

SUBJECT SELECTION HANDBOOK

Year 7



MERCY COLLEGE
MACKAY

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Introduction

Students have an increased choice of electives as they progress through the years. 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 7

Semester 1	Semester 2
Religion (7RELI)	Religion (RE402)
English (7ENGL)	English (EN415)
Mathematics (7MATH)	Mathematics (MA422)
Science (7SCIE)	Science (SC451)
HPE (7HPE)	HPE (choice of which HPE unit)
History (7HIST) or Geography (7GEOG) (Alternate Studies over both semesters)	History (7HIST) or Geography (7GEOG) (Alternate Studies over both semesters)
Careers (7CA70)	Languages (Japanese or French)
Arts or Technology (Alternate Studies over both semesters)	Arts or Technology (Alternate Studies over both semesters)

Arts Choices: (must select one to do either in semester 1 or semester 2)

- Art
- Dance
- Music
- Drama
- Media

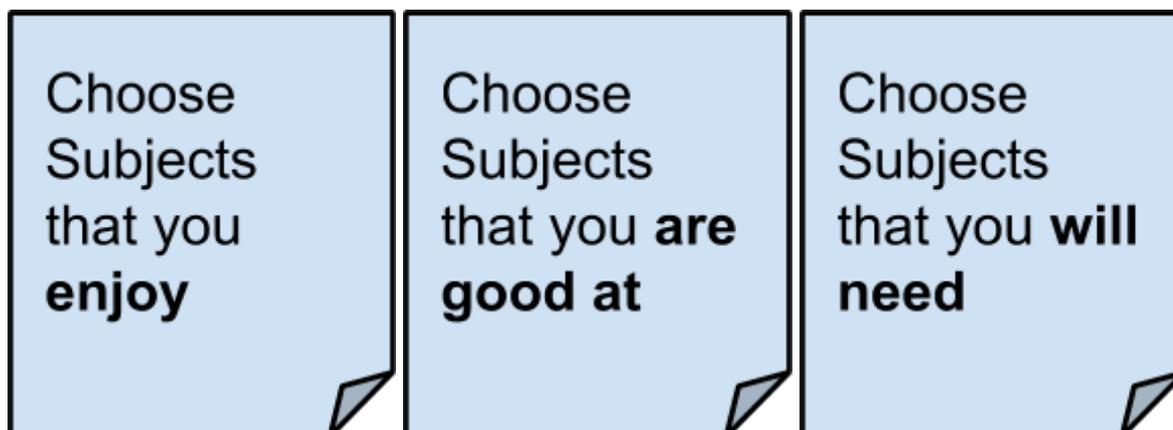
Technology Choices: Must select one design unit and one digital unit (the second technology unit will be completed in year 8)

Design Units:

- Manual Arts
- Home Economics

Digital Units

- Robotics
- Computers



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 students 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 noreply) 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 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

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: 7RELI - Our Story</p> <p>Topic 1. Our Story As you begin your journey at Mercy College we learn about the story of the Mercy Sisters as part of our Mercy College story and charism. We become familiar with the Catholic Mass and important people in the Catholic tradition. Beginning with your own story, we explore the wondrous creation that we are all a part of.</p> <p>Topic 2. Life and time of Jesus of Nazareth We learn about Jesus of Nazareth, in first century Palestine, and better understand his story placed in Jewish tradition.</p> <p>Assessment Summative Assessment 1: Exam Assessment 2: Research Assignment</p>	<p>Unit 2: RE402 - Looking in Looking Out</p> <p>Topic 3. Symbols of the Sacraments Through exploring ritual we learn more about how Catholics celebrate through the Sacraments. We learn about the symbols of the Sacraments and how many symbols share similar meanings in other faith traditions.</p> <p>Topic 4. Breaking Open the Bible Exploring the Bible as the sacred text of Christianity we become familiar with stories from the Hebrew Scriptures and in particular the teachings found in the Hebrew and Christian Scriptures.</p> <p>Assessment Summative Assessment 1: Compare and Contrast Assignment Assessment 2: 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 team work 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
- an 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

Course Organisation and Assessment:

Semester 1 - 7ENGL	Semester 2 - EN415
<p>Term One: Tall Tales and True</p> <p>Through an examination of fairy tales, myths and legends (traditional and contemporary) students will be introduced to reading practices as well as creative writing skills appropriate to secondary school English.</p> <p>Term Two: Convince Me</p> <p>Students will develop their skills and craft of persuasive writing. Refining their natural abilities to convince someone of their opinion and the impact persuasive speech can have on an audience</p> <p>Assessment: Creative Writing - Narrative Persuasive Spoken</p>	<p>Term Three: Australian Identity – Aussie Kultcha</p> <p>Through a range of Australian texts students will be introduced to the language and literature in shaping the Australian identities and cultural assumptions.</p> <p>Term Four: The Age of Poetry</p> <p>Through a range of texts students will be introduced to the language and devices that are used in in shaping the implicit meaning that is derived from poetry.</p> <p>Assessment: Creative Writing - Diary Entry Analytical Essay</p>

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 and Assessment:

Semester 1	Semester 2
<p>Unit: 7MATH</p> <p>Topic 1: Integers</p> <p>Topic 2: Fractions, decimals and percentages</p> <p>Topic 3: Index notation, prime numbers and squares</p> <p>Topic 4: Ratios and best buys</p> <p>Topic 5: Intro to algebra, linear equations and graphing.</p> <p>Assessment Exam term 1 In class Task term 2 Exam end of semester</p>	<p>Unit: MA422</p> <p>Topic 1: Geometry</p> <p>Topic 2: Measurement</p> <p>Topic 3: Statistics</p> <p>Topic 4: Probability</p> <p>Assessment Exam term 3 In class task term 3 In class task term 4 Exam end of semester</p>

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.

Unit Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: 7SCIE</p> <p>Topic 1: Chemistry</p> <ul style="list-style-type: none">• Pure substances and Mixtures• Solvents, Solutes and Solutions• Separation Techniques• Lab Safety and equipment. <p>Topic 2: Biology</p> <ul style="list-style-type: none">• Organism classification and Identification• Classification systems• Organism interactions• Food Chains• Environmental Impacts <p>Assessment Exam - Mid Semester Investigation Report - Mid Semester Exam - End Semester</p>	<p>Unit: SC451</p> <p>Topic 1: Earth and Space Science</p> <ul style="list-style-type: none">• Earth's orbit and rotation• Different seasons• Eclipses• Tidal movement• Earth's resources. <p>Topic 2: Physics</p> <ul style="list-style-type: none">• Forces• Movement• Gravity• Balanced and Unbalanced forces <p>Assessment Exam - Mid Semester Investigation Report Term 2 Exam - End Semester</p>

For enquiries contact the Head of Department: Ms Tania Attard
tania_attard@mercymackay.qld.edu.au

HPE

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.

Unit Organisation and Assessment:

Semester 1		
Unit: 7HPE		
Theory - Dealing with Adolescence: <ul style="list-style-type: none"> dealing with adolescence. impacts on one's self-concept and self-esteem. developing a positive relationship between friends, family and the wider community. suggest reasons why conflict might occur and develop strategies to deal effectively with it. 		
Practical: Possible activities such as swimming and water games, gym and fitness classes, golf, ten-pin bowling, disc golf, hookey and darts.		
Assessment: Summative Assessment 1 - Examination Summative Assessment 2 - Practical Portfolio		
Semester 2 (Excellence Units require special permission to enrol in)		
Unit: PE452 – Racquet Sports	Unit: PE459 – Mixed Games	Unit: PE456 – Sport Aerobics
Theory - Food & Nutrition: <ul style="list-style-type: none"> investigate The Australian Guide to Healthy Eating, identify the importance of nutrition and how it can impact one's performance during physical activities. investigate the influences of food choices and the sustainable global view on food. 	Theory - Food & Nutrition: <ul style="list-style-type: none"> investigate The Australian Guide to Healthy Eating, identify the importance of nutrition and how it can impact one's performance during physical activities. investigate the influences of food choices and the sustainable global view on food. 	Theory - Food & Nutrition: <ul style="list-style-type: none"> investigate The Australian Guide to Healthy Eating, identify the importance of nutrition and how it can impact one's performance during physical activities. investigate the influences of food choices and the sustainable global view on food.
Practical: Badminton, tennis, mixed games and gym sessions.	Practical: Modified sports (softball is compulsory) or school-based games and gym sessions.	Practical: Sport Aerobics (incorporates aerobics, dance & fitness) and gym sessions.
Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio	Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio	Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio

Semester 2 (Excellence Units require special permission to enrol in)		
<p>Unit: PE492 – Excellence in AFL</p> <p>Theory - Food & Nutrition:</p> <ul style="list-style-type: none"> ● investigate The Australian Guide to Healthy Eating, identify the importance of nutrition and how it can impact one's performance during physical activities. ● investigate the influences of food choices and the sustainable global view on food. ● AFL-themed content. <p>Practical: AFL and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio</p>	<p>Unit: PE494 – Excellence in Cricket</p> <p>Theory - Food & Nutrition:</p> <ul style="list-style-type: none"> ● investigate The Australian Guide to Healthy Eating, identify the importance of nutrition and how it can impact one's performance during physical activities. ● investigate the influences of food choices and the sustainable global view on food. ● Cricket-themed content. <p>Practical: Cricket and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio</p>	<p>Unit: PE495 – Excellence in Basketball</p> <p>Theory - Food & Nutrition:</p> <ul style="list-style-type: none"> ● investigate The Australian Guide to Healthy Eating, identify the importance of nutrition and how it can impact one's performance during physical activities. ● investigate the influences of food choices and the sustainable global view on food. ● Basketball-themed content. <p>Practical: Basketball and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio</p>

Semester 2 (Excellence Units require special permission to enrol in)		
<p>Unit: PE496 – Excellence in Touch Football</p> <p>Theory - Food & Nutrition:</p> <ul style="list-style-type: none"> ● investigate The Australian Guide to Healthy Eating, identify the importance of nutrition and how it can impact one's performance during physical activities. ● investigate the influences of food choices and the sustainable global view on food. ● Touch Football-themed content. <p>Practical: Touch Football and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - 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: Geography

Course Overview:

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for that world and propose actions designed to shape a socially just and sustainable future

Course Organisation and Assessment:

Students will complete Geography in either semester 1 or 2

Semester 1 and/or 2	
<p>Unit: 7GEOG - Water in the world</p> <ul style="list-style-type: none"> • Classification of environmental resources and the forms that water takes as a resource • The quantity and variability of Australia's water resources compared with other continents • Understand the processes of water cycle • Understand the what is climate and weather • Analysing and interpreting climate graphs • Causes, impacts and responses to an atmospheric or hydrological hazard. With a focus on cyclones. <p>Assessment Summative Assessment 1 - Examination Summative Assessment 2 - Research Poster</p>	<p>Unit: 7GEOG - Place and Liveability</p> <ul style="list-style-type: none"> • Factors that influence the decisions people make about where to live and their perceptions of the liveability of places • The influence of accessibility to services and facilities on the liveability of places • The influence of environmental quality on the liveability of places • The influence of social connectedness and community identity on the liveability of place • Strategies used to enhance the liveability of places <p>Assessment Summative Assessment 1 - Multimodal</p> <p>Students will use the program Minecraft to create a liveable place for their assessment</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 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.

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

Course Organisation and Assessment:

Students will complete History in either semester 1 or 2

Semester 1 and/or 2	
<p>Unit: 7HIST - The Ancient World</p> <ul style="list-style-type: none"> Sequence historical events, developments and periods - timelines and chronology Use historical terms and concepts The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, focusing on Mungo man and lady Historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains - focusing on Otzi the Iceman Physical features of ancient Rome Roles of key groups in ancient Roman society Significant beliefs, values and practices of the ancient Romans- warfare The rise of the Roman empire and the spread of religion The role of a significant individual in ancient Rome's history such as Julius Caesar <p>Assessment</p> <p>Summative Assessment 1 - Research on aspects of Ancient Rome and creation of an interactive poster</p>	<p>Unit: 7HIST - Ancient China</p> <ul style="list-style-type: none"> Physical features of China and how they influenced the civilisation that developed there Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion Significant beliefs, values and practices of Chinese society, focusing on everyday life, warfare, or death and funerary customs Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs The role of a significant individual in ancient Chinese history such asr Qin Shi Huang <p>Assessment</p> <p>Summative Assessment 2 - Research essay</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, Archaeologist and Historian

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.

Course Organisation and Assessment:

Semester 2
Unit: 7FREN Bonjour! Comment ça va? Tu veux un croissant? Have you already recognised a few words? The French language is all around us without you even realising it and is the language of culture. Learning French is a journey in the worlds of fashion, gastronomy and the arts. In this unit, students will learn to use French in a classroom context to interact with their teacher and their peers. They will learn the basics through short stories and songs, reading and writing activities as well as online games. They will be able to introduce and describe themselves and others orally and in writing. They will begin to develop their ability to understand and converse in French. Assessment Writing exam Multi-modal assignment comparing daily life in France and Australia

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.

Course Organisation and Assessment:

Semester 2
<p>Unit: 7JAPA</p> <p>こんにちは! Have you ever watched Anime, read a Manga or tried some Japanese food and loved it? Japan is a country of unique traditions and culture where the high tech present meets a rich historical past. Students will learn the intricacies of the Japanese language through storytelling, song and Anime. They will also be introduced to the Japanese alphabet while also being encouraged to strongly develop their foundation conversational Japanese. To demonstrate their learning, students will introduce themselves, their family and pets in Japanese, create and talk about their own unique 'youkai' (mythical creature) and write and draw their own Manga in Japanese.</p> 
<p>Assessment</p> <p>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>

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.

Course Organisation and Assessment:

Semester 1 or 2

Unit: 7ART -

Students will discover the elements of art and create artworks using many different mediums such as drawing, painting, photography and clay.

Assessment

Plan and create a major artwork
Record their learning and process notes in visual diary
Respond to and analyse their own and other artworks using art language
Complete a comparative analysis essay of past and contemporary artists and their artworks

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 Appreciation:

- 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.
- Appreciation 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 or 2
<p>Unit: 7DANC -</p> <p>Students experience the elements of dance and safe dance practices through engaging class activities and student-led warm ups. They explore the history of Vocal Choreography in music video clips as they perform and create their own film clips. They will be assessed in making, forming and responding tasks.</p> <p>Assessment</p> <p>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>

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 or 2

Unit: 7DRAM -

Drama students will explore the elements of drama and learn stage craft improvisation and characterisation. They learn teamwork, create original scenes with dynamic movement and dialogue.

Assessment

Rehearse and perform an original work
Record progress and respond to dramatic works in drama journal
Responding Task - analysis of a live performance

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.

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 or 2

Unit: 7MEDI -

This unit introduces students to the Arts strain of Media. They will explore ways of expressing their ideas and feelings with words, sounds and images, and learn how to utilise technologies to communicate these to others. They have the opportunity to create different media works including book trailers, photobooks, short films and magazine covers. The activities encourage students to see their contexts from different perspectives and in interesting and new ways.

Assessment

Research and analysis of a marketing strategy
Adobe Illustrator tasks
Create a corporate package

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

Course Organisation and Assessment:

Semester 1 or 2

Unit: 7MUSI -

Students explore a variety of genres and styles including video game music, ukulele and voice. They will create their own video game score, perform on ukulele, voice and DJ equipment as well as respond to a variety of music genres including pop, rock, musical theatre, film, music and jazz.

Assessment

Comparative essay
Pop song 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.

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

- design and are creative, innovative and enterprising when using traditional, contemporary and emerging digital technologies, and understand how technologies have developed over time
- frame problems and create solutions using the computational thinking concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation; digital systems; and interactions and impact
- use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of formal and informal settings

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:

Semester 1 or 2

Unit: 7COMP – Computer Coding Introductory

Task 1: - Theory - Computer skills

Task 2: - Practical Project - Make a Computer Game

Assessment

Theory - Summative

Practical Project - Summative

Future Jobs: Gaming, Software Development and Support

For enquiries contact the Head of Department: Mr Michael Denman

michael_denman@mercymackay.qld.edu.au

Technology - Home Economics

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.

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 solution
- 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

Course Organisation and Assessment:

Semester 1 or 2

Unit: 7FOOD - Foundation

Task 1: Theory - Process Journal Design Folio linked to the project & Food & Nutrition.

Task 2: Practical Project 1 -Personalised T-Shirt Design Project

Practical Project 2- Signature Cupcake Challenge

Assessment

Design Folio - Summative

Theory Test - Summative

Practical Project - Summative

Future Jobs: Fashion Design

For enquiries contact the Head of Department: Mr Michael Denman

michael_denman@mercymackay.qld.edu.au

Technology - Manual Arts

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.

Course Organisation and Assessment:

Semester 1 or 2
Unit: 7MANA Topic 1: Practical - Carry-all Topic 2: Theory - Sketching Topic 3: Theory - Electronics, hovercraft design Topic 4: Practical Project - Hovercraft Assessment Design Folio - Summative Project - Summative

Future Jobs: Trades, Architecture

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

Course Organisation and Assessment:

Semester 1 or 2

Unit: 7ROBO

Topic 1: Automated Musical Instrument - Create a musical instrument

Topic 2: Robocup Rescue - Robocup Junior/Senior Rescue challenge.

Topic 3: Investigating and Creating Interfaces

Topic 4: Robocup Soccer - Robocup Junior/Senior Soccer challenge (Dance upon request).

Assessment

Topic 1: - Formative in-class tasks

Topic 2: - Summative - Digital Portfolio

Topic 3: - Formative in-class tasks

Topic 4: - Summative - Digital Portfolio

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:

Students will be learning the qualities of being a leader and how to develop those qualities within. They discover the *'7 Habits of Highly Effective People'* and the *Leader in Me* through challenging and interactive learning experiences and begin to develop a foundation for demonstrating and improving the use of these habits in their daily lives. The students will also learn valuable study skills which when regularly utilised, will set the students up for success while studying in the future.

COURSE AIMS:

Through the *7 Habits and Leader in Me program* students will develop skills for college, career, and life that are necessary to thrive in today's ever-changing, fast-paced environment. These programs are based on a theory of change known as the See-Do-Get Cycle. When you change the way you **See** things, it influences what you **Do** and the results you **Get**.

The Year 7 subject aims to ensure students develop skills in the areas of:

- Study and learning
- Self-discipline and self directed learning
- Vision
- Initiative
- Communication
- Relationship Building
- Teamwork

COURSE ORGANISATION AND ASSESSMENT:

Semester 1 (compulsory unit for all Year 7 students)

Unit: CA070 - Skills for Learning

This unit introduces the *7 Habits of Highly Effective People* and the *Leader in Me* program. Students will explore behaviours and attitudes and how these affect personal performance. The unit also focuses on personal skills and values, study skills and learning styles, goal setting and time management. Students will also begin to document their plans for the future.

Assessment

Task 1: Study Skills written task

Task 2: Creative task on the 7 Habits

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
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