MARY MACKILLOP COLLEGE

Mary MacKillop College Year 9 2023 Subject Selection Guide

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Contents

Introduction

The purpose of a Middle Years education is to provide students with the opportunity to study a breadth of subjects and develop a wide range of skills that will assist them as they develop as adolescents. This approach, in alignment with the requirements of the Australian Curriculum, provides MacKillop Women with the opportunity to explore their strengths and interests.

In Years 7 and 8 at Mary MacKillop College, students experience all subjects. The core subjects of Religious Education, English, Humanities (History and Geography), Mathematics, Science, Health, Physical Education and Movement and Japanese are studied. In addition, students have the opportunity to study subjects from The Arts, Humanities (Business and Economics) and the Technologies Learning Areas. Subjects from within these Learning Areas rotate so that by the end of the year, every student will have studied every subject from within these Learning Areas over the two years. This means students will experience a wide and diverse range of subjects.

In Year 9, students continue to study English, Mathematics, Science, Humanities (History and Geography), Religious Education and Health, Physical Education and Movement. In addition to these subjects, students must choose two (2) elective subjects. This ensures that all students at Mary MacKillop College are educated in the essential curriculum areas to keep all employment and study options open for the future. Students are encouraged to choose elective subjects that they enjoy, are interested in and can experience success. These subjects may lead into subjects they may wish to study in Years 11 and 12. An example of this is the need to study Japanese if one wants to study it in Year 11; likewise for Music.

In Year 10, students continue to study their two (2) elective subjects. The main difference in this year is that students are beginning to make choices for the following year, and Year 10 is structured to be a preparation for Year 11 in terms of the level of Mathematics, English, Science, Geography and History studied. Also, training and trade options are canvassed in Year 10 with appropriate lead-up to Vocational Education and Training (VET) options in Year 11.

This guide gives an overview of all the subjects (core and electives) in Year 9. The curriculum imperative of the age and the agendas of the Education Queensland, Queensland Curriculum and Assessment Authority and the State and Federal Governments have had a large influence on the development of these course structures and options.

Please feel free to contact me or the relevant Heads of Faculty for further information or advice.

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Mathematics (core subject)

Rationale

Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in *number and algebra*, *measurement and geometry,* and *statistics and probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

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

Year 7 Course of Study

Grade	Course	Outline
7	Standard	All year 7 students complete the Standard stream. Topics included are: • Index Notation • Representing numbers in different ways • Integers • Fractions • Decimals • Percentages • Ratios • Financial • Algebra • Measurement • Geometry • Statistics • Probability • Data representation

Year 8 Course of Study

Grade	Course	Outline
8	Standard	All year 8 students complete the Standard stream. Topics included are: • Whole Numbers • Length, Area, and Volume • Statistics • Common Fractions • Percentage and Money • Time and mass • Geometry • Decimal fractions Probability • Algebra • Directed Numbers • Plane Shapes

Year 9 Course of Study

Grade	Course	Outline
9	Standard	All year 9 students complete the Standard stream. Topics included are: • Percentage and Money • Algebra • Length and Area • Index Notation • Statistics • Ratio and Proportion • Volume and 3D Shapes • Co-ordinate and Analytical Geometry • Probability • Plane Shapes • Trigonometry

Year 10 Course of Study – Extension and Standard

Grade	Course	Outline
10	Extension Mathematics (Students wanting to move to Mathematical Methods or Specialist Mathematics in Year 11 and 12)	Students succeeding well in Mathematics will be offered this stream which offers in parallel to the standard course the same topics but students will be extended: • Trigonometry • Measurement • Probability • Algebra • Surds • Index Laws • Plane Shapes • Analytical Geometry • Subject of Formulae • Ratio and Rates
	Standard Mathematics (Students wanting to move to General Mathematics or Essential Mathematics in Year 11 and 12)	The topics covered are mentioned above but this stream of Mathematics is to help those students that are successful but need some extra development in some areas. • Measurement • Chance and Data: Probability • Space • Patterns and Algebra • Number • Chance and Data: Statistics

Note:
Year 10 Maths Extension introduces polynomials, logarithms, surds, circle geometry and functions and prepares students for the rigors of senior studies in the Mathematical Methods and Specialist Mathematics subjects.

English (core subject)

Rationale

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

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

Assessment

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

Resources

Years 7 – 10 students study novels, drama, poetry, graphic novels, media texts and film. Students also participate in the Literacy program which is facilitated by English teachers over a semester period during the year.

Year 7 Course of Study

Semester 1	Semester 2
Writing Persuasive and Narrative Texts	Novel Study
Film Study - Spoken Persuasive	Graphic Novel Study – *The Lost Thing* by Shaun Tan

Year 8 Course of Study

Semester 1	Semester 2
Poetry & Language study	Imaginative Writing
Novel Study	Fairy Tales and Fantasy Study – Creative Story Writing

Year 9 Course of Study

Semester 1	Semester 2
Narrative and Persuasive Structures in Dystopian Fiction	Shakespearean Study – *Romeo & Juliet*
Songs of Protest	Language Study

Year 10 Course of Study

Semester 1	Semester 2
Digital Literacy - Advertising and Media Messaging Unit	Novel Study – *To Kill a Mockingbird* by Harper Lee
Poetry Study - The Great War Poets	Shakespearean Study – *Othello or Merchant of Venice*

Science (core subject)

Rationale

The study of Science as a "way of knowing" and a "way of doing" can help students to reach a deeper understanding of the world in which we live. The junior science course from Year 7 through to Year 10 complies with Australian Science Curriculum offering students the ability to engage and explore their understanding of the world around them.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer.

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Assessment

Students will be exposed to a variety of learning and assessment instruments through the year 9 and 10 science course all of which further develop their skills as a learner while preparing them for further studies in the field of Science. Assessment instruments are based around

- Knowledge and understanding exams
- Data tests – skills-based exams
- Student experiment reports
- Research investigations

Years 9 and 10 Course of Study

	Term 1	Term 2	Term 3	Term 4
Year 9	**Physics**	**Earth Science**	**Biology**	**Chemistry**
	Energy transfer through different mediums can be explained using wave and particle models	The theory of plate tectonics explains global patterns of geological activity and continental movement	Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems	All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
Year 10	**Physics**	**Chemistry**	**Biology**	**Applications of Science**
	Energy conservation in a system can be explained by describing energy transfers and transformations The motion of objects can be described and predicted using the laws of physics	The atomic structure and properties of elements are used to organise them in the Periodic Table Different types of chemical reactions are used to produce a range of products and can occur at different rates	Transmission of heritable characteristics from one generation to the next involves DNA and genes The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.	**Preparations for Senior Science and the place of science in everyday life.** Term 4 involves context-based creative problem solving in which science knowledge is applied to develop a solution to an issue in the local/ global environment.

Religious Education (core subject)

Rationale

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

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

Year 7 Course of Study

Semester 1	Semester 2
The emergence of Christianity Where Did it All Begin?	**Australia's first saint - St Mary MacKillop's Message and Mission** How can God help me make good decisions and how do good decisions lead to a good life?
Power of Words How can something written so long ago, still matter today?	**Making Meaning through liturgy, the sacraments and prayer** How can liturgy, the sacraments and prayer colour my world?

Year 8 Course of Study

Semester 1	Semester 2
The Ties that Bind What is the nature of the unique relationships between God and God's people?	**The mission of Jesus in the world** In times of challenge and change, how have believers past and present, continued the mission of Jesus in the world?
God's Saving Plan for all Creation- Mary MacKillop Iconography How do Scriptural texts show how God's Saving Plan for all Creation was accomplished?	**A Church for Today** How is the Church present and active in the world today?

Year 9 Course of Study

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

Year 10 Course of Study

Semester 1	Semester 2
Mystery of God Revealed through Sacred Texts What are the different representations of God from a range of sacred texts and how do these perspectives apply to a modern Australian context?	**Mystery in Action through Christian Life** How Christians respond to a contemporary moral question? Can we leave the world a better place?
The Mystery of God Revealed through Beliefs How does the diversity of beliefs help our understanding of God or the Other?	**Engaging with Mystery through the Church** What are the significant sources of spiritual nourishment for Christian believers?

Geography and History (core subjects)

Rationale

In Year 7 students will study one semester of Geography and one semester of History. There will be a variety of assessment pieces including tests, oral presentations, and research tasks.

In Year 8 students will study one semester of Geography and one semester of History. There will be a variety of assessment pieces including tests, stimulus response, and research tasks.

In Year 9 students will study one semester of Geography and one semester of History. The assessment will include essays, practical exams, research tasks and short answer tests in response to sources.

In Year 10 students will study one semester of Geography and one semester of History. In these units students will develop skills and knowledge to prepare them for senior studies. Assessment pieces include: field reports, practical exams, multimodal response to stimulus, research tasks, short answer and paragraph tests.

Year 7 Course of Study

Semester: History	Semester: Geography
• Ancient Egypt • Ancient Greece	• Water in the World • Place and Liveability

Year 8 Course of Study

Semester: History	Semester: Geography
• Vikings • Aztecs/Spanish Conquests	• Landscapes and Landforms • Changing Nations

Year 9 Course of Study

Semester: History	Semester: Geography
• Industrial Revolution • WW1 and Australia	• Biomes and Food Security • Geographies of Interconnections

Year 10 Course of Study

Semester: History	Semester: Geography
• WW2 • Indigenous Rights and Freedoms	• Environmental Change and Management • Geographies of Human Wellbeing

Health, Physical Education and Movement (core subject)

Rationale

The study of Health, Physical Education and Movement develops students' knowledge, understanding and skills to support individuals to be resilient, develop their sense of self, build and maintain satisfying relationships; to make health-enhancing decisions in relation to their health and physical activity participation, and to develop health literacies to enhance their own and others' health and wellbeing.

Throughout the course students undertake theoretical study through a variety learning mode in the focus areas of: Alcohol and other drugs, Food and nutrition, Health benefits of physical activity, Mental health and wellbeing, Relationships and sexuality, Safety, Practical activities are selected by the class in the focus areas of: Active play and minor games, Challenge and adventure activities, Fundamental movement skills, Games and sports, Lifelong physical activities, Rhythmic and expressive movement activities.

Assessment

Students are provided the opportunity to demonstrate theoretical knowledge, understanding and skills through the competition of a range of assessment tasks. Individual and collaborative tasks provide students opportunities to develop multiple literacies – written, spoken, visual and digital – through the production of pamphlets, brochures, web pages, essay, multimodal and exams formats. Practical assessment provides students opportunities to demonstrate physical skills in drills and authentic performance environments while analysing and evaluating their own and others' demonstration of leadership, fair play, cooperation, decision making and problem solving to enhance health and skill elements in challenging situations.

Resources

Year 9 and 10 students access a range of on and off campus facilities to enhance their learning. On campus activities utilise the Tappeiner Centre, hall and multipurpose court; off campus facilities are utilised to expose students to physical activities in the wider community include Boyd Park, Nundah fitness centres (12RND Fitness, F45 Nundah), and Milton State School swimming pool.

Year 9 Course of Study

Semester 1		Semester 2	
Theory	**Practical**	**Theory**	**Practical**
Consumption Nation 1	Games and Sports	Food for Performance	Lifelong Physical Activities
Exploring Me	Games and Sports	Consumption Nation 2	Rhythmic and Expressive Movements

Year 10 Course of Study

Semester 1		Semester 2	
Active Play and Minor Games	Games and Sports	Lifelong Physical Activities	Challenge and Adventure Activities

Elective Subjects

Design Technologies
(elective subject)

Rationale

Students will progressively develop knowledge and understanding of the principles of design, characteristics, and properties of a range of materials and the production of solutions. The course focuses on developing a broad range of traditional, contemporary and emerging process and production skills. Students will develop the confidence to make ethical, human centered and sustainable decisions about solutions and the processes used to make of a product, service or environment. The students will be working through a design thinking project to develop understanding and skills. Design thinking involves the use of strategies for understanding design needs and opportunities, visualising and generating creative and innovative ideas, planning, and analysing and evaluating those ideas that best meet the criteria for success.

Year 9 Course of Study

Unit	Overview	Assessment
1	Laser Cut Timber tabletop light shade – Product design	Project
2	Bus Stop – Architectural project	Project and Exam
3	Sustainable design project	Project and Exam

Year 10 Course of Study

Unit	Overview	Assessment
1	Laser cut Plastic Clock – Product design	Project
2	Senior Student Lounge – Architectural project	Project and Exam
3	Sustainable design project	Project and Exam

Design Technologies - Engineering (elective subject)

Rationale

The students will progressively develop knowledge and understanding of Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning. Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions. Engineering provides students with an opportunity to experience, first-hand and in a practical way, the exciting and dynamic work of real-world engineers. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills. The study of Engineering inspires students to become adaptable and resilient. They appreciate the engineer's ability to confidently and purposefully generate solutions that improve the quality of people's lives in an increasingly complex and dynamic technological world.

Year 9 Course of Study

Unit	Overview	Assessment
1	Factors that Affect Things that Fly - introduce the engineering process and through the investigation of the aspects of flight explore these concepts.	Project and portfolio
2	Biomimicry – exploring nature and using it to inspire designs.	Project and portfolio

Year 10 Course of Study

Unit	Overview	Assessment
1	Motion and mechanics – looking at movement and creating machines.	Project and portfolio
2	Designing for a purpose – incorporating the processes and skills develop a design to meet a specific purpose or theme.	Project and portfolio

Design Technologies - Food Specialisation (elective subject)

Rationale

Students will progressively develop knowledge and understanding about the nature of food, food safety, the variety of food groups, the principles of nutrition and how to make informed and appropriate food preparation choices when experimenting with food product design. Students will develop an understanding of the ethical and sustainable issues relating to the food industry. The students will be working through projects to develop skills in planning, organising and monitoring timelines, activities and the use of resources. This includes considering the constraints to develop a product, the available resources, finance, and time plans; assessing and managing risks; making decisions; controlling quality; evaluating processes and collaborating and communicating with others at different stages of the process.

Year 9 Course of Study

Unit	Overview	Assessment
1	Properties Carbohydrates – Snacks Time	Project Folio
2	Properties of Vitamins & Minerals – Salads for All	Project Folio
3	Food Preservation Methods – Jams and Preserves	Presentation and Exam

Year 10 Course of Study

Unit	Overview	Assessment
1	Epicurious food science – Purposes of Food	Project folio and Exam
2	Properties of Fat – I Scream	Project Folio
3	Properties of Protein and Fat - Say “Cheese”	Presentation and Exam

Design Technologies - Materials Specialisation (elective subject)

Rationale

Students will progressively develop knowledge and understanding of the characteristics and properties of a range of textile materials. The course will develop the student's skills in a range of traditional, contemporary and emerging materials and technique. The students will be working through projects to build concepts, knowledge and understanding, processes and production skills and design thinking to produce solutions for an identified need relating to an individual, regional or global community. Students will develop project management plans incorporating elements such as sequenced time, cost and action plan to manage a range of design tasks safely. Students will identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. The students will use a range of technologies including a variety of graphical representation techniques to communicate.

Year 9 Course of Study

Unit	Overview	Assessment
1	Soft educational toy – Product Design	Project
2	Fabric decoration - printing and dying - Interior Design	Project and Exam
3	E-textiles – Fashion design	Project

Year 10 Course of Study

Unit	Overview	Assessment
1	Sustainable fashion brand and Logo design	Presentation
2	Wearable Art – Fashion Design	Project
3	Home Beautiful – Interior Design	Project and Folio

Digital Technologies (elective subject)

The students will progressively develop knowledge and understanding of how to plan and manage digital projects. They define and decompose complex problems in terms of functional and non- functional requirements. Students design and evaluate user experiences and algorithms. They design and implement programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data. The students will be working through project- based on the computational and design thinking strategies. These are problem-solving methods that are applied to create solutions in a given context. It involves integrating strategies, such as organising data logically, breaking down problems into parts, interpreting patterns and models and designing and implementing algorithms.

Year 9 Course of Study

Unit	Overview	Assessment
Working Together	How computers work	Exam
WWW.myweb	Create web page using HTML codes.	Project
Database design	Database-driven	Exam and Folio
Good Game	Game development	Project

Year 10 Course of Study

Unit	Overview	Assessment
Organisation	Spreadsheet and programming language. Develop data analysis and visualisation programs	Exam
There is an APP for that?	Algorithms and user experience of a digital system,	Project
How safe is your data?	IT secured	Project

Drama (elective subject)

Rationale

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

In addition to the overarching aims of the ***Australian Curriculum: The Arts, Drama*** knowledge, understanding and skills ensure that, individually and collaboratively, students develop:

- confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

There are two specific strands in Drama:

(1) Making

Making in **Drama** engages students' cognition, imagination, senses and emotions in conceptual and practical ways and involves them thinking kinaesthetically, critically and creatively. Students develop knowledge, understanding and skills to design, produce, present and perform artworks. Students learn, develop and refine skills as the artist and as audience for their own work, and as audience for the works of others. Making involves practical actions informed by critical thought to design and produce artworks.

(2) Responding

Responding in **Drama** involves students, as artists and audiences, exploring, responding to, analysing, interpreting and critically evaluating artworks they experience. Students learn to understand, appreciate and critique the arts through the critical and contextual study of artworks and by making their own artworks. When responding, students learn to critically evaluate the presentation, production and/or performance of artworks through an exploration of the practices involved in making an artwork and the relationship between artist, audience and artwork. Students consider the artist's relationship with an audience.

In **making** and **responding** in **Drama**, students consider a range of ***viewpoints*** or ***perspectives*** through which artworks can be explored and interpreted. These include the contexts in which the artworks are made by artists and experienced by audiences.

Year 7 course of Study: One term
only Year 8 course of study: One term
only
Years 9 and 10 course of study: Full study or 4 semester units available

Year 7 Course of Study

Unit 1: **Jump into Drama**
This is an introductory unit to Drama which introduces the ***Elements of Drama***: The Human Context, Place and Time, Mood, Tension, Movement, Language, Focus, and Symbol. Assessment will include: ***Making***: Mime ***Responding***: Written Responding Character profile and scenario sequence. ***Making***: Characterisation in a performed children's story.

Year 8 Course of Study

Unit 1: **Playing a Role**
In this unit, students will continue to understand, examine and practice the ***Elements of Drama*** in detail: The Human Context, Place and Time, Mood, Tension, Movement, Language, Focus, and Symbol. Assessment will include: ***Making:*** Rehearsed Improvisation with a focus on Tension and Mood. ***Responding***: Written Character profile and scenario sequence.

Year 9 Course of Study

Unit	Overview	Assessment
1	Improvisation – sharpening performance elements	Improvised Performance
2	Children's Theatre – first wholistic look at a specific form of theatre	Performance and storyboard
3	History of Theatre – where did it come from? What influences what we see today	Multimedia Presentation
4	Play Script – looking at the process of taking a script and putting it on the stage, the role of performers and their Director	Performance and Directorial Vision

Year 10 Course of Study

Unit	Overview	Assessment
1	Director in Role – working with scripted segments to transform a known script	Multimedia Presentation and Performance
2	Collage Drama – student devised work within a specific form, knowing conventions and elements and how they make meaning	Performance and storyboard
3	Script to Stage – working together to create a performance and make meaning of a Dramatic text	Performance and examination

Economics and Business (elective subject)

Rationale

All Year 7 and Year 8 students undertake a unit of Economics and Business for one term, to provide an introduction to Economics and Business concepts. Year 9 and Year 10 students may elect to study Economics and Business as a subject for a whole year.

In Year 7 students will study one rotation of Economics and Business. The assessment is in the form of a structured business report.

In Year 8 students will study one Rotation of Economics and Business. The assessment is the form of a structured business report.

In Year 9 Students will study one year of Economics and Business Concepts. The assessment will include examinations, structured Business reports, and multimodal assignments.

In Year 10 Students will study one year of Economics and Business Concepts. The assessment will include examinations, structured Business reports, and multimodal assignments.

Year 7 Course of Study

Economics and Business
Seeking individual and business success in the market

Year 8 Course of Study

Economics and Business
Business responses within the market place

Year 9 Course of Study

Economics and Business
- Competing in a global market (Term 1) - Personal financing and investing (Term 2) - Innovation, promotion and selling (Term 3) - Ecommerce (Term 4)

Year 10 Course of Study

Economics and Business
- Ethics (Term 1) - International Business (Term 2) - Changing Economic Conditions (Term 3) - Preparatory Tasks for Senior Studies: Synthesis of Term 1-3 work (Term 4)

Health and Physical Education (elective subject)

Rationale

The study of Health and Physical Education enables students to explore and enhance their own and others' health and physical activity in diverse contexts. Units of study focus on the development of physical, intellectual, social and emotional capacities. Learning takes place about, through and in movement contexts through theoretical, scientific and experimental theoretical and practical learning opportunities. 21st century skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, and information communication technology skills are developed throughout the course.

Across the course students will engage with a wide range of physical activities (selected by the class) to develop movement sequences and movement strategies. Interconnects of theoretical and practical elements enhance the students understanding of biophysical, sociocultural and psychological concepts and principals through engagement and performance in physical activity.

Assessment

Assessment provides feedback to students about their progress in the course. Techniques undertaken throughout the course prepare students for the Senior General Physical Education subject. Theoretical assessment modes include: Project Folio, Investigation Report and Combination Examination; Practical assessment focuses on: demonstrating specialised movement sequences and movement strategies in skill and drill environments, and applying concepts to specialised movement sequences and movement strategies in authentic performance environments.

Resources

Health and Physical Education students utilise on and off campus facilities to develop learning about, through an in physical activity. ICT resources – Sports Watches, digital cameras, tablets and online programs and wireless devices – are utilised in theoretical and practical elements of the course to gather and analyse data, complete in class work and develop assessment items.

Year 9 Course of Study

Semester 1		Semester 2	
Theory	**Practical**	**Theory**	**Practical**
Motor Learning	E.g. Net and Court	Biomechanics	E.g. Invasion
Functional Anatomy	E.g. Striking and Fielding	Sport Psychology	E.g. Target

Year 10 Course of Study

Semester 1		Semester 2	
Theory	**Practical**	**Theory**	**Practical**
Ethics and Integrity	E.g. Performance	Training and Fitness	E.g. Invasion
Tactical Awareness	E.g. Aesthetic	Energy Systems	E.g. Net and Court

Japanese (elective subject)

Rationale

The study of Japanese language and culture enables students to appreciate others from differing backgrounds to themselves within a global perspective and as international citizens. Students are better able to appreciate those from other cultural and ethnic backgrounds through the study of a second language. Through the study of Languages, students gain understanding of customs, social more and cultural values. Japanese culture provides a wonderful contrast to that of Australia and its language is structured differently to European languages with a writing script initially borrowed from China. Consequently, Japan provides a rich source for linguistic and cultural study. It is also noteworthy to point out Australia's strong economic and political ties to our Asia-Pacific partner. Japan's geographical proximity enables us to visit Japan biennially as well as foster International Sister School relationships.

A plethora of teaching pedagogy is employed to deliver this holistic and communicative language course. Our language pedagogy includes role play, iPad and laptop apps, ICT related activities that include the online learning program Education Perfect and other software, brush calligraphy, pen pal emails and documents typed in Japanese script on MS Word, conservational skills for classroom activities and sister school visits, and a range of functional topics that enable communication in real-life situations and vocations.

Japanese language: a core curriculum subject for all Year 7 and 8 students

The Year 7/8 Japanese course consists of two one-hour lessons per week which accumulates to 150 hours over the two-year program. This newly extended course is now more consistent with the recommended hours of study stipulated by Australian National Curriculum – Languages guidelines. The newly developed course (2019) is based on the highly respected *iiTomo* Japanese textbook series with accompanying e- resources and teacher support materials. Year 7 Japanese course is based on the *iiTomo* 1 textbook and resources, and Year 8 – *iiTomo* 2. These texts transition to *iiTomo* 3 & 4 and *iiTomo* Senior as students progress through the Year 9 - 12 Japanese courses.

Course delivery is supported by online language learning program *Education Perfect* which provides modules that develop student script practice, vocabulary learning, grammatical understanding, listening and reading comprehension skills, and includes voice-recording tools that assist with pronunciation and fluency skills. The online learning program enables students to work at any time, whether at school, home or elsewhere, and enables them to progress at their own pace without unnecessary peer group pressure. *Education Perfect* enables extension work for those who require more advanced content. Students also have access to a class set of Japanese-dedicated iPads which include various Japanese language learning apps. Access to Green Screen and Japanese costumes/realia enhances students' video production values as required for some oral assessment tasks. Cultural aspects embedded in the course include crafts, calligraphy, traditional cuisine and costumes, manga/anime, and tea ceremony. With each unit topic, students will produce accompanying PowerPoints to harness learning that emanates from visual imagery, internet research and PowerPoint production.

Specific attributes of the Year 7 and 8 Japanese courses

- Proficient recognition of Hiragana script developed through flashcard mnemonics methodology – Year 7.
- Consolidated Hiragana with proficient recognition of Katakana script – Year 8.
- Confident writing of all hiragana script, 20 kanji (Chinese script) and some katakana words – Year 7.
- Confident writing of both Hiragana and Katakana scripts and 35 kanji – Year 8.

A brief outline of topics, skills and learning experiences in the Junior Japanese Curriculum: Years 7 – 10

- *Education Perfect* develops unit topic vocabulary and grammar understanding.
- *Education Perfect* Script Practice modules include touch screen e-pens interface, quizzes and audio samples.
- Periodic classroom tasting of Japanese foods and beverages, and an annual Japanese restaurant excursion.
- Access to authentic Japanese realia, koto, costumes and YouTube clips in accordance with topics studied.
- View PowerPoints and J-drama/J-Pop/TV advertisement excerpts in the study of Japanese culture.
- Interact with short-term exchange students from our Japanese sister schools each year.
- Language is taught via 'question and response' constructions that include script work, vocab and grammar.
- Speaking activities consolidate the learning of new patterns and assist in developing pronunciation and fluency.
- Students access various text types and language elements through reading and listening texts.
- Speaking skills are developed via group 'mingle' and survey tasks, and pair work drills, dialogues and role plays.
- Pair work dialogue performance includes occasional videoing with iPads and Green Screen for assessment tasks.
- Solo and pair work oral presentations are recorded on smart phones or other devices/apps and uploaded.
- Specific language for 'travel and tourism – Japan' is embedded in speaking, listening and reading activities. Students learn to effectively use online dictionaries, bi-lingual translators and self-directed learning apps. Students create Japanese script Word documents and PowerPoint productions on their laptops.
- Japanese presenters demonstrate brush calligraphy, tea ceremony, traditional crafts and cooking master classes.
- Japanese guests demonstrate musical, artistic and cultural performances.

Unit Topics for Years 7 Japanese			
Term 1	**Term 2**	**Term 3**	**Term 4**
Hiragana Script and Self-introduction	Introducing Others (Adjectives) Advanced Hiragana and Numbers	Family Members My Town: Places / Adjectives	My Typical Week Weekdays and Activities
Unit Topics for Year 8 Japanese			
Daily Routine and Clock Time	School: Subjects and Timetables J-School Life / Katakana Menus	School Excursion Itinerary Transport / Activities / Dates	Hobbies and Leisure Present / Past Tense

Year 9 and 10 Japanese Course

Students learn to communicate in 'typical' and 'functional' conversational scenarios that may be useful in real life situations (speaking and listening). They will create hand-written and typed compositions in various genres using Japanese script and will comprehend and evaluate a range of listening and reading texts. Students will be highly proficient in the reading and writing of both kana scripts and will recognise over 70 kanji. Their language acquisition will gradually develop towards a level applicable to vocational scenarios that include hospitality and tourism, retail and commerce, business and law.

Year 9 and 10 Japanese follow the popular and recently published *iiTomo* 3 & 4 texts and accompanying e-resources. The recent second edition was written in accordance with the *Australian Curriculum – Languages* guidelines and current Language teaching pedagogy. Students will learn interesting and new knowledge about various topics of Japanese culture and modern Japan through Japanese scripted texts. Units also provide Japanese and Australian cultural comparisons.

Online language learning program *Education Perfect* and *iiTomo* e-Reader are peripheral tools provided to enable students' development of vocabulary and kanji recall, grammar understanding, reading and listening comprehension skills, and script proficiency. *Education Perfect* also enables students to engage in extension learning and compete in language championship competitions. Some students may be motivated in their language learning by the possibility of participating in the biennial College Tour of Japan or by hosting an exchange student from one of our two Japanese sister schools: Kanagawa Gakuen (Yokohama) and Seitoku Gakuen (Chiba-Tokyo). Students may compete in the Japanese Language Video Festival whilst also gaining credit for oral assessment. Language elements are often learned through question patterns and associated responses. These are then consolidated trough interactive oral drills and role plays before later being the focus of creative tasks and text comprehension passages. Students are provided access to authentic and quasi-authentic texts in order to both appreciate and prepare for real- world scenarios. Exposure to authentic Japanese texts (print/images/video) and self-directed language learning have become more accessible through internet engagement and online apps (YouTube clips, e- dictionaries and language learning apps). The many language learning activities listed above for Year 7 and 8 Japanese also apply across the 9 - 12 Japanese curriculum.

Year 10 students develop a broader base and more sophisticated level of language and are more able to engage in a broader range of functional language scenarios. Year 10 Japanese includes additional grammar constructions, honorific speech and verb conjugations that specifically serve real-life language situations as well as providing the fundamental skills necessary for successful entry to the Senior Japanese program.

Unit Topics for Years 9 /10 Japanese			
Term 1	**Term 2**	**Term 3**	**Term 4**
Healthy Lifestyles and Japanese Fast Foods	Shopping in Japan Shop Types/Japanese Retail	Leisure Time Activities and Japanese Theme Parks	Lost Tourist: Directions City Living - Japan
Japan Tour Hotspots and Japanese Tourism	Part-time Work: Job Types Skills and Work Conditions	Post-School Future Plans Careers/Leisure Options	Australian Homestay: Cultural Comparisons

Media Arts (elective subject)

Rationale

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their Media Arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students will learn:

- Media language including signs, technical codes, symbolic codes, conventions, genres, audiences, the shot and narrative purpose, framing, composition, depth of field, camera angle, camera movement, editing transitions, continuity editing, lighting systems (e.g. Diva ring lights, 3-point lighting sets) and audio layering and mixing.
- How to write a treatment, screenplay, shot list, log of rushes and storyboard.
- How social and cultural values and beliefs are manipulated in media representations.
- How stories and ideas in media artworks can change when viewed through different personal, social and cultural contexts.
- How interaction with media artworks has changed and been influenced by historical and social contexts.
- How genre conventions can be manipulated to construct alternative points of view.

- How media artists integrate and shape technical and symbolic elements to achieve a specific purpose and meaning.
- How style contributes to meaning and purpose in media artworks.
- How to reflect on and analyse the work of others.
- How collaboration takes place in the design, production and distribution of the media art form.
- How the media artist can distribute a media art work.
- The methods of planning, controlling, editing and producing images, sounds and text or a combination of these using selected media technologies, processes and equipment.

Year 9 and 10 Course of Study

Year 9		Year 10	
Unit	**Assessment**	**Unit**	**Assessment**
Photography	• Photographic portfolio	Compressing Time	• Shot List • 1 Day in 60 Seconds - Short Film
Teen Flick	• Screenplay • Short Film • Written Analysis	Film Competition	• Design • Video Production (either music video, documentary, short film or community service announcement)
Suspense	• Treatment • Short Film • Written Analysis	New Media Entrepreneur (Self- directed course of study in student's area of interest)	• Business proposal • Design and produce 3 videos for the New Media Platform (e.g. YouTube Channel)

Music (elective subject)

Rationale

Students at Mary MacKillop College study music according to the Kodaly philosophy of music education, a system founded in Hungary by renowned music educator, researcher and composer, Zoltan Kodaly. Music teachers who use Kodaly's approach to music education believe that true music literacy (the ability to read, write and perform music) is something that every student can acquire and enjoy, and that all people capable of lingual literacy are also capable of musical literacy. It is a very firm rationale at Mary MacKillop College that all students can achieve success in the classroom music program.

The use of the voice is one of the most defining features of the approach. The voice is the most accessible and inexpensive of all instruments and offers the most direct path to the insightful understanding of music. Students learn to sing songs in the same way they learnt to speak – through repetition, good role modelling and enjoyment.

Another defining feature of the approach is the sequential nature of all musical activity. Each lesson is comprised of multiple segments that are carefully planned to blend seamlessly into each other so that student engagement and participation is maximised. Music teachers who follow this approach believe that the sequential model "prepare, make conscious, practice" is paramount to student success.

The Kodaly approach to music education promotes the active engagement of students in every lesson through singing, reading and writing music, composing, playing games, rhythmical movement, and learning how to play instruments including keyboard, guitar and drumkit. Through active engagement and the sense of success that students experience in every lesson, the students' vocal technique, music literacy, coordination, memory and confidence improve dramatically.

Year 8 Course of Study

Unit: Introduction to Music

Year 8 students will study Music as part of their curriculum. Students may choose this elective subject as a full course of study in Year 9 and 10.

The Year 8 Course of Study is designed so that every student can improve their musical confidence and experience success.

- learn songs that introduce and reinforce rhythmic and melodic musical concepts
- sing pop songs that reinforce rhythmic and melodic musical concepts
- read and write music
- have the opportunity to perform in class concerts
- play songs on the keyboard
- play musical games
- improvise and compose with well-known rhythms and pitches

Assessment:

- Practical tasks
- Composition and Performance task
- End of term Aural and Written exam

Year 9 Course of Study

Semester 1		Semester 2	
Term 1	**Term 2**	**Term 2**	**Term 4**
Percussion, Piano and More	Jingles	African American Spirituals and The Blues	Rock 'n' Roll

The Year 9 course of study provides a seamless transition from Year 8 Music as much of the repertoire taught in Year 8 will be used in a more sophisticated manner in the first semester of Year 9 Music. Students will complete Year 9 Music with improved vocal skills and musical confidence, and will be able to perform a wide variety of African American spirituals, other cultural music as well as blues and Rock 'n' Roll songs.

Students will:

- experience performing in regular class concerts and will improve confidence in their performing skills
- improve their vocal technique and music literacy skills
- learn pentatonic folk music that expands on the rhythmic and melodic concepts learnt in Year 8
- learn pop songs that reinforce new rhythmic and melodic musical concepts
- learn how to play simple keyboard music, drum beats and compose for percussion
- learn and perform African American spirituals and cultural music from the Middle East and Asia
- perform in a contemporary Rock 'n Roll band, using the recording studio to record their work.

Assessment:

- Practical Tasks
- Compositions
- Aural and Written exams
- Integrated Project
- Group Band Recording Project

Year 10 Course of Study

Semester 1		Semester 2	
Term 1	**Term 2**	**Term 2**	**Term 4**
Pop and Rock Music	Protest Music	Disney Music	Bach to the Future

The Year 10 course of study continues the deep emphasis on music literacy. Students will complete Year 10 Music with very strong performance skills and firm knowledge of music theory concepts and compositional skills, and they will be thoroughly prepared for the study of Senior Music in Year 11 and 12.

Students will:

- learn a variety of diatonic folk music that expands on the rhythmic and melodic concepts learnt in Year 9
- learn the history of Pop music and the musical conventions of the style, having opportunities to perform and create their own songs
- learn a wide variety of Disney music from films and musicals and understand how rhythm, melody and chords are manipulated to create Disney songs
- perform a vocal or instrumental solo of a Disney song
- learn about the history of Protest Music from the 60s
- learn about historical periods of music in preparation for Senior Music
- understand the seven musical elements in preparation for Senior Music

Assessment:

- Practical Tasks
- Compositions
- Aural and Written exams
- Integrated Project
- Group Band Recording Project

Visual Art (elective subject)

Rationale

Visual Art focuses on students making, displaying and responding to images, objects and the audience. Students engage in experiences, which develop personal expression, aesthetic judgement and critical awareness and develop an understanding of visual literacy. Students create their own learning pathway towards the end of the course.

Year 7 Course of Study (one term only)

Year 7 students will study Visual Art for one term as part of their curriculum. They may choose this elective subject as a full course of study in Year 9 & 10.

Unit: Personal Maps
In this unit students will: • Explore social, ethical, environmental and/or economic themes and concepts in Visual Arts. • Develop a body of work in making and responding to explore the theme from a variety of conceptual viewpoints. • Experiment with representation of subject and expression of viewpoint throughout a body of work. • Develop ability to communicate as an artist by selecting, applying and evaluating materials, techniques and processes. • Design and plan individual or group visual solutions to conceptual problems and thematic challenges using inspiration from other artists. • Exhibit artwork with consideration of theme to enhance artistic intention to audience.

Year 8 Course of Study (one term only)

Year 8 students will study visual art for one term as part of their curriculum. They may choose this elective subject as a full course of study in Year 9 & 10.

Unit: I AM
This unit explores how artists communicate and express viewpoints and concepts in Visual Arts. In this topic, students will: 1. create a series of experimental artworks in response to the concept of self. 2. resolve a mixed media artwork that demonstrates a personal approach to the concept of self. 3. respond to artworks through an individual artist statement that demonstrates understanding of the ways that artists have influenced their own making. 4. respond to artists' work from a range of different cultures, times and places, including the work of Aboriginal peoples and Torres Strait Islander peoples, and international artists through a written essay for an exhibition catalogue. 5. develop skills in thinking when they are encouraged to reflect, inquire, generate, analyse, synthesise and evaluate.

Year 9 Course of Study

Semester 1. **Term 1:** *Art Through the Personal Context.*	**Semester 2.** **Term 3 and 4:** *Art Through the Cultural Context*
This semester students look at their material world through the concept of 'art as lens', applying different lenses or viewpoints. They explore how artists work through processes to create new ways of thinking, meaning and representation. Students experiment with a range of approaches to improve technical skills, foster curiosity and creative thinking, and inspire innovative art practices. They are guided through the inquiry learning process to develop, research, reflect and resolve responses through learning experiences that facilitate investigation and experimentation.	This semester students explore the concept of 'art as code' to learn how visual language is capable of expressing complex ideas. As students make and respond, they are guided through the development of an individualised focus through learning experiences that facilitate more student-directed investigation and experimentation. Through the inquiry learning process, students explore how visual language, symbol systems and art conventions can express ideas and feelings in images, objects and experiences. They experiment with language in art and they employ a range of materials, techniques, processes and technologies to make artworks that may be ephemeral or permanent, physical or digital.
Assessment will include • Inquiry Investigation • Experimental Portfolio • Resolved Work	Assessment will include • Multi-modal Investigation • Practical Project

Year 10 Course of Study

Semester 1. **Term 1/2** *Art Through The Formal Context*	**Semester 2.** **Term 3/4** *Art Through The Contemporary Context*
In this semester students frame a self-directed inquiry question in response to a teacher- facilitated directed stimulus. Through independent investigation and application of critical thinking skills, students build knowledge about art, artist and audience to generate a personal focus and commence a body of work. Informed by their knowledge of art practices, experiences, history and influences, they embark on a body of work that visually and intellectually engages the audience. Students use inquiry learning to develop, research, reflect and resolve artworks using visual language, media areas and approaches selected for effective communication of intended meaning and their acquired knowledge.	This semester, students continue and build on their focus, knowledge and art practice from Semester 1/2. Students resolve their body of work through the concept 'art as alternate' as they imagine, generate and apply new ideas and links. Students foreground the contemporary context to develop new meanings through a lens of 21st century art ideas and issues. Students determine alternate representations or expansions of their ideas by reflecting on their work from Semester 1 and 2 and considering how exploiting existing approaches or applying new knowledge and skill may enrich meaning in their body of work. They evaluate how alternate approaches in a body of work can develop and expand the communication of meaning and fully realise artistic intentions.
Assessments may include: • Inquiry Investigation • Body of Artwork	Assessments may include: • Response to stimulus responding task • Self-directed body of Artwork

Notes