



**MacKillop**  
St Mary MacKillop College Canberra

***Bridging School***

***Handbook***

Courses for Years 9 and 10 2020

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## Our Vision

St Mary MacKillop College is a dynamic welcoming community based on the gospel values of Faith, Hope and Love and upon the legacy of the Sisters of St Joseph.

It is a learning environment where excellence in education is valued.

Members of the community are nurtured and empowered to face the future with faith and courage.

# INTRODUCTION

## About This Handbook

The purpose of this handbook is to provide information to parents and students about the courses of study available at St Mary MacKillop College in Years 9 and 10; the Bridging School. Over Years 9 and 10 students study a range of core and elective subjects. At the satisfactory completion of Year 10, students will receive a Year 10 Certificate which records the units completed in Years 9 and 10 and the level of achievement in each semester unit undertaken. The Year 10 Certificate is issued by the ACT Education Directorate for satisfactory academic performance, attendance and conduct.

## Compulsory Subject Requirements

All students in Years 9 and 10 at MacKillop are required to study Religious Education, English, Mathematics, Science, History, and Physical Education.

## Elective Subjects

Students may choose to study units in the elective areas of Work Studies, Food and Textiles, Information and Communication Technology, Modern Languages, Performing Arts, STEM, Technology and Visual Arts. Students may also choose electives from Physical Education and Health and Humanities and Social Sciences.

Students are able to select two elective units each semester in Year 9 and Year 10. They will also be required to elect a HASS elective each year.

Students in Years 9 and 10 are tracked across their elective units to ensure they meet the requirements of the Australian Curriculum.

## Pattern of Study

In Years 9 and 10 students will study:

- Religious Education (Semesters 1 and 2)
- English (Semesters 1 and 2)
- Mathematics (Semesters 1 and 2)
- Physical Education and Health (Semesters 1 and 2)
- History (Year 9 Semester 1 or 2 and Year 10 Semesters 1 and 2)
- HASS Elective (Year 9 Semester 1 or 2)
- Science (Semesters 1 and 2)
- Four elective subjects (over Semesters 1 and 2)

## Selecting Units

When selecting units students should view their selections as a two year package. Students should consider choosing subjects they enjoy and are good at, as well as providing a basis for trying subjects that they are interested in studying at senior level. Selection of subjects should reflect a balance of breadth and depth. Students can study one subject per semester from each area of study. Unit selections should be based on the unit descriptions in this handbook, in consultation with staff and discussion with parents.



# INTRODUCTION

## Special Needs

Staff provide specialist support for students requiring assistance with basic skills, study skills and learning skills, as well as for those requiring extension activities and challenges beyond the normal requirements of the course. Students with special needs are supported where possible by classroom resourcing.

In addition to College recommendations, parental concern about a child's progress can result in resource assistance. Parents are invited to make an appointment with the Inclusive Education Coordinator, Donna Anderson ([donna.anderson@mackillop.act.edu.au](mailto:donna.anderson@mackillop.act.edu.au)) if their daughter or son would benefit from resource assistance.

Parents, teachers and students, as well as various diagnostic tools, are used to identify the gifted and talented student. Each discipline area meets the needs of these students through classroom differentiation which includes the use of high engagement strategies.

## Progress Interviews

Formal interviews are held twice per year at mid-semester. These give parents and teachers an opportunity to discuss student progress and needs. They are a valuable means of communication and all parents should avail themselves of these opportunities.

Parents are welcome to arrange interviews at any other time or to speak to staff about general progress or concerns they may have.

## Changes to a Student's Pattern of Study

Changes to units are problematic and will only be made in exceptional circumstances.

Changes will be determined in consultation with classroom teachers, Curriculum Coordinators, Senior Studies Coordinator (St Peter's Campus), Teaching and Learning Coordinators, and the Assistant Principal Academic Care. Career Advice is available to assist students seeking information about particular areas of employment.

## Excursions

Students will be required to contribute toward the cost of expensive local excursions and excursions outside the ACT. The level of College contributions to excursions is outlined in the fees information published each year. Where possible, faculties will give an indication of costs that will be incurred.



# **COURSE OVERVIEWS AND OUTLINES**



**Course:** Work Studies

**Pattern of Study:** Year 10 elective

**Pathway:**

Senior course: Pathways to work and learning.

**Course Overview:**

Work Studies will assist students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities.

It will develop students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. Work Studies can equip students to make informed decisions about employment pathways and/or their future study.



The strongly practical orientation of the course is intended to give students useful experiences against which to test their emerging career. It also allows for students to develop a range of skills and attitudes in actual workplace contexts. The value of these experiences will be reinforced by the content taught within the classroom, which provides both a knowledge base and the opportunity for reflection on work place learning.

**Units:**

**Career Planning**

Self-analysis:

- Developing a sense of self
- Assessing personal attributes
- Exploring vocational interest
- Links between education, training and work
- Core skills for work

Career decision-making:

- Decision-making process
- Principles and processes involved in choosing, acquiring, and keeping a job
- Matching strengths, weakness and value to job requirements
- Choosing a job that suits personal attributes, needs, and lifestyle requirements

**Job Seeking and Interviews**

- Employment opportunities – sources of employment information
- Assessment of employment opportunities
- Job applications processes
- Interview preparation
- The interview
- Post-interview evaluation
- Legal and ethical issues in the workplace
- Skills of researching, gathering, organising and presenting information
- Investigating a range of jobs

**Work Experience**

Students are required to find their own host employer to simulate the 'real work' context. Students wishing to undertake a work placement in the Construction Industry must organise and complete the Construction Induction White Card and Asbestos Training prior to the submission of Work Experience Insurance paperwork. Advice is available from the Careers & VET Coordinator regarding training organisations that offer the above training.

**Assessment:**

Students will be assessed in a variety of different ways.

Assessment tasks will include:

- |                          |                       |                       |
|--------------------------|-----------------------|-----------------------|
| • Portfolio              | • Mock Interview      | • Resume              |
| • Work experience report | • Application letters | • Observation Reports |

**Course:** Year 9 Information and Communication Technology

**Pattern of Study:** Year 9 elective

**Pathway:**

Studying ICT in Year 9 prepares students for further ICT study either in Year 10 or in Senior School.

**Prerequisites/desirable prior learning:**

There are no prerequisites for any of the ICT units on offer in Year 9. Students with prior experience are catered for via extension work and fast-tracked access to content.

**Course Overview:**

The Year 9 Information and Communication Technology units on offer at St Mary MacKillop College give students a range of ICT pathways to explore before deciding if it is the kind of subject they would like to pursue further in Senior School. "Web Design" gives students a taste of the more creative and visual side of IT, "Robotics" lets students experience engineering and programming in a very practical way and "Game Design" lets students begin to understand what is involved in creating their own games.

**Units:**

**Web Design**

Students studying "Web Design" learn not only how to create simple web pages but how to properly use web browsers. Students will learn HTML, CSS, and Javascript to facilitate the creation of dynamic webpages. This unit allows for creativity and artistic expression with computers, without requiring any previous technical knowhow.

**Digital Technology: Robotics and Mechatronics**

Students will have the opportunity to further their understanding of robotics. Each student will develop knowledge and skills around the use of digital systems including programming, problem-solving and constructing robots. In developing solutions to problems, students will also have opportunities to develop skills in 3D modelling, 3D printing and laser cutting.

**Game Design**

This unit gives students an understanding of what it takes to be a game developer; everything from understanding the different specialty areas to implementing simple game mechanics and physics will be covered. Students are introduced to game creation software in order to build their own simple games. Students develop strong problem solving skills and are encouraged to be creative in this contemporary unit.

**Assessment:**

Assessment will be progressive and feedback will occur with each assessment task. A range of strategies will be used and negotiated with students to measure achievement. In all Information Communication and Technology units, these strategies may include:

- Portfolios
- In-Class Tasks
- Group Work
- Assignments
- Practical and/or Theory Tests





**Course:** Year 10 Information and Communication Technology

**Pattern of Study:** Year 10 elective

**Pathway:**

Studying ICT in Year 10 prepares students for further Accredited or Tertiary ICT study in Senior School or for direct entry into the workforce.

**Prerequisites/desirable prior learning:**

There are no prerequisites for the ICT units in Year 10. Students with prior experience are catered for via extension work.

**Course Overview:**

The Year 10 Information and Communication Technology units on offer at St Mary MacKillop College give students a broad range of ICT pathways to experience before deciding if it is the kind of subject they would like to pursue further in Senior School. "Workplace IT" gives students the opportunity to achieve their Certificate I in IT, "Media" provides an opportunity for students to gain a practical understanding of the film industry, "3D Modelling" introduces students to the world of 3D computer graphics and "The Gaming Industry" gives students a solid understanding of what it takes to be a game developer.

**Units:**

**Workplace IT**

This unit focuses on students attaining their Certificate I in Information Technology. This requires them to become proficient in a range of common computer applications and provides further confidence with computers for use in a range of subjects or in preparation for the workforce.

**3D Modelling**

Students who choose this unit learn how to create three-dimensional computer models. Everything from modelling techniques to texturing, lighting and scene creation is taught so that students have a solid foundation in 3D computer graphics.

**The Gaming Industry**

In this unit students look at the gaming industry and what it takes to be a game developer. Everything from formulating game ideas to the contemplation and creation of the user experience. Students learn to use game creation software to turn their ideas into reality.

**Assessment:**

Assessment will be progressive and feedback will occur with each assessment task. A range of strategies will be used and negotiated with students to measure achievement. In all Information Communication and Technology units, these strategies may include:

- Portfolios
- In-Class Tasks
- Group Work
- Assignments
- Practical and/or Theory Tests

**ICT Requirements:**

Students are required to have a device that is capable of running Microsoft Office (Word, Excel).



**Course:** English (Australian Curriculum)

**Pattern of Study:** Year 9/10 compulsory

**Pathway:**

Senior Tertiary English, Literature and Essential English Courses.

**Course Overview:**

The study of English empowers students to become articulate communicators who are capable of interpreting their world from different perspectives and making productive contributions to society.

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy as identified in the Australian Curriculum. The English course aims to develop students' knowledge, understanding and skills in listening, reading, viewing and creating. Students will develop the skills of critical analysis and apply them to texts in both an historical and cultural context. Learning in English in Years 9 and 10 builds on concepts, skills and processes developed in earlier years and teachers will revisit and strengthen these as needed.

Students will engage with a variety of texts for enjoyment. They will have the opportunity to interpret, create, evaluate, discuss, and perform a wide range of literary texts and texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multi-modal texts.

The range of literary texts comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

All students are given an opportunity to attempt all aspects of the Australian Curriculum in English. Students who require additional support may be offered this through support tutorials.

**Units:**

**YEAR 9**

Students in Year 9 explore literary texts that support and extend them as independent readers of a range of genres with challenging and complex plot sequences. Students create a range of texts including narratives, procedures, performances, reports, discussions, literary analysis, transformation of texts and reviews.

**The Power of the Human Voice**

Students will engage with a variety of texts exploring how the human voice is used as a means of raising awareness and protest about particular issues. They will explore themes of cultural significance, relationships and various dilemmas from a variety of perspectives, including Australian literature. Students will develop an understanding of how literature communicates Indigenous, colonial, multicultural, stereotypical and contemporary perspectives and life experience. Students will explore the context and purpose of texts, evaluate representations within texts and develop critical understanding of contemporary works. Students will study at least one novel, a range of short stories, poetry, media, visual and film texts. They will have the opportunity to interpret, evaluate, discuss and perform texts as well as create their own imaginative, informative and persuasive texts. Texts will explicitly highlight persuasive devices, language and literacy features to develop student understanding and use of these concepts, skills and processes.



## Human Experience through Literature

Students will engage with a variety of texts from different contexts. They will explore themes of human experience, interpersonal relationships, moral and ethical dilemmas. Students will conduct a study of Shakespeare's villains from a variety of plays and they will become more familiar with the impact and relevance of Shakespearean texts as well as develop a critical understanding of the appeal and style of genre. In addition to the study of a selection of Shakespeare's villains, at least one novel, selection of short stories, poetry and visual texts will also be studied. Students will have the opportunity to interpret, evaluate, discuss and perform texts as well as create their own imaginative, informative and persuasive texts. Texts will explicitly highlight language and literacy features to develop student understanding and use of these concepts, skills and processes.

## YEAR 10

Students in Year 10 undertake a comprehensive program which prepares them for Tertiary studies in English and/or Literature. The course also provides students with the opportunity to continue to develop communications skills which prepare them for either the workforce and/or Essential English.

## Literature in Context

In studying literature it is significant to note that representations in texts reflect and/or challenge social roles, attitudes and values. In this unit students will examine the ways in which writers can influence and affect audience responses. The focus of the study is a multi-modal program entitled *The Human Condition* and through this study students will be encouraged to reflect on the many discourses and social roles and groups in which they participate. Students will also discover the ways that meaning is communicated through the various forms of literature such as novels, films, poetry, songs, plays and visual texts. In this course, students will learn how to critically analyse and appreciate the various forms of literature and to consider the roles that literature and language plays in the development of a personal, community and global awareness.

## Literary and Visual Perspectives

In this unit students will continue to explore a range of texts types and discover the ways in which literary and visual texts manipulate and persuade audiences to understand, shape opinion, exert influence and manage controversy. Students will read and respond to a variety of literary and visual texts including; novels, films as well as print and digital media. Students will gain knowledge of global, national and local opinions through class discussions, analysis and through the completion of assessment tasks designed to expand students' knowledge.

Students will develop their visual literacy skills, critically reading and viewing texts such as news articles, features, editorials, documentaries and reviews. Students will be offered the opportunity to write sustained texts that entertain, inform and persuade in print and electronic mediums. Students are encouraged to see themes from different perspectives. In addition, the medium of literature will allow students to enhance their literacy skills of reading, writing, speaking, listening and viewing.

## Assessment:

Assessment is balanced across the modes of Speaking and Listening, Reading and Viewing and Writing.

Assessment tasks will include a selection of:

- Creative Response
- Oral Presentation
- In-Class Essay/Response
- Research Task
- Analytical Essay
- Investigative Task



**Course:** Food Technology

**Pattern of Study:** Year 9/10 elective

**Pathway:**

Food Technology builds on concepts, skills, and design processes developed in earlier years. These units are developed for students who have an interest in Food Technology and who wish to extend practical skills based around the creation of food solutions for healthy eating.

**Prerequisites/desirable prior learning:**

Study in a previous Food Technology unit is desirable but not required.

**Course Overview:**

The central focus of Food Technology is the well-being of people in their everyday living. Students are offered a wide range of experiences and opportunities to develop practical and critical thinking skills. Therefore developing both knowledge and an appreciation of the importance of healthy food in our lives. In each unit of Food Technology students will be involved in the organisation of food orders, recipes and time management. Practical aspects will cover hygienic food handling, factors affecting menu choice and appropriate presentation of food and sensory perceptions that influence food solutions. Students will be required to complete written tasks to develop their critical analysis skills and communicate design ideas with increasing sophistication.

**Units:**

**Year 9**

**World on Your Plate**

"World on Your Plate" enables students to learn about and prepare international cuisines and develop an understanding of menu items. Students will learn about culturally acceptable habits and communication relating to food from all over the world including indigenous peoples and the colonisation of Australia from 1778. Students may have the opportunity to work as a team to operate a Bush Tucker restaurant simulation.

**Food by Design**

Students studying "Food by Design" will have opportunities to explore a wide range of activities to redesign foods and develop a love of cooking and enjoy food preparation as well as building their food skills. Sustainable practices will be a focus of the unit. Students may have the opportunity to work as a team to operate and design a café style restaurant simulation.

**The Kitchen Garden**

Students will have the opportunity to grow fresh produce at school and use this produce to create healthy recipes. Each student will build invaluable knowledge and understanding of food and of the integral role it plays in physical and social wellbeing. Students will enjoy the benefits of a lifetime of positive eating habits and enjoyment of food with the added bonus of working in and looking after a garden.



## **Year 10**

### **Signature Dishes**

This unit introduces students to nose-to-tail and sustainable eating. Students will be involved in the organisation of food orders, recipes and time management. Food preservation and sustainable food production will be a key focus. Practical aspects will cover food safety and hygiene, food handling, choosing menus and appropriate presentation of food.

### **Café Cooking**

In the Café Cooking unit students will learn about the many components of café operations. An emphasis is placed on recipe design and analysis for particular situations to whet the appetite of the customer. Skills of food presentation and preparation are enhanced and developed. Students are introduced to customer service requirements, food trends (eg ancient grains), sustainable food practices, and preferred futures. Students will learn barista skills while using the coffee machine.

### **Assessment:**

Students will be assessed in a variety of ways.

Assessment tasks will include:

- Practical Food Preparation
- In-Class Task
- Design Task





**Course:** Textiles Technology

**Pattern of Study:** Year 9/10 electives

**Pathway:**

Textiles Technology familiarises students with the requirements of Senior Fashion and leads to further study of Vocational courses. These units are for students who have an interest in fashion and design and interior design and who wish to develop practical life skills.



**Prerequisites/desirable prior learning:**

Study in a previous Textiles unit is desirable; however there are no prerequisites.

**Course Overview:**

Management of human and non-human resources and making informed consumer decisions enhances the well-being of individuals in society. Students benefit from knowing how to choose clothing and textiles to meet their needs. They are offered a wide range of experience and opportunities to develop their skills. They develop both knowledge and an appreciation of the importance of textiles to our everyday living.

*Please note that students/parents are responsible for purchasing fabrics and notions for use in class.*

**Units:**

**Year 9**

**Creative Textiles**

Students studying this course will be given the opportunity to establish skills to design and develop individual projects. They will learn functional and aesthetic design solutions to be innovative and creative in their thinking and application. Projects may include soft toy designs, fabric surface design and colouration, accessories construction, and costume construction.

**Fashion Design 1**

This unit of study builds on the foundation skills of previous textile units. Students develop a variety of skills and techniques in creating and designing textile items. Practical applications may include patchwork, quilting, embroidery, applique, and dyeing.

**Fashion Design 2**

During this unit of fashion design students will be given the opportunity to examine fibre production. Students will develop skills in fabric embellishment and in altering commercial patterns to create clothing and accessories.

**Year 10**

**Designing for Fashion**

This unit allows students to develop their creative talents through textile design and adapting and modifying patterns for individual garments. Students develop fashion drawing skills through the use of storyboards and other techniques.

**Interior Design**

This course will help students to discover and explore individual style and talents through interior design. Students will investigate colour schemes, 2D perspective drawings and create a soft furniture item. Students will need a laptop to undertake portfolio and modelling projects.

**Assessment:**

Students will be assessed in a variety of ways. Assessment tasks may include:

- Practical
- Design Development Folio
- Research Task



**Course:** History (Australian Curriculum)

**Pattern of Study:** Year 9/10 compulsory

**Pathway:**

Development of the continuing Australian Curriculum: History through to Senior HASS units.

**Course Overview:**

These units are designed as a compulsory follow on unit from the Year 8 or 9 Australian Curriculum: History and Geography units and provides a more detailed view of Australia's growth as a nation. It explores contemporary issues especially in relation to international relations including aspects of geography, history and government.

**Units:**

**Year 9: Semester 1 or 2**

**History (The Making of the Modern World)**

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the 'war to end all wars'. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions at this year level are:

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

**Year 10: Semesters 1 or 2**

**History (The Modern World and Australia)**

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of World War II? How did these consequences shape the modern world?
3. How was Australian society affected by other global events and changes in this period?

**Assessment:**

Students will be assessed in a variety of different ways. Tasks will include a selection of:

- Creative responses (e.g. interviews, diary/journal, debates) and performance activities
- Document studies
- Essays
- Group projects
- Oral and written reports
- Research assignments
- Tests

**Course:** Humanities and Social Sciences

**Pattern of Study:** Year 9 compulsory electives. Students must choose one unit for study in Semester 1 or 2.

**Pathway:**  
Year 9 HASS is a pathway to the Year 10 HASS Elective Units.

### **Course Overview:**

These units are designed as an elective for students to select as they provide a more detailed examination of possible Year 10 Elective choices. They explore issues from the other HASS fields of geography, economics and business and civics and citizenship.

### **Units:**

#### **Civics and Citizenship**

The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

#### **Economics and Business**

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

#### **Geography**

Geography covers the topics 'Biomes and food security' and 'Geographies of interconnections'. 'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. 'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

#### **Integrated HASS: Geo-Politics - Who has the power in the 21st Century?**

This unit will look at the causes and impacts of political tension and conflict. The unit will focus on political ideology, ethnicity, contact of different cultures, access to wealth and resources, disputes over territory and land use, border changes, rights of indigenous peoples; and the geographical impact of political tension and conflict.

#### **Introduction to Philosophy**

Philosophy is the study of what people accept as truth, what they value and how they arrive at these decisions by interacting with the ideas of others and the world around them. In this introductory unit, students will explore the history of philosophy through an investigation of some of the key thinkers, and form an understanding of the four main branches of philosophy; aesthetics, ethics, epistemology and metaphysics. Students will need to be able to express their own ideas clearly both verbally and in writing and to be able to engage with other students in logical discussions and debates.

### **Assessment:**

Students will be assessed in a variety of different ways. Assessment tasks will include a selection of:

- Creative responses and performance activities
- Research assignments and essays
- Field work/excursion reports
- Group projects
- Tests
- Document studies
- Oral and written reports
- Mapping exercises

**Course:** Humanities and Social Sciences

**Pattern of Study:** Year 10 electives

**Pathway:**  
Senior HASS.

## **Course Overview:**

These units are designed as an elective for students to select as they provide a more detailed examination of possible senior choices. They explore issues from the other HASS fields of Geography, Behavioural Science, Commerce and Legal Studies.

## **Units:**

### **Civics and Citizenship**

This unit introduces students to key features of the Australian legal system and political system. Students will be given the opportunity to study the characteristics and functions of law, types of law, the structure and role of the court system in Australia, criminal law, law enforcement and punishment, and contemporary criminal law issues. It will also focus on how laws are made and the political factors influencing the choices, changes and shape of Australian society.

### **Economics and Business**

This unit provides students with an overview of business in the Australian economy. It introduces students to practical skills involved in forming, organising and conducting a business and their role and place in the Australian economy. Students will also study the way business interact with government and the way the economy shapes business actions and choices.

### **Geography**

In this unit, students will be introduced to the characteristics of global interactions and examine how individuals and groups affect the quality of environments and the well being of people. They will explore such concepts as global citizenship and global identity. A study of contemporary issues will be the central focus of this unit.

### **Philosophy**

Year 10 Philosophy will provide opportunities for students to expand their critical thinking skills. They will explore philosophical ideas in the context of their social, cultural, political and religious significance. Student will engage in Communities of Inquiry to examine both historical and contemporary philosophies whilst developing their skills in argument formation and development.



### **Humanities**

Humanities is the study of human behaviour. The two disciplines which will be briefly examined are Psychology and Sociology. Psychology is defined as the science that seeks to measure, explain, and sometimes change the behaviour of humans and other animals. Psychologists primarily attempt to understand the behaviour of individuals. Sociology is defined as the study of people in relation to their fellow human beings.

### **The Future of History**

From Trump to Terrorism and Globalisation to One Nation; this is an extension history unit looking at the events that have given rise to the 21st Century. Students will investigate global historiographical trends that have shaped the modern world in the twentieth century and explore the way in which popular culture including music, film and television, fashion, technology and sport has been a medium to express the social and political evolution of the 20th and 21st centuries. Students will evaluate if humanity can learn from the past to prevent societal, economic and ecological collapse in the future.

### **Assessment:**

Students will be assessed in a variety of different ways.

Assessment tasks will include a selection of:

- Creative responses (e.g. interviews, diary/journal, debates) and performance activities
- Document studies
- Field work/excursion reports
- Group projects
- Oral and written reports
- Research assignments and essays
- Mapping exercises
- Project-based learning
- Tests



**Course:** Design and Construction

**Patterns of Study:** Year 9/10 elective

**Pathway:**

Vocational education and training in Furniture Construction and Construction Pathways, and senior studies in Technical Drawing (T/A).

**Prerequisites:**

While study in a previous Technology unit would be desirable there are no prerequisites.

**Course Overview:**

The term 'technology' refers to the equipment and processes used to enhance, maintain and modify the environment and resources in order to support human endeavour. It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful products.

**Units:**

**Year 9**

**Applied Metal Engineering**

Students develop more efficient practical skills. They also learn to apply these skills when manipulating and processing materials in a complex manner. Students will become skilled in manipulating and processing materials and in achieving functional aesthetic effects. In completing this unit students have developed skills in welding and metal fabrication and a variety of other metal processes.

**Wood Design and Construction 1**

In this unit students will learn how to design and construct small cabinets or tables using both hand and machine processes. Students will develop timber working skills as well as an appreciation of basic timber construction joints.

**Wood Design and Construction 2**

In this unit students will learn more detailed and refined methods of designing and constructing when using both hand and machine processes. They will develop and demonstrate complex skills and techniques for working with materials in a safe and professional manner. This unit will provide students the basic skills to prepare them for future endeavours, either in industry or at the senior school level.

**Materials and Design**

In this unit students will expand their technical skills and knowledge from previous courses. Students will explore and learn to manipulate and work with both natural and synthetic materials. Students will work on various practical projects that may be timber, metal or plastic in nature. These practical projects would typically include elements of jewellery making and beading, ceramic mosaics, metalworking or a variety of other traditional and non-traditional materials.

**Year 10**

**Wood Design and Construction 3**

In this unit students will expand the skills in wood fabrication already gained through earlier Technology courses. Students will work towards developing a full appreciation of the planning and construction associated with fine craftsmanship. Typically the nature of their work is more complex with content directly aligned with Senior Furniture Construction studies. Students develop a greater appreciation and understanding of Workplace Health and Safety and portable power tools and their use, as well as the essential requirements needed to manufacture significant furniture pieces.



## **Advanced Design and Construction**

Students will experience the methods of turning, joining, fabricating and finishing timber products and apply these skills in the production of practical projects where challenge, quality and satisfaction are expected. Cabinet making and fabrication is undertaken via the use of equipment, such as the chisel morticer, portable routers and a variety of cutting tools.

## **Assessment:**

Students will be assessed in a variety of different ways.

Assessment tasks will include:

- Practical/Projects
- Research Tasks
- Design Portfolios





**Course:** Systems Technology

**Pattern of Study:** Year 9/10 elective

**Pathway:**

Vocational education and training in Furniture Construction and Construction Pathways, and senior studies in Technical Drawing (T/A).

**Prerequisites/desirable prior learning:**

While study in a previous Technology unit would be desirable there are no prerequisites.

**Course Overview:**

The term 'technology' refers to the equipment and processes used to enhance, maintain and modify the environment and resources in order to support human endeavour. It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful products.

**Units:**

**Year 9**

**Applied Electronics and Aviation Systems**

Systems Technology relates to combinations of elements that work together to achieve specified outcomes. These can include electronic circuits, automotive systems, machinery, or aviation systems. A systems emphasis will focus upon the elements of a project that are connected in a sequence or form part of a structure. The assembly of component pieces for models and projects are common examples of systems. Typical projects could include an am or fm radio or stereo amplifier circuit as well as the production of various types of flying models.

**Year 10**

**Applied Automotive & Metal Engineering**

In this unit students will develop their understanding of how automotive and mechanical systems work and operate. They will also develop the skills required for designing and fabricating metal design solutions. Students will dismantle and re-assemble single cylinder engines, fabricate metal engineering-based projects and investigate and report how automotive systems function.

**Assessment:**

Students will be assessed in a variety of different ways.

Assessment tasks will include:

- Practical/Projects
- Research Tasks
- Design Portfolios



**Course:** Technical Drawing and Graphics

**Pattern of Study:** Year 9/10 elective

**Pathway:**

Vocational education and training in Furniture Construction and Construction Pathways, and senior studies in Technical Drawing (T/A).

**Prerequisites/desirable prior learning:**

While study in a previous Technology unit would be desirable there are no prerequisites

**Course Overview:**

The term 'technology' refers to the equipment and processes used to enhance, maintain and modify the environment and resources in order to support human endeavour. It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful products.

**Units:**

**Year 9**

**Technical Drawing and Graphics 1**

In this course students will explore a variety of Technical Drawing applications including, orthographic projection, perspective and isometric drawing using TurboCAD and ProDesktop software. Students will predominantly be working with CAD modelling applications.

**Year 10**

**Technical Drawing and Graphics 2**

In this unit students will produce drawings in an accurate and graphically challenging way, developing methods of presentation in accordance with current drawing standards. Technical Drawing and Graphics represents objects in a lifelike way. The correct understanding of the problem, an accurate drawing method and an effective graphic presentation are essential parts of this course. Drawing methods employed include isometric, axonometric, oblique and perspective plus the application and extensive use of CAD modelling and drawing software.

**Assessment:**

Students will be assessed in a variety of different ways.

Assessment tasks will include:

- Practical/Projects
- Research Tasks
- Design Portfolios

**ICT Requirements:**

It is recommended that the device students bring must have Windows as the main operating system or must have the ability to run Windows applications.



**Course:** Year 9/9A Mathematics (Australian Curriculum)

**Pattern of Study:** Year 9 compulsory

**Pathway:**

The Year 9 course is designed to allow progress into Year 10 Mathematics and to identify the students capable of achieving success at the 10A level.

The Year 9A course is designed for students who have demonstrated a high aptitude for mathematics and enjoy problem solving. Students will progress into 10A level mathematics in the following year or may choose to complete a Year 10 course instead.

At Year 9 level:

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

**Understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the function of relative frequencies and probabilities, calculating areas of shapes and surface areas of prisms and the constancy of the trigonometric ratios for right-angle triangles.

**Fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane.

**Problem Solving** includes calculating surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue.

**Reasoning** includes following mathematical arguments, evaluating media report and using statistical knowledge to draw conclusions, developing strategies in investigating similarity and sketching linear graphs.

**Course Overview:**

Areas of study will include:

**Number and Algebra:** Real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships

**Measurement and Geometry:** Using units of measurement, geometric reasoning, Pythagoras and trigonometry

**Statistics and Probability:** Chance, data representation and interpretation

**Assessment:**

Students will be assessed in a variety of different ways.

Assessment tasks will include:

- Semester Exam
- Problem Solving Task
- Topic Test



**Course:** Year 10/10A Mathematics (Australian Curriculum)

**Pattern of Study:** Year 10 compulsory

**Pathway:**

The Year 10 course is designed to allow progress into the senior courses, Tertiary or Accredited. The 10A course is designed for students who intend to study at the highest Tertiary levels in Senior College.

At Year 10 level:

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

**Understanding** includes describing patterns in uses of indices, applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between algebraic and graphical representations of relations, connecting simple and compound interest in financial contexts and determining probabilities of multiple experiments

**Fluency** includes formulating proofs using congruent triangles and angle properties, factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets

**Problem Solving** includes calculating the surface area and volume of a diverse range of prisms, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events and their probabilities

**Reasoning** includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

**Course Overview:**

Areas of study will include:

**Number and Algebra:** Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships

**Measurement and Geometry:** Using units of measurement, Geometric reasoning, Pythagoras and trigonometry

**Statistics and Probability:** Chance, Data representation and interpretation

**Assessment:**

Students will be assessed in a variety of different ways.

Assessment tasks will include:

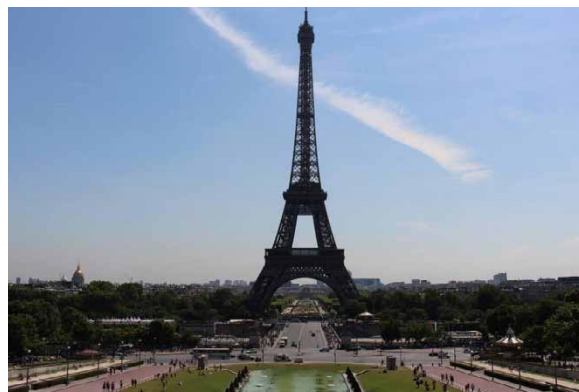
- Semester Exam
- Investigations/In-Class Group Tasks
- Class Tests

**Course:** French

**Pattern of Study:** Year 9/10 elective

**Pathway:**  
Senior studies of French.

**Prerequisites/prior learning:**  
Year 8/9 French. Students new to the College, please consult Faculty Coordinator.



## Course Overview:

Learning French enables students to develop an awareness of the role and nature of the language and culture in everyday life, so that they may understand the diversity of the world around them and act appropriately. Students have the opportunity to acquire communication skills which will enable them to widen their networks of interpersonal relations, have direct access to information in another language and use their language skills for study, vocational and leisure based purposes.

Students will investigate issues concerning friendship; the environment viewed from another culture's perspective and will gain a sense of national identity by comparing those of francophone (French speaking) countries and Australia. Students will also revise and develop their language skills of responding to spoken and written texts, conversing and writing using relevant expressions and vocabulary.

## Units

### Year 9

#### **Je suis libre! (I am Free!) and L'avenir (The Future)**

Year 9 French builds on and develops language covered previously. Students will have practice in speaking, reading, writing and listening to French as used in everyday situations. They will also gain an insight into the French people and their culture. Studies will be in the contexts of leisure time; planning for the future, including environmental concerns and seeking work; comparing and contrasting the French culture to their own, especially through sport, regional gastronomy and the French Revolution; and seeking medical assistance. There is an increasing grammatical focus throughout the unit with emphasis on register, negations, conjunctions, adverbs, pronouns and new verbs and new tenses.

### Year 10

#### **Les amis (Friends) and Vive la France!**

Year 10 French provides students with the opportunity to begin, consolidate, and extend their French conversational ability, their listening, reading and writing skills and enhance their understanding of issues concerning friendship and the environment viewed from another culture's perspective. Students will also gain a sense of national identity through the comparison of two cultures – those of francophone countries and Australia. Students will also revise and develop their language skills of responding to spoken and written texts, conversing and writing using relevant expressions and vocabulary.

## Assessment:

Students will be assessed in a variety of different ways.

Assessment tasks will include:

- Tests in Written and Oral Formats
- Dialogues
- Cultural Research Assignments
- Listening and Reading Assessments



**Course:** Italian

**Pattern of Study:** Year 9/10 elective

**Pathway:**  
Senior studies of Italian.

**Prerequisites/prior learning:**  
Year 8/9 Italian. Students new to the College, please consult Faculty Coordinator.



## **Course Overview:**

Learning Italian enables students to develop an awareness of the role and nature of the language and culture in everyday life, so that they may understand the diversity of the world around them and act appropriately. Students have the opportunity to acquire communication skills which will enable them to widen their networks of interpersonal relations, have direct access to information in another language and use their language skills for study, vocational and leisure based purposes.

Students will investigate issues concerning friendship; the environment viewed from another culture's perspective and will also gain a sense of national identity by comparing those of Italy and Australia. Students will also revise and develop their language skills of responding to spoken and written texts, conversing and writing using relevant expressions and vocabulary.

## **Units**

### **Year 9 Italian**

Year 9 Italian builds on and develops languages covered previously. Students will have practice in speaking, learning, reading, writing and listening to Italian as used in everyday situations. They will gain an insight into the Italian people and their culture. Studies will be in the context of planning for the future, environmental concerns, seeking employment; comparing and contrasting Italian Culture to their own, especially through sport, cuisine and history. There is an increasing grammatical focus throughout the unit with emphasis on register, negotiations, conjunctions, adverbs, pronouns and new verbs and new tenses.

### **Year 10 Italian**

Year 10 Italian provides students with the opportunity to begin, consolidate, and extend their Italian conversational ability, their listening, reading and writing skills and enhance their understanding of issues concerning friendship and the environment viewed from another culture's perspective. Students will also gain a sense of national identity through the comparison of two cultures. Students will also revise and develop their language skills of responding to spoken and written texts, conversing and writing using relevant expressions and vocabulary.

## **Assessment:**

Students will be assessed in a variety of different ways.

Assessment tasks will include:

- Tests in Written and Oral Formats
- Dialogues
- Cultural Research Assignments
- Listening and Reading Assessments



**Course:** Japanese

**Pattern of Study:** Year 9/10 elective

**Pathway:**  
Senior studies of Japanese.

**Prerequisites/prior learning:**  
Year 8/9 Japanese. Students new to the College, please consult Faculty Coordinator.



## Course Overview:

Japanese is the first language of the 127million inhabitants of Japan, Australia's northern neighbour in the Asian region. It is also widely used by communities of speakers in countries such as Hawaii and Brazil, and learnt as an additional language by large numbers of students in the Republic of Korea, China, Indonesia and Australia. Japanese culture influences many areas of contemporary Australian society, including the arts, design, fashion, popular culture and cuisine. Japan has been a close strategic and economic partner of Australia's for over 50 years, and there is increasing exchange between the two countries in the areas of education, trade, diplomacy and tourism.

Learning Japanese enables students to develop an awareness of the role and nature of language and culture in everyday life, so that they may understand the diversity of the world around them and act appropriately. Students have the opportunity to acquire communication skills which will enable them to widen their networks of interpersonal relations, have direct access to information in another language and use their language skills for study, vocational and leisure based purposes. Students will develop their Japanese conversation, reading and writing skills and enhance their understanding of the Japanese people and their way of life. Students will have a variety of opportunities to develop their confidence in interacting and to increase their mastery of reading and writing Japanese. Students will be challenged to reconsider stereotypes and enhance their understanding of the Japanese people. An appreciation of the Japanese people and their way of looking at the world will continue to be a major focus.

## Units:

### Jibun no Sekai (Personal World) and Yoka (Leisure)

Year 9 Japanese offers students the opportunity to learn and discuss about milestones in their life, languages and multicultural Japan, fast food, shopping and leisure. Through the study of these topics students will learn to understand another culture and people and develop greater understanding of their own culture and language. In the context of these topics students consolidate and extend their Japanese conversational ability as well as their listening, reading and writing skills. Students will also develop their knowledge of the Japanese script by being introduced to Katakana and Kanji characters. Assessment tasks will provide students with the opportunity to develop creative thinking and problem solving skills.

### Uchi to Ryokou (Home and Away)and Shourai (My Future)

Year 10 Japanese offers students the opportunity to learn and discuss about city and country life, school excursions, part time work, future plans and the opportunities Japanese can provide for the future. Through the study of these topics students will learn to understand another culture and people and develop greater understanding of their own culture and language. In the context of these topics students consolidate and extend their Japanese conversational ability as well as their listening, reading and writing skills. Students will also consolidate their knowledge of the Japanese script by increasing their study of Kanji characters.

## Assessment:

Assessment tasks will include:

- Regular vocabulary and script quizzes
- Skills tests
- TV game show video task
- Oral presentations
- Shopping centre and amusement park design tasks
- Tour guide task
- Advertising video tasks

**Course:** Dance

**Pattern of Study:** Year 9/10 elective

**Pathway:**  
Year 11/12 Tertiary or Accredited Dance.

**Prerequisites/desirable prior learning:**  
There are no prerequisites.

## Course Overview:

Students will be involved in making, creating and presenting a series of short and longer dance compositions using the elements of dance (space, time, dynamics, relationships), the elements of composition and different styles and forms. In addition, students will study safe dance practices, analyse professional works and gain an understanding of the principles of anatomy in relation to dance. Throughout the course there will be opportunities for students to involve themselves in public performances and to attend quality professional performances.



## Units:

### Dance 1 (Year 9 Semester 1)

This unit looks at why dance is popular in Australia and around the world. Students will experience different dance phenomena that have taken the world by storm. You will use the elements of dance to explore dance styles, create your own dances and develop technical and expressive skills.

### Dance 2 (Year 9 Semester 2)

"Dance 2" explores popular dance of today and how dance fitness can be achieved in our modern society. We practise, analyse and perform different modern dance styles such as Tap, Jazz, Musical Theatre and Hip Hop.

### Dance 3 (Year 10 Semester 1)

In this unit, dance students learn repertoire for performance in different styles and forms. They will be involved in making, creating and presenting dance compositions in a site specific performance. In addition, students will learn the correct terminology to use when analysing and discussing dance works.

### Dance 4 (Year 10 Semester 2)

This unit focuses on professional choreographers and their inspiration to inform, perform and create new dance works. Students study exemplars of different styles in an attempt to engage with professional performance and understand complexity and technique. This unit includes performance outside of the classroom.

## Assessment:

Students will be assessed in a variety of different ways.

Assessment tasks will include:

- Class Work
- Performance
- Composition
- Research Assignment or Essay

### SPATEP (Sports & Performing Arts Training for the Elite Program) is an optional program for Performing Arts students

- Available for students in Years 7-12
- Targets students who participate in an elite level of sport or performing arts
- Aims at improving organisational skills of students and giving time allowance to compensate for comprehensive training programs outside of the College

**Students apply for SPATEP through the Performing Arts Coordinator.**

**Course:** Drama

**Pattern of Study:** Year 9/10 elective

**Pathway:**  
Year 10 Drama, Year 11/12 Tertiary or Accredited Drama, Production for Live Theatre.

**Prerequisites/desirable prior learning:**  
Prior studies in Drama is desirable, however there are no prerequisites.

## **Course Overview:**

Students use dramatic elements such as movement, voice and gesture to portray characters and roles. They select dramatic forms to convey meaning through improvisations and script. Students develop skills in shaping their drama and in critically reflecting upon their work. Drama is explored from a range of cultural contexts. All units include the opportunity to attend quality professional performances and to participate in a range of performance activities.

## **Units:**

### **Year 9**

#### **Drama 1 (Semester 1)**

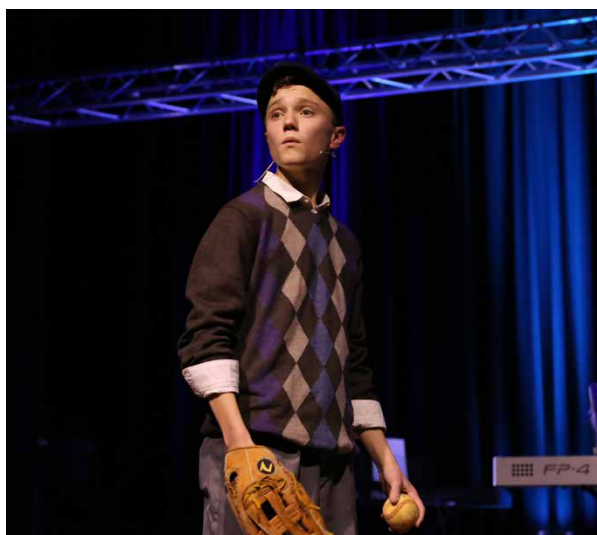
Unit focus: Characterisation - the creation and presentation of fictional characters for an audience. Character studies through improvisation and the study of scripted work form the basis of this course. Students explore realistic and exaggerated character forms as they learn how to engage an audience. This unit will refine and extend understanding and use of role, character, relationships and situation.

#### **Drama 2 (Semester 2)**

Unit focus: Breaking the Fourth Wall. Modern theatre styles developed out of 20th century practitioner's desire to break the fourth wall and engage directly with their audiences. Students will understand, through creating and critiquing theatre performances, the style, meaning and power of these forms of theatre. They will experiment with devices such as contrast, juxtaposition and dramatic symbol.

#### **Drama - Technical Production Skills 1 (Semester 1 and/or 2)**

Students develop technical production skills to understand and support dramatic intent. They acquire skills and knowledge in basic lighting, sound, backstage, props, costumes and sets to manipulate and support dramatic action. Students develop their understanding of the collaborative relationship between director, production designers and crew in the creation of a performance vision.



## **Year 10**

### **Drama 3 (Semester 1)**

Unit focus: Playbuilding. This unit explores how people use playbuilding to express themselves. Students refine and extend their understanding and use of character, tension, status, voice and movement to sustain belief in character. Students experiment with mood and atmosphere and use devices such as contrast, juxtaposition and dramatic symbol to create unique performances for different audiences.

### **Drama 4 (Semester 2)**

Unit focus: Scripted Performance. Students workshop and present texts that explore different view-points. They learn how to draw information about characters and characterisation from scripts. Students explore different theatrical conventions and devices and use them to manipulate space and time, language, ideas and dramatic action.

### **Drama - Technical Production Skills 2 (Semester 1 and/or 2)**

Students develop advanced technical production skills that equip them to assist with college assemblies, conferences, concerts, musical productions and other events. They acquire skills and knowledge in lighting, sound, and vision systems operation as well as learn to stage manage and produce events. Students in this course may apply to become part of the Isabella Sound Crew and gain regular practical experience. Students will be studying this course along with senior students.

### **Assessment:**

Students will be assessed in a variety of different ways. Assessment tasks will include:

- In-Class Performances
- Major Performance
- Critical Portfolio
- Assignment

Technical Production Skills assessment will include:

- Practical tasks
- Observations
- Projects
- Discussion
- Written tasks



**Course:** Music

**Pattern of Study:** Year 9/10 elective

**Pathway:**  
Year 11/12 Tertiary Music, Year 11/12 Music Industry.

**Prerequisites/desirable prior learning:**

In all Music courses students must have a willingness to perform pieces of music on the instrument of their choice. Knowledge of or a willingness to learn to read traditional notation and/or TAB.

**Course Overview:**

Students use instrumental study and performance to acquire technical skills both individually and in groups through a range of musical styles. These skills are further enhanced through composition utilising computer based composing software, and the development of aural perception. Students reflect on, analyse and evaluate a variety of musical works in order to develop sensitivity to the aesthetic qualities in music. All units include the opportunity to attend quality professional performances and to participate in a range of performance activities.

**Units:**

**Year 9**

**Music 1 (Semester 1)**

Learn to play the instrument of your choice. Focusing on guitar, piano, keyboard or vocals, students get the chance to rehearse and perform pieces as a soloist, duo, trio or in small groups. Students will utilise technology such as iPads, laptops, music software programs and web-based programs to explore musical concepts, learn to read music and develop your own interesting pieces. Students explore popular music styles with a hands-on combination of practical and written work this unit is for students of all abilities.

**Music 2 (Semester 2)**

In Music 2 you continue to learn to play the instrument of your choice. Focusing on guitar, piano, keyboard or vocals, students get the chance to rehearse and perform pieces as a soloist, duo, trio or in small groups. Students will learn to read music and develop their own pieces. Students explore jazz and how it is used in popular music today. With a hands-on combination of practical and written work, this is a good stand-alone semester-based subject for students of all abilities.

**Music - Vocals (Semester 1 or 2)**

Music - Vocals is a semester-based course for students who have a desire to sing. During this course, students will develop fundamental skills in singing in time and in tune, and will learn a variety of vocal and breathing techniques. Students will investigate a variety of vocal genres and develop composing and performing skills. A willingness to develop skills in traditional notation and to engage in both practical and theoretical tasks is essential for this course.





## Year 10

### Music 1 (Semester 1)

Students develop an understanding of the elements and history of Music through performing, creating and appraising. They will also have the opportunity to study the influence of various artists on the development of musical styles. This unit is designed to build students' knowledge of various artists and to develop an appreciation of their influence on the development of music. A willingness to develop skills in traditional notation, to continue improving technical ability on an instrument of choice, and to engage in both practical and theoretical tasks is essential to this course.

### Music 2 (Semester 2)

Students will be involved in the creating, appraising and performing of music. They are introduced to many styles and are offered a range of practical activities that aim to recreate some of these styles and stimulate the student's own talents in composing and performing. This unit is designed to build an understanding of music so that students are able to make value and aesthetic judgments in an informed way.

### Music 3 – Vocals (Semester 2)

Unit focus: Music for the Stage. This unit is designed to further develop skills in breath control, vocal technique and performance. A number of songs, both free choice and compulsory, will be rehearsed and performed in both solo and group settings. A willingness to develop skills in traditional notation and to engage in both practical and theoretical tasks is essential to this course.

### Assessment:

Students will be assessed in a variety of different ways. Assessment tasks will include a selection of:

- Solo and Small Group Performances
- Technical Exercises
- Listening Skills
- Theory Worksheets
- Composition and Arrangement Tasks/Folio
- Effective use of rehearsal time
- Project-based research into an area of interest
- Manipulating and arranging musical elements using technology.





**Course:** Physical Education and Health

**Pattern of Study:** Year 9/10 compulsory.  
Additional units are also offered as electives in Years 9 and 10.

**Pathway:**  
Further studies in Physical Education and Health.

**Prerequisites/desirable prior learning:**  
There are no prerequisites.

## Course Overview:

The aims of this course are for students to:

- demonstrate coordinated body actions and adapt motor skills to participate in games, activities and sports. They use their expanding knowledge and range of motor skills to devise and implement movement responses to changing demands in games, activities and sports.
- take part in cooperative and competitive activities (individual and group), and further develop their understanding of different roles (umpire, coach, administrator, captain, leader, participant) in a group or team. They work in a group or team to plan strategies, achieve goals, and practise drills for offensive, defensive and set plays.
- practise movement skills and patterns, and explore the concepts of perception, feedback, force, stability, accuracy, spin, leverage, friction, energy and fatigue.
- discuss a variety of health topics and how these can impact on their lives. Issues such as drug education, sex education, first aid, physical and mental well-being and the benefits of a healthy lifestyle are studied within the context of this subject.
- further develop their understanding of the physical, emotional and social benefits of participation in physical activity. They examine cultural and economic influences on, participation in, and provision of physical activity.
- evaluate existing initiatives used to promote participation in physical activity to various community groups. Students explore views about fitness and suggest what fitness may mean to various groups in society. They consider the relationship between physical activity, fitness and health. They develop evaluation tools to measure their own fitness and physical activity and participate in ways that promote further development of active involvement.

## Compulsory Unit:

### Physical Education and Health Year 9/10

The aim of Physical Education and Health is to promote and enhance physical activity and develop healthy attitudes; empowering students to follow an active and fulfilling lifestyle. Students will participate in a wide variety of sports, fitness, and recreational activities. The theory component of Year 9 Physical Education and Health covers major mental health issues affecting the youth of Australia in Semester 1 and obesity, drug and alcohol abuse in Semester 2. The theory component of Year 10 Physical Education and Health covers Road Safety, including completion of the Road Ready Course in Semester 1, and Healthy Relationships and Safe Behaviours in Semester 2.

## Elective Units:

### Year 9

#### Outdoor Education

Outdoor Education provides an introduction to a range of adventure activities. These include orienteering, rogaining, water survival, first aid, rock climbing, and camp skills. Students have an opportunity to attend a camp, challenging them in new activities. Students are exposed to a variety of activities to enhance their teamwork and leadership skills. This unit has a theory component.

*Note: The Camp is a major component of this unit as it enables students to apply the skills they have learned in class in a wilderness environment. The cost of the camp is approximately \$400.*



## Active Lifestyles 1

The aim of Active Lifestyles 1 is to highlight the importance of living an active and healthy lifestyle. It focuses on the participation in enjoyable alternative exercise activities as a means of maintaining fitness and health. It also examines community leisure and recreation pursuits and facilities and gives students an insight into the principles of coaching. This unit involves a theory component.

## Year 10

### Active Lifestyles 2

Active Lifestyles 2 explores a variety of Australian and international sports, allowing students to experience sports they may not normally participate in. Students complete two theory courses on the health of Australia. These courses will focus on the health issues of the broader community and associated ethical issues in sport, such as drugs. This unit involves both practical and theory assessments.

### PE Pathways

The PE Pathways course has been specifically designed to provide additional support to students in their academic and sporting pursuits. The aim of the PE Pathways programs is to help students achieve their academic and sporting goals, improve the athletic IQ of the students and to foster a sense of self-belief and an athlete mentality. Students are accepted into this program via an application process and complete this program instead of the core PE curriculum. Students will complete both Year 10 Health units as part of this course.

### Sports Development

Sports Development focuses on principles that assist in the development of motor skills, athletic conditioning and overall athlete performance. Through the study of sports science principles this unit aims to improve knowledge of sports performance that students will be able to apply during practical lessons. Sports Development is beneficial for students interested in sport and high-performance training. This unit involves both practical and theory components and assessments.

### Assessment:

Assessment for the practical and theoretical components of the course is of a continuous nature and will be based on the attainment of the course outcomes. Practical assessment items may include demonstrations, teacher observation, teacher assessment and self-assessment. Theoretical assessment items may include tests, assignments, in-class tasks, oral presentations, pamphlets and group work.

**SPATEP (Sports & Performing Arts Training for the Elite Program) is an optional program completed in conjunction with normal PE/H lessons.**

- It is available for students in Years 7-10
- It targets students who currently hold AIS or Academy scholarships or participate in an elite level of sport or performing arts
- It aims at improving organisational skills of students and giving time allowance to compensate for comprehensive training programs outside of the College

**Students apply for this program through the PE/Health Coordinator.**



**Course:** Religious Education

**Pattern of Study:** Year 9/10 compulsory

**Pathway:**

Studies in Religious Education enable students to develop an understanding of their own faith and the belief systems of others. This course leads into Senior Tertiary/Accredited Religious Studies.

**Course Overview:**

Religious Education forms an integral part of the holistic education offered by St Mary MacKillop College. "In order to promote Gospel values the St Mary MacKillop College community will take every opportunity to model and share knowledge of these Gospel values" (St Mary MacKillop College Mission Statement/Pastoral Care).

The Bridging School Religious Education Course offers students a challenging curriculum that meets the requirements of the Archdiocesan guidelines; Treasures New and Old.

During Years 9 and 10 students will be required to study four semesters of Religious Education. Each semester's study will be comprised of two term-long units. Students will experience a variety of approaches to Religious Education and will be offered a comprehensive range of topics.

**Units:**

**Year 9**

**God of the Prophets**

In this unit students will learn about how prophets, ancient and modern, speak God's word to king and commoner alike. Generation after generation, they preached faithfulness, urged justice, confronted sin, warned of coming judgment, offered hope to all who would listen and turn to God.

**Jesus in Luke**

In this unit students will study the main themes in Luke's Gospel including the surety of the "promise" of God's irrevocable plan to redeem the world, the establishment of a "New Israel" which excludes no one, Jesus' special love for the unloved, the dignity of the role of women in Jesus' life and mission, the importance of prayer and praise to God.

**Church History**

In this unit students will examine the development of the modern Church in terms of the split between the Church of the East and the West, the Reformations and how the story of the Australian Church inspires participation in the life of the universal Church.

**Prayer and Eucharist**

The unit 'Prayer and Eucharist' explains the significance of the Eucharist in the life of the Catholic community and develops an understanding of the history of the Eucharist. It investigates and explores the meaning of the key components (signs, symbols and rituals) used in the Eucharist.

**Year 10**

**Church and other Faiths**

In this unit students will focus on Church teachings relating to social justice issues including religious tolerance and religious diversity in Australia. Another key focus will be ecumenism promoting Christian unity and interfaith dialogue between Christian and other religions.

**God of Life**

In this unit students will seek to recognise God's grace in the human experience of suffering and articulate life giving responses to experience of death and dying. The course will also focus on the value and dignity of human life and explore a range of cultural expressions of suffering and death.

## **Jesus and Discipleship**

In this unit students will reflect on Jesus Christ's message of salvation in the Gospel being one of conversion, hope, liberation, and love for all. Students will apply models of Christian decision making to a moral issue in addition to exploring individual and collaborative approaches to social action.

## **Prayer and Spirituality**

In this unit students will learn about the Sacraments and liturgical action as expressions of an ongoing relationship with God, the place of personal and communal prayer, and traditional forms of Catholic prayer. They will also study people of prayer (eg saints) as well as prayer and ministry groups of the Church.

## **Accelerated Religious Education**

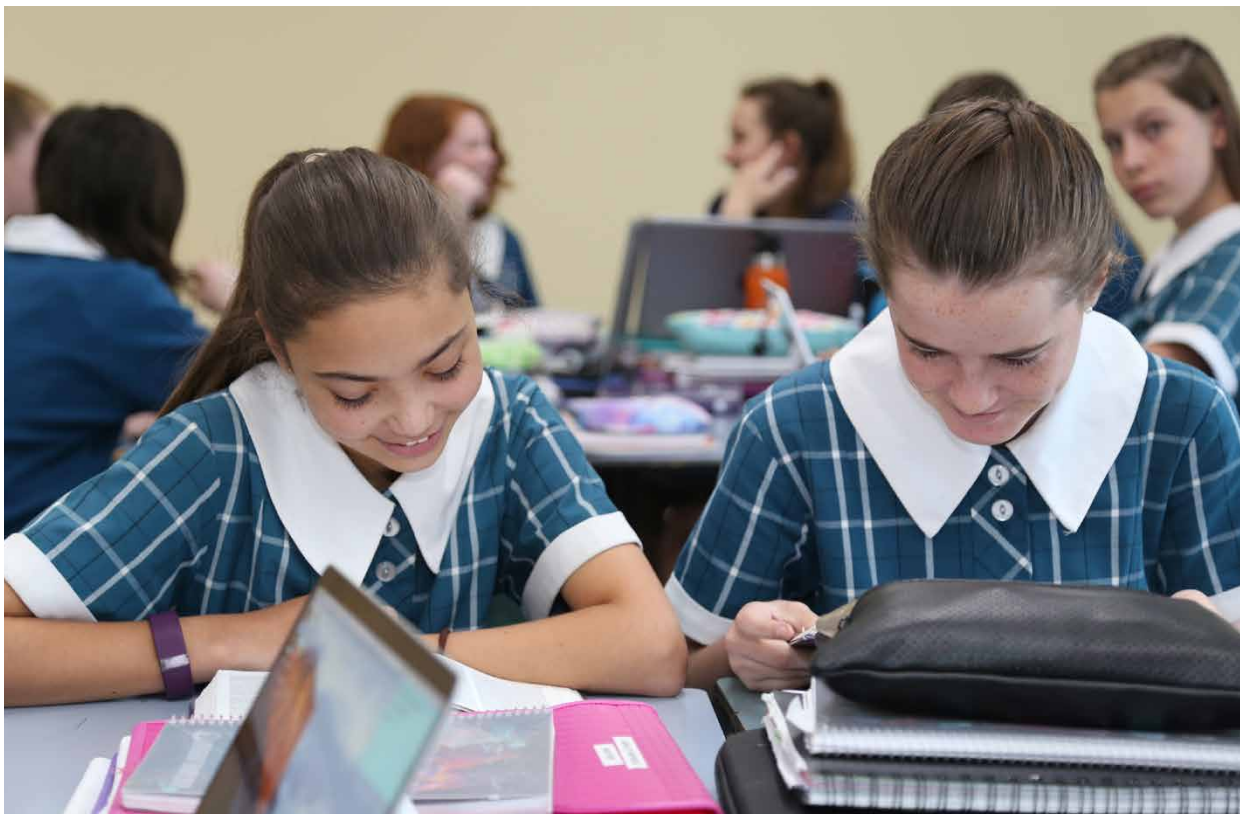
Students who excel in the humanities and particularly Religious Education have the opportunity to be accelerated into senior units and commence their senior studies in Semester 2 of Year 10. If they achieve results at or above the standard, the unit of work can count towards their Year 12 Certificate and their ATAR.

## **Assessment:**

Students will be assessed in a variety of different ways.

Assessment tasks will include:

- In-Class Essays
- Research Assignments
- In-Class Tests
- Analytical Tasks
- Creative Tasks





**Course:** Science (Australian Curriculum)

**Pattern of Study:** Year 9/10 compulsory

### Pathway:

Studies in Science will enable students to develop an understanding of the chemical, physical and natural world. This course leads into tertiary/accredited Science subjects.

### Course Overview:

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. 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. Students 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. Students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

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 Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

### Units:

#### Year 9

##### Physical and Life Sciences (Semester 1)

This unit involves the study of how multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment. Ecosystems are investigated and an understanding that they consist of communities of interdependent organisms that are affected by abiotic components of the environment is developed. Matter and energy flow through these systems are discussed. Students study forms of energy in the Physics unit and how it can be transferred in a variety of ways through different mediums. They focus on the movement of sound, light, electricity and examine the electromagnetic spectrum.

##### Chemistry and Geology (Semester 2)

In the Chemistry component of the course students study matter, which is made of atoms that are composed of protons, neutrons and electrons. They look at natural radioactivity that arises from the decay of nuclei in atoms and its applications in society. Chemical reactions that involve rearranging atoms to form new substances are investigated, as too are combustion and the reactions of acid. The Geology unit develops students' understanding of the Theory of Plate Tectonics and how it can be used to explain global patterns of geological activity and continental movement. Geological formations and seismic activity is also included.





## Year 10

### Chemical, Earth & Space Science (Semester 1)

The origin of the universe, life cycles of stars and the technologies used to study them will be investigated in an Astronomy unit. The Chemistry unit investigates how the atomic structure and properties of elements are used to organise the Periodic Table. In addition, students will learn that different types of chemical reactions are used to produce a range of products and can occur at different rates. The environmental science component of the semester will focus on global systems such as the carbon cycle and its interactions with the biosphere, atmosphere, lithosphere and hydrosphere.

### Physics and Biology (Semester 2)

In the Physics unit, through the context of road safety and car crashes, students will study the effects of forces on the motion and energy of objects and how and why energy is transferred and transformed. Genetics and inheritance are the focus of the Biology unit. Students will investigate the structure and function of DNA, assess the potential of emerging biotechnologies and study the theory of evolution by natural selection.

### Assessment:

Students will be assessed in a variety of different ways.

Assessment tasks may include:

- Common Tests
- Assignments
- Ongoing Practical Work
- Essays
- Practical Tests
- Oral Presentations
- Investigations



**Course:** STEM 9

**Pattern of Study:** Year 9 elective

**Pathway:**

Senior studies in Mathematics, Science, Technology, and/or Engineering Studies.

**Prerequisites/desirable prior learning:**

There are no prerequisites.



**Course Overview:**

STEM education is the learning of Science, Technology, Engineering and Mathematics in an interdisciplinary or integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context.

**Units:**

**Photovoltaics**

This unit is designed to introduce students to the developing field of photovoltaics (solar power). Students will develop the necessary skills to design and construct electronic components with the view of building a solar powered vehicle. This unit is designed to introduce students to engineering design principles enabling them to use their knowledge of science and mathematics creatively solve problems. Students will undertake a field trip to the ACT Solar Farm. This course has a significant practical component. Students will be required to develop and use skills such as working with metal, circuit design and soldering.

**Radio & Radio Astronomy**

This unit is designed to introduce students to Software Defined Radio as a tool for observations of the radio spectrum both on Earth and in Space. Students will learn about the underlying principles behind radio and signals. They will develop the skills required to build a radio telescope with the view of using these instruments to explore the radio spectrum. Students will learn about the work of scientists from CSIRO, ANU, Swinburne University and the Department of Defence. This course will include field work and excursions to Molonglo Observatory and Tidbinbilla Radio Telescope.

**Assessment:**

Assessment will be progressive, and feedback will occur with each assessment task. A range of strategies will be used to measure achievement. They will include such tasks as:

- Science & Mathematics skills quizzes
- Idea development and participation in class activities
- Reflection journal
- Learning & Design portfolio



**Course:** STEM 10

**Pattern of Study:** Year 10 elective

**Pathway:**

Senior studies in Science, Technology, Engineering Studies and/or Mathematics.

**Prerequisites/desirable prior learning:**

There are no prerequisites, however, STEM 9 is desirable.

**Course Overview:**

STEM education is the learning of Science, Technology, Engineering and Mathematics in an interdisciplinary or integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context.

**Units:**

**CREST Project (Semester 1 or 2)**

In this course students will learn the important elements of STEAM through Project-Based-Learning. They will develop an understanding of the principles of STEM and be introduced to STEM-related industries. Students will select a CSIRO CREST project idea, in negotiation with their teacher, from either of the Bronze, Silver or Gold levels and complete a Design Project. This is a semester-long course which will run in both Semesters 1 and 2.

**Assessment:**

Assessment will be progressive, and feedback will occur with each assessment task. A range of strategies will be used to measure achievement. They will include such tasks as:

- A design project of student choice
- Idea development and participation in class activities
- A research and development task
- Ongoing formative skills assessment



**Course:** Visual Arts

**Pattern of Study:** Year 9/10 elective

**Pathway:**

Senior studies in Visual Arts, Graphic Design, Photography, and/or Media Studies.

**Prerequisites/desirable prior learning:**

While study in a previous Visual Arts unit would be desirable there are no prerequisites.



**Course Overview:**

The units offered give students the opportunity to generate and develop ideas, using a range of artistic skills and techniques. Students work with a range of arts materials and mediums and produce images and forms using a variety of approaches. They will also reflect upon their own art works and those of others and develop skills to analyse and appraise from past and present contexts.

**Units:**

**Year 9**

**The Printed Image**

This unit focuses on a range of techniques involved in making a print and students will develop printing skills using a variety of methods. These may include etching, lino-printing and mono-printing. Students will study and write about historical and contemporary artists and artworks. They will learn to document their work, develop presentation skills and maintain a visual diary.

**Art**

Students will experiment with a range of drawing and painting techniques. They will also explore sculptural construction. The unit will incorporate art appreciation and art history related to the various themes being explored. Students will be required to develop and maintain a visual diary and use this to document the development of ideas, research and investigation into other artist's work.

**Drawing and Painting**

Students will be given the opportunity to develop their drawing skills using a variety of mediums such as charcoal, pastels, graphite and coloured pencil. They will also create paintings on set themes using acrylic paints. Students will study and write about historical and contemporary artists and artworks. They will learn to document their work, develop presentation skills and maintain a visual diary.

**Sculpture and Ceramics**

Students will experiment with a range of methods to create three dimensional artworks. These may include modeling, assemblage, and installation. Students will develop an appreciation for historical and contemporary sculpture from a range of cultures. They will use a visual diary to develop ideas, research and document processes.

**Media Arts**

Students will develop skills in the creation of media such as graphic design and screen-based works like film, web and animation. Students will develop an understanding of layout, time, space, sound, movement and lighting. They will use a visual diary to develop ideas, research and document processes.



## Year 10

### Drawing and Painting

Students will be given the opportunity to develop their drawing skills using a variety of mediums such as charcoal, pastels, graphite, ink and coloured pencil. They will also create paintings using mediums such as watercolour, acrylic and oils. Students will create theme-based works and study and write about historical and contemporary artists and artworks. They will learn to document their work, develop presentation skills and maintain a visual diary.

### Sculpture

Students will experiment with a range of methods to create three dimensional artworks. This will include techniques such as modeling, assemblage, carving and mixed media. Students will develop an appreciation for historical and contemporary sculpture from a range of cultures. They will use a visual diary to develop ideas, research and document processes.

### Graphic Art

Students will be given the opportunity to create visual arts images and graphic design projects that explore traditional printmaking and contemporary digital applications using software programs such as Adobe Photoshop. Students will study and write about historical and contemporary artists and designers and maintain a visual diary.

### Creative Photography

Students will have the opportunity to discover how light sensitive materials work, develop basic skills in traditional black and white photography and learn digital imaging techniques. Students will explore creative approaches to shooting images and a variety of darkroom techniques, as well as how to enhance digital photographs using Adobe Photoshop. Theory covered will be determined according to the content of the course and students will be required to maintain a comprehensive journal.

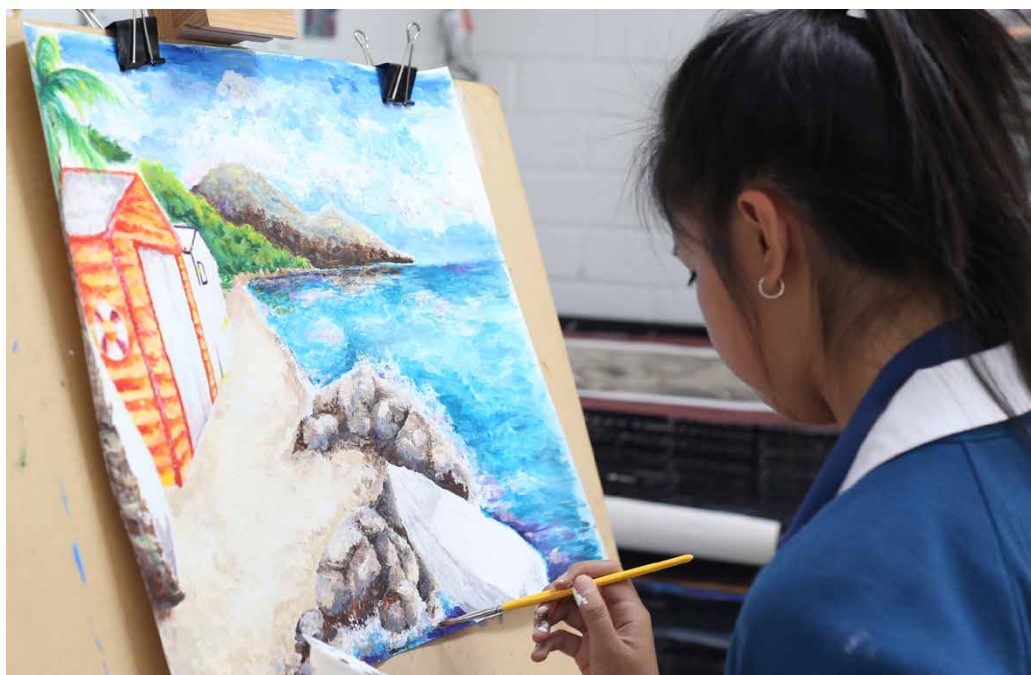
### Media

Media in Year 10 introduces students to the process of film production. They learn to create professional scripts and storyboards and then how to utilise video cameras and editing software to turn their ideas into reality. Theory covered will be determined according to the content of the course and students will be required to maintain a comprehensive journal.

### Assessment:

Students will be assessed in a variety of different ways. Assessment tasks will include:

- Art Making
- Art History/Theory/Visual Diary







## Executive Staff

Principal	Michael Lee
Business Manager	Louise Davidson
Padua Campus Head (W)	Paul O'Callaghan
St Peter's Campus Head (I)	Sandra Darley
Assistant Principal Academic Care	Maria O'Donnell
Assistant Principal Pastoral Care	Lachlan McNicol
Assistant Principal Faith Leadership	Jonathan Moyle

## Curriculum Enquiries

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English	Nicola McLennan (I), Lyndall Baker (W)
Humanities and Social Sciences	Michael Batten (I), Sandhya Tulpule (W)
Mathematics	Jon Chandra (I), Anna Keppel (W)
Science	Tristan Burg (I), Kate Goolagong (W)
Visual Arts	Tamara Murdoch
Industrial Technology	Garry Seary
Performing Arts	Bella van Doorn
Food and Textiles	Janelle Maas
Inclusive Learning/Learning Support	Donna Anderson
Physical Education	Jennifer Fahey (I), Ben Antoniak (W)
Modern Languages	Joe Ciccarone
Vocational Education and Careers	Karen Hundy
Senior Studies Coordinator	Colby Cruwys
Teaching & Learning Coordinator	Jane Cronan (I), Clare Fletcher (W)
Student Records (Class Selection)	Janine Hickson (I), Leisa Bryson (W)

## Enrolment Enquiries

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