

SUBJECT SELECTION HANDBOOK

Year 9



**MERCY COLLEGE
MACKAY**

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Introduction

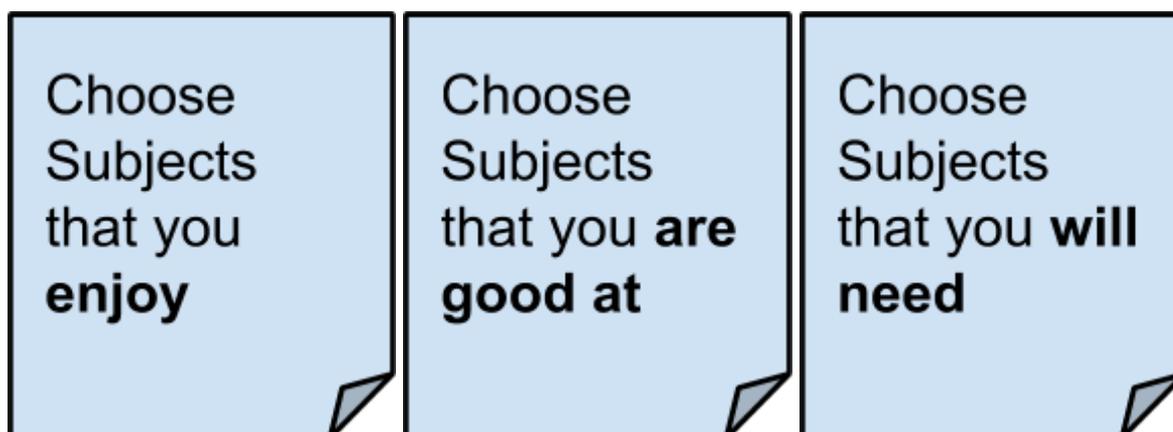
Students have an increased choice of electives as they progress into year 10. The main purpose of increasing elective choice is to actively engage students in their personal learning and assist them in choosing subjects that are guiding them for year 11 and 12.

Study outline for Year 9

Semester 1	Semester 2
Religion (RE601)	Religion (RE602)
English (EN622)	English (EN623)
Mathematics (MA625)	Mathematics (MA628)
Science (SC660)	Science (SC663)
History (HI623)	Careers (CA082)
Elective Choice	Elective Choice
Elective Choice	Elective Choice
Elective Choice	Elective Choice

Choosing year 9 subjects

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



Subject Selection

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

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

The subject selection procedure is as follows:

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

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

How to Select subjects online

Web Preference Access Guide

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

Step 1: Logging into Web Preferences

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

Step 2: Selecting Preferences

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

Step 3: Validating Preferences

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

Step 4: Finishing Up

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

Religion

Course Overview:

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

The study of Religion is organised into four different strands:

- Beliefs
- Morality
- Sacraments
- Prayer

Connections for Year 11 and 12:

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

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

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: RE601 - Justice Brings Peace</p> <p>Topic 1: Prophets Modern-day prophets are explored to learn about how their actions can be an example of how to live a Christian life. We learn about Prophets from the Old Testament and principles from the New Testament.</p> <p>Topic 2: Catholic Teachings Christians are called to live in ways to protect creation and the dignity of every person. We explore this through learning about the Catholic Social Teachings applied to ethical textiles and care of the elderly. Visiting the Aged Care as part of our service-learning program</p> <p>Assessment Summative Assessment 1: Exam Assessment 2: Exam</p>	<p>Unit 2: RE602 - Hope and Healing</p> <p>Topic 3. Prayer across Traditions Students participate in various forms of meditative prayer in the Catholic tradition including Lectio Divina and Christian Meditation. Prayer and worship across Christianity, Buddhism, Hinduism and Aboriginal and Torres Strait Islander Spirituality are explored to identify universal elements.</p> <p>Topic 4: Sacraments of Anointing. Brokenness can be found in some parts of our life. We can be broken in our relationships and in our faith. We will learn ways to nurture reconciliation and healing in our lives through the study of Sacraments of Anointing.</p> <p>Assessment Summative Assessment 3: Compare and Contrast Assessment 4: Exam</p>

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

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

For enquiries contact the Head of Department: Mrs Carmen Bennett

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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
- 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 - EN622	Semester 2 - EN623
<p>Term One: Conflict <i>I am David</i></p> <p>Through an examination of contemporary texts, students will be introduced to reading practices appropriate to middle school English and will develop an understanding and appreciation of characters in literature and their experiences with conflict. This unit will take a particular focus on cultural assumptions and how they can influence conflict.</p> <p>Term Two: Protest</p> <p>Students will use their knowledge of cultural assumptions and conflict and look into Australian poetry created from a social protest. Students will additionally look into the craft of poetic devices and how that can influence an audience to create a global movement.</p> <p>Assessment: Creative Writing - Short Story Persuasive Spoken/ Poetry Anthology</p>	<p>Unit: EN623 - Something Serious <i>Macbeth</i></p> <p>Students will explore the famous work of William Shakespeare. They will be introduced to variances in the English language as well as the development of characters, theme and tragedy.</p> <p>Term Four: Something Light <i>Just Macbeth</i> <i>Modern Film Interpretation</i></p> <p>Through an examination of a variety of comedy and tragedy texts (prose, film, literature) students will be introduced to reading practices that examine the contrasts between traditional and modern literature.</p> <p>Assessment: Analytical Essay Comparative Essay</p>

Connections for Year 11 and 12:

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

Future Jobs:

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

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Mathematics

Course Overview:

Mathematics aims to ensure that students:

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

COURSE ORGANISATION: The study of Mathematics in Year 9 is a two-semester program. Using the Australian Curriculum, Mathematics is organised around the four proficiency strands.

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: MA625</p> <p>Topic 1: Index laws, Scientific Notation, Simple Interest and direct proportion.</p> <p>Topic 2: Algebra</p> <p>Topic 3: Graphing linear and nonlinear equations.</p> <p>Assessment Exam end of term 1 Exam end of the semester</p>	<p>Unit: MA628</p> <p>Topic 1 Pythagoras and Trigonometry</p> <p>Topic 2 Measurement</p> <p>Topic 3 Probability</p> <p>Topic 4 Statistics</p> <p>Assessment Exam end of term 3 In-class task</p>

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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.

Unit Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: SC660</p> <p>Topic 1: Chemistry</p> <ul style="list-style-type: none"> • Atomic Structure • Atomic Mass • Chemical Equations • Chemical reactions: Acids, Combustion, Oxidation <p>Topic 2: Biology</p> <ul style="list-style-type: none"> • Body systems: Respiratory, Circulatory, Digestive, Nervous and Excretory. • Plant systems <p>Assessment Mid Semester Exam Research Essay - Glands and Hormones</p>	<p>Unit: SC663</p> <p>Topic 1: Physics</p> <ul style="list-style-type: none"> • Energy Transfer • Heat Transfer • Properties of Waves • Light Spectrum <p>Topic 2: Earth and Space Science</p> <ul style="list-style-type: none"> • The Universe • The Sunlight and heat energy • Stars and their life cycle • The Big Bang and other Universe theories <p>Assessment Mid Semester Exam - Heat and Light energy Practical Investigation Report - Heat and Energy transfer. Research Essay - Origins of the universe</p>

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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: PE655 – Leisure Activities</p> <p>Theory - Issues in Society:</p> <ul style="list-style-type: none"> ● study of various social issues that are evident in today's society. ● possible consequences of actions, along with how the Catholic Church views each topic. ● making decisions to maintain positive health and wellbeing. <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 - Multi-modal Assessment 3 - Practical Portfolio</p>	<p>Unit: PE662 – Indoor Games</p> <p>● Theory - Issues in Society:</p> <ul style="list-style-type: none"> ● study of various social issues that are evident in today's society. ● possible consequences of actions, along with how the Catholic Church views each topic. ● making decisions to maintain positive health and wellbeing. <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 - Multi-modal Assessment 3 - Practical Portfolio</p>

Semester 1 (Excellence Units require special permission to enrol in)		
<p>Unit: PE697 – Excellence in Netball</p> <p>Theory - Issues in Society:</p> <ul style="list-style-type: none"> ● study of various social issues that are evident in today's society. ● possible consequences of actions, along with how the Catholic Church views each topic. ● making decisions to maintain positive health and wellbeing. <p>Practical: Netball and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Examination Assessment 2 - Design Format Assessment 3 - Practical Portfolio</p>	<p>Unit: PE698 – Excellence in Soccer</p> <p>Theory - Issues in Society:</p> <ul style="list-style-type: none"> ● study of various social issues that are evident in today's society. ● possible consequences of actions, along with how the Catholic Church views each topic. ● making decisions to maintain positive health and wellbeing. <p>Practical: Soccer (indoor and outdoor) and Athletic Development Program (coordinated with Integrated Bodies) .</p> <p>Summative Assessment: Assessment 1 - Examination Assessment 2 - Design Format Assessment 3 - Practical Portfolio</p>	<p>Unit: PE699 – Excellence in Rugby League</p> <p>Theory - Issues in Society:</p> <ul style="list-style-type: none"> ● study of various social issues that are evident in today's society. ● possible consequences of actions, along with how the Catholic Church views each topic. ● making decisions to maintain positive health and wellbeing. <p>Practical: Rugby League and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Examination Assessment 2 - Design Format Assessment 3 - Practical Portfolio</p>

Semester 2		
<p>Unit: PE652 – Racquet Sports</p> <p>Theory - Health & Wellbeing:</p> <ul style="list-style-type: none"> • study of nutrition, FAD Diets and lifestyle diseases. • study of exercise benefits, physical inactivity and sedentary behaviour. • sports injuries and first aid. <p>Practical: Badminton, tennis, mixed games and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Design Format Assessment 2 - Examination Assessment 3 - Practical Portfolio</p>	<p>Unit: PE654 – Recreational Pursuits</p> <p>Theory - Health & Wellbeing:</p> <ul style="list-style-type: none"> • study of nutrition, FAD Diets and lifestyle diseases. • study of exercise benefits, physical inactivity and sedentary behaviour. • sports injuries and first aid. <p>Practical: Possible activities such as archery, croquet, lawn bowls, team-initiative tasks and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Design Format Assessment 2 - Examination Assessment 3 - Practical Portfolio</p>	<p>Unit: PE664 – Sport-A-Rama</p> <p>Theory - Health & Wellbeing:</p> <ul style="list-style-type: none"> • study of nutrition, FAD Diets and lifestyle diseases. • study of exercise benefits, physical inactivity and sedentary behaviour. • sports injuries and first aid. <p>Practical: Variety of sports (softcrosse is compulsory), mixed games and gym sessions.</p> <p>Summative Assessment: Assessment 1 - Design Format Assessment 2 - Examination Assessment 3 - Practical Portfolio</p>

Semester 2 (Excellence Units require special permission to enrol in)		
<p>Unit: PE694 – Excellence in Cricket</p> <p>Theory - Health & Wellbeing:</p> <ul style="list-style-type: none"> • study of nutrition, FAD Diets and lifestyle diseases. • study of exercise benefits, physical inactivity and sedentary behaviour. • sports injuries and first aid. <p>Practical: Cricket and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Design Format Assessment 2 - Examination Assessment 3 - Practical Portfolio</p>	<p>Unit: PE695 – Excellence in Basketball</p> <p>Theory - Health & Wellbeing:</p> <ul style="list-style-type: none"> • study of nutrition, FAD Diets and lifestyle diseases. • study of exercise benefits, physical inactivity and sedentary behaviour. • sports injuries and first aid. <p>Practical: Basketball and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Design Format Assessment 2 - Examination Assessment 3 - Practical Portfolio</p>	<p>Unit: PE696 – Excellence in Touch Football</p> <p>Theory - Health & Wellbeing:</p> <ul style="list-style-type: none"> • study of nutrition, FAD Diets and lifestyle diseases. • study of exercise benefits, physical inactivity and sedentary behaviour. • sports injuries and first aid. <p>Practical: Touch football and Athletic Development Program (coordinated with Integrated Bodies).</p> <p>Summative Assessment: Assessment 1 - Examination Assessment 2 - Examination Assessment 3 - Practical Portfolio</p>

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

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Humanities: Civics and Citizenship

Course Overview:

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

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: CI633 - Law and Government</p> <ul style="list-style-type: none"> • Branches of law • Understanding of Australian parliament and politicians • Explore the origins of common and statute law • Understand the difference between civil and criminal law through an analysis • Understand the role of the court system • Understand citizenship and how to become an active citizen • The different levels of government - local, state and federal • Roles and functions of political parties <p>Assessment</p> <p>Summative 1 - Political campaign Summative 2 - Exam</p>	<p>Unit: CI637 - Politics, Media and Sport Law</p> <ul style="list-style-type: none"> • Purpose and meaning of political cartooning • Analysis of political cartoons and the creation of student cartoon • Role of media in democracy • Ownership of the media • Political control of the media • Understanding sports law focusing on:- negligence, assault and disputes • Investigation of issues in sport <p>Assessment</p> <p>Summative 1 - Collection of work Summative 2 - Debate</p>

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

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

Humanities: Geography

Course Overview:

'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: GE627 Biomes and Food Security</p> <ul style="list-style-type: none"> • Distribution and characteristics of biomes • Human alteration of biomes to produce food, industrial materials and fibres • Environmental, economic and technological factors that influence crop yields in Australia and across the world • Challenges to food production, including land and water degradation, shortage of freshwater, competing land uses, and climate change, for Australia and other areas of the world • The capacity of the world's environments to sustainably feed the projected future global population <p>Assessment</p> <p>Summative 1: Research Task Summative 2: Exam</p> <p>Note: This unit has an excursion component</p>	<p>Unit: GE628 Interconnections</p> <ul style="list-style-type: none"> • The perceptions people have of the place, and how these influence their connections to different places • The way transportation and information and communication technologies are used to connect people to services, information and people in other places • The ways that places and people are interconnected with other places through trade in goods and services, at all scales • The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia • The effects of people's travel, recreational, cultural or leisure choices on places, and the implications for the future of these places <p>Assessment</p> <p>Summative 1: Multimodal Summative 2: Exam</p>

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

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Humanities: History

Course Overview:

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: HI623 - Making of the Modern World</p> <p>Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.</p> <ul style="list-style-type: none"> • Nationalism and imperialism in Europe • An overview of the causes of World War I and the reasons why men enlisted to fight in the war • The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign • The impact of World War I, with a particular emphasis on Australia • Understanding of war on the Western Front and Trench warfare • Chinese and Indigenous ANZACs <p>Assessment</p> <p>Summative 1: Essay Summative 2: Exam</p>	<p>Unit: HI624 - Revolutions that shaped the Modern Era</p> <ul style="list-style-type: none"> • The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation • The population movements and changing settlement patterns during this period • The experiences of men, women and children during the Industrial Revolution, and their changing way of life • The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication • Focus studies on the following revolutions:- American, Russian, French and the Chinese <p>Assessment</p> <p>Summative 1: Exam Summative 2: 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

Humanities: Economics & Business

Course Overview:

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

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

The Economics and Business content at this year level involves two strands: economics and business knowledge and understanding, and economics and business skills. These strands are interrelated and taught in an integrated manner, appropriate to specific local contexts.

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: EB611 - Personal Finance and The Nature of Innovation</p> <ul style="list-style-type: none">• Personal Finance, with a focus on risk and reward• Pitching an innovate, scalable and sustainable business solution that makes the world a better place <p>Assessment Summative 1: Statement of financial advice case study Summative 2: Business pitch presentation</p>	<p>Unit: EB612 - Economics & Trade and The Future of Work</p> <ul style="list-style-type: none">• Introduction to the global economy and trade• Exploring the changing roles and responsibilities of participants in the global workplace <p>Assessment: Summative 1: In-class exam Summative 2: Multimodal</p>

Future Jobs: Chartered Accountant, Data Analyst, Economist, Statistician, Stockbroker, Banker, Manager, Small business owner, Marketing Officer, Digital Communication Strategist

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

Languages: French

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

Course Overview:

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

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

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

Connections for Year 11 and 12:

Continuing to Senior Language study at St Patrick's College

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

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: FR512 - French - Mon école, mes loisirs, ma maison et ma ville</p> <p>The focus of this unit is to describe the likes and dislikes in relation to sports and hobbies, as well as research what past-times are popular in France. Students will compare and contrast the Australian and French education systems. Study will then move onto designing their own dream house as well as studying house types in France and throughout the Francophone (French-speaking) world.</p> <p>Assessment Writing exam Multi-modal assignment comparing daily life in France and Australia</p>	<p>Unit: FR510 - French - La nourriture et les festivals</p> <p>Why have the French gained a reputation for having world-class cuisine? The focus of this unit is to discover the importance of food in French culture. There will be cooking and recipe writing in this unit. Students will then investigate the many festivals and celebrations on the French calendar.</p> <p>Assessment Reading and writing exam Listening and speaking exam</p>

Future Jobs:

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

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

Languages: Japanese

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

Course Overview:

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

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

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

Connections for Year 11 and 12:

Continuing to Senior Language study at St Patrick's College

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

Course Organisation and Assessment:

Semester 1	Semester 2
<p>Unit: JA563 - Japanese - 日本の過去と現在 - Japan's past and present</p> <p>Have you ever wondered what the daily life of a Samurai or Ninja is like and how this compares to modern daily life? The focus of this unit will be study into Japan's history, concentrating on the feudal period of war, samurai and ninja. It will then move onto present day Japan. Schooling will also be the key area of study with a comparison of the Japanese and Australian education system.</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>	<p>Unit: JA561 - Japanese - 祭りに食べに行こう - Let's go and eat at the festival</p> <p>Japan's festivals are some of the most vibrant and exciting celebrations in the world, filled with food, music, dancing and fun! The focus of this unit will be the study of the various festivals which occur each month. The activities and ceremonies of each festival will be discussed. Students will also look at food, which is a very important part of the Japanese culture. They will be exposed to a variety of Japanese dishes and will cook some wonderful festival food!</p> <p>Assessment Listening and reading exam Written assignment - Students will create their own Japanese comic and introduce their main characters in Japanese.</p>

Future Jobs:

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

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

The Arts: Visual Art

Course Overview:

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

The study of Visual Art develops students who:

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

Connections for Year 11 and 12:

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

- Visual Art

Semester 1: **Not all units will be offered each semester**

Unit: AR514 - Tell Me A Story

A hands-on unit which explores storytelling through ceramics. Students will create Surreal works out of ready-made objects based on 20th-century art movements eg. Surrealism and Dadaism. They will question the notion of "What is Art?", and use their art to inform us of past events. Students will explore concepts such as juxtaposition, symbolism and pottery techniques.

Assessment

Making - 2D 3D folios
Response to Stimulus

Unit: AR510 - Beyond Reality

Students will explore a range of drawing /media techniques focussing on artists that have used distortion and abstraction in their portraits. They will distort and represent themselves through 2D and 3D artworks and sculpture. The focus of this unit is on printmaking techniques eg. mylar, drypoint, mono printing and solar transfer.

Assessment

Making - 2D 3D folios
Response to Stimulus

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

Unit: AR521 Art As A Code

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

Assessment

Making- 2D 3D
Response to stimulus

AR522 Art As Lens

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

Assessment

Making- 2D 3D
Response to stimulus

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

The Arts: Dance

Course Overview:

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

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

- Through the creative process of Choreography, students learn how patterns of movement are combined and structured in space with dynamics to create meaning, to express personal or social ideas and to tell stories. The skills of communication, improvisation, personal problem-solving, group decision-making, and planning and organising activities are fostered in this process.
- In Performance, unique technical and expressive demands of dance are developed. Students develop their personal expressive power to convey meaning through dance to an audience. They are rewarded by a sense of achievement and satisfaction through the physical expression of a creative idea. Students can build self-confidence and physical capabilities by experiencing a variety of dance techniques.
- Responding to 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: Not all units will be offered each semester		
<p>Unit: DA595 - All That Jazz</p> <p>This unit explores dance styles in Musical Theatre. Students will perform routines from Chicago, Cats, Singin' in the Rain, Oklahoma and many more. They develop the skills to create and perform their own choreography and choices in musicals and dance styles. Students will take on the creative roles of choreographer, performer, actor and director. The dance styles of jazz, cabaret, tap and ballet will be featured in this unit.</p> <p>Assessment Rehearsal and performance of a teacher devised dance work Individual or paired choreography Analysis of peer performance, live or recorded dance performance. Reflection on learning in dance journal..</p>	<p>Unit: DA598 - Bring it On</p> <p>Students will explore the skills of cheerleading. A trained professional will guide students through the skills needed to become a cheerleader. Motion and hip hop choreography and stunts ranging from basic high stands to elevators and pyramids will be taught.</p> <p>Assessment Small group routines using own choreography and soundtrack. Analysis of peer performance, live or recorded dance performance. Reflection on learning in dance journal.</p>	<p>Unit: DA591 - Dance Excellence Focus: Hip Hop or Contemporary</p> <p>To select this unit students must have a minimum of 5 years of dance experience. This unit provides students with identified Dance talent an opportunity to develop their dance performance and expose them to various facets of Dance. Topics of exploration include fitness and nutrition for performance, technical and performance skills covering a wide range of styles and forms. Students will develop choreographic and creating skills.</p> <p>Assessment Rehearsal and performance of a teacher devised dance work Individual or paired choreography Analysis of peer performance, live or recorded dance performance. Reflection on learning in dance journal.</p>

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

<p>Unit: DA593- Dance Fusion</p> <p>Students explore the history of social dance. Learning popular dance styles from the 1920s through to the modern genres. They will take a step back in time and enjoy experiencing what was happening socially, politically and artistically during the eras.</p> <p>Assessment Rehearsal and performance of a teacher devised dance work Individual or paired choreography Analysis of peer performance, live or recorded dance performance. Reflection on learning in dance journal.</p>	<p>Unit: DA597 - This is Me</p> <p>Students learn the art of choreographing and dance composition with learning experiences in solo, duet and group dance. Students will choreograph movement pieces inspired by their favourite songs and artists, lyrics, paintings and childhood memories They study the choreographers who paved the way in contemporary dance and analyse some of their work.</p> <p>Assessment Rehearsal and performance of a teacher devised dance work Individual or paired choreography Analysis of peer performance, live or recorded dance performance. Reflection on learning in dance journal.</p>	<p>Unit: DA592 - Dance Excellence Focus: Modern Contemporary or Broadway</p> <p>To select this unit students must have a minimum of 5 years dance experience This unit aims to provide students with identified Dance talent an opportunity to develop their dance performance and expose them to various facets of Dance. Topics of exploration include fitness and nutrition for performance, technical and performance skills covering a wide range of styles and forms. Students will further develop choreographic and creating skills and the unit provide a realistic opportunity for students to realise potential through the development of Dance technique.</p> <p>Assessment Rehearsal and performance of a teacher devised dance work Individual or paired choreography Analysis of peer performance, live or recorded dance performance. Reflection on learning in dance journal.</p>
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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 a 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: <u>Not all units will be offered each semester</u>	
<p>Unit: DR542 - Melodrama</p> <p>Students will explore the history of Melodrama through a comedic and practical unit in this style. They will perform, create and respond in this genre as they learn all about the stereotypical characters and conventions. Students can expect to present either a performance or devising task to the public as a part of the assessment in this unit.</p> <p>Assessment Rehearse and perform a written melodrama script Design and direct a Melodramatic Silent Film Record progress and respond to dramatic works in drama journal Responding Task - analysis of a performance</p>	<p>Unit: DR544 - Realism</p> <p>Students will explore the history of this important genre of drama in a practical unit in this style. They will perform, create and respond in this genre as experience a variety of scripts from the best playwrights of this genre. Students can expect to present either a performance or devising task to the public as a part of the assessment in this unit.</p> <p>Assessment Rehearse and perform a scene from a published play Write a scene for a playscript Record progress and respond to dramatic works in drama journal Responding Task - analysis of a live performance</p>

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

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

The Arts: Media

Course Overview:

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

The study of Media Arts ensures that students develop:

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

Connections for Year 11 and 12:

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

- Film and Television & New Media

Course Organisation and Assessment:

The study of Media Arts in Years 9 and 10 is organised in a two-year rotation to provide students 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: <u>Not all units will be offered each semester</u>	
<p>Unit: MD532 - Pump Up the Volume!</p> <p>Students develop an understanding of the forms and practices used by the music industry to promote popular artists and songs. Students will emulate roles and practices in the film industry by collaborating to create a music film clip. Opportunities exist to collaborate with another art unit.</p> <p>Assessment Music Video Analysis Design and produce a Music Video</p>	<p>Unit: MD534 - Eye Openers</p> <p>Students examine and analyse the role of the media in creating awareness and promoting change. They develop the skills to express their own viewpoints through a variety of documentary-related mediums, including interactive and multi-platform mediums. Opportunity exists to collaborate with another arts unit.</p> <p>Assessment Interactive Documentary Analysis Design and produce a Documentary</p>
Semester 2: <u>Not all units will be offered each semester</u>	
<p>Unit: MD585 - Lights, Camera, Action!</p> <p>Students investigate the film advertising world through the lens of the film trailer - once simple, now often works of art all on their own. Explore and analyse what makes film trailers so effective, and use their knowledge to design, film, and edit a trailer for a fictional film of their own design.</p> <p>Assessment Film Trailer Analysis Design and produce a Film Trailer</p>	<p>Unit: MD531 - Press Any Key To Start</p> <p>Students discover the history of film and the gaming world, and experience the incredible creative process behind story design and world-building.</p> <p>Assessment Media History Essay (topic own-choice) Design the storyline, world, and characters for a video game (own-choice platform) Design and film a basic stop-motion animation</p>

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

The Arts: Music

Course Overview:

The study of Music develops students who

- make decisions about musical elements, languages and cultural protocols in relation to 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 future application

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

Connections for Year 11 and 12:

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

- Music

Course Organisation and Assessment:

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

Semester 2: Not all units will be offered each semester	
<p>Unit: MU561 - Film Music</p> <p>This unit explores various types of music in the media, including music from films, TV, and video games. Students will listen to and compose music in these genres becoming familiar with different styles and forms used. Students will have access to the MusicEDU program suite where they will learn recording and compositional techniques in the film style. Students will continue to develop their aural skills. Students will present a public performance as a part of the assessment of this unit.</p> <p>Assessment Analytical Essay Film Score Composition Performance Task</p>	<p>Unit: MU563 - Jazz</p> <p>This unit investigates the style of Jazz and the influence this genre has had on popular music styles. Students will listen to, compose and perform various jazz repertoire and become familiar with different styles and forms used in this genre. Students will have access to the MusicEDU program suite where they will learn recording and compositional techniques in this style. Students will present a public performance as a part of the assessment of this unit.</p> <p>Assessment Comparative Essay Jazz Composition Performance Task</p>

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
- Certificate II in Information, Digital Media and Technology

Course Organisation and Assessment: The Technology Computer units cycle over the two years of 9 and 10

Semester 1	Semester 2
<p>Unit: TC521 – Computer Coding Introductory</p> <p>Task 1: - Theory - Programming Techniques Task 2: - Practical Project - Construction of a Application using C#</p> <p>Assessment Theory - Summative Practical Project - Summative</p> <p>OR</p> <p>Unit: TC533 – Networks and Linux</p> <p>Task 1: - Theory - Understanding Networking Task 2: - Practical Project - Build a linux server and create a functioning firewall</p> <p>Assessment Design Folio - Summative Practical Project - Summative</p>	<p>Unit: TC522 – Game Design</p> <p>Task 1: - Theory - Design a game Task 2: - Practical Project - Develop an interactive game</p> <p>Assessment Design Folio - Summative Practical Project - Summative</p> <p>OR</p> <p>Unit: TC534 - Game Design</p> <p>Task 1: - Theory - Design a game Task 2: - Practical Project - Develop an interactive game</p> <p>Assessment Design Folio - Summative Practical Project - Summative</p>

Future Jobs: Gaming, Software Engineering, IT Support, Network Management

For enquiries contact the Head of Department: Mr Michael Denman

michael_denman@mercymackay.qld.edu.au

Technology - Textiles

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

Connections for Year 11 and 12:

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

Fashion

Course Organisation and Assessment:

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

Semester 1	Semester 2
<p>Unit: TT561 - Foundation</p> <p>Task 1: Theory - Fabric and properties, Design linked to the project</p> <p>Task 2: Practical Project - Beach Bag</p> <p>Assessment Design Folio - Summative Theory Test - Summative Practical Project - Summative</p>	<p>Unit: TT562 - Master Class</p> <p>Task 1: Theory - Using commercial patterns, body shapes and how to enhance appearance, Process journal</p> <p>Task 2: Practical Project - Garment to fit using a commercial pattern</p> <p>Assessment: Process Journal - Summative Theory Test - Summative Practical Project - Summative</p>

Future Jobs: Dressmaking, Fashion Design, Theater Costume Design

For enquiries contact the Head of Department: Mr Michael Denman

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Technology - Food

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

Connections for Year 11 and 12:

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

Food and Nutrition

Certificate II in Hospitality

Course Organisation and Assessment:

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

Semester 1	Semester 2
<p>Unit: TF541 – Foundation Unit Meal Magic</p> <p>Task 1: Theory - Nutrition, Food planning Task 2: Practical Cooking - Snacks and Basic meals</p> <p>Assessment Design Folio - Summative Theory test - Summative Classwork - cooking - Summative Cooking test - Summative</p>	<p>Unit: TF542 Sustainable Cooking & Breakfast</p> <p>Task 1: Theory -: Sustainable Cooking Multimodal Assignment Task 2: Practical Cooking - Sustainable Dishes & Breakfast.</p> <p>Assessment Design Folio - Summative Classwork - cooking - Summative Cooking test - Summative Theory test - Summative</p>

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

For enquiries contact the Head of Department: Mr Michael Denman

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Technology - Wood

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.

Connections for Year 11 and 12:

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

Design

Certificate I in Construction

Course Organisation and Assessment:

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

Semester 1	Semester 2
<p>Unit: TW591 - Foundation</p> <p>Topic 1: Design - Linked to the project</p> <p>Topic 2: Practical Project - Occasional Table</p> <p>Assessment Theory test - Summative Design Folio - Summative Project - Summative</p>	<p>Unit: TW592</p> <p>Topic 1: Design - Linked to the design</p> <p>Topic 2: Practical Project - Own Design</p> <p>Assessment Design Folio - Summative Project - Summative</p>

Future Jobs: Trades, Architecture

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Technology - Metal

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 technologies solutions
- engage confidently with technologies and make informed, ethical and sustainable decisions about technologies for preferred futures including personal health and wellbeing, recreation, everyday life, the world of work and enterprise, and the environment.

Connections for Year 11 and 12:

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

Design

Certificate I in Construction

Course Organisation and Assessment:

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

Semester 1	Semester 2
<p>Unit: TM581 - Foundation</p> <p>Topic 1: Design - Linked to the project Topic 2: Practical Project - Small boxes</p> <p>Assessment Theory test - Summative Design Folio - Summative Project - Summative</p>	<p>Unit: TM582</p> <p>Topic 1: Design- Linked to the project Topic 2: Practical Project - Own Design</p> <p>Assessment Design Folio - Summative Project - Summative</p>

Future Jobs: Trades, Engineering.

For enquiries contact the Head of Department: Mr Michael Denman

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Technology - Graphics

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.

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.

Connections for Year 11 and 12:

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

Design

Industrial Graphics skills

Certificate I in Construction

Course Organisation and Assessment:

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

Semester 1	Semester 2
<p>Unit: TG571 - Foundation</p> <p>Topic 1: Sketching - Isometric, Oblique and Orthographic of objects</p> <p>Topic 2: Formal Drawings - Board drawings of different objects</p> <p>Assessment Classwork - Formative Sketching test - Summative Board test - Summative</p>	<p>Unit: TG572 - Design Graphics</p> <p>Topic 1: Sketching - Isometric, Oblique and Orthographic of objects</p> <p>Topic 2: Design - Toy truck - formal drawings</p> <p>Assessment Theory - Summative Project - Summative</p>

Future Jobs: Trade, Architecture, Engineering

For enquiries contact the Head of Department: Mr Michael Denman

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Technology - Design

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 solutions

Connections for Year 11 and 12:

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

- Design
- Industrial Graphics skills
- Industrial Technology Systems
- Digital Solutions

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

Semester 1	Semester 2
<p>Unit: TD511 - Aerodynamics</p> <p>Topic 1: Ideation – Smart technology</p> <p>Topic 2: Design – Theory, research:</p> <ul style="list-style-type: none"> • Designs in aerodynamics • Human factors and performance <p>Topic 3: Production – Components to improve human performance</p> <p>Assessment Design Folio - Summative Project - Summative</p>	<p>Unit: - TD512- Flight (AutoCad)</p> <p>Topic 1: Ideation - Hovercraft design</p> <p>Topic 2: Design – Theory, research:</p> <ul style="list-style-type: none"> • Forces • Basic Electrical components <p>Topic 3: Production- 3D model Hovercraft</p> <p>Assessment Theory - Summative Project - Summative</p>

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

For enquiries contact the Head of Department: Mr Michael Denman

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Technology - Robotics

Pre-requisites:

Nil for TR551/TR651

Must have completed at least 1 semester of study (in Yrs 9/10) 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

Technology - Robotics aims to develop the knowledge & understanding and process & production 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
- Critique, analyse and evaluate problems, needs or opportunities to identify and create solutions
- Investigate, design, plan, manage, create and evaluate solutions
- Engage confidently and responsibly when selecting and manipulating technology materials, data, systems, tools and equipment when designing and creating solutions
- Make informed and ethical decisions about the role and impact of technologies in our world for a sustainable future.

Connections for Year 11 and 12:

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

Digital Solutions

Course Organisation and Assessment:

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

Semester 1	Semester 2
<p>Unit: TR551</p> <p>Topic 1: Automated Musical Instrument - Create a musical instrument</p> <p>Topic 2: Robocup Rescue - Robocup Junior/Senior Rescue challenge.</p> <p>Topic 3: Investigating and Creating Interfaces</p> <p>Topic 4: Robocup Soccer - Robocup Junior/Senior Soccer challenge (Dance upon request)</p> <p>Assessment</p> <p>Topic 1: - Formative in-class tasks</p> <p>Topic 2: - Summative - Digital Portfolio</p> <p>Topic 3: - Formative in-class tasks</p> <p>Topic 4: - Summative - Digital Portfolio</p> <p>NB Student work is offered at varying degrees of complexity (Level 1, 2, 3) depending on previous units of study.</p>	<p>Unit: TR552 <i>(Units of study rotate through topics below over two years)</i></p> <p>Topic 1: First Lego League Challenge - Research, design, create and program a robot solution to complete a challenge.</p> <p>Topic 2: Wearable Technology - Using an Arduino electronic platform, research, design and create an item of wearable technology.</p> <p>Topic 3: Remote Control Animal/Automated Car Challenge - Research, design, create and program a robot solution to mimic life-like animal behaviour or navigate a given course unassisted. Extend programming using Robot C.</p> <p>Topic 4: Carnival Challenge - Research, design, create and program an automated carnival ride.</p> <p>Assessment</p> <p>Task 1: Formative - in class tasks</p> <p>Task 2: Summative - Digital Portfolio</p> <p>Task 3: Formative - in class tasks</p> <p>Task 4: Summative - Digital Portfolio</p>

Future Jobs:

Software Developer, Engineer, Electrical Engineering, Artificial Intelligence

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Careers

COURSE OVERVIEW:

Students will continue to develop and expand their knowledge of the 7 Habits, personal leadership skills to become self-directed learners.

Students will investigate employability skills and personal attributes associated with a range of occupations and learn the importance of teamwork and collaboration. They will develop an understanding of entrepreneurial behaviours and how these relate to school and work. The subject also encourages students to make connections between self-awareness and effective career planning. Students will also identify possible career pathways and complete their Senior Education and Training (SET) Plan.

The Career development subject in Year 9 aligns with The Australian Curriculum: 'Work Studies', and focuses on the role of individuals in the world of work and the range of skills they need for full and effective participation as employees and members of the community.

COURSE AIMS:

The unit aims to equip students with knowledge on study options for Years 10, 11 and 12 and also further education and employment. Students will gain an understanding of work and the skills required for a range of occupations. It also aims for students to understand and manage influences relating to career planning and lifelong learning.

The Year 9 subject aims to ensure students:

- Develop effective study habits and continued development of the 7 Habits and leadership skills
- Develop the knowledge to make connections between self-awareness and effective career planning
- Explore and identify possible career pathways
- Complete their Senior Education and Training (SET) Plan
- Develop an understanding of employability skills and entrepreneurial behaviours

COURSE ORGANISATION AND ASSESSMENT:

Semester 2 (compulsory unit for all Year 9 Students)

Unit: CA082 - Preparing Pathways

This unit has a strong focus on developing student understanding of the skills required for future career pathways. They will learn about self-management, the importance of communication, employability skills, career planning and diversity in the workplace. Students will also develop their Senior Education and Training (SET) Plan. Students create a working resume and cover letters that will support them with job applications in the future.

Assessment

Task 1: Oral presentation on an occupation of interest

Task 2: Create a Resume and Cover Letters for future employment.

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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 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)

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