of Music before applying. Course materials rely on sequential learning of core skills and concepts, and as such additional support may be needed to ensure the student's success.

Development of Music Literacy Skills

Both Major and Minor paths of musical study focus on developing core music literacy skills. These include music reading and notation, understanding musical aspects such as melody, rhythm and harmony, and the ability to aurally analyse and describe the songs studied. These aspects of music will be revisited in all units of study so that students have the opportunity to build foundational skills over time, which is vital to students who continue with Senior Music.

Extra-Curricular Music

It is an expectation that students enrolling in elective Music are currently undertaking private tuition and/or have established instrumental/vocal skills to ensure they have the required capabilities for practical assessment. If undertaking private tuition is an area of concern, students and/or their parents are encouraged to contact the Director of Music to discuss support options.

Students can become a part of Extra-Curricular Music Program at any time of their schooling and are encouraged to do so. In addition to the classroom music program private instrumental lessons are offered to secondary students.

For information on how to become involved in the Extra-Curricular Music Program, please contact the Director of Music.

Senior Music

Students may continue their music studies into the Senior School. **Students wishing to undertake studies in Senior Music are advised to pursue a Music Major in both years 9 and 10.**

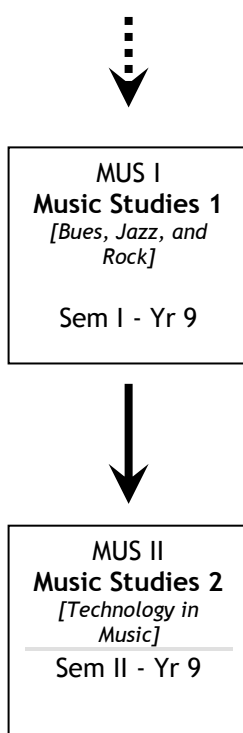
Career Pathways

Many students choose to study music because of their love for the subject. Students are able to direct this passion into a career pathway that might appeal to them. Some are listed below:

music administrator - software designer - music therapist - performer - composer
teacher - conductor - instrument repairer/maker - sound/recording technician - producer
music journalist - band manager - radio/tv work - events coordinator - arts lawyer

Music

Year 9



EXTRA-CURRICULAR MUSIC

It is an expectation that students enrolling in elective Music are currently undertaking private tuition and/or have established instrumental/vocal skills to ensure they have the required capabilities for practical assessment. If undertaking private tuition is an area of concern, students and/or their parents are encouraged to contact the Director of Music to discuss support options.

Students can become a part of extra-curricular music program at any time of their schooling and are encouraged to do so. In addition to the classroom music program private instrumental lessons are offered to secondary students.

For information on how to become involved in the extra-curricular music program, please contact the Director of Music.

Music

Music Studies 1 (MUS I): Blues, Jazz, and Rock

Semester One
Year Level: 9

Unit Description

From its humble beginnings as the work songs of African-American slaves, Blues has become the most influential musical genre of the 20th century. Its effect on related styles such as Jazz and Rock will be explored in this unit. Students will develop their knowledge of musical concepts to allow them to analyse, discuss, and create a variety of pieces. Students will experiment with improvisation and harmonic structure to discover why these styles of music have enjoyed enduring popularity all the way through to the present day.

Possible Learning Experiences

During this unit you may:

- perform, read, write and create music
- study and identify the features of a range of music
- develop your understanding of the basic musical elements
- extend music literacy skills
- learn basic keyboard skills and extend current instrumental skills
- develop and extend improvisation and compositional techniques
- use iPad applications to create and perform music
- perform in an ensemble

Notes

There will be various types of assessment for this unit that assess your musicianship. Your assessment will include the following: musicianship tasks (composing, performing and responding) and a musicianship exam. **All students will be expected to participate in performance tasks regularly.**

Semester Two

Year Level: 9

Prerequisite: MUS I

Unit Description

This unit will look at the impact of technology on the musical world; from historic improvements to instrument materials and design, through to today's world of digital effects, looping, electronically generated music, sound recording technology, etc. Students will experiment with musical technology in the classroom, including electronic instruments, digital distortions and effects, looping and layering, and specialist music programs.

Possible Learning Experiences

During this unit you may:

- perform, read, write and create music
- study technological advances throughout musical history
- continue in depth study of the musical elements
- extend music literacy skills
- explore and experiment with musical technologies
- compose, arrange, and improvise musical ideas using technological resources
- perform individually and/or in an ensemble

Notes

There will be various types of assessment for this unit that assess your musicianship. Your assessment will include the following: musicianship tasks (composing, performing and responding) and a musicianship exam. **All students will be expected to participate in performance tasks regularly.**

Drama

Introduction

Drama is an exciting and enticing subject. It involves students, individually and in groups, learning about themselves and others, and the interaction of their minds and their bodies with others.

Drama develops relationships, and gives students confidence to stand up in front of others and speak. Speaking in front of others is listed as the greatest fear of 85% of people, with 40% fearing it more than death.

As a learning experience, Drama is unique. Various forms and styles are explored through tasks requiring the students to find a deeper meaning. Drama aims to facilitate skills and opportunities in the fields of functional communication, process and performance, group dynamics and specific areas of personal and creative expression.

Junior Drama aims to develop students' ability to approach life and drama with confidence and sensitivity as well as developing a solid grounding in the elements of drama. The skills developed in Junior Drama can easily be transferred across all key learning areas and provide a solid grounding for studies in Senior Drama.

Drama teaches you how to:

- Negotiate in groups
- Build teams
- Use problem solving
- Balance assertion and compromise
- Reach collaborative decisions
- Become an independent thinker
- Be confident in your own ability
- Find creative solutions to a range of situations
- Real skills for university, employment and life

Where will Drama lead me?

- Journalism / Media Studies
- Law
- Science
- Psychology
- Business
- Human Resources
- Hospitality and Tourism
- Retail
- Entertainment Industry

Drama

So You Think You Can Act?

Semester One

Year Level: 9

Unit Description

This unit focuses on the two most essential aspects of drama and theatre, the performer and the audience. The interaction between the two creates the unique experience that we know as live performance. In a live performance, the performer is the instrument of expression and uses mental, physical and vocal skills to engage an audience. In the first term students will explore and develop the skills of body and voice for performance work. In the second term students will use these skills in a live performance.

Possible Learning Experiences

By the end of this unit, students should be able to: identify and manipulate the elements of drama and dramatic action; identify and use the techniques of looking at voice and body work - how your voice and your body can be used to manipulate dramatic action; explain and discuss how the performer's use of movement and vocal dynamics contributes to performance work.

Notes

Possible excursions/guest artist visit. Minimal costs involved. This unit contains both theoretical and practical assessment.

Make em Laugh, Make em Think

Semester Two

Year Level: 9

Unit Description

'Make em Laugh' focuses on building students confidence by discovering ways to express their sense of humour. Through the use of slapstick and clowning, they learn about creating parody as a part of a group, critiquing professional parody shows, writing and performing their own humorous scripted texts. The timing and ensemble work build upon the skills developed in the previous semester.

'Make em Think' involves students workshopping and forming their own ideas into dramatic meaning through the technique of collage. Collage drama is a culmination of the students' ideas, thoughts and experiences through various dramatic forms, including film and television, new media, poetry, song, mime, movement and dialogue.

Possible Learning Experiences

By the end of this unit, students should be able to: view a performance for the purpose of deconstruction and critique; understand and demonstrate skills for thinking creatively; to workshop a parody performance; slapstick; visual effects; mime, collage drama and some basic physical theatre. They should be able to adopt and maintain role for a sustained period, understand and demonstrate script writing techniques and present a polished performance of a published text.

Notes

Possible excursions/guest artist visit. Minimal costs involved. This unit contains both theoretical and practical assessment.

My Academic Course Record

This page should be updated each semester so you have an accurate record of your studies.

This will assist you in planning your course of study.

The units I have completed are:

YEAR 9	
Semester 1	Semester 2