

SUBJECT SELECTION HANDBOOK

Year 8



MERCY COLLEGE
MACKAY

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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 8

Semester 1	Semester 2
Religion (RE501)	Religion (RE502)
English (EN510)	English (EN512)
Mathematics (MA513)	Mathematics (MA519)
Science (SC557)	Science (SC559)
HPE (choice of which HPE unit)	HPE (choice of which HPE unit)
History (8HIST) or Geography (8GEOG) (Alternate Studies over both semesters)	History (8HIST) or Geography (8GEOG) (Alternate Studies over both semesters)
Language (French or Japanese)	Careers (8CA80)
Arts/Technology (Alternate Studies over both semesters)	Arts/Technology (Alternate Studies over both semesters)

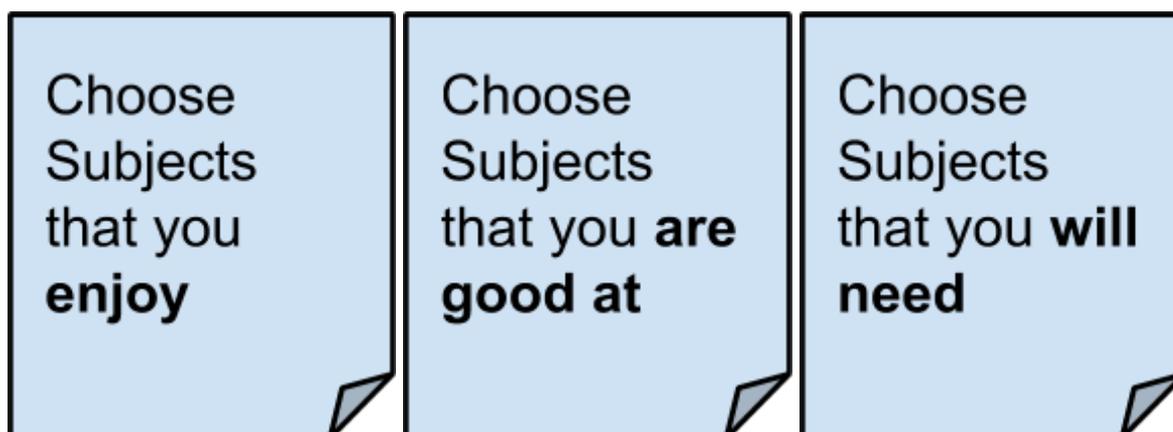
Choosing year 8 subjects

Arts Choices: (must select one for semester 1 or semester 2, can't be a subject you studied in year 7)

- Art
- Dance
- Music
- Drama
- Media

Technology Choices:

- 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 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 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: RE501 - A Journey of Faith</p> <p>Topic 1. Parables Christians are called to be examples of Jesus in the world today. Through dramatic expression we listen to the messages found in the New Testament Parables about compassion, justice and hope.</p> <p>Topic 2. Sacraments of Initiation As students of Mercy College, we look at the journey of how to become members of the Church by exploring the Sacraments of Initiation – Baptism, Confirmation and Eucharist. We learn about the Initiation rituals in Judaism, Aboriginal and Torres Strait Islanders and Hinduism.</p> <p>Assessment Summative Assessment 1: Parable in contemporary context Assessment 2: Compare and contrast</p>	<p>Unit 2: RE502 - Values and Decisions</p> <p>Topic 3. Liturgy Participating in Liturgy is something we do at Mercy College as a community. We learn about the components of a Liturgy and develop our prayer life, using stillness to guide our thoughts and actions. We lead others in Liturgy.</p> <p>Topic 4. Moral Decision Making Christian life is about growing in right relationship with God and others. Exploring moral scenarios we learn more about how to make positive and powerful decisions about our own life. We develop a deeper understanding of models for a Christian life.</p> <p>Assessment Summative Assessment 1: Create a Liturgy 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 teamwork and leading others.

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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 - EN510	Semester 2 - EN512
<p>Term One: Who are you? <i>I am Number Four</i></p> <p>Through an examination of a familiar text, students will be introduced to the importance of reading for purpose. Student will understand of theme is created through an imaginative text</p> <p>Term Two: Heros and Villians <i>The Invisible Hero</i></p> <p>Students will examine familiar and unfamiliar texts (comic books, films, narrative literature) students will be introduced to reading practices that encourage students to make judgements on the qualities of heroes and villains and explore the idea of real life/everyday heroes.</p> <p>Assessment Analytical Essay Persuasive Spoken</p>	<p>Term Three: Looking Forward <i>The Giver</i></p> <p>Through a close study of a text students will investigate the importance of Morals and Ethics in a community. They will form an opinion surrounding freedom and choice and what that really means.</p> <p>Term Four: Science Fiction and Fantasy</p> <p>Students will engage with literary and non-literary texts to develop an understanding of the world of science fiction and fantasy. Students will also develop their creative writing skills as they create their own imaginary world.</p> <p>Assessment Analytical Essay Creative Writing - Short Story</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: Mrs Ashlea Kennedy
ashlea_kennedy@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: MA513</p> <p>Topic 1: Index laws, decimals and irrational numbers.</p> <p>Topic 2: Percentages, rates, ratios and financial maths.</p> <p>Topic 3: Algebra and graphing linear equations.</p> <p>Assessment Exam in term 1 In class Task Exam at the end of semester.</p>	<p>Unit: MA519</p> <p>Topic 1: Measurement and time.</p> <p>Topic 2: Congruency</p> <p>Topic 3: Probability</p> <p>Topic 4: Statistics</p> <p>Assessment Exam term 3 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 future 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: SC557</p> <p>Topic 1: Biology</p> <ul style="list-style-type: none">• Cell structure and function• Multi-cellular organisms and organs• Asexual and Sexual Reproduction• Digestion systems <p>Topic 2: Physics</p> <ul style="list-style-type: none">• Different forms of Energy• Kinetic Energy• Potential Energy• Heat Energy <p>Assessment</p> <p>Practical Investigation Report - Heart Dissection Examination - Energy Practical Investigation Report - Energy transformation</p>	<p>Unit: SC559</p> <p>Topic 1: Earth Science</p> <ul style="list-style-type: none">• Sedimentary, Igneous and Metamorphic Rocks• Rock and Mineral Formation• Earthquakes• Volcanoes <p>Topic 2: Chemistry</p> <ul style="list-style-type: none">• Different states of Matter• Motion and arrangement of particles• Elements, Compounds and Mixtures• Periodic table• Chemical reactions <p>Assessment</p> <p>Research Essay - Earthquakes Mid Semester Examination - Rock Cycle End Semester Examination - Chemistry</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	
<p>Unit: PE555 – Leisure Activities</p> <p>Theory - Health & Fitness:</p> <ul style="list-style-type: none"> ● importance of developing each dimension of health. ● benefits of fitness and the various aspects of training programs. ● identify and develop each of the fitness components. <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>Summative Assessment: Assessment 1 - Examination Assessment 2 - Practical Portfolio</p>	<p>Unit: PE562 – Indoor Games</p> <p>Theory - Health & Fitness:</p> <ul style="list-style-type: none"> ● importance of developing each dimension of health. ● benefits of fitness and the various aspects of training programs. ● identify and develop each of the fitness components. <p>Practical: Indoor sports such as basketball, volleyball, European Handball, street hockey, as well as modified games and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Examination Assessment 2 - Practical Portfolio</p>

Semester 1 (Excellence Units require special permission to enrol in)		
<p>Unit: PE597 – Excellence in Netball</p> <p>Theory - Health & Fitness:</p> <ul style="list-style-type: none"> ● importance of developing each dimension of health. ● benefits of fitness and the various aspects of training programs. ● identify and develop each of the fitness components. ● Netball-themed content. <p>Practical: Netball and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Examination Assessment 2 - Practical Portfolio</p>	<p>Unit: PE598 – Excellence in Soccer</p> <p>Theory - Health & Fitness:</p> <ul style="list-style-type: none"> ● importance of developing each dimension of health. ● benefits of fitness and the various aspects of training programs. ● identify and develop each of the fitness components. ● Soccer-themed content. Gender-specific classes if numbers allow. <p>Practical: Soccer (indoor and outdoor) and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Examination Assessment 2 - Practical Portfolio</p>	<p>Unit: PE599 – Excellence in Rugby League</p> <p>Theory - Health & Fitness:</p> <ul style="list-style-type: none"> ● importance of developing each dimension of health. ● benefits of fitness and the various aspects of training programs. ● identify and develop each of the fitness components. ● Rugby League-themed content. <p>Practical: Rugby League and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Examination Assessment 2 - Practical Portfolio</p>

Semester 2 (Excellence Units require special permission to enrol in)		
<p>Unit: PE552 – Racquet Sports</p> <p>Theory - It's All About Me:</p> <ul style="list-style-type: none"> ● dealing with adolescence and the impacts on one's self-concept and self-esteem. ● developing a positive relationship between friends, family and the wider community. ● the effects and other associated topics associated with licit and illicit drugs. <p>Practical: Squash, table tennis, mixed games and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio</p>	<p>Unit: PE564 – Sport-A-Rama</p> <p>Theory - It's All About Me:</p> <ul style="list-style-type: none"> ● dealing with adolescence and the impacts on one's self-concept and self-esteem. ● developing a positive relationship between friends, family and the wider community. ● the effects and other associated topics associated with licit and illicit drugs. <p>Practical: Variety of sports (volleyball is compulsory), mixed games and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio</p>	<p>Unit: PE556 – Sport Aerobics</p> <p>Theory - It's All About Me:</p> <ul style="list-style-type: none"> ● dealing with adolescence and the impacts on one's self-concept and self-esteem. ● developing a positive relationship between friends, family and the wider community. ● the effects and other associated topics associated with licit and illicit drugs. <p>Practical: Sport Aerobics (incorporates aerobics, dance & fitness) 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: PE594 – Excellence in Cricket</p> <p>Theory - It's All About Me:</p> <ul style="list-style-type: none"> ● dealing with adolescence and the impacts on one's self-concept and self-esteem. ● developing a positive relationship between friends, family and the wider community. ● the effects and other associated topics associated with licit and illicit drugs. ● Cricket-themed content. <p>Practical: Cricket and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio</p>	<p>Unit: PE595 – Excellence in Basketball</p> <p>Theory - It's All About Me:</p> <ul style="list-style-type: none"> ● dealing with adolescence and the impacts on one's self-concept and self-esteem. ● developing a positive relationship between friends, family and the wider community. ● the effects and other associated topics associated with licit and illicit drugs. ● Basketball-themed content. <p>Practical: Basketball and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Multi Modal Assessment 2 - Practical Portfolio</p>	<p>Unit: PE596 – Excellence in Touch Football</p> <p>Theory - It's All About Me:</p> <ul style="list-style-type: none"> ● dealing with adolescence and the impacts on one's self-concept and self-esteem. ● developing a positive relationship between friends, family and the wider community. ● the effects and other associated topics associated with licit and illicit drugs. ● Touch Football-themed content. <p>Practical: Touch Football and Athletic Development Program (coordinated with Integrated Bodies).</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:

There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.

'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.'

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of the population is a sensitive indicator of economic and social change and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries.

Course Organisation and Assessment:

Students will complete Geography in either semester 1 or 2 with a two theme focus over the semester.

Semester 1 or 2 - alternating with History	
<p>Unit: 8GEOG - Landscapes and Landforms</p> <ul style="list-style-type: none"> • Different types of landscapes and their distinctive landform features • Geomorphic processes that produce landforms • Causes, impacts and responses to a geomorphological hazard • Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples - focusing on Uluru • Mapping Australian landforms • Creation of a clay model of coastal processes <p>Assessment</p> <p>Summative 1 - Exam</p>	<p>Unit: 8GEOG - Changing Nations</p> <ul style="list-style-type: none"> • Causes and consequences of urbanisation • Differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences • Reasons for, and effects of, internal migration in both Australia and China • Reasons for, and effects of, international migration in Australia <p>Assessment</p> <p>Summative 1 - Multimodal presentation on world country</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.

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Course Organisation and Assessment:

Semester 1 or 2 - alternating with Geography

Unit: 8HIST

- The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society
- Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades)
- Continuity and change in society in ONE of the following areas: crime and punishment;
- Dominance of the Catholic Church and the role of significant individuals such as Charlemagne
- The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society
- The role of a significant individual in the expansion of Viking settlement and influence, such as Erik the Red or Leif Ericson
- Living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God
- The role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease
- Causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries

Assessment

Summative 1: Exam - Knowledge and Source Analysis
Summative 2: Multimodal Research Task

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 1
<p>Unit: 8FREN - 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>

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 1
<p>Unit: 8JAPA- 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 plan 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 create artworks. Visual Art enriches 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: 8 ART -

Students will explore the elements and principles of art and create their own artworks using different mediums such as drawing, painting, printing and sculpting.

Assessment

Plan and create a major artwork

Record their learning through process notes

Respond to and analyse their own artwork through creating an artist's statement

Research and analyse the use of elements and principles in artists' work

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 by 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

Unit: 8DANC - All That Jazz

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.

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 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 a 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: 8 DRAMA - Acting Out

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

Assessment

Rehearse and perform an original work
Record progress and respond to dramatic works in drama journal
Participate in improvisation and a Theatre Sports Competition

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 with 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: 8MEDI

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 and programs to communicate these to others. They have the opportunity to create different media works including photobooks, short films and magazine covers. The activities encourage students to see their contexts from different perspectives and in interesting and new ways.

Assessment

Film and edit a short film
Design and create a magazine cover
Complete a variety of small theoretical tasks

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 a 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 a 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: 8MUSI - Pop all the Way

This unit explores various types of popular music including rock, jazz, pop and ballad. Students will listen to and perform various music genres becoming familiar with different styles and forms used. Students will continue to develop their listening, performing and composing skills

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: 8COMP – Computer Coding Introductory

Task 1: - Practical Project - Design and create a Website

Task 2: - Practical Project - Make a computer game

Assessment

Practical Project - 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 aim to develop the knowledge, understanding and skills to ensure that, individually 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: 8FOOD - 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 Projects - Summative

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 - 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 aim to develop the knowledge, understanding and skills to ensure that, individually 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: 8MANA - Foundation
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

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: 8ROBO

Topic 1: Automated vehicle - Create an interactive vehicle

Topic 2: Robocup Rescue - Robocup Junior Rescue challenge

Topic 3: Interacting with the environment - infrared interactions

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

Assessment

Topic 1: - Formative in-class challenges (eg farm check challenge)

Topic 2: - Summative - Rescue Digital Portfolio

Topic 3: - Formative in-class challenges (eg Mexican wave)

Topic 4: - Summative - Soccer 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:

The content focus for Year 8 students is based on self-awareness and the development of positive habits, using the *7 Habits of Highly Effective People* and the *Leader in Me* programs. Students will gain an in-depth understanding of personal leadership and develop the capacity to lead in their own lives and make positive choices.

COURSE AIMS:

The unit aims to develop students self awareness, study skills, positive personal habits and knowledge of the career planning process.

The Year 8 subject aims to ensure students develop:

- Positive habits and leadership skills
- Self awareness - values, strengths, interests
- Study skills and an understanding of individual learning styles
- Knowledge of career planning

COURSE ORGANISATION AND ASSESSMENT:

Semester 2 (compulsory unit for all Year 8 students)

Unit: CA080 - Making Connections

Students expand their understanding of 'The 7 Habits of Highly Effective People' building upon the foundation learning in Year 7. They will be challenged through self-reflection activities as well as a multitude of group learning experiences delivered in a fun, hands-on and supportive learning environment. The students will also begin career investigations which will encourage them to start thinking about what they may want to pursue after Year 12.

Assessment

Task 1: Research activity and oral presentation of an occupation

Task 2: Written biography of a personal role model

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 mathematics 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 medical 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: Natalie O'Neill natalie_oneill@mercymackay.qld.edu.au