

SUBJECT SELECTION HANDBOOK

Year 10



MERCY COLLEGE
MACKAY

Contents

1.	Introduction	2
2.	How to make subject selections	3
3.	Religion	4
4.	English	5
	a. Essential English	
	b. English	
	c. English Literature	
5.	Mathematics	9
	a. General Maths	
	b. Mathematics Methods	
6.	Science	11
	a. Investigating Science	
	b. Biology	
	c. Chemistry	
	d. Physics	
7.	Health and Physical Education	14
8.	Humanities	
	a. Civics and Citizenship	16
	b. Geography	17
	c. History	18
	d. Economics and Business	19
9.	Languages	
	a. French	20
	b. Japanese	21
10.	The Arts	
	a. Art	22
	b. Dance	24
	c. Drama	26
	d. Media	28
	e. Music	30
11.	Technology	
	a. Computers	32
	b. Textiles	33
	c. Food	34
	d. Wood	35
	e. Metal	36
	f. Graphics	37
	g. Design	38
	h. Robotics	39
12.	Careers	41
13.	Across the Curriculum	42

Introduction

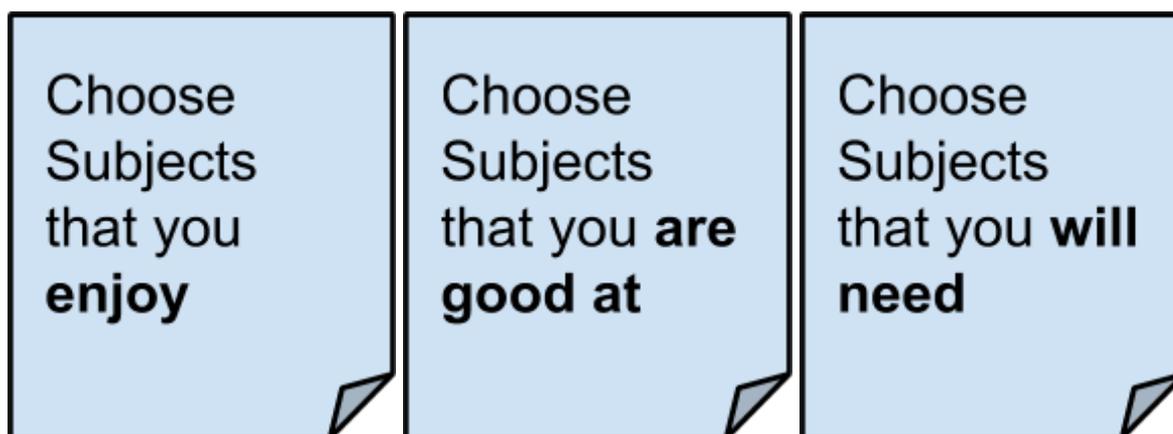
Students have an increased choice of electives as they progress into year 10. The main purpose of increasing elective choice is to actively engage students in their personal learning and assist them in choosing subjects that are guiding them for year 11 and 12.

Study outline for Year 10

Semester 1	Semester 2
Religion (RE701)	Religion (Choice of Religion)
English (Choice of which English)	English (Choice of which English)
Mathematics (MA722)	Mathematics (MA732)
Science (choice of which Science)	Elective Choice
Elective Choice	Elective Choice

Choosing year 10 subjects

There are many important decisions that students have to make while at school. One of them is the choice of subjects to take in year 10, and then later the selection of subjects for years 11 & 12. These are important decisions as they may affect your career plans when you leave school.



Subject Selection

We hope that parents and students will collaborate in the choice of subjects. Some points to be considered when choosing subjects for year 10 are:

- Interest in subjects
- Performances to date in subjects
- Subjects that will extend and challenge
- Likely subjects to be studied in years 11 and 12
- Further careers options

The subject selection procedure is as follows:

1. Students will be emailed subject selection information and access to complete the web preferences selection process online. Students are required to write their choices in their diary and get signed.
2. Once all information has been entered timetables will be constructed, if one of the student's choices does not work then their reserve will be used.
3. Further consultation will take place with those students whose choices do not fit the timetable lines

IMPORTANT: Please realise that not all subjects described in this booklet will necessarily appear in the timetable. If Insufficient numbers of students opt for a subject, then that subject will not appear in the final timetable and a students reserve choice will be used.

How to Select subjects online

Web Preference Access Guide

Web preferences is a web application that allows students to enter their subject preferences online.

Step 1: Logging into Web Preferences

- ❖ Students will be sent an email (it will come from no-reply) with a link to the site, which allows them to make their choices

Step 2: Selecting Preferences

- ❖ To select or change preferences click on the **“Add New Preferences”** button
- ❖ On the Preference Selection page, follow the instructions on this page to select the subjects from the drop-down boxes.
- ❖ When finished, click **“Proceed”** button

Step 3: Validating Preferences

- ❖ The **“Preference Validation”** page will display all your preferences.
- ❖ If you are happy with your preferences then continue by clicking the **“Submit Valid Preferences”** button
- ❖ Write your preferences into your diary to be signed.

Step 4: Finishing Up

- ❖ Get parents/Guardians to sign preferences in the student diary
- ❖ If you need to make any changes, you are able to log back in up to 5 times to make changes.

Religion

Course Overview:

Religion and spirituality continue to hold a significant place in Australian society influencing people's lives and beliefs in a diverse way. In the Religion Classroom students have the opportunity to learn about what it means to live in a multifaith country and examine how religious beliefs and sacred text influence traditions, rituals and decision making. Catholic prayer and formation is a large component of the student's faith experience which develops and nurtures a religious way of living.

The study of Religion is organised into four different strands:

- Beliefs
- Morality
- Sacraments
- Prayer

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including

1. Study of Religion
2. Religion and Ethics
3. Certificate IV Ministry

Course Organisation and Assessment:

Semester 1	Semester 2 (choice of either)	
<p>Unit: RE701 - Leading Preferred Futures</p> <p>Topic 1: Beliefs about God in Christianity and in other world religions and secular society Topic 2: Ethical Decision making</p> <p>Assessment Summative Assessment 1: Exam Assessment 2: Feature Article based on inquiry-based research</p>	<p>Unit 2: RE702 - Powerful Relationships</p> <p>Topic 1: Christian Spirituality Topic 2: Sacraments at the service of Communion - Matrimony and Holy Orders</p> <p>Assessment Summative Assessment 3: Multimodal Assessment 4: Exam</p>	<p>Unit 2a: RE738 - World Faiths</p> <p>Topic 1: Ritual in the five major world religions: Christianity, Judaism, Hinduism, Islam and Buddhism Topic 2: Beliefs and Sacred Text in the five major world religions</p> <p>Assessment Summative Assessment 3: Analytical Essay Assessment 4: Exam</p>

Future Jobs: preparation for a multifaith society and further education and employment in areas of theology and ministry, medicine, hospitality, the arts, education, journalism, politics, anthropology, psychology, sociology, social work.

Life Skills: Study of Religion allows students to develop critical thinking skills, including analysis, reasoning and evaluation, as well as research and communication skills. Students develop reflective and creative skills and develop skills in teamwork and leading others.

For enquiries contact the Head of Department: Mrs Carmen Bennett
carmen_bennett@mercymackay.qld.edu.au

English

Course Overview:

The subject English develops and refines students' language, literature and literacy skills which enable them to interact confidently and effectively with others in everyday, community, social and applied learning contexts. Students have opportunities to engage with language and texts through a range of teaching and learning experiences to foster:

- the skills to communicate effectively in Standard Australian English in a variety of contemporary contexts and social situations, including everyday, community, social, further education, training and workplace contexts
- the skills to make choices about generic structures, language, textual features and technologies to best convey meaning
- the skills to explore the ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences
- creative thinking and imagination by exploring how literary and non-literary texts shape perceptions of the world and enable us to enter worlds of others
- enjoyment and appreciation of literary and non-literary texts
- empathy for others and appreciation of different perspectives through a study of a range of texts from varied cultures, including Australian texts by Indigenous and non-indigenous writers

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Essential English
- English
- English Literature

Course Organisation and Assessment:

English has three different pathways:

1. Essential English
2. English
3. English Extension

****NB:** Student who wishes to study English Extension will need to be achieving an A or a high B in Year 9. They will need to see their teacher and HOD for approval into this subject. They will encounter a higher level of difficulty in addition to lengthened assessments.

Essential English Units

Semester 1 - EN721	Semester 2 - EN734
<p>Term One: Real or Not <i>Hatchet</i></p> <p>Through an examination of modern texts, students will be introduced to reading practices appropriate to secondary school English. They will develop an understanding and appreciation of the importance of language and literature in shaping an understanding and knowledge of the discourse of <i>journey</i> or <i>journeying</i> a place of passage from one stage to another.</p> <p>Term Two: Between the Lines</p> <p>Students will be exploring the creative techniques of modern media. They will understand the manipulative nature of advertisements and how they are constructed to influence an audience. Students will analyse techniques of a target audience, reader positioning, narrative structures.</p> <p>Assessment: Imaginative - Written Analytical Essay</p>	<p>Term Three: It's All A Question of Perspective <i>The Outsiders</i> (S. E. Hinton, 1967)</p> <p>Through an examination of contemporary and classic texts, students will be introduced to reading practices appropriate to senior school English and will develop an understanding and appreciation of the importance of language and literature in challenging cultural assumptions about social expectations and dominant ideologies.</p> <p>Term Four: Poetry</p> <p>Students will be exploring the creative mode of poetry. They will understand the multilayered aspects of poetry and how creative techniques show a variety of cultural assumptions and beliefs. Students will understand that within poetry meaning can always be uncovered.</p> <p>Assessment: Persuasive Spoken Analytical Exam</p>

English Units

Semester 1 - EN741	Semester 2 - EN735
<p>Term One: Pride and Prejudice <i>Looking For Alibrandi</i> (Melina Marchetta, 1992)</p> <p>Through an examination of modern texts, students will be introduced to reading practices appropriate to secondary school English and will develop an understanding and appreciation of the importance of language and literature in shaping an understanding and knowledge of the discourse of the pride and prejudices as individuals engage with the cultural influences of their life.</p> <p>Term Two: Power and Privilege <i>To Kill a Mockingbird</i> (Harper Lee, 1960)</p> <p>Students will explore the meaning of a prejudiced society and the impact it has on cultural assumptions and beliefs. Students will come into close contact with the association of power and privilege in a Southern American State. Students will have their first encounter of an unseen exam and develop the skills that are required for this type of task.</p> <p>Assessment Persuasive Spoken</p>	<p>Term Three: Historical, Social and Cultural <i>The Merchant of Venice</i> (Shakespeare, 1596-1599)</p> <p>Through an in-depth study students will explore the historical, social and cultural relevance of a Shakespearean text. They will investigate the shaping of a prejudiced viewpoint through an examination of dominant, alternative and oppositional discourses.</p> <p>Term Four: Messages and Meaning</p> <p>Students will explore a variety of motivational speeches and short stories that empower the marginalised or powerless. Students will refine their creative writing to construct a short story that delivers an important message to its readers.</p> <p>Assessment Analytical Essay</p>

Analytical Essay Exam - unseen	Narrative - Short Story Exam
--------------------------------	------------------------------

English Extension Units**

Semester 1 - EN751	Semester 2 - EN736
<p>Term One: A Hero & The Bard <i>The Book Thief (Markus Zusak, 2005)</i></p> <p>Through an examination of a contemporary and classic text. Students will be introduced to reading practices appropriate to secondary school English. They will develop an understanding and appreciation of the importance of language and literature in shaping an understanding and knowledge of the historical discourse and its influences before, through and beyond the text.</p> <p>Term Two: Power and Privilege <i>To Kill a Mockingbird (Harper Lee, 1960)</i></p> <p>Students will explore the meaning of a prejudiced society and the impact it has on cultural assumptions and beliefs. Students will come into close contact with the association of power and privilege in a Southern American State. Students will have their first encounter of an unseen exam and develop the skills that are required for this type of task.</p> <p>Assessment Persuasive Spoken Analytical Essay Exam - unseen</p>	<p>Term Three: Finding Your Voice <i>10 Things I Hate About You & The Taming of the Shrew (Shakespeare 1593)</i></p> <p>Through an examination of a classic text, students will be introduced to reading practices appropriate to senior school English. They will develop an understanding and appreciation of the importance of language and literature in shaping contemporary texts. Students will also be guided with their first comparative task and the skills they can utilise in Years 11& 12.</p> <p>Term Four: Gothic Literature</p> <p>Students will delve into the creative works of the gothic literature movement and the impact it had on society. Students will discover and discuss the influences and implications of 'finding their own voice and being able to express it through the use of text. They may also have the opportunity to become familiar with classical literature through novels, novellas, poetry, film adaptations and drama.</p> <p>Assessment Comparative Essay Narrative - Short story exam</p>

English Elective Unit Semester 2 - for Students who would like to study 2 English units

Semester 2 Only
<p>Unit: EN737 Love of Literature</p> <p>'Love of Literature' is an opportunity for students to explore an area of literature that speaks to them. Students will have the freedom to choose their own texts. They will be guided through the never-ending shelves of contemporary and classic texts. Students will have the opportunity to explore the development of a character within a text.</p> <p>Students will be afforded the opportunity to be creative in their assessment to showcase their abilities and understanding of the marriage between literature and art.</p> <p>Texts include: Student selection</p> <p>Assessment: Creative Portfolio Analytical Essay</p>

Connections for Year 11 and 12:

The study of English and Extension English will provide students with exposure to the various genres and notable authors (from the diverse literature periods) whose use of the language, and the life lessons their works contain, will be useful in a variety of employment opportunities. It will also allow students to consider tertiary education courses available, which require a high level of proficiency in the English language essential to such professions as lawyers, doctors, teachers, etc. It is becoming increasingly important for those involved in the sciences to become better communicators to gain research funding and development investment. The opportunity to develop an appreciation of both contemporary and classical literature is also an integral component of this approach to the study of English.

Future Jobs:

Communication industries, journalism, author, poet, advertising, management roles, playwright, entertainment industry, education sector, politics, medicine, hospitality, the arts, education, anthropology, psychology, sociology, social work, international diplomacy and business, sales and retail, etc.

For enquiries contact the Head of Department: Miss Ashlea Bonnell

ashlea_bonnell@mercymackay.qld.edu.au

Mathematics

Course Overview:

Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives, and as active citizens.
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes and are able to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability.
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

COURSE ORGANISATION: The study of Mathematics in Year 10 is a two semester program. Using the Australian Curriculum, Mathematics is organised around the interaction of three content strands and four proficiency strands. Mathematics is studied across the whole year with optional choices of Mathematics Methods and a Mathematics Short Course in the second semester.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Essential Mathematics
- General Mathematics
- Mathematics Methods
- Specialist Mathematics

The Mathematics Methods elective in Semester 2 at Mercy is recommended for Mathematics Methods and Specialist Mathematics.

Course Organisation and Assessment:

Semester 1

Mathematics

Semester 2

Mathematics

Mathematics Methods (Elective)

Mathematics Short Course (Invitation only)

Year 10 Mathematics

Semester 1	Semester 2
Unit: MA722 Topic 1: Probability Topic 2: Statistics Topic 3: Index notation, Compound interest and Algebra Assessment In class task Exam	Unit: MA732 Topic: 1 Linear Relations Quadratic Equations Topic: 2 Trigonometry, Congruency and Measurement. Assessment Exam end of term 3 Exam end of semester

Mathematics Methods - To be chosen in conjunction with Year 10 Mathematics

Semester 2 (Students who are looking to study Mathematics Methods in Yr 11 and 12 must pick this unit)

Unit: MA733

Topic 1:

Surds, logarithms and exponential equations.

Topic 2:

Quadratic and polynomial equations and graphing.

Topic 3:

Trigonometry, circle and chord theorems and measurement.

Topic 4:

Linear Relations

Assessment

Exam end of term 3

Exam end of semester

Numeracy Short Course (Invitation only)

Semester 2

Unit: MA731

Topic 1:

Personal identity and education

Topic 2:

The work environment

Assessment

An extended response - oral mathematical presentation

A student's learning journal

An Examination - Short response

For enquiries contact the Head of Department: Miss Nicole Martin nicole_martin@mercymackay.qld.edu.au

Science

Course Overview:

Science provides an opportunity for students to answer questions about our physical, chemical and biological world and how it functions. In today's technologically advanced society, students are able to access the most up to date facts and evidence, to contest and refine their knowledge, to use inquiry skills and answer many of these scientifically oriented questions. Science allows individuals and groups to be active citizens in their personal, social and economic lives. Students are able to develop and acquire knowledge, understanding and inquiry skills to question the direction which Science takes in society, the contributions of historical and cultural occurrences, current practices, contemporary issues and how many career choices involve science.

Students at the College in Science develop:

- a solid foundation of the nature of the biological, chemical, physical and earth sciences to prepare and build students with knowledge and skills to transition into senior school science.
- a key understanding of concepts offered in the discrete subjects of Biology, Chemistry and Physics at senior schooling level.
- inquiry skills through questioning, hypothesizing, planning, conducting experiments and investigations (based on ethical principles), collecting and analyzing data, evaluating results and drawing critical evidence-based conclusions. Emphasis will be placed on developing in text referencing skills for all inquiry research.
- an appreciation and understanding of social, cultural and historical factors as they consider the interactions between Science and current social practices.
- 21st century skills including: Literacy, Numeracy, ICT skills, critical and creative thinking skills, effective communication and cooperative skills.
- life skills and a futures perspective as they engage in a range of science activities as informed and active citizens in society.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Biology
- Chemistry
- Physics
- Science in Practice
- Marine Practices

Unit Organisation and Assessment:

Science has several pathways:

1. Investigating Science
2. Biology
3. Chemistry
4. Physics

Investigating Science Units

Semester 1	Semester 2
<p>Unit: SC729</p> <p>Topic 1: Forensics</p> <ul style="list-style-type: none"> • Types of physical evidence • Fingerprinting and teeth analysis • Blood splatter analysis • Anthropometry • Identikits <p>Topic 2: Scientific Method & Forces and Motion</p> <ul style="list-style-type: none"> • Developing a hypothesis • Considering variables • Collecting quantitative and qualitative data • Analysing results and formulating conclusions • Types of forces • Stress • Newton's Laws • Bridge Design <p>Assessment</p> <p>Exam - forensics Practical Investigation Report: Bridge design</p>	<p>Unit: SC730</p> <p>Topic 1: Marine Ecology</p> <ul style="list-style-type: none"> • Formation of the Great Barrier Reef • Types of coral and reproduction • Classification of marine organisms • Impacts on the reef; ocean acidification, global warming, climate change <p>Topic 2: Global Systems</p> <ul style="list-style-type: none"> • Spheres of the earth • Plate boundaries • Rock cycle • Water cycle • Weather mapping <p>Assessment</p> <p>Practical Investigation report: Climate Change Research Essay - reef sustainability Exam - end of semester</p>

Biology Science

Semester 1	Semester 2
<p>Unit: SC742</p> <p>Topic 1: Ecology</p> <ul style="list-style-type: none"> • Abiotic and biotic factors • Interactions within ecosystems • Energy flow through ecosystems • Human impact on ecosystems • Population sampling skills <p>Topic 2: Evolution</p> <ul style="list-style-type: none"> • Genetic diversity and variation • Theories of evolution • Evidence of evolution; comparative anatomy, fossilisation, embryology • Plant and animal adaptations <p>Assessment</p> <p>Exam - Ecosystem Data Exam Research Essay - comparative analysis of the rat and toad</p>	<p>Unit: SC743</p> <p>Topic 1: Genes and Inheritance</p> <ul style="list-style-type: none"> • Cell structure and microscope skills • Sources of variation • Inheritance of genes • Punnett squares • Pedigree charts <p>Topic 2: DNA and Genetics</p> <ul style="list-style-type: none"> • Structure of DNA • Cell division • DNA replication <p>Assessment</p> <p>Practical Investigation Report - Genes and Inheritance Research Essay - Discovery of DNA Exam - end of the semester</p>

Chemistry Science Units

This is a 1 Year course - Semester 1 MUST be completed to successfully study Semester 2

Semester 1 (repeated in Semester 2 if numbers allow)	Semester 2
<p>Unit: SC745</p> <p>Topic 1: Atomic Structure and the Periodic Table</p> <ul style="list-style-type: none">• Structure of the atom• Electron configuration• Properties of elements• Use of the periodic table <p>Topic 2: Chemical bonding and Reactivity</p> <ul style="list-style-type: none">• Types of chemical bonding; ionic, covalent and metallic• Word and formula equations• Metal Reactivity scale• Rates of chemical reactions <p>Assessment</p> <p>Exam - atomic structure and bonding Practical Investigation Report - Metal reactivity</p>	<p>Unit: SC746</p> <p>Topic 1: Quantitative chemistry</p> <ul style="list-style-type: none">• Avogadro's number• Molar calculations• Balancing equations• Percent composition• Limiting Reagents• Types of chemical reactions <p>Topic 2: Organic Chemistry</p> <ul style="list-style-type: none">• Structure, properties and uses of carbon compounds.• Uses of fuels and polymers• Effects of combustion on human health and the environment <p>Assessment</p> <p>Exam - Quantitative Chemistry Exam - End of semester</p>

Physics Science Units

Semester 1	Semester 2
<p>Unit: SC735</p> <p>Topic 1: Forces and motion</p> <ul style="list-style-type: none">• Different Forces• Analysis of motion; displacement, velocity, acceleration• Kinematics calculations <p>Topic 2: Energy</p> <ul style="list-style-type: none">• Energy transfers• Potential to Kinetic energy• Thermal Energy• Transfer of Heat <p>Assessment</p> <p>Practical Report - the motion of a mousetrap racer Practical Investigation Report - Thermal Conductivity Exam - Kinematics</p>	<p>Unit: SC736</p> <p>Topic 1: Electricity</p> <ul style="list-style-type: none">• Current and electricity• Electric circuits• Heat and conductivity• Circuit calculations• Construct electronic models <p>Topic 2: Nuclear Physics</p> <ul style="list-style-type: none">• Nuclear energy• Nuclear Power• Atomic structure• Nuclear Reactions <p>Assessment</p> <p>Data Analysis Exam - Electrical Conduction Research Essay - Nuclear power in Australia Exam - end of the semester</p>

For enquiries contact the Head of Department: Ms Tania Attard

tania_attard@mercymackay.qld.edu.au

Course Overview:

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

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

Connections for Year 11 and 12:

The study of PE763 - Coaching & Sports Psychology and PE767 - Sports Physiology & Biomechanics will provide the students with an introduction to the subject matter, learning experiences and assessment procedures required if they wish to choose Physical Education in their Senior Years.

The study of PE765 - Outdoor Recreation will provide the students with an introduction to the knowledge, understanding and skills required if they wish to choose Sport and Recreation in their Senior Years.

Unit Organisation and Assessment:

Semester 1		
<p>Unit: PE755 – LEISURE ACTIVITIES</p> <p>Theory:</p> <ul style="list-style-type: none"> personal and social issues evident in today's society. how to develop and maintain positive relationships. equality and integrity in the sport today, comparing it with past eras. <p>Practical: Possible activities such as swimming and water games, gym and fitness classes, golf, ten-pin bowling, disc golf, skating, bocce and darts.</p> <p>Assessment: Summative Assessment 1 - Multi-modal Summative Assessment 2 - Presentation Summative Assessment 3 - Practical Portfolio</p>	<p>Unit: PE763 – COACHING & SPORTS PSYCHOLOGY (recommended for Senior PE Study)</p> <p>Theory:</p> <ul style="list-style-type: none"> coaching process - learning styles, skill acquisition, team dynamics and coaching styles. basic principles and benefits of sport psychology. applying principles to their own and others' sporting performances. <p>Practical: Volleyball (with other sports and activities included to support).</p> <p>Assessment: Summative Assessment 1 - Presentation Summative Assessment 2 - Examination Summative Assessment 3 - Practical Portfolio</p>	<p>Unit: PE798 – EXCELLENCE IN SOCCER (recommended for Senior PE Study)</p> <p>Theory:</p> <ul style="list-style-type: none"> develop knowledge and skills of soccer whilst learning the characteristics and attitudes required to compete at an elite level. coaching process - learning styles, skill acquisition, team dynamics and coaching styles. basic principles and benefits of sport psychology. applying principles to their own and others' sporting performances. <p>Practical: Soccer and Athletic Develop Program (coordinated with Integrated Bodies)</p> <p>Assessment: Summative Assessment 1 - Presentation Summative Assessment 2 - Examination Summative Assessment 3 - Practical Portfolio</p>

Semester 1 (Excellence Units require special permission to enrol in)	
<p>Unit: PE797 – EXCELLENCE IN NETBALL (recommended for Senior PE Study)</p> <p>Theory:</p> <ul style="list-style-type: none"> ● develop knowledge and skills of netball whilst learning the characteristics and attitudes required to compete at an elite level. ● coaching process - learning styles, skill acquisition, team dynamics and coaching styles. ● basic principles and benefits of sport psychology. ● applying principles to their own and others' sporting performances. <p>Practical: Netball and Athletic Develop Program (coordinated with Integrated Bodies)</p> <p>Assessment: Summative Assessment 1 - Presentation Summative Assessment 2 - Examination Summative Assessment 3 - Practical Portfolio</p>	<p>Unit: PE799 – EXCELLENCE IN RUGBY LEAGUE (recommended for Senior PE Study)</p> <p>Theory:</p> <ul style="list-style-type: none"> ● develop knowledge and skills of rugby league whilst learning the characteristics and attitudes required to compete at an elite level. ● coaching process - learning styles, skill acquisition, team dynamics and coaching styles. ● basic principles and benefits of sport psychology. ● applying principles to their own and others' sporting performances. <p>Practical: Rugby League and Athletic Develop Program (coordinated with Integrated Bodies)</p> <p>Assessment: Summative Assessment 1 - Presentation Summative Assessment 2 - Examination Summative Assessment 3 - Practical Portfolio</p>

Semester 2		
<p>Unit: PE752 – RACQUET SPORTS</p> <p>Theory:</p> <ul style="list-style-type: none"> ● in-depth study of participating and performing in games and sports ● rules, skills, along with movement and tactical skills required to participate successfully ● analyse performances in a variety of formats ● planning and coordination of a modified session <p>Practical: Squash, table tennis and gym sessions</p> <p>Summative Assessment: Assessment 1 - Presentation Assessment 2 - Practical Portfolio</p>	<p>Unit: PE765 – OUTDOOR RECREATION (recommended for Senior Sport and Recreation Study) <i>Students must be prepared to undertake outdoor recreational activities which may involve an overnight stay during the semester.</i></p> <p>Theory:</p> <ul style="list-style-type: none"> ● the relevance of sport and recreation in Australian culture ● factors that influence participation in recreational activities ● sports medicine and first aid required for safe participation <p>Practical: Possible activities such as swimming and water games, gym and fitness classes, first aid, kayaking, abseiling and orienteering, along with a range of chosen sports.</p> <p>Summative Assessment: Assessment 1 - Presentation Assessment 2 - Examination Assessment 3 - Practical Portfolio</p>	<p>Unit: PE767 – SPORTS PHYSIOLOGY & BIOMECHANICS (recommended for Senior PE Study)</p> <p>Theory:</p> <ul style="list-style-type: none"> ● analysis of energy systems ● application of appropriate training methods for a more effective improvement in performance ● evaluate the biomechanical effects of the human body ● study own and others' performances through photographic and video analysis <p>Practical: Touch football, netball and golf (with other sports and activities included to support)</p> <p>Summative Assessment: Assessment 1 - Examination Assessment 2 - Examination Assessment 3 - Practical Portfolio</p>

Future Jobs: Physical Education Teacher, Teacher, Sports Scientist, Fitness Trainer, Coach, Police Officer, Physiotherapist, Sport and Recreation Officer, Fitness Instructor, Osteopath, Chiropractor, Paramedic, Nurse, Soldier, Firefighter, Sports Psychologist, Massage Therapist, Tradesman, Health Promotion Officer, etc.

For enquiries contact the Head of Department: Mr Matthew Paul - matthew_paul@mercymackay.qld.edu.au

Humanities: Civics and Citizenship

Course Overview:

Civics and Citizenship and Legal Studies is essential in enabling students to become active and informed citizens who participate in and sustain Australia's democracy. Through the study of Civics and Citizenship and Legal Studies, students investigate political and legal systems and explore the nature of citizenship, diversity and identity in contemporary society.

The study of Year 10 Civics and Citizenship and Introduction to Legal Studies ensures that students:

- understand Australia's system of government through comparison with another system of government in the Asian region.
- examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations.
- study the purpose and work of the High Court.

Students will study:

- the key features and values of Australia's system of government compared with ONE other system of government in the Asia region
- Australia's roles and responsibilities at a global level, for example, provision of foreign aid, peacekeeping, participation in international organisations and the United Nations
- the role of the High Court, including in interpreting the Constitution
- how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Legal Studies

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: CI737 Law and Order</p> <p>This unit will explore how laws are made with a key focus on the High Court in Australia and the Mabo case study. The unit will also explore Threats to Democracy and Laws affecting people.</p> <p>This will include studies on:-</p> <ul style="list-style-type: none"> - Youth and laws - Technology and law - Property law - Work law <p>Assessment</p> <ol style="list-style-type: none"> 1. Exam 2. Report: Analysing Laws 	<p>Unit: CI739 Introduction to Legal Studies</p> <p>Many significant legal and social issues facing individuals and groups in Australian society. To deal with these issues, young people need to be informed of their legal positions, rights and responsibilities. Students will investigate and the Australian legal system and how it affects their basic rights, obligations and responsibilities. This unit aims to introduce you to the senior subject of Legal Studies in consideration of a possible study pathway in Year 11 and 12. The focus of this unit is for you to explore how the legal system relates to them as youths (previously defined as juveniles) and the youth justice system in Queensland. We also investigate international legal issues such as human rights and how these are upheld, or undermined, in Australia.</p> <p>Assessment</p> <ol style="list-style-type: none"> 1. Report: Legal issues affecting young people 2. Exam: International law

Future Jobs: journalism, lawyer, social work, court administration, judge, police officer, politician and government

For enquiries contact the Head of Department: Mrs Tanya Bugeja tanya_bugeja@mercymackay.qld.edu.au

Humanities: Geography

Course Overview:

'Environmental change and management' focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges.

'Geographies of human wellbeing' focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Geography

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: GE724 Geographies of Disease and Wellbeing</p> <ul style="list-style-type: none"> • Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places <p>Summative 1: Research Task Summative 2: Exam</p>	<p>Unit: GE723 Environmental Change and Management</p> <ul style="list-style-type: none"> • Human-induced environmental changes that challenge sustainability • Environmental worldviews of people and their implications for environmental management • The Aboriginal and Torres Strait Islander Peoples' approaches to custodial responsibility and environmental management in different regions of Australia • The application of systems thinking to understand the causes and likely consequences of the environmental change being investigated with an investigation of the Great Barrier Reef. <p>Assessment</p> <p>Summative 1: Research Task Summative 2: Exam</p> <p>Note: This unit has an excursion component.</p>

Future Jobs: Urban planner, law, teaching, tourism, defence forces, land use planning, meteorology, oceanography, geology, engineering, surveying, energy planning, seismology, hospitality/travel,

For enquiries contact the Head of Department: Mrs Tanya Bugeja tanya_bugeja@mercymackay.qld.edu.au

Humanities: History

Course Overview:

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from the earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Modern History
- Ancient History

Course Organisation and Assessment:

Semester 1	Semester 2	
<p>Unit: HI762 - World War I</p> <p>The horror and destruction of World War I finally came to an end at the signing of the Treaty of Versailles, with decisions made at the 1919 Paris Peace Conference having short and long-term effects on the subsequent years. This was followed by the despair of the 1930s Great Depression. Students will study the social, political and economic changes of the 1920s and 1930s in relation to Germany and the rise of Hitler and the Nazi Party. Students will explore the reasons for the war in Europe and a depth study investigating the Holocaust will be undertaken.</p> <p>Assessment</p> <p>Assessment 1: Analytical essay assessing Hitler's leadership Assessment 2: Response to Stimulus Exam</p>	<p>Unit: HI764 - Introduction to Ancient History</p> <p>Students will investigate how the ancient past has been represented through sources. Students will focus on issues relevant to the investigation of the Ancient World in order to develop historiographical skills. The unit History vs Hollywood will be undertaken, contrasting the film portrayals of significant historical figures with historical evidence. Students will also investigate how people lived in the Ancient and Medieval Worlds through an examination of the evidence of the social, political and cultural institutions and other significant features evident in the lives of the Ancient Egyptians and Vikings.</p> <p>Assessment</p> <p>Assessment 1: Source Analysis task exploring the portrayal of a historical figure in film and historical sources Assessment 2: Response to Stimulus Exam</p>	<p>Unit: HI765 - Introduction to Modern History</p> <p>Students will explore World War Two in the Pacific, investigating Australia's response and role in this conflict. Topics including the attack on Pearl Harbor, treatment of prisoners of war, the dropping of the atomic bombs and life on the home front will be investigated. Students will then explore the post-war struggles for Human Rights, including how rights and freedoms have been ignored, demanded or achieved in Australia and the US. A comparison between the 1960s Civil Rights movement in the USA to the Indigenous Rights movement in Australia will be undertaken. Students will examine significant events in Australia's history that have impacted upon the Civil Rights movement in this country.</p> <p>Assessment</p> <p>Assessment 1: Analytical essay OR Source Analysis task exploring an aspect of the Pacific War Assessment 2: Response to Stimulus Exam</p>

Future Jobs: advertising executive, analyst, archivist, broadcaster, campaign worker, consultant, congressional aide, editor, foreign service officer, foundation staffer, information specialist, intelligence agent, journalist, legal assistant, lobbyist, personnel manager, public relations, librarian,

For enquiries contact the Head of Department: Mrs Tanya Bugeja tanya_bugeja@mercymackay.qld.edu.au

Humanities: Economics & Business

Course Overview:

Economics and Business explore the ways individuals, families, the community, businesses and governments make decisions in relation to the allocation of resources. It aims to enable students to understand the process of economic and business decision-making and its effects on themselves and others, now and in the future.

The study of economics and business develops the knowledge, understanding and skills that will inform students about the economy and encourage them to participate in and contribute to it. The curriculum examines those aspects of economics and business that underpin decision-making at personal, local, national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects of these decisions on consumers, businesses, governments and other economies.

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. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments.

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways in which governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Business
- Accounting
- Certificate II in Business

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: EB714 - Small Business</p> <p>Small businesses make up the vast majority of all businesses in the Australian economy. The small business sector provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. Students will explore the operations of a small business run their own stall for a week at school.</p> <p>Assessment</p> <p>Summative 1 - Multimodal Assignment accumulating to the Small Business Stalls</p> <p>Summative 2 - Exam on Business Strategies</p>	<p>Unit: EB713 - The Australian Economy</p> <p>This unit will investigate Australia's involvement in the global economy and the Australian share market. Students will also investigate a local Mackay business. The students will learn about the share market by role-playing the share market game. Students develop an understanding of the importance of the economy for the operations of society.</p> <p>Assessment:</p> <p>Summative 1 - Investigation report into a local business</p> <p>Summative 2 - Exam on the Australian Economy</p>

Future Jobs: Chartered accountant, Data analysis, Economist, Financial risk analyst, Investment analyst, Statistician, Stockbroker

For enquiries contact the Head of Department: Mrs Tanya Bugeja tanya_bugeja@mercymackay.qld.edu.au

Languages: French

Prerequisites: Have been studying the language of French in years 7,8,9

Course Overview:

As Australians, studying a second language presents us with the opportunity to enhance and further develop our identity as lifelong learners and members of a global community. Learning a second language enriches the educational, intellectual, personal, social and cultural development of students and has the potential to improve the quality of their participation in a rapidly changing world.

The benefits of learning languages for individuals are extensive. they include:

- Extending an individuals' capacity to communicate, not only in the target language, but also in literacy, cognitive and life skills.
- Strengthening a learners' knowledge and understanding of the fundamentals of languages, culture and communication processes.
- Building a personal capability of understanding, respect for difference and diversity, openness to alternative perspectives and experiences which ultimately develops a sense of global citizenship.
- Maintaining a healthy mind by providing challenging learning experiences!
- Expanding one's future university study and career options.

Connections for Year 11 and 12:

Continuing to Senior Language study at St Patrick's College

Students who wish to continue their language study at St Patrick's College need to choose their Language each semester to ensure they are fulfilling prerequisite requirements.

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: FR620 - French - C'est la vie - The French way of Life</p> <p>The focus of this unit is to delve further into the French way of life. Students will learn to describe their daily routines and a typical week. They will read about other teenager's lives in France and compare it to their own. Students will start to think about the future and discuss their ambitions and plans. They will then study tourism in the French-speaking world and learn about other French speaking countries and develop a travel itinerary.</p> <p>Assessment Writing exam Multi-modal assignment comparing daily life in France and Australia</p>	<p>Unit: FR623 - French - Qu'est-ce qui s'est passé?</p> <p>This unit centres on a number of topics. Students will learn about health issues that affect people in France and Australia. The focus of the unit will then move onto the past – discussing what students did on the weekend/holidays and talking about how things used to be in the past. They will learn about comic books in France as well as study some French cinema.</p> <p>Assessment Reading and writing the exam Listening and speaking exam</p>

Future Jobs:

Education and teaching, tourism and hospitality, publishing and journalism, advertising and public relations, international business and commerce, and the arts

For enquiries contact the Head of Department: Mrs Kirsty Mitchell kirsty_mitchell@mercymackay.qld.edu.au

Languages: Japanese

Prerequisites: Have been studying the language of Japanese in years 7,8,9

Course Overview:

As Australians, studying a second language presents us with the opportunity to enhance and further develop our identity as lifelong learners and members of a global community. Learning a second language enriches the educational, intellectual, personal, social and cultural development of students and has the potential to improve the quality of their participation in a rapidly changing world.

The benefits of learning languages for individuals are extensive. they include:

- Extending an individuals' capacity to communicate, not only in the target language, but also in literacy, cognitive and life skills.
- Strengthening a learners' knowledge and understanding of the fundamentals of languages, culture and communication processes.
- Building a personal capability of understanding, respect for difference and diversity, openness to alternative perspectives and experiences which ultimately develops a sense of global citizenship.
- Maintaining a healthy mind by providing challenging learning experiences!
- Expanding one's future university study and career options.

Connections for Year 11 and 12:

Continuing to Senior Language study at St Patrick's College

Students who wish to continue their language study at St Patrick's College need to choose their Language each semester to ensure they are fulfilling prerequisite requirements.

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: JA670 - Japanese - 日本とオーストラリアへようこそ！ Welcome to Japan and Australia</p> <p>Japanese tourists' total expenditure in Australia in 2013 was close to \$1.5 billion! This figure is expected to double in the next few years. This unit will focus on tourism both in Australia and Australian tourism in Japan. The various landmarks and incredible tourist destinations in Japan will be a key aspect of this unit of study. Students will be able to plan their big trip to Japan during this unit!</p> <p>Assessment Listening, reading and writing exam Multi-model presentation - Students will create a 5 day travel plans to Japan and present this to the class.</p>	<p>Unit: JA672 - Japanese - 漫画での未来 - The Future through Manga</p> <p>Students will look to the future whilst also recognising their journey during their time at Mercy College Mackay. This unit will focus on their future plans and aspirations. Occupations and goals will be a key area of study. This unit will be studied through the Manga genre.</p> <p>Assessment Listening and reading exam Written assignment - Students will create their own Japanese comic and introduce their main characters in Japanese.</p>

Future Jobs:

Education and teaching, tourism and hospitality, publishing and journalism, advertising and public relations, international business and commerce, and the arts

For enquiries contact the Head of Department: Mrs Kirsty Mitchell kirsty_mitchell@mercymackay.qld.edu.au

The Arts: Visual Art

Course Overview:

Visual Art has the capacity to engage, inspire and enrich the lives of students. It excites the imagination and encourages students to reach their creative and expressive potential. It provides opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences. Visual Art promotes collaborative learning and creative problem solving, as students research, plan, experiment and resolve their artworks. The Visual Arts enrich our knowledge of self, communities, world cultures and histories. Students develop their Visual Art knowledge by being immersed in Arts language, symbols, techniques, processes and skills. The Arts contribute to the development of confident and creative individuals, nurturing and challenging active and informed citizens.

The study of Visual Art develops students who:

- have an understanding of the art elements in relation to design and composition
- are creative, critical thinking and confident
- will create, make and present more complex ideas, and develop knowledge of different technologies, genres and subject matters in historical and contemporary art, craft and design practices.
- identify and build on their understandings of cultural codes and symbols.
- explain their decisions, analyse choices of approach in practice, and review outcomes.
- will plan and manage presentations and respond by expressing opinions about their own and others' works.
- learn about significant contemporary and historical art movements and styles, and learn to analyse, compare and evaluate using appropriate art and design terminology.
- understand how art and design practice is influenced by cultural and historical concerns, attitudes, values and beliefs, and will be able to use their skills to demonstrate this knowledge.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Visual Art

Semester 1: Not all units will be offered each semester	
<p>Unit: AR514 - Tell Me A Story</p> <p>A hands-on unit which explores storytelling through ceramics. Students will create Surreal works out of ready-made objects based on 20th-century art movements eg. Surrealism and Dadaism. They will question the notion of "What is Art?", and use their art to inform us of past events. Students will explore concepts such as juxtaposition, symbolism and pottery techniques.</p> <p>Assessment</p> <p>Making - 2D 3D folios Response to Stimulus</p>	<p>Unit: AR510 - Beyond Reality</p> <p>Students will explore a range of drawing /media techniques focussing on artists that have used distortion and abstraction in their portraits. They will distort and represent themselves through 2D and 3D artworks and sculpture. The focus of this unit is on printmaking techniques eg. mylar, drypoint, mono printing and solar transfer.</p> <p>Assessment</p> <p>Making - 2D 3D folios Response to Stimulus</p>

Semester 2: **Not all units will be offered each semester**

Unit: AR521 Art As A Code

This unit explores how artists view their world. Students research, design and make artworks that express an understanding of the art of their own and other cultures through different viewpoints. Students will also investigate different physical viewpoints in art making, looking at symbolism, codes and visual language. It also extends students' understandings of sculptural forms through minimalism and conceptualism. The focus will be on 21st century contemporary sculptors as well as materials, techniques and processes.

Assessment

Making- 2D 3D
Response to stimulus

AR522 Art As Lens

Students explore the 'material' world - through the concept of "Art as Lens". Students will explore a range of artists who have used personal objects in their artwork to express a viewpoint. Students will explore how objects in art communicate personal meaning through multiple viewpoints. Beginning with the focus of people, places and objects as an inspiration, students will produce a series of drawings using a range of mediums and techniques. The folio will consist of 2D, 3D and digital media.

Assessment

Making- 2D 3D
Response to stimulus

For enquiries contact the Head of Department: Mrs Natalie Porter natalie_porter@mercymackay.qld.edu.au

The Arts: Dance

Course Overview:

Dance is a human activity of ancient tradition and an evolving form of expression. Different cultures throughout history have refined and manipulated movement to communicate meaning through the symbol systems of dance. As an aesthetic means of ordering movement into an expressive code, dance involves structuring gesture and motion to capture and convey ideas, images and feelings, and uses the human body as the instrument of communication. Dance fulfils various functions in society. In this syllabus, the major focus is on dance as art while also promoting an understanding of the social and ritual functions.

The study of Dance is enriched by experiences in Choreography, Performance and Responding:

- Through the creative process of Choreography, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, personal problem-solving, group decision-making, and planning and organising activities are fostered in this process.
- In Performance, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self confidence and physical capabilities through experiencing a variety of dance techniques.
- Responding of dance involves understanding how and why dance is made, the techniques used in its design and stylistic elements that place it in a particular context. The students learn to value their own and others' aesthetic responses to dance.

Course Organisation and Assessment:

Semester 1: <u>Not all units will be offered each semester</u>		
<p>Unit: DA595 - All That Jazz</p> <p>This unit explores dance styles in Musical Theatre. Students will perform routines from Chicago, Cats, Singin' in the Rain, Oklahoma and many more. They develop the skills to create and perform their own choreography and choices in musicals and dance styles. Students will take on the creative roles of choreographer, performer, actor and director. The dance styles of jazz, cabaret, tap and ballet will be featured in this unit.</p> <p>Assessment Rehearsal and performance of a teacher devised dance work Individual or paired choreography Analysis of peer performance, live or recorded dance performance. Reflection on learning in dance journal..</p>	<p>Unit: DA598 - Bring it On</p> <p>Students will explore the skills of cheerleading. A trained professional will guide students through the skills needed to become a cheerleader. Motion and hip hop choreography and stunts ranging from basic thigh stands to elevators and pyramids will be taught.</p> <p>Assessment Small group routines using own choreography and soundtrack. Analysis of peer performance, live or recorded dance performance. Reflection on learning in dance journal.</p>	<p>Unit: DA591 - Dance Excellence Focus: Hip Hop or Contemporary</p> <p>To select this unit students must have a minimum of 5 years dance experience. This unit provides students with identified Dance talent an opportunity to develop their dance performance and expose them to various facets of Dance. Topics of exploration include fitness and nutrition for performance, technical and performance skills covering a wide range of styles and forms. Students will develop choreographic and creating skills.</p> <p>Assessment Rehearsal and performance of a teacher devised dance work Individual or paired choreography Analysis of peer performance, live or recorded dance performance. Reflection on learning in dance journal.</p>

Semester 2: **Not all units will be offered each semester**

Unit: DA593- Dance Fusion

Students explore the history of social dance. Learning popular dance styles from the 1920's through to the modern genres. They will take a step back in time and enjoy experiencing what was happening socially, politically and artistically during the eras.

Assessment

Rehearsal and performance of a teacher devised dance work
 Individual or paired choreography
 Analysis of peer performance, live or recorded dance performance.
 Reflection on learning in dance journal.

Unit: DA597 - This is Me

Students learn the art of choreographing and dance composition with learning experiences in solo, duet and group dance. Students will choreograph movement pieces inspired by their favourite songs and artists, lyrics, paintings and childhood memories. They study the choreographers who paved the way in contemporary dance and analyse some of their work.

Assessment

Rehearsal and performance of a teacher devised dance work
 Individual or paired choreography
 Analysis of peer performance, live or recorded dance performance.
 Reflection on learning in dance journal.

Unit: DA592 - Dance Excellence
 Focus: Modern Contemporary or Broadway

To select this unit students must have a minimum of 5 years dance experience. This unit aims to provide students with identified Dance talent an opportunity to develop their dance performance and expose them to various facets of Dance. Topics of exploration include fitness and nutrition for performance, technical and performance skills covering a wide range of styles and forms. Students will further develop choreographic and creating skills and the unit provide a realistic opportunity for students to realise potential through the development of Dance technique.

Assessment

Rehearsal and performance of a teacher devised dance work
 Individual or paired choreography
 Analysis of peer performance, live or recorded dance performance.
 Reflection on learning in dance journal.

For enquiries contact the Head of Department: Mrs Natalie Porter natalie_porter@mercymackay.qld.edu.au

The Arts: Drama

Course Overview:

Drama has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. Drama is a collaborative art, combining physical, verbal, visual and oral dimensions. Drama enhances personal and interpersonal skills, developing emotional relationships, negotiation and conflict resolution. In drama, students will experience theatre and develop an understanding of the performer/ audience relationship. Learning in drama can be both process and performance. Students will combine the elements of drama to make, present and respond to representation of human situations, characters, behaviour and relationships.

The Study of Drama ensures students:

- understand how the elements of drama and levels of energy create meaningful drama through the use of character transformation and storytelling.
- develop creativity, critical thinking, aesthetic knowledge and understanding about theatre practices through rehearsing, performing and responding to dramatic works with increasing self confidence.
- use their life experiences to express and communicate ideas, explore the imaginative world and observe people to inform their development of character.
- develop a language of drama to express, problem solve, direct, collaborate and critique their own and other's work.
- have an understanding of local, regional and global cultures through the study of drama history, traditions, styles and methods.
- use a variety of technological mediums to create meaning within dramatic performance.

Connections for Year 11 and 12: Drama

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Drama

Course Organisation and Assessment:

Semester 1: <u>Not all units will be offered each semester</u>	
<p>Unit: DR542 - Melodrama</p> <p>Students will explore the history of Melodrama through a comedic and practical unit in this style. They will perform, create and respond in this genre as they learn all about the stereotypical characters and conventions. Students can expect to present either a performance or devising task to the public as a part of the assessment in this unit.</p> <p>Assessment Rehearse and perform a written melodrama script Design and direct a Melodramatic Silent Film Record progress and respond to dramatic works in drama journal Responding Task - analysis of a performance</p>	<p>Unit: DR544 - Realism</p> <p>Students will explore the history of this important genre of drama in a practical unit in this style. They will perform, create and respond in this genre as experience a variety of scripts from the best playwrights of this genre. Students can expect to present either a performance or devising task to the public as a part of the assessment in this unit.</p> <p>Assessment Rehearse and perform a scene from a published play Write a scene for a playscript Record progress and respond to dramatic works in drama journal Responding Task - analysis of a live performance</p>

Semester 2: <u>Not all units will be offered each semester</u>	
<p>Unit: DR543 - Shakespeare</p> <p>Students will explore the greatest playwright of all time, William Shakespeare in this practical unit in this style. They will perform, create and respond in the Elizabethan genre as they learn all about Shakespeare's most popular works. Students can expect to present either a performance or devising task to the public as a part of the assessment in this unit.</p> <p>Assessment Rehearse and perform monologue or duologue Create directorial design folio for a Shakespearean play Record progress and respond to dramatic works in drama journal Responding Task - analysis of a live or video performance</p>	<p>Unit: DR545 - Collage Drama</p> <p>Students will experience collage and documentary drama first hand as they explore this genre of drama in this unit. They will perform, create and respond in this genre as well as experience verbatim drama from a variety of community experiences. Students can expect to present either a performance or devising task to the public as a part of the assessment in this unit.</p> <p>Assessment Devise, rehearse and perform Collage Drama Creation of a Collage Drama script Responding Task - analysis of a live or video performance Record progress and respond to dramatic works in drama journal</p>

For enquiries contact the Head of Department: Mrs Natalie Porter natalie_porter@mercymackay.qld.edu.au

The Arts: Media

Course Overview:

Media education brings the world into the classroom. It has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Media Arts gives students the opportunity to create and communicate representations of diverse worlds and tell stories through communication technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Students learn to be critically aware of ways that the media are culturally used and negotiated and are dynamic central to the way they make sense of the world and of themselves. They can learn to interpret, analyse and develop media practices through their media arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks. Media Arts encourages students to question, evaluate, understand and appreciate their media culture. It inspires students to use media tools creatively and prepares them for a workforce that increasingly demands the use of sophisticated forms of communication. Media Arts teaches students to become active, engaged media consumers and users.

The study of Media Arts ensures that students develop:

- enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them.
- creative and critical thinking, and exploring perspectives in media as producers and consumers.
- aesthetic knowledge and a sense of curiosity and discovery as they explore imagery, text and sound to express ideas, concepts and stories for different audiences.
- knowledge and understanding of their active participation in existing and evolving local and global media cultures.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Film and Television & New Media

Course Organisation and Assessment:

The study of Media Arts in Years 9 and 10 is organised in a two year rotation to provide students the opportunity to discover and explore the key concepts and elements of Media Arts, applying story principles and making and responding to Media Arts in a variety of forms.

Semester 1: Not all units will be offered each semester	
<p>Unit: MD532 - Market Yourself</p> <p>Students are introduced into the world of marketing and promotions. They take on the role of graphic designer to develop a 'brand' for themselves and businesses including logos, websites and promotional materials. They will build their knowledge and skill set in "New Media" by engaging with local marketing and promotion experts.</p> <p>Assessment Graphic Design folio Create a corporate package</p>	<p>Unit: MD534 - Lights Camera Action</p> <p>Students will be able to recognise and explain key terms, concepts and issues related to film. By analysing a range of films students will be able to identify the various codes and conventions used to convey meaning in film. Students will also have the opportunity to get behind the camera and emulate roles and practices in the film industry. Students will take on the creative roles of scriptwriter, director, camera operator and film editor to create their own cinema piece.</p> <p>Assessment Film Analysis Film adaptations or short film</p>

Semester 2: Not all units will be offered each semester	
<p>Unit: MD585 - Pump Up the Volume</p> <p>Students develop an understanding of the forms and practices used by the music industry to promote popular artists and songs. Students will emulate roles and practices in film industry by collaborating to create a music film clip to be apart of a class music television program. Opportunities exist to collaborate with another art unit.</p> <p>Assessment Music video analysis Design and production of a TV or Radio music programme segment or design and production of a music video.</p>	<p>Unit: MD531 - Eye Openers: Media as Social Comment</p> <p>Students investigate the role of the media in making social comment and develop the skills to express their own viewpoints through documentary film. They will create a short documentary on a social issue that affects themselves and their peers. Opportunity exist to collaborate with another arts unit.</p> <p>Assessment Short documentary in a style of choice.</p>

For enquiries contact the Head of Department: Mrs Natalie Porter natalie_porter@mercymackay.qld.edu.au

The Arts: Music

Course Overview:

The study of Music develops students who

- make decisions about musical elements, languages and cultural protocols in relation to specific style, function, audience and purpose of music works
- create and shape music works by manipulating musical elements to express meaning in different contexts
- modify and refine genre-specific music works, using interpretive and technical skills
- present music works to particular audiences for a specific purpose, style and function, using genre specific music techniques, skills, processes and cultural protocols
- respond by deconstructing music works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using musical elements and languages
- reflect on learning, apply new understandings and justify future application

The study of Music in Years 9 and 10 is organised in a two year rotation to provide students with a wide variety of different music styles, techniques, skills and experiences to enhance their competency leading to senior curriculum choices

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Music

Course Organisation and Assessment:

Semester 1: Not all units will be offered each semester	
<p>Unit: MU560 - Pop & Rock</p> <p>This unit is an excellent introductory unit to the world and history of Pop and Rock music. Students explore and analyse music of these important genres as well as compose and perform in this style. Students will have access to the MusicEDU program suite where they will learn recording and compositional techniques as well as keyboard, ukulele, percussion and voice. Students will present a public performance as a part of the assessment of this unit.</p> <p>Assessment Comparative Essay Pop Song Composition Performance Task</p>	<p>Unit: MU562 - Musical Theatre</p> <p>This unit explores the music theatre style and its development from its origins in vaudeville to contemporary theatre today. Students will listen to and perform music across the diverse history of Broadway and become familiar with different styles and forms used in musical theatre. They will also continue to develop their aural and composing skills. Students will present a public performance as a part of the assessment of this unit.</p> <p>Assessment Analytical Essay Music Theatre Composition Performance Task</p>

Semester 2: **Not all units will be offered each semester**

Unit: MU561 - Film Music

This unit explores various types of music in the media, including music from films, TV, and video games. Students will listen to and compose music in these genres becoming familiar with different styles and forms used. Students will have access to the MusicEDU program suite where they will learn recording and compositional techniques in the film style. Students will continue to develop their aural skills. Students will present a public performance as a part of the assessment of this unit.

Assessment

Analytical Essay
Film Score Composition
Performance Task

Unit: MU563 - Jazz

This unit investigates the style of Jazz and the influence this genre has had on popular music styles. Students will listen to, compose and perform various jazz repertoire and become familiar with different styles and forms used in this genre. Students will have access to the MusicEDU program suite where they will learn recording and compositional techniques in this style. Students will present a public performance as a part of the assessment of this unit.

Assessment

Comparative Essay
Jazz Composition
Performance Task

Future Jobs:

For enquiries contact the Head of Department: Mrs Natalie Porter natalie_porter@mercymackay.qld.edu.au

Technology - Computers

Course Overview:

Digital Technologies enrich and impact on the lives of people and societies globally. Digital Technologies, in their development and use, are influenced by – and can play an important role in transforming, restoring and sustaining – our societies and our natural, managed, and digital environments. The Technologies learning area draws together the distinct but related subjects of Design Technologies and Digital Technologies.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Digital Solution
- Certificate II in Information, Digital Media and Technology

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: TC521 – Computer Coding Introductory</p> <p>Task 1: - Theory - Programming Techniques Task 2: - Practical Project - Construction of a basic computer Application</p> <p>Assessment Theory - Summative Practical Project - Summative</p> <p>Unit:TC533 – Game Maker</p> <p>Task 1: - Theory - Design a game Task 2: - Practical Project - Develop an interactive game</p> <p>Assessment Design Folio - Summative Practical Project - Summative</p>	<p>Unit: TC522 – Web & Database Design</p> <p>Task 1: - Theory - Exploring computer hardware, Introduction to coding Task 2: - Practical - Basic coding</p> <p>Assessment Theory - Summative Practical - Summative</p> <p>Unit: TC534 - Game Maker</p> <p>Task 1: - Theory - Design a game Task 2: - Practical Project - Develop an interactive game</p> <p>Assessment Design Folio - Summative Practical Project - Summative</p>

Future Jobs: Gaming, IT Development and Support

For enquiries contact the Head of Department: Mr Michael Denman

michael_denman@mercymackay.qld.edu.au

Technology - Textiles

Pre-requisites: A Foundation unit must be completed before undertaking TT661 or TT662

Course Overview:

Technologies enrich and impact on the lives of people and societies globally. Technologies, in their development and use, are influenced by – and can play an important role in transforming, restoring and sustaining – our societies and our natural, managed, constructed and digital environments. The Technologies learning area draws together the distinct but related subjects of Design and Technologies and Digital Technologies. The Australian Curriculum: Technologies will ensure that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Fashion

Course Organisation and Assessment:

The study of Technologies Fabric Design can be studied across 4 semesters with the level of design and project detail increasing each semester. The first unit that is undertaken, will focus on basic concepts of design and hand skills. This will be taught whether the students are in Year 9 or 10.

Semester 1		Semester 2
<p>Unit: TT561 - Foundation</p> <p>Task 1: Theory - Fabric and properties, Design linked to the project</p> <p>Task 2: Practical Project - Beach Bag</p> <p>Assessment Design Folio - Summative Theory Test - Summative Practical Project - Summative</p>	<p>Unit: TT661 Eco-Fashion</p> <p>Task 1: Theory - Impact of the Textile industry</p> <p>Task 2: Design Folio - Recycled Design Challenge</p> <p>Task 2: Practical Project - Recycled Product</p> <p>Assessment Design Folio - Summative Theory Test - Summative Practical Project - Summative</p>	<p>Unit: TT662 - Master Class</p> <p>Task 1: Theory - Using commercial patterns, body shapes and how to enhance appearance, Process journal</p> <p>Task 2: Practical Project - Garment to fit using a commercial pattern</p> <p>Assessment: Process Journal - Summative Theory Test - Summative Practical Project - Summative</p>

Future Jobs: Dressmaking, Fashion Design, Theater Costume Design

For enquiries contact the Head of Department: Mr Michael Denman
michael_denman@mercymackay.qld.edu.au

Technology - Food

Pre-requisites: A Foundation unit must be completed before undertaking TF641 or TF642

Course Overview:

Technologies enrich and impact on the lives of people and societies globally. Technologies, in their development and use, are influenced by – and can play an important role in transforming, restoring and sustaining – our societies and our natural, managed, constructed and digital environments. The Technologies learning area draws together the distinct but related subjects of Design and Technologies and Digital Technologies.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Food and Nutrition
- Certificate II in Hospitality

Course Organisation and Assessment:

The study of Technologies in Food can be studied across 4 semesters with the level of design and project detail increasing each semester. Students can take their first unit at any time over the 3 semesters and this could mean that a student in Year 10 may be doing the unit for the first time. Because of this, the first unit that is undertaken will focus on basic concepts. Students will be expected to work at a higher level in the second unit.

Semester 1		Semester 2
<p>Unit: TF541 – Foundation</p> <p>Task 1: Theory - Nutrition, Food planning</p> <p>Task 2: Practical Cooking - Snacks and Basic meals</p> <p>Assessment Theory test - Summative Classwork - cooking - Summative Cooking test - Summative</p>	<p>Unit: TF641 Multicultural Australia</p> <p>Task 1: Theory - Multicultural Foods and Lifestyle Diseases</p> <p>Task 2: Practical Cooking - Healthy Cooking to help overcome lifestyle diseases</p> <p>Assessment Design Folio - Summative Classwork - cooking - Summative Cooking test - Summative Theory test - Summative</p>	<p>Unit: TF642 - Food Science</p> <p>Task 1: Theory - Catering and Chemical Changes in food, Recipe Design</p> <p>Task 2: Practical Cooking - Instant Restaurant & Desserts</p> <p>Assessment Design Folio - Summative Classwork - cooking - Summative Cooking test - Summative Theory test - Summative</p>

Future Jobs: Chef, Takeaway Business, Events Manager, Food Stylist, Nutritionist, Dietician

For enquiries contact the Head of Department: Mr Michael Denman

michael_denman@mercymackay.qld.edu.au

Technology - Wood

Pre-requisites: A foundation unit will need to be completed before TW691 or TW692 can be undertaken.

Course Overview:

Technologies enrich and impact on the lives of people and societies globally. Technologies, in their development and use, are influenced by – and can play an important role in transforming, restoring and sustaining – our societies and our natural, managed, constructed and digital environments. The Technologies learning area draws together the distinct but related subjects of Design and Technologies and Digital Technologies.

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

- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- effectively and responsibly select and manipulate appropriate technologies, resources, materials, data, systems, tools, and equipment when designing and creating products, services, environments and digital solutions
- critique and evaluate technologies processes to identify and create solutions to a range of problems or opportunities
- investigate, design, plan, manage, create, produce and evaluate technology solutions
- engage confidently with technologies and make informed, ethical and sustainable decisions about technologies for preferred futures including personal health and wellbeing, recreation, everyday life, the world of work and enterprise, and the environment.

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Design
- Certificate I in Construction

Course Organisation and Assessment:

The study of Technologies in Wood can be studied across 4 semesters with the level of design and project detail increasing each semester. Students can take their first unit at any time over the 3 semesters and this could mean that a student in Year 10 may be doing the unit for the first time. Because of this, the first unit that is undertaken will focus on basic concepts of design and hand skills.

Semester 1		Semester 2
<p>Unit: TW591 - Foundation</p> <p>Topic 1: Design - Linked to the project</p> <p>Topic 2: Practical Project - Occasional Table</p> <p>Assessment Theory test - Summative Design Folio - Summative Project - Summative</p>	<p>Unit: TW691</p> <p>Topic 1: Design - Linked to the project</p> <p>Topic 2: Practical Project - Bedside Table</p> <p>Assessment Design Folio - Summative Project - Summative</p>	<p>Unit: TW692</p> <p>Topic 1: Design - Linked to the project</p> <p>Topic 2: Practical Project - Own Design</p> <p>Assessment Design Folio - Summative Project - Summative</p>

Future Jobs: Trades, Architecture

For enquiries contact the Head of Department: Mr Michael Denman

michael_denman@mercymackay.qld.edu.au

Technology - Metal

Pre-requisites: A foundation unit will need to be completed before TM681 or TM682 can be undertaken.

Technologies enrich and impact on the lives of people and societies globally. Technologies, in their development and use, are influenced by – and can play an important role in transforming, restoring and sustaining – our societies and our natural, managed, constructed and digital environments. The Technologies learning area draws together the distinct but related subjects of Design and Technologies and Digital Technologies.

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

- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- effectively and responsibly select and manipulate appropriate technologies, resources, materials, data, systems, tools, and equipment when designing and creating products, services, environments and digital solutions
- critique and evaluate technologies processes to identify and create solutions to a range of problems or opportunities
- investigate, design, plan, manage, create, produce and evaluate technologies solutions

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Design
- Certificate I in Construction

Course Organisation and Assessment:

The study of Technologies in Metal can be studied across 4 semesters with the level of design and project detail increasing each semester. Students can take their first unit at any time over the 3 semesters and this could mean that a student in Year 10 may be doing the unit for the first time. Because of this, the first unit that is undertaken will focus on basic concepts of design and hand skills.

Semester 1		Semester 2
<p>Unit: TM581 - Foundation</p> <p>Topic 1: Design - Linked to the project Topic 2: Practical Project - Small boxes</p> <p>Assessment Theory test - Summative Design Folio - Summative Project - Summative</p>	<p>Unit: TM681</p> <p>Topic 1: Design- Linked to the project Topic 2: Practical Project - Toolbox</p> <p>Assessment Design Folio - Summative Project - Summative</p>	<p>Unit: TM682</p> <p>Topic 1: Design- Linked to the project Topic 2: Practical Project - Own Design</p> <p>Assessment Design Folio - Summative Project - Summative</p>

Future Jobs: Trades, Engineering.

For enquiries contact the Head of Department: Mr Michael Denman
michael_denman@mercymackay.qld.edu.au

Technology - Graphics

Pre-requisites: A foundation unit will need to be completed before TG671 or TG672 can be undertaken.

Technologies enrich and impact on the lives of people and societies globally. Technologies, in their development and use, are influenced by – and can play an important role in transforming, restoring and sustaining – our societies and our natural, managed, constructed and digital environments.

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

- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- effectively and responsibly select and manipulate appropriate technologies, resources, materials, data, systems, tools, and equipment when designing and creating products, services, environments and digital solutions
- critique and evaluate technologies processes to identify and create solutions to a range of problems or opportunities
- investigate, design, plan, manage, create, produce and evaluate technology solutions

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Design
- Industrial Graphics skills
- Certificate I in Construction

Course Organisation and Assessment:

The study of Technologies in Graphics can be studied across 4 semesters. Students can take their first unit at any time in the first 3 semesters and this could mean that a student in Year 10 may be doing the unit for the first time. Because of this, the first unit that is undertaken, will focus on the basic concepts of design and drawing skills with sketching and formal board drawings being the platform used.

Semester 1	
<p>Unit: TG571 - Foundation</p> <p>Topic 1: Sketching - Isometric, Oblique and Orthographic of objects Topic 2: Formal Drawings - Board drawings of different objects</p> <p>Assessment Classwork - Formative Sketching test - Summative Board test - Summative</p>	<p>Unit: TG671 - Computer Graphics</p> <p>Topic 1: Design - Architectural - Tiny House Topic 2: Engineering - Computer - model vehicles</p> <p>Assessment Design Folio - Summative Classwork - Summative</p>

Future Jobs: Trade, Architecture, Engineering

For enquiries contact the Head of Department: Mr Michael Denman

michael_denman@mercymackay.qld.edu.au

Technology - Design

Pre-requisites: A foundation unit will need to be completed before TG671 or TG672 can be undertaken.

Technologies enrich and impact on the lives of people and societies globally. Technologies, in their development and use, are influenced by – and can play an important role in transforming, restoring and sustaining – our societies and our natural, managed, constructed and digital environments.

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

- are creative, innovative and enterprising when using traditional, contemporary and emerging technologies, and understand how technologies have developed over time
- effectively and responsibly select and manipulate appropriate technologies, resources, materials, data, systems, tools, and equipment when designing and creating products, services, environments and digital solutions
- critique and evaluate technologies processes to identify and create solutions to a range of problems or opportunities
- investigate, design, plan, manage, create, produce and evaluate technology solutions

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Design
- Industrial Graphics skills
- Certificate I in Construction

Course Organisation and Assessment:

The study of Technologies in STEM can be studied across 2 semesters. Students can take their first unit in Semester 1, Yr. 9 being the HPV. They can continue this in semester 1 Yr. 10. Flight can be taken in Semester 2, Yr. 10

Semester 1	Semester 2
<p>Unit: TD611- HPV</p> <p>Topic 1: Ideation – Smart technology</p> <p>Topic 2: Design – Theory, research:</p> <ul style="list-style-type: none"> • Arduino • Designs for using smart technology • Human factors <p>Topic 3: Production – Components</p> <p>Assessment</p> <p>Design Folio - Summative Project - Summative</p>	<p>Unit: - TD612- Flight (AutoCad)</p> <p>Topic 1: Ideation - Hovercraft design</p> <p>Topic 2: Design – Theory, research:</p> <ul style="list-style-type: none"> • Forces • Electrical components • Bluetooth <p>Topic 3: Production- 3D model Hovercraft with blue tooth</p> <p>Assessment</p> <p>Theory - Summative Project - Summative</p>

Future Jobs: Trade, Architecture, Engineering, Information Technology, Sports Scientist

For enquiries contact the Head of Department: Mr Michael Denman

michael_denman@mercymackay.qld.edu.au

Technology - Robotics

Pre-requisites:

Nil for TR551, TR651

Must have completed at least 1 semester of study (in Yrs 7/8/9) for TR552, TR652

Course Overview:

The practical nature of the Technology learning area describes two distinct but related subjects:

- **Design & Technologies:** students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.
- **Digital Technologies:** students use computational thinking and information systems to define, design and implement digital solutions.

Robotics focuses on Digital Technologies to develop enterprising individuals who can make discerning decisions about the development and use of technologies. Through the use of the **engineering process**, students work independently and collaboratively to develop solutions to complex challenges.

With a key focus on applying knowledge and practical skills and processes students learn to:

- create innovative solutions
- develop a range of thinking skills (systems, design and computational thinking)
- learn how to manage projects
- respond to current and future needs

Connections for Year 11 and 12:

The course provides a foundation for students to engage with all offers in the Senior Curriculum including:

- Digital Solutions

Course Organisation and Assessment:

The study of Technology-Robotics can be studied across 4 semesters. The level of work and understanding increases as students move through the units of study. Students build on previous knowledge to complete more complex construction and programming challenges.

Semester 1		Semester 2
<p>Unit: TR551</p> <p>Topic 1: Automated Musical Instrument - Create a musical instrument</p> <p>Topic 2: Robocup Rescue - Robocup Junior/Senior Rescue challenge.</p> <p>Topic 3: Investigating and Creating Interfaces</p> <p>Topic 4: Robocup Soccer - Robocup Junior/Senior Soccer challenge (Dance upon request).</p> <p>Assessment</p> <p>Task 1: - Formative in-class tasks</p> <p>Task 2: - Summative - Digital Portfolio</p> <p>Task 3: - Formative in-class tasks</p> <p>Task 4: - Summative - Digital Portfolio</p>	<p>Unit: TR651</p> <p>Topic 1: Magic 8 Ball</p> <p>Topic 2: Robocup Rescue - Robocup Senior/Open Soccer challenge (Dance upon request).</p> <p>Topic 3: Creating Interfaces</p> <p>Topic 4: Robocup Soccer - Robocup Senior/Open Soccer challenge (Dance upon request).</p> <p>Assessment</p> <p>Task 1: Formative - in-class tasks</p> <p>Task 2: Summative - Digital Portfolio</p> <p>Task 3: Formative - in-class tasks</p> <p>Task 4: Summative - Digital Portfolio</p>	<p>Unit: TR552/TR652</p> <p>Topic 1: First Lego League Challenge - Research, design, create and program a robot solution to complete the challenge.</p> <p>Topic 2: Investigating and Programming - Raspberry Pi and Arduino</p> <p>Topic 3: Remote Control Animal/Automated Car Challenge - Research, design, create and program a robot solution to mimic life-like animal behaviour or navigate a given course unassisted. Extend programming using Robot C.</p> <p>Assessment</p> <p>Task 1: Summative - Digital Portfolio</p> <p>Task 2: Formative - in class tasks</p> <p>Task 3: Summative - Digital Portfolio</p> <p>NB Student work is offered at varying degrees of complexity (Level 1, 2, 3) depending on previous units of study.</p>

Future Jobs:

Software Developer, Engineer, Electrical Engineering, Artificial Intelligence

For enquiries contact the Head of Department: Mr Michael Denman
michael_denman@mercymackay.qld.edu.au

Careers

COURSE OVERVIEW:

Career development is an ongoing, lifetime process of interaction between the student and their environment. In this subject students will focus on developing the knowledge, career development process and enterprising skills required for the future.

Much of our vocational (and life) success and satisfaction comes from our ability to utilise these skills on a daily basis. The Career development subject in Year 10 aligns with The Australian Curriculum: 'Work Studies', and focuses on the role of individuals in the world of work and the range of skills they need for full and effective participation as employees and members of the community.

COURSE AIMS:

The unit aims to equip students with knowledge of study options, work and the skills required for a range of occupations. It also aims for students to understand and manage influences relating to career planning and lifelong learning. To develop generic skills, develop the knowledge and capabilities required to make career decisions and apply their learning to achieve educational and career aspirations.

The Year 10 subject aims to ensure students develop:

- Knowledge of work and the importance of lifelong learning
- Interpersonal skills to work, interact and communicate with others in diverse contexts, using appropriate behaviours and protocols
- Knowledge of enterprise skills required for the future so they can become job creators, not just job seekers, and navigate more complex careers
- Skills and resilience to meet the demands of learning and work in post-school destinations
- The capacity to manage change and transition into work

Course Organisation and Assessment:

Semester 1 and Semester 2

Unit: CA030 - Work Education

This unit focuses on continuing to develop knowledge, understanding and experience of the world of work. Students will develop in-depth knowledge of Workplace Health and Safety issues in preparation for their first block of work experience, gain knowledge of career development and managing transitions from school to further education and employment. Students will complete two blocks of compulsory work experience.

Assessment

Task 1: Oral Presentation on Workplace

Task 2: Workplace Health and Safety Exam

Task 3: Journal Test

For enquiries contact the Head of Department: sandra_gracie@mercymackay.qld.edu.au

Across the Curriculum

Course Overview:

WHAT IS ACROSS THE CURRICULUM?

Across the Curriculum subjects are designed to support students that require assistance in other curriculum areas. Rather than being a “stand-alone” subject with its own assessment, Across the Curriculum classes supplement the work being done in other subject areas.

These classes are offered as invitation only upon the suggestions of classroom teachers. They are designed to be reviewed at the end of each semester.

Across the Curriculum classes are offered in AC Assignment Writing (AC011), AC English (AC060), AC Maths (AC070).

COURSE AIMS:

AC Assignment Writing (AC011)

Support students to develop:

- essential assignment writing skills eg drafting, proof-reading and editing, research skills, referencing, paragraph writing, grammar/spelling.
- organisational skills to facilitate independence in managing assessment workloads, including class and homework
- social and behavioural goals to promote effective classroom interactions between staff and peers.

AC English (AC060)

Support students to develop:

- a foundation of english skills to support growth
- competencies in varying english standards
- a capability to apply knowledge to varying contexts

AC Maths (AC070)

Support students to develop:

- a foundation of mathematical skills to support growth
- competencies in varying mathematic standards
- a capability to apply knowledge to varying contexts

COURSE ORGANISATION:

Across the Curriculum subjects are offered on an invitation basis only, to those students identified by teachers as benefitting from such a program on a semester basis.

Course Organisation and Assessment:

Semester 1 and 2

Unit: AC ASSIGNMENT WRITING – AC011

This program is designed to support students to complete a written assessment across curriculum areas. In this class, students are taught explicit organisational skills, proofreading and editing skills, how to research information and reference it correctly, as well as being allowed time to complete other subject assessment with teacher support. It is of benefit for those students:

- with learning difficulties
- experiencing a high level of absences from school
- with anxiety
- exacerbated by the demands of secondary school.

Assessment:

Formative only - small tasks designed to support general classroom needs

Unit: AC English - AC060

This program is targeted at lower level standards aimed at developing a base knowledge to support growth in English. Key subject focuses include reading and viewing, writing and shaping, speaking and listening.

Assessment:

Formative and **Summative** tasks according to modified year level (tests/assignments)

Unit: AC Maths - AC070

This program is targeted at lower level standards aimed at developing a base knowledge to support growth in Mathematics. Key subject focuses include number and algebra, measurement and geometry & statistics and probability.

Assessment:

Formative and **Summative** tasks according to modified year level (tests/assignments)

For enquiries contact the Head of Department: Sandra Bayliss
inclusivecurriculumhod@mercymackay.qld.edu.au