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1. Mt St Michael’s College

Mt St Michael’s College is a Congregational College in the tradition of the Sisters of Charity administered by Mary Aikenhead Ministries.

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**College Office Hours**

The College Office is open between 8am and 4pm throughout the year excluding the Christmas break.
2 Middle Schooling Principles

Middle Schooling Practices:

As adolescents are in their formative years (11-15 years of age), middle schooling pedagogy aims to enhance this time period for optimal learning. The process utilised ensures all Year 7-9 students are provided with access to high quality schooling, developing successful lifelong learners, confident and creative, active and informed community members with a sense of self-worth, self-awareness and a strong personal identity.

Inclusivity

The MSM Middle Schooling philosophy focuses on schooling that is appropriate to adolescents’ developmental and educational needs, whilst still ensuring students are nurtured in the tradition of the Sisters of Charity. They are to be principled young women, with a passion for life, a commitment to justice and the courage to live out the teachings of Jesus. (MSM Philosophy and Practice 2013).

Adolescent wellbeing and academic achievement are strongly linked. The College encourages parental/family involvement in the learning process both within the school community and in the home, ensuring high educational outcomes for students, within a safe and happy learning environment.

Equity

MSM provides the foundation for 21st Century skills in critical and creative thinking, problem-solving and communicating and ensuring appropriate learning as students transition towards adulthood.

MSM, through the College's mission in the tradition of the Sisters of Charity, aims to develop students who relate well to others, and are engaged in nurturing and maintaining healthy/supportive relationships within the school and wider community. Students are encouraged to look for opportunities to work for the betterment of others, and the stewardship of the natural and social environments. Our graduates are encouraged to be women of:

- Conscience
- Compassion
- Commitment
- Competence
- Confidence

Student-centred

Learning opportunities provided will allow students to explore their individual creativity, within a culture of excellence, encouraging students to aim for personal excellence in their educational outcomes.

MSM provides opportunities for students to become discerning participants in their own learning, being discriminatory observers of their own progress, searching for improvement whenever possible, and continuously being inspired to participate in this learning process.

Practices at Year 7 level are for the facilitation of the transition of the adolescent from primary to secondary schooling, with the intention of developing an independent and autonomous learner.
3 Australian Curriculum

“The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students.”

(http://www.australiancurriculum.edu.au/Home)

The Australian Curriculum continues to be developed. In 2017 students in Year 7 - 9 will be participating in courses that follow the Australian Curriculum framework produced by The Australian Curriculum, Assessment and Reporting Authority (ACARA) and developed by the Queensland Curriculum and Assessment Authority (QCAA) in:

- English
- Mathematics
- Science
- History
- Geography
- Physical Education
- The Arts
- Design & Digital Technologies

The Australian Curriculum pays explicit attention to how seven general capabilities and three cross-curriculum priorities contribute to, and can be developed through, teaching in each learning area.

The seven general capabilities are:

- Literacy
- Numeracy
- Information and communication technology competence
- Critical and creative thinking
- Ethical behaviour
- Personal and social competence
- Intercultural understanding.

The three cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability.

(http://www.australiancurriculum.edu.au/Home)

Further information about the Australian Curriculum can be found at www.australiancurriculum.edu.au.
## 4  GLOSSARY OF TERMS

<table>
<thead>
<tr>
<th><strong>Senior Schooling</strong></th>
<th><strong>Year 10-12</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory Participation Phase</strong></td>
<td>Young people finishing Year 10 are required to participate in education and/or training for a further two (2) years. This is called the Compulsory Participation Phase.</td>
</tr>
<tr>
<td><strong>Enhanced Studies</strong></td>
<td>Enhanced Studies are a range of course options available to students in Year 11 and Year 12 which provide higher and alternative levels of educational opportunities. These opportunities include extension of some subjects such as Extension Music, enrolment to some University courses and School-based Apprenticeships and Traineeships.</td>
</tr>
<tr>
<td><strong>Learning Account</strong></td>
<td>The Learning Account is the registration of each girl in Year 10 with the QCAA. The Learning Account records all learning achievements earned by the student during their Senior Phase of Learning. The achievements of students at school will be recorded by the College in their Learning Account. Achievements by students through other learning providers such as TAFE college or accredited groups such as the Australian Music Examination Board (AMEB) will be recorded directly by those providers into the student’s Learning Account with the QCAA.</td>
</tr>
<tr>
<td><strong>LUI: Learners Unique Identifier</strong></td>
<td>The Learners Unique Identifier (LUI) is the Learning Account registration number and password which identifies each student in the Senior Phase of Learning with the QCAA. Students are able to use their LUI to access their own Learning Account with the QCAA as well as access a range of helpful websites relevant to their learning and their future study and career paths.</td>
</tr>
<tr>
<td><strong>QCAA: Queensland Curriculum and Assessment Authority</strong></td>
<td>QCAA issues the Senior Statement showing a student’s subject results, their QCS Test result if they sat for the test and, if the student is eligible for a Tertiary Entrance Statement showing the OP and FPs. QCAA sets and marks the QCS Test.</td>
</tr>
<tr>
<td><strong>QTAC: Queensland Tertiary Admissions Centre</strong></td>
<td>QTAC handles tertiary-entrance applications on behalf of tertiary institutions. If a student wants to apply for a tertiary course they will need to do so through QTAC for most courses. If they are OP-ineligible they will not receive a Tertiary Entrance Statement but, they will be able to find out their tertiary selection rank from QTAC.</td>
</tr>
<tr>
<td><strong>SAT</strong></td>
<td>A school based apprenticeship or traineeship while you study. If a student takes up an SAT, their week could include school classes, time working with an employer and time with a trainer.</td>
</tr>
</tbody>
</table>
**SET:**

**Senior Education and Training Plans**

A SET Plan will be worked through with all Year 10 students to ensure that all students are either ‘Learning or Earning’ in the years immediately after the compulsory years of schooling. The aim of the SET Plan is to set out students’ planned courses of education and training through the Senior Phase of Learning. While the plans will help students decide on their course of study in Year 10, they will still be flexible enough to allow students to make changes when and if needed.

**Senior Statement**

At the end of Year 12 all school students will receive a Senior Statement which will list all their learning achievements at school.

**TAFE**

Technical and Further Education is part of the tertiary education sector which provides vocational education and training at certificate and diploma levels.

**VET: Vocational Education & Training**

VET is a national system designed to skill workers to work in particular industries eg business, childcare, computers & multimedia, hospitality, retail and creative arts. MSM students on a rank pathway have the opportunity to study VET at TAFE.

<table>
<thead>
<tr>
<th>Overall Position OP</th>
<th>(Year 11 &amp; Year 12) 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>FP: Field Position</td>
<td>FPs indicate the student’s rank based on their overall achievements in Authority subjects in up to five fields. Fields are areas of study which emphasise particular knowledge and skills. FPs are calculated only for OP-eligible students.</td>
</tr>
<tr>
<td>OP: Overall Position</td>
<td>The Overall Position, OP Score is a ranking of achievement earned by students at the end of Year 12 which is used by Universities, TAFE and other colleges of tertiary education to allocate places in courses of study and training after Year 12. The student’s OP is calculated on results from their best 20 semester units. OPs range from OP1 (highest) to OP 25 (lowest). They are used for tertiary selection and appear on the student’s Tertiary Entrance Statement. An OP indicates your rank order in relation to all the other eligible Year 12 students in the State.</td>
</tr>
<tr>
<td>QCS Test</td>
<td>The Queensland Core Skills Test is a cross-curriculum test and it assesses achievement in the 49 common curriculum elements covered by students across their senior subjects. The QCS Test does not test the content of specific subjects – it tests the skills learnt across a combination of subjects that are part of a balanced curriculum.</td>
</tr>
<tr>
<td>SAI: Subject Achievement Indicator</td>
<td>An SAI is a Subject Achievement Indicator. If a student is an OP-eligible student, they are assigned an SAI by the school for each Authority subject they study. OP-eligible students are placed on a scale that shows the rank order and the gaps between students. The top position is labelled 400 (for the top student) and the lowest position is labelled 200. Students are placed somewhere between these points depending on how different their results are from each other. An SAI is not a percentage and has a meaning only when seen in relation to the SAIs of all other OP-eligible students in that subject.</td>
</tr>
</tbody>
</table>
**Tertiary Selection Rank Pathway (RP)**

Tertiary Selection Rank Pathways provide students with diverse opportunities to achieve career orientated learning outcomes. This pathway is for students who do not wish to study solely academic Authority subjects. Through diverse choices, students may gain practical skills for entry to the workforce and/or work experience. RP students do not complete 20 semester units of Authority Subjects and will qualify for a Tertiary Selection Rank which they may use to access Tertiary Education Studies, particularly TAFE courses.

**Tertiary Cut-off**

Tertiary cut-offs are the minimum OPs and selection ranks that you need in order to gain entry to a particular course in a particular year.

<table>
<thead>
<tr>
<th>ATAR</th>
<th>Year 11 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ATAR</strong></td>
<td>Australian Tertiary Admission Rank</td>
</tr>
<tr>
<td><strong>School-based Assessment</strong></td>
<td>Assessment instruments conducted in school following QCAA endorsement.</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td>Common to all schools assessment developed and marked by QCAA contributes 25% towards a student’s result in most subjects. (50% in Mathematics and Science).</td>
</tr>
</tbody>
</table>
5  **CHOOSING SUBJECTS FOR YEAR 7 & 8**

In Years 7 & 8, students follow a course that includes compulsory subjects, which must be studied, and elective subjects.

**STUDENTS IN YEARS 7 & 8 STUDY A TOTAL OF TEN (10) SUBJECTS - PER YEAR**

- the six (6) compulsory subjects
- two (2) elective subjects
- two (2) competencies

<table>
<thead>
<tr>
<th><strong>COMPULSORY SUBJECTS ARE:</strong></th>
<th><strong>COMPETENCY SUBJECTS ARE:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Basic Information Technology</td>
</tr>
<tr>
<td>English</td>
<td>Learning to Learn – (Theory of Knowledge)</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>Core PE</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Options:**

Students must choose **four** electives from subject groups listed below:

- 2 from The Arts,
- 1 from Technologies
- 1 from Languages.

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Technologies</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Digital Technology</td>
<td>Japanese</td>
</tr>
<tr>
<td>Drama</td>
<td>Design Technology</td>
<td>French</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please Note:**

- Students will study four electives over the course of two years (Year 7 and Year 8). Each elective is studied for a semester.

**PRACTICAL SUBJECT LEVIES**

Please be aware that Design Technology, Dance, Drama and Visual Art will attract a subject levy.
6 CHOOSING ELECTIVE SUBJECTS FOR YEAR 9 & 10

In Year 9 Students follow a course that includes compulsory subjects, which must be studied, and elective subjects that continue for two years.

**Compulsory Subjects are:**
- Religious Education
- English
- Humanities
- Mathematics
- Science
- Core PE

**Elective Options:**

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Technologies</th>
<th>Languages</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>Digital Technology</td>
<td>French</td>
<td>Health and PE</td>
</tr>
<tr>
<td>Drama</td>
<td>Business &amp; Enterprise</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Design Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Please Note:**
- Year 9 students will study **two** electives over the course of two years, Year 9 & Year 10.

**Practical Subject Levies**

Please be aware that Design Technology, Dance, Drama and Visual Art will attract a subject levy.
# Subject Progression from Years 7-12

<table>
<thead>
<tr>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Years 11/12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Religious Education</strong></td>
<td>Religious Education</td>
<td>Religious Education</td>
<td>Religious Education or Religion and Philosophy</td>
<td>Religion and Ethics or Study of Religion</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
<td>English</td>
<td>English Essential English</td>
<td>English Communication (SAS)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
<td>Mathematics</td>
<td>Preparatory Mathematics General</td>
<td>Mathematics A or Pre-vocational Mathematics (SAS) (Mathematics Essential Yr 11 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Previously Preparatory Mathematics A</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preparatory Mathematics Methods</td>
<td>Mathematics A (Mathematics General Yr 11 2018)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Previously Preparatory Mathematics B</td>
<td>Mathematics B (Mathematics Methods Yr 11 2018) and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Essential Mathematics</td>
<td>Mathematics C (Mathematics Specialist Yr 11 2018) and Pre-vocational Mathematics (SAS) (Mathematics Essential Yr 11 2018)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science</td>
<td>Science</td>
<td>Science I Biology</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Science II Chemistry Physics Biology</td>
<td></td>
</tr>
<tr>
<td><strong>YEAR 7</strong></td>
<td><strong>YEAR 8</strong></td>
<td><strong>YEAR 9</strong></td>
<td><strong>YEAR 10</strong></td>
<td><strong>YEARS 11/12</strong></td>
</tr>
<tr>
<td>-----------</td>
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<td>-------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>HUMANITIES</strong></td>
<td>Humanities</td>
<td>Humanities</td>
<td>History</td>
<td>Ancient History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Geography</td>
<td>Modern History</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Study of Society (not available in new senior schooling reform)</td>
</tr>
</tbody>
</table>

**TECHNOLOGIES**

<table>
<thead>
<tr>
<th><strong>Digital Technology</strong></th>
<th><strong>Business &amp; Enterprise</strong></th>
<th><strong>Business &amp; Enterprise</strong></th>
<th><strong>Accounting</strong></th>
<th><strong>Business Certificate III in Business</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**LANGUAGES**

<table>
<thead>
<tr>
<th><strong>Japanese</strong></th>
<th><strong>Japanese</strong></th>
<th><strong>Japanese</strong></th>
<th><strong>Japanese</strong></th>
<th><strong>Japanese</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>French</strong></td>
<td><strong>French</strong></td>
<td><strong>French</strong></td>
<td><strong>French</strong></td>
<td><strong>French</strong></td>
</tr>
</tbody>
</table>

**HEALTH & PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th><strong>Health &amp; PE</strong></th>
<th><strong>Health &amp; PE</strong></th>
<th><strong>Core PE</strong></th>
<th><strong>Core PE</strong></th>
<th><strong>Physical Education</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core PE</strong></td>
<td><strong>Core PE</strong></td>
<td><strong>Health &amp; PE</strong></td>
<td><strong>Health &amp; PE</strong></td>
<td></td>
</tr>
</tbody>
</table>

**THE ARTS**

<table>
<thead>
<tr>
<th><strong>Dance</strong></th>
<th><strong>Dance</strong></th>
<th><strong>Dance</strong></th>
<th><strong>Dance</strong></th>
<th><strong>Dance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drama</strong></td>
<td><strong>Drama</strong></td>
<td><strong>Drama</strong></td>
<td><strong>Drama</strong></td>
<td><strong>Drama</strong></td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td><strong>Music</strong></td>
<td><strong>Music</strong></td>
<td><strong>Music</strong></td>
<td><strong>Music</strong></td>
</tr>
<tr>
<td><strong>Extension Music (Year 12 only)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Art</strong></td>
<td><strong>Visual Art</strong></td>
<td><strong>Visual Art</strong></td>
<td><strong>Visual Art</strong></td>
<td><strong>Visual Art</strong></td>
</tr>
<tr>
<td><strong>Creative Arts (SAS)</strong></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
The following table outlines the **minimum** conditions that are normally required for students wishing to undertake particular Senior subjects. Experience has shown that students without these recommended subjects have difficulty in coping with the extensive demands of the Senior subjects. While it is not explicitly stated in the table, students without a sound grasp of English will find the language demands of the Senior subjects difficult.

**In order to choose an OP program of courses, students must be achieving a minimum C result in five (5) Year 10 subjects which must include English, Religious Education or Religion and Philosophy, Prep Maths A or Prep Maths B. Students must also be able to maintain this result at the end of the year, or they will not be able to continue in an OP program.**

If a student wishes to study a subject for which she does not have the specified recommended subjects, she can apply for special permission from the Deputy Principal (Curriculum), in consultation with the Curriculum Middle Leader. It is most important to remember, however, that while administrative requirements may be waived, the academic demands of the subject remain.

Type of Subject:  A = Authority; B = Authority Registered.; Only Authority subjects contribute to an Overall Position (OP) required for tertiary entrance.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>TYPE</th>
<th>HIGHLY RECOMMENDED (MINIMUM RESULT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>A</td>
<td>English (C)</td>
</tr>
<tr>
<td>Ancient History</td>
<td>A</td>
<td>Humanities &amp; English (C)</td>
</tr>
<tr>
<td>Art</td>
<td>A</td>
<td>Recommended Middle Schooling Art</td>
</tr>
<tr>
<td>Biology</td>
<td>A</td>
<td>Science I or Science II (C)</td>
</tr>
<tr>
<td>Business</td>
<td>A</td>
<td>English (C)</td>
</tr>
<tr>
<td>Certificate III in Business</td>
<td>B</td>
<td>English or Essential English (C)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>A</td>
<td>Science II (C+)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Preparatory Maths B (C+)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Preparatory Mathematics Methods Yr 11 2018)</td>
</tr>
<tr>
<td>Dance</td>
<td>A</td>
<td>Recommended Middle Schooling Dance</td>
</tr>
<tr>
<td>Creative Arts SAS</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>A</td>
<td>Recommended Middle Schooling Drama</td>
</tr>
<tr>
<td>English</td>
<td>A</td>
<td>English (C)</td>
</tr>
<tr>
<td>French</td>
<td>A</td>
<td>French (C)</td>
</tr>
<tr>
<td>Geography</td>
<td>A</td>
<td>Humanities &amp; English (C)</td>
</tr>
<tr>
<td>Food and Nutrition</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Design Technology</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Hospitality Practices SAS</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Digital Technology</td>
<td>A</td>
<td>English (C) and recommended – Digital Technology (C)</td>
</tr>
<tr>
<td>Information Communication &amp; Technology SAS (ICT)</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>A</td>
<td>Japanese (C)</td>
</tr>
<tr>
<td>Mathematics A</td>
<td>A</td>
<td>Preparatory Maths A (C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Preparatory Mathematics General) or Preparatory Maths B (-C)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Preparatory Mathematics Methods)</td>
</tr>
<tr>
<td>Subject</td>
<td>Type</td>
<td>Highly Recommended (Minimum Result)</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mathematics B (Mathematics Methods Yr 11 2018)</td>
<td>A</td>
<td>Recommended - Preparatory Maths B (B-)</td>
</tr>
<tr>
<td>(Preparatory Mathematics Methods)</td>
<td></td>
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<td>Mathematics C (Mathematics Specialist Yr 11 2018)</td>
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<td>Modern History</td>
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<tr>
<td>Music</td>
<td>A</td>
<td>Recommended Middle Schooling Music or Prior Music Knowledge</td>
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<tr>
<td>Music Extension (Year 12 only)</td>
<td>A</td>
<td>Senior Music (C)</td>
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<tr>
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<td>A</td>
<td>Recommended – Middle Schooling Health &amp; PE</td>
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<td>Religion and Ethics SAS</td>
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<td>Religious Education or Religion and Philosophy and English (C)</td>
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<tr>
<td>Study of Society</td>
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<td>Humanities &amp; English (C)</td>
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Parents can assist by encouraging sound study techniques that will help strike a balance between home life, school work and social life. All students need a reasonable amount of sleep, as well as space and time for homework and study.

**Students are expected to be active participants in their own learning. Students in Years 7 and 8 are expected to spend between 1-1½ hours per night on assigned homework and other study. Students in Years 9 and 10 are expected to spend 1½–2½ hours per night on assigned homework and other study.**

A good study plan includes regular attention to all subjects so that frantic cramming before exams will not be necessary. A good study plan is also vital for assignment work. A well-researched piece of work cannot be produced unless adequate time is spent searching for, analysing and evaluating available resources.

Parents can assist by helping students find references in libraries or newspapers and by discussing the topic with the student. While it is counter-productive for anyone other than the student to compose the actual piece of work, a critical reading by a parent of an early draft and subsequent discussion can lead to a much improved product.

The ability to read and to analyse what one reads is a most important facet of education. Encouragement of the practice of wide reading will pay dividends throughout a student’s high school career and beyond.

- **Students are expected to be active participants in their own learning. Students in Years 7 and 8 are expected to spend 1–1 ½ hours per night on home study.**
- **Students are expected to be active participants in their own learning. Students in Years 9 and 10 are expected to spend 1½ – 2½ hours per night on home study.**
10 Religious Education

As one would expect in a Catholic School, Religious Education plays a vital role in the overall curriculum. Students at Mt St Michael’s are actively involved in constructing understandings of the Catholic tradition as well as acknowledging other religious traditions, the nature of religion and its place in life and in Australian society.

“Religious Education at the College aspires “to educate and form students who are challenged to live the gospel of Jesus Christ and who are literate in the Catholic and broader Christian tradition so that they might participate critically and authentically in faith contexts and wider society.””

(A syllabus for Religious Education for Catholic Schools, p10)

Religious Education at Mt St Michael’s College aims to provide opportunities that:

- nurture students’ spiritual and moral capacities
- heighten students’ awareness of the mystery that permeates all life
- help students grow in their knowledge and understanding of God
- help students develop their moral sensitivities and sense of responsibility
- help students develop self-worth and affirm the worth of others
- help students communicate about religious matters
- help students understand the role religion plays in human affairs and achievements
- help students understand and appreciate the Catholic religious heritage and the religious heritage of others
- provide students with opportunities to engage in practical projects designed to promote and support a just society.

(A Statement on Religious Education for Catholic schools – Purpose pp. 9-11)

Religious Education at Mt St Michael’s College:

- is an educational activity
- presents faithfully, and with integrity, the richness of the Catholic tradition
- presents respectfully other Christian traditions
- acknowledges the diversity of religious beliefs and practices in Australian society
- recognises the rights of parents as first educators in their children’s faith
- is taught by teachers with appropriate professional qualifications, experience and faith commitment
- utilises a range of learning processes and resources
- is a key learning area
- is continuous and progressive across the years of schooling
- includes appropriate processes for assessment and evaluation.

(A Statement on Religious Education for Catholic schools – Principles pp. 12-13)
WHAT WILL STUDENTS BE LEARNING?

The curriculum is designed to integrate the four strands Sacred Texts, Beliefs, Church and Christian life into challenging and engaging units. The four strands (and subsequent sub strands) are derived from the Archdiocese of Brisbane syllabus.

Throughout the Middle School students will progressively build their knowledge and skills to become religiously literate. They will: develop the skills needed to interpret the scriptures and find meaning in Sacred Texts for us today; deepen their knowledge of core Christian beliefs and those of other World Religions; build an understanding of how the Church has responded to challenge and change over time will be explored; engage in a continued investigation into what it really means to lead a Christian life.

HOW ARE STUDENTS ASSESSED?

For each year level in each term, depending on the nature and structure of each unit, some form of assessment will take place. This may be in the form of a survey, report, assignment, exam, tutorial, dramatic presentation, research project or any other instrument deemed to be applicable to the particular unit.

Each assessment piece will be used for formal assessment and reporting purposes, as with all other areas of the College curriculum.

OTHER ACTIVITIES

Outside regular Religious Education classes, opportunities for spiritual growth are provided by means of daily prayer, weekly rosary, preparation and participation in liturgies and retreat experiences. Students are also encouraged to become involved in Community Service through the Missions of St Vincent, the Environment Group, the Social Justice Council and Interact groups.
**11 ENGLISH**

**WHY STUDY THIS SUBJECT?**

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs should balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7, 8 and 9, students communicate/interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

The range of literary texts for Foundation to Year 9 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

**YEAR 7 AND YEAR 8 LEVEL DESCRIPTION**

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics presented in visual form.
**YEAR 9 LEVEL DESCRIPTION**

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media, and the differences between media texts.

Literary texts that support and extend students in Year 9 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

**HOW ARE STUDENTS ASSESSED?**

Assessment is an integral part of teaching and learning. It is the purposeful collection of evidence about students’ achievements. Assessment is used for a variety of purposes, but its most important use is in supporting student learning.

Students are assessed using the following criteria:

- **Receptive modes** – evidence of listening, reading and viewing
- **Productive modes** – evidence of speaking, writing and creating.

A variety of assessment tasks in both written and spoken texts will be used and include:

**WRITTEN**

- Analytical exposition - argumentative essay, short and extended response, comparative essay
- Persuasive texts – letters to editor, blogs, advertisements, editorials, essays
- Imaginative text – narrative, short stories, digital / graphic stories, poetry.

**SPOKEN**

- Persuasive, expository and imaginative speeches
- Multi modal presentations
12 HUMANITIES

WHY STUDY THIS SUBJECT?

Humanities explore the way people interact with each other and their environments. It draws from a number of traditional subject areas including history, geography, economics, politics, sociology, anthropology, law, psychology and ethics. Students critically examine challenging historical and contemporary issues and then are asked to create optimistic future visions based on their analysis. Student learning occurs within the Australian Curriculum History and the Australian Curriculum Geography.

HISTORY

The College’s History curriculum generally takes a world history approach within which the history of Australia is taught. An understanding of world history enhances students’ appreciation of Australian history. It enables them to develop an understanding of the past and present experiences of Aboriginal and Torres Strait Islander peoples, their identity and the continuing value of their culture. It also helps students to appreciate Australia’s distinctive path of social, economic and political development, its position in the Asia-Pacific region, and its global interrelationships. This knowledge and understanding is essential for informed and active participation in Australia’s diverse society.

The history content at the Years 7 - 9 level involves three strands: Historical Knowledge and Understanding, Historical Processes and Skills and Communication.

YEAR 7 LEVEL DESCRIPTION

THE ANCIENT WORLD

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India.

YEAR 8 LEVEL DESCRIPTION

THE ANCIENT TO THE MODERN WORLD

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. 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.

YEAR 9 LEVEL DESCRIPTION

THE MAKING OF THE MODERN WORLD

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

**Geography**

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

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

The content of the Years 7-9 involves three strands: *Geographical Knowledge and Understanding*, *Geographical Processes and Skills* and *Communication*.

**YEAR 7 LEVEL DESCRIPTION**

There are two units of study in the Year 7 curriculum for Geography: *Water in the world* and *Place and liveability*.

*Water in the world* focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. *Water in the world* develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

*Place and liveability* focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

**YEAR 8 LEVEL DESCRIPTION**

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. *Landforms and landscapes* develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.
These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

*Changing nations* investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of 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. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia’s human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia’s urban areas.

**YEAR 9 LEVEL DESCRIPTION**

There are two units of study in the Year 9 curriculum for Geography: *Biomes and food security* and *Geographies of interconnections*.

*Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

*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. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

**HOW ARE STUDENTS ASSESSED?**

A variety of formative and summative assessment instruments are provided to enable students to demonstrate the learning outcomes specified in the AC History and AC Geography. These include: research tasks; written and oral tasks; short answer or extended paragraph responses; response to stimulus material; field work; and short answer objective tests. These assessment instruments are also used to assess student achievement against three criteria (that broadly link with senior syllabus):

- Knowledge and Understanding (of the content and concepts studied)
- Processes and Skills (assesses students use of evidence to support their opinion, their interpretive and analytical skills, their ability to draw conclusions from evidence and their ability to justify responses, and research.)
- Communication.
Specifically these skills include:

- Research skills
- Short answer (the ability to express successfully a response in a limited space)
- Analysis, interpretation and manipulation of a wide variety of graphical material
- Decision-making and its subsequent justification
- Clear and effective written expression
- The application of routine inquiry skills
- Experience in non-written responses (e.g. sketching)
- The ability to visualise an object, situation or scenario.
13 Mathematics

Why Study This Subject?

The Australian Curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations. Students will develop skills in mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through problem-solving, inquiry and active participation in challenging and engaging experiences.

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

Year 7 Level Description

In Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays.

Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

Year 8 Level Description

In Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language...
to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

**Year 9 Level Description**

In Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

**How Are Students Assessed?**

Students will use a wide range of assessment techniques to demonstrate competency in the proficiency and content strands of the Australian Curriculum. Assessment techniques include:

- Investigations
- Supervised tests.
Science provides an empirical way of answering interesting and important questions about the biological, chemical, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises. The study of Science also allows students to take advantage of the diverse career paths available should they have a sound scientific background.

The College’s Science curriculum supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues.

Students also develop critical and creative thinking skills, and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

The College’s Science curriculum is aligned with the Australian Science Curriculum and promotes six overarching ideas of science understanding: patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. It is taught through an inquiry approach and has three interrelated strands: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour.

**Year 7 Science**

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object’s motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth, sun, moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

**Year 8 Science**

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock
cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

**Year 9 Science**

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

**How Are Students Assessed?**

A variety of assessment tasks will be used including supervised examinations, research assignments and experimental reports. Practical assessment tasks will be used through the three year levels.
15 Core Physical Education

Why Study This Subject

The aim of Core Physical Education is to engage students in physical activity giving them the opportunity to be active, participate and cooperate with their peers and experience the benefits of physical activity. In our current society, obesity is increasing therefore regular moderate to vigorous physical activity is vital in staying physically fit and healthy. Physical activity patterns which are developed in adolescence may influence life-long activity patterns and choices and for this reason all students participate in Core Physical Education. Students are encouraged to be part of the decision making process in choosing some of the physical activities in which they participate. Physical activities include traditional and non-traditional activities to provide opportunities for students to try a range of activities as well as fitness activities to increase the students’ fitness level. Emphasis is on skill development and active participation rather than on excellence in any given activity. Assessment is based around the students’ participation and commitment in class as well as their ability to learn and apply new skills.

What Will Students Study?

The following are the topics covered in the subjects listed below.

Year 7 CPE

- Swimming
- Soccer
- Skipping Routine
- Invasion Games
- Personal Safety
- Food and Nutrition
- Physical Activity and Fitness
- “Mind, Body, Spirit” - Wellbeing

Year 8 CPE

- Cricket
- Gymnastics
- Basketball
- Life Saving
- Peer Pressure and Bullying
- Fitness
- Mental Health & Wellness
- Drugs and Alcohol

Year 9 CPE

- Direct Interceptive games
- Indirect Interceptive games
- Fitness
- Water Polo
BIT provides Information and Communication Technology (ICT) general capability that supports and enhances student learning across all areas of the curriculum. Students develop and apply ICT knowledge, skills and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs. BIT assists with developing typing skills, file management, backup and other general introductory skills used in subject areas throughout the school.

**Learning to Learn**

Based on the Theory of Knowledge, the Learning to Learn course uses a process of discovering and sharing students' views on learning in general, whilst building specific skills/processes of study, general writing, reading comprehension and note-taking. In order to effectively utilise study skills, to note-take, to write effectively and to summarise appropriately, students are taught to identify and work with various text types: descriptive texts, time sequence texts, process/cause-effect texts, compare/contrast texts, generalisation/principle pattern texts, episode texts (combination of TS and D), perspective texts and problem-solution texts. Students learn how to transfer skills/processes obtained to all subjects studied that year. Course materials are taken from all core subjects studied at the time. The Language attained and approaches developed become common strategies used by teachers across the students' subjects throughout the year. Through Learning to Learn, students become more aware of skills/processes required for higher order thinking to occur.
Health and Physical Education is uniquely positioned to provide opportunities for the education of students to adopt lifelong healthy, active living. The knowledge, understanding and skills taught through Health and Physical Education provide a foundation for students to enhance their own and others' health and wellbeing in varied and changing contexts.

Critical to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently and competently participate in a range of physical activities. Movement is a powerful medium for learning through which students can acquire and practise a range of personal, interpersonal, behavioural, social and cognitive skills. Students gain expertise in movement skills, physical activities and physical fitness concepts as a foundation for lifelong physical activity participation and an appreciation of the significance of physical activity and sport in Australian society and globally.

**What Will Students Study?**

The Health and Physical Education Course in Years 9 and 10 consists of the following basic components.

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<td>Healthy Decision Making</td>
<td>Team Handball</td>
<td>Contemporary Sociological Issues in Sport</td>
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**How Do Students Learn?**

The course includes both theoretical and practical aspects. Approximately 50% of the time is devoted to practical work. Students will be involved in a variety of written, oral and physical learning experiences.

- This subject is not recommended for students with on-going chronic injuries or illness, as participation in practical work contributes to at least 50% of the course. Full participation in all physical activities is required.

**How Are Students Assessed?**

Assessment items are in the form of formal exams, assignments, orals, performances, games and skill tests. This course provides a solid foundation for the Senior Physical Education Course.
**FUTURE PATHWAYS**

Year 9 and 10 HPE and Senior PE (Years 11-12) courses will not only serve as a springboard into Health and Physical Education related careers such as a Physical Education Teacher, Primary School Teacher, Physiotherapist, Health Instructor, Recreation Co-ordinator, Personal Trainer, Sports Official, Coach, Exercise Physiologist, Sports Psychologist and Sports Manager, they will also aid in creating a healthy, active and socially desirable lifestyle for the participant.

**EXCURSIONS AND OPTIONAL CAMP**

Students will be actively involved in excursions which aim to increase the students’ understanding of the subject matter. Classes may visit the University of Queensland or a local gym to make links between classroom learning and practical activities.

There will also be an opportunity for Year 10 students to experience recreational activities including a selection of activities like surfing, orienteering, archery, fencing and kayaking. These activities will be closely linked to the curriculum and provide the students with new, unfamiliar performance contexts. There will be a cost involved for students who elect to attend the camp.
Why Study This Subject?

Business activity affects the daily lives of all Australians as they work, spend, save, invest, travel and play. It influences jobs, incomes and opportunities for personal enterprise. Business refers to enterprising endeavours undertaken to meet human needs and wants.

Business education is important so students can:
- gain a degree of independence in accumulating and managing finances
- make decisions about goods and services
- and acquire legal rights and responsibilities as citizens.

Students studying Business and Enterprise will develop effective decision-making skills related to consumer behaviour and the management and evaluation of personal financial matters, resulting in improved economic, consumer and financial literacy.

What Will Students Study?

The Australian Curriculum for Economics and Business is designed to deliver two related strands. These are Economics and Business Knowledge and Understanding, and Economics and Business Skills.

Economics and Business Knowledge refers to the facts, theories, models and principles developed in Economics and Business. Economics and Business Understanding is the ability to identify relationships between economic and business concepts and the interdependence of sectors of the economy. Students experience opportunities in the classroom where they are able to apply knowledge obtained into real or simulated situations or situations not yet experienced.

The development of Economics and Business Skills in Year 9 Business and Enterprise classes will enable students to be engaged and informed participants in the local and global economy. Contemporary issues and events provide the context for learning. The skill development that is a focus in the Business and Economics curriculum includes posing questions and undertaking research, using reasoning and interpretation skills and enterprising behaviours and capabilities, applying economic and business concepts to develop possible alternative solutions, and forming conclusions grounded on evidence.

The Australian Curriculum for Economics and Business is based on the following organising ideas:
- Resource allocation and making choices
- The Business Environment
- Consumer and Financial Literacy
- Work and Work Futures
- Enterprising Behaviours and Capabilities.

Year 9 key inquiry questions include:

- What is meant by “standard of living” and how is it measured
- Why is being competitive in the market important to business
- How is the work environment influenced?

The Business and Enterprise Education integrates the above inquiry questions into a program outlined below. This program covers a wide range of business and enterprise topics to allow students the
The course is based around meeting students' needs by developing:

- interpersonal and business skills important for all students through participation in real business ventures
- strong financial literacy understandings
- a foundation of content and skills as background to the senior business subjects offered at Mt St Michael's: Accounting; Business and CERT III Business
- specific writing and numeracy skills for business and economic contexts and
- further developing information, communication and technology skills.

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<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Units</th>
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<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>* Business Environments - This topic is designed to give students background regarding the “world of business”. Students consider types of business ownership, business location, business management and external factors which affect business. This unit investigates entrepreneurs and what makes them successful</td>
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<td>* Becoming Enterprising - This unit gives students the opportunity to work in teams to develop a new product and showcase it at the MSM Trade Show</td>
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<td>* Finance Fundamentals - In this unit, students learn basic accounting terminology and produce simple financial reports for a business.</td>
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<td>2</td>
<td>* The Business of Being a Consumer - In this topic students investigate consumer protection issues. This gives them knowledge and skills relevant to a business environment and in their own lives</td>
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<td>* Money Management - In this unit students learn about earning an income, taxation, saving and spending.</td>
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<td>10</td>
<td>1</td>
<td>* Business Goes Global - This unit considers basic economic concepts, including scarcity; importing and exporting; and costs and benefits of economic growth</td>
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<td>* Business Venture – this practical unit gives students the opportunity to run a small venture. Previous ventures include: water bottles, fitness towels, MSM tote bags, Mother's Day Market</td>
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<td>* Show Me the Money - This unit looks at the role of finance in the small business. Students will: employ accounting principles to record transactions and prepare simple financial reports for a small retail business to introduce the elementary principles of accounting and the preparation of accounting records and reports.</td>
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<td>2</td>
<td>* Elective unit - student interest. Students continue to explore concepts of economics and business, and are introduced to management and accounting concepts:</td>
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<td>o <em>Accounting</em> will build on Term 2 and develop Accounting knowledge. Learning activities may include the use of the MYOB computerised accounting package</td>
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<td></td>
<td>o <em>Business Management</em> will investigate needs of a specific target market, research a product concept. Learning activities include the preparation of a report to indicate feasibility</td>
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<td>* A Reality Check – This unit focuses upon information relevant to being independent. Topics include: budgeting, credit and borrowing, buying a car, insurance and renting home.</td>
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</tbody>
</table>
**How Do Students Learn?**

The learning experiences involved in Business and Enterprise reflect the active and practical nature of the course. Presented with realistic business situations, students are encouraged to develop their knowledge and skills.

Together with many of the more traditional teaching and learning activities, students may be involved in activities which include researching case studies, using computers and the internet, completing assignments and projects, participating in excursions to suitable venues and running business ventures.

**How Are Students Assessed?**

Students are assessed using a variety of techniques similar to those used in senior business subjects. The techniques include, short written response, extended written response, practical tasks, non-written responses and project work.

Over the course of the study, the following assessable elements will be used:

- Business Knowledge
- Business Skills

**Future Pathways**

Business and Enterprise provides skills, knowledge and attributes that are widely applicable. Business is a good basis for careers in retail, banking, customer service, real estate or wider business services. Studying Business and Enterprise in Years 9 and 10 will assist students with further studies in Business as well as their personal lives.
**Digital Technology (Elective)**

**Why Study This Subject?**

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technology empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technology provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technology provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Units</th>
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</table>
| 7/8  | 1        | - **Digital Images I** - Students learn to manipulate, enhance and create digital **bitmap** images using Adobe **Photoshop**.  
  *An example of this may include manipulating a combining a number of photos to create an 'unreal' photo like a Giraffe on an iceberg.*  
- **Digital Images II** – Student learn how to create **vector** images using Adobe **Illustrator** or similar vector program.  
  *An example of this may include creating fashion wardrobes and accessories for Ken and/or Barbie.*  
- **Introduction to Robotics** – Students learn some of the basic principles of how to control robots and how to use inputs and outputs.  
  *An example of this may include controlling Lego robots to perform tasks and challenges.* |
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<tr>
<th>YEAR</th>
<th>SEMESTER</th>
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<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>* <strong>Adobe Photoshop</strong> - Students learn to manipulate graphics in a professional graphic design program. Students work to a client brief and learn how to solve problems using software packages. Aspects of digital imaging and bitmap manipulation will be covered</td>
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<td>2</td>
<td>* <strong>3D map</strong> - Students learn to create basic toy modal and animation using CAD modelling software.</td>
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<td>10</td>
<td>1</td>
<td>* <strong>Games programming</strong> - Students learn to create simple computer games. Students work to a client brief and learn how to solve problems using software packages. Some of the skills learnt are listed below:</td>
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<tr>
<td></td>
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<td>o Plan and storyboard computer games</td>
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<td>o Learn object oriented programming</td>
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<td>o Learn various constructs of programming techniques</td>
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<td>o Determine the needs of target audience</td>
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<td>o Develop and test games</td>
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<td></td>
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<td>o Evaluate computer games and software used.</td>
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<td>2</td>
<td>* <strong>Robotics and Algorithms</strong> - Students learn to create algorithms to control and manipulate robots to perform tasks and solve challenges</td>
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<td>* <strong>Video Editing and Creation</strong> – Students will learn how to edit and manipulate video using an advanced editor. Pre-production, production and post-production will be examined and film techniques, editing techniques and the application of effects covered</td>
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<td>Through these units, students will learn how to:</td>
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<td>o Plan and manage projects using an interactive and collaborative approach, identifying risks and considering safety and sustainability</td>
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<td>o Create interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities.</td>
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<td>1</td>
<td>* <strong>Mobile Apps</strong> - Students learn to create basic mobile Apps, using an Android platform</td>
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<td>- Students will use a design, create, and evaluate sequence similar to Year 11/12 techniques</td>
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<td>2</td>
<td>* <strong>Architectural Design &amp; Modelling</strong></td>
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<td>o Student use CAD modelling software to design and create a basic house</td>
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<td>o Student undertake research into a real world housing issue, such as homeless or refugees and then Design Develop and Create a modular unit reflecting the needs of the client</td>
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<td>Through this unit, students will learn how to:</td>
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<td>o Precisely define and decompose real-world problems, taking into account functional and non-functional requirements and identify needs</td>
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<td>o Design and evaluate alternative designs against criteria including functionality, accessibility, usability, and aesthetics.</td>
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<td></td>
<td>o Critically evaluate how well developed solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise.</td>
</tr>
</tbody>
</table>
How Do Students Learn?

The project-based nature of the course encourages students to engage in a wide variety of practical learning experiences. These might include:

- Designing, implementing, testing, evaluating and writing documentation for simple computer programs
- Participating in class discussions, role-plays, dilemmas and scenarios
- Designing, developing and evaluating software or hardware to meet client requirements
- Designing, developing and evaluating games and other multimedia products
- Undertaking case studies to solve real IT problems
- Implementing modular programs, applying selected algorithms and data structures including using an object oriented programming language
- Critically evaluate how well developed solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise
- Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability.

How Are Students Assessed?

The assessment program will include a variety of assessment techniques that are integrated with the learning experiences. On exit from the course, each student will be awarded an achievement level, based on the fullest and latest information about student achievement of the exit criteria and standards of the course.

Future Pathways

This subject allows students to develop a good level of computer skills to cope with most Senior subjects. It is particularly advantageous if students are contemplating studying Digital Technology, Design Technology or Information and Communication Technologies (SAS) *(Subject to change)* in Years 11 and 12.
DESIGN TECHNOLOGY (Elective)

WHY STUDY THIS SUBJECT?

Design Technology embodies the dynamics of change. Whilst 21st century society is complex, diverse and unpredictable, equally there is a strong commitment to retaining those elements of society that are valued. Nurturing social awareness, Design Technology advocates for individual and family wellbeing so that action can be taken to minimise possible negative consequences and to seize opportunities to improve wellbeing.

Design Technology is a curriculum area concerned with offering students the opportunity to discover and further develop their own resources and capabilities. In turn, these attributes can be used in their personal life, as well as directing their professional decisions and actions.

The content disciplinary bases from which studies in Design Technology draws are dependent on the context, but might include: food, nutrition, health, textiles, fashion, clothing, consumerism, design and technology and food science.

The study of Design Technology articulates into the study of Food and Nutrition, Design Technology (Authority Subject) and Hospitality (Authority Registered Subject) in Years 11 and 12. (Subject to change in 2018)

WHAT WILL STUDENTS STUDY?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
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</thead>
<tbody>
<tr>
<td>7/8</td>
<td>1</td>
<td><strong>Food Studies</strong></td>
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<tr>
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<td></td>
<td>• Healthy Bites</td>
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<td>• Bonza Breakfasts</td>
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<td></td>
<td><strong>Textiles Studies</strong></td>
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<td></td>
<td></td>
<td>• Designer Cushion</td>
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<td>• In Love with Prints Clutch</td>
</tr>
</tbody>
</table>

HOW DO STUDENTS LEARN?

Design Technology presents its diverse range of subject matter through practical experience. It is this application of theory to practice that makes this course such a valuable learning experience.

Students will develop an understanding of the factors that influence food patterns, and food choices, and the health implications of these choices for individuals, families and communities. They will be provided with opportunities to enhance their understanding of nutritional concepts in designing, preparing and presenting foods for a range of situations.

Through the textiles context students will develop an understanding of the aesthetic and functional qualities of fibres, fabrics and embellishment. Students explore issues and develop skills that enable them to become discerning consumers, designers and creators of textile products as well as to challenge social practice that runs counter to wellbeing.

HOW ARE STUDENTS ASSESSED?

The following assessment techniques will be used:

- Practical tasks (through unit work, observations and independent tasks)
- Compilation of folios / workbooks that focus on decision making and creativity.
Over the course of study, the following assessable elements will be used:

- Knowledge and Understanding
- Process & Production Skills.

**Subject Levy**

This subject attracts a levy to cover the costs of consumables in food and some materials, shared ingredients for group cookery, milk and eggs. Textiles equipment and some materials will also be provided through this levy.

**Future Pathways**

**Food Science & Food Technology** (Food Scientist, Food Technologist, Food Journalist, Food Stylist, Food Photography, Home Economist, Market Researcher)

**Health** (Dietetics, Nutrition, Environmental Health Officer, Health Promotion, Nurse, Project Work, Occupational Therapist)

**Hospitality** (Events Coordinator, Chef, Pastry Chef, Hotel Manager)

**Education** (Home Economics Teacher, Health Educator, Hospitality Teacher)

**Textile Industry** (Textile Merchandiser, Marketing Consultant, Fashion Designer, Textile Retailer, Fashion Coordinator, Textile Machinist, Textile Designer, Textile Artist, Costume Designer)
DESIGN TECHNOLOGY (ELECTIVE 9 – 10)

WHY STUDY THIS SUBJECT?

Design Technology embodies the dynamics of change. Whilst 21st century society is complex, diverse and unpredictable, equally there is a strong commitment to retaining those elements of society that are valued. Nurturing social awareness, Design Technology advocates for individual and family wellbeing so that action can be taken to minimise possible negative consequences and to seize opportunities to improve wellbeing.

Design Technology is a curriculum area concerned with offering students the opportunity to discover and further develop their own resources and capabilities. In turn, these attributes can be used in their personal life, as well as directing their professional decisions and actions.

The content disciplinary bases from which studies in Design Technology draws are dependent on the context, but might include: food, nutrition, health, textiles, fashion, clothing, consumerism, design and technology and food science.

The study of Design Technology articulates into the study of Food and Nutrition, Design Technology (Authority Subject) and Hospitality (Authority Registered Subject) in Years 11 and 12. (Subject to change in 2018)

WHAT WILL STUDENTS STUDY?

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<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER</th>
<th>UNITS</th>
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</table>
| 9    | 1        | Food Studies  
|      |          | • La Pizzeria – Pizza and Food Variety  
|      |          | • The convenient Truth – Homemade vs Convenience products  
|      |          | • Wok on – Stir fry meals and Fresh Ingredients  
|      |          | • Café Capers – Portion and Quality Control  |
|      | 2        | Textiles Studies  
|      |          | • Bedroom Blitz – Boxer Shorts  
|      |          | • Themed Inspired Duffle Bag  |
| 10   | 1        | Food Studies  
|      |          | • Brain Foods – Adolescent Nutrition  
|      |          | • Party on – Healthy Party Foods and Designer Kids Cakes  |
|      | 2        | Textiles Studies  
|      |          | • Designers of the ‘ecolution’ – Eco sustainable Fashion, Design a dress, Eco – Designers.  |

HOW DO STUDENTS LEARN?

Design Technology presents its diverse range of subject matter through practical experience. It is this application of theory to practice that makes this course such a valuable learning experience.
Under the banner of Design Technology, students use food and textiles contexts to gain Knowledge and Understanding, Process and Production Skills and Design thinking to produce designed solutions. Students use creativity and project management skills with increasing confidence, independence and collaboration.

**How are Students Assessed?**

Over the course of study, the following assessment techniques will be used:

- Practical tasks (through module work, observations and independent tasks)
- Compilation of folios/workbooks that focus on decision making and creativity
- Research/writing tasks

Over the course of study, the following assessable elements will be used:

- Knowledge and Understanding
- Process & Production Skills

**Subject Levy**

This subject attracts a levy to cover the costs of consumables in food and some materials, shared ingredients for group cookery, milk and eggs. Textiles equipment and some materials will also be provided through this levy.

**Future Pathways**

- **Food Science & Food Technology** (Food Scientist, Food Technologist, Food Journalist, Food Stylist, Food Photography, Home Economist, Market Researcher)
- **Health** (Dietetics, Nutrition, Environmental Health Officer, Health Promotion, Nurse, Project Work, Occupational Therapist)
- **Hospitality** (Events Coordinator, Chef, Pastry Chef, Hotel Manager)
- **Education** (Home Economics Teacher, Health Educator, Hospitality Teacher)
- **Business** (Hospitality Management)
19 LANGUAGES - FRENCH AND JAPANESE (ELECTIVE)

WHY STUDY LANGUAGES?

Competence in a language is essential for young Australians who wish to take their proper place in a world where globalisation is a reality of life. Mt St Michael’s College acknowledges this by offering students a choice of two languages, one Asian and one European. French and Japanese are two separate subjects and students may choose to study one over the course of the Year 7 and 8 program. The study of French or Japanese in Years 7 or 8 is desirable for further study in Year 9; however, it is still possible to choose French or Japanese in Year 9 without prior study in Year 7 or 8.

The main objective in learning Japanese or French is communication in the language. Throughout the course, students gradually increase their communicative ability across four equally weighted skills of Listening, Speaking, Reading and Writing. For Japanese, students will be expected to use the three scripts of Hiragana, Katakana and an increasing number of Kanji.

WHAT WILL STUDENTS STUDY?

FRENCH

<table>
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<tr>
<th>YEAR</th>
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<tbody>
<tr>
<td>7 OR 8</td>
<td>Out and About</td>
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<td>At Home</td>
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<th>YEAR</th>
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<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>Personal Information</td>
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<td>Family, Friends and Pets</td>
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<td>9</td>
<td>2</td>
<td>School Life and Leisure</td>
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<td>Shopping and Neighbourhood</td>
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<td>10</td>
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<td>Home and Daily Routine</td>
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<td>Leisure and Travel</td>
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<td>10</td>
<td>2</td>
<td>Health and Relationships</td>
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<td>Story-Telling</td>
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JAPANESE

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<th>YEAR</th>
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<tbody>
<tr>
<td>7 OR 8</td>
<td>Greeting, Meeting and Eating</td>
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<td>Me and My Town</td>
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<td>YEAR</td>
<td>SEMESTER</td>
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**How Do Students Learn?**

The course materials used are up-to-date and interesting and are supplemented by audio-visual resources and software. Other activities in the classroom include role-plays, songs, stories, emails and online digital resources, conversations, games, puzzles, cooking and food sampling. Students are encouraged to experience the language ‘outside’ the classroom by participation in language competitions, cultural festivities and excursions.

**How Are Students Assessed?**

In Years 7 or 8, students will be formally assessed in four skills per term/semester, Listening, Speaking, Reading and Writing. There are no assignments required for assessment but regular homework and revision are essential. Active participation in class is also vital.

Language learning expands one’s world view and develops cross-cultural understanding, teaches and encourages respect for other people and can provide a competitive edge in career choices due to its balance of both content and skill.

The three most sought after skills employers seek in today’s marketplace are:

- Communication – students develop skills to clarify and articulate their thoughts and ideas as well as enhance listening skills.
- Problem-solving/analysis
- Ability to work as a member of a team.

Language learning requires intellectual discipline and systematic study habits. Because the learners need to reorganise their thinking to accommodate the structure of the other language, they develop cognitive flexibility and problem solving ability.

**Future Pathways**

Study of Japanese or French in Year 9 & 10 a prerequisite for study in Year 11 & 12.
20 The Arts (Elective)

Why Study This Subject?

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential.

Mt St Michael’s College offers Dance, Drama, Music, and Visual Arts in the suite of electives. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.

Rich in tradition, the Arts play a major role in the development and expression of cultures and communities, locally, nationally and globally. Students communicate ideas in current, traditional and emerging forms and use arts knowledge and understanding to make sense of their world. In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world. They learn that designing, producing and resolving their work is as essential to learning in the Arts as is creating a finished artwork. Arts learning provides students with opportunities to engage with creative industries and arts professionals.

The Arts entertain, challenge, provoke responses and enrich our knowledge of self, communities, world cultures and histories. The Arts contribute to the development of confident and creative individuals. Learning in the Arts is based on cognitive, affective and sensory/kinesthetic response to arts practices as students revisit increasingly complex content, skills and processes with developing confidence and sophistication across their years of learning.

What Will Students Study?

The Arts aims to develop students’:

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to artworks with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing, expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints
- understanding of Australia’s histories and traditions through the Arts, engaging with the artworks and practices, both traditional and contemporary, of Aboriginal and Torres Strait Islander Peoples
- understanding of local, regional and global cultures, and their Arts histories and traditions, through engaging with the worlds of artists, artworks, audiences and arts professions.

These aims are extended and complemented by specific aims for each Arts subject.

How Are Students Assessed?

The students are assessed in Making and Responding across all Arts areas.
DANCE (Elective)

What Will Students Study?

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. Dance students develop knowledge, understanding and skills about dance in their own and others’ cultures. Students explore dance through practical and analytical activities where they learn to problem solve, collaborate and be risk takers in order to challenge their thinking and creativity. They learn to manipulate choreographic devices and form to create and perform their own and others’ dance works which communicate a clear intent. They investigate a variety of genres of dance and develop their technical and expressive skills for performance. Through analysis of own and professional dance works, students practise critical reflection, research, analysis and evaluation skills. Dance challenges students to work to their potential physically, emotionally and intellectually, preparing them for University and other post-schooling pathways.

What Will Students Study?

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<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Units</th>
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<tbody>
<tr>
<td>7/8</td>
<td>1</td>
<td>* I like to Move it, Move it!—Investigation of movement styles of self and others, including different cultures. Exploration of and experimentation with Dance Elements in order to build knowledge and skills and make, respond to and perform dance</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>* Why do we Dance?—exploration of Popular and Social Dance styles (jazz/hip hop) and World Dance (Merenge, Jive, Samba)</td>
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<td></td>
<td>2</td>
<td>* Dance for Entertainment—investigating how dance is used as a means of entertainment, particularly through Tap and Children’s Dance genres</td>
</tr>
<tr>
<td>10</td>
<td>3</td>
<td>* Dance and Emotions - exploration of Musical Theatre and Contemporary Dance</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>* Dance and Productions - development of skills for Dance for Film and investigation of dancers and choreographers who have shaped the direction of current dance trends</td>
</tr>
</tbody>
</table>

How Are Students Assessed?

Making in Dance involves improvising, choreographing, exploring, selecting, creating and structuring movement to communicate their intentions, comparing and contrasting, refining, interpreting, practising, rehearsing and performing.

Responding in Dance involves students appreciating their own and others’ dance works by viewing, describing, reflecting, analysing, appreciating and evaluating.

Both Making and Responding involve students learning choreographic, performance and appreciating processes to engage with the elements of dance and to use safe dance practices. With an understanding of the body’s capabilities applied to their own body, they develop kinaesthetic intelligence, critical thinking and awareness of how the body moves in dance. With increasing experience of making and responding, students develop analytical skills and aesthetic understanding. They engage with different
types of dance and examine dance from diverse viewpoints to build their knowledge and understanding. Dance skills, techniques and processes are developed through their engagement with dance practices that use the body and movement as the materials of dance with, in later bands, the addition of production components.

Assessment is often group based but individually assessed. Each student is measured against task specific individual criteria, which allow the teachers to make objective decisions about the work demonstrated at the time of assessment. All assessment is managed in school time and preparation time for presenting activities is catered for, so that ‘outside of school rehearsal’ should occur only before a major production if students work to capacity in class.

**Subject Levy**

This subject has a performance excursion levy.

**Future Pathways**

Dance provides knowledge and skills required in tertiary study and a wide range of careers including:

- **Arts Journalism**
- **Physiotherapy**
- **Dancing**
- **Choreography**
- **Costume Designing**
- **Tourism And Recreation**
- **Advertising**
- **Public Relations**

- **Secondary Arts Teaching**
- **Event Management**
- **Studio Dance Teaching**
- **Lighting Technician**
- **Stage Design**
- **Early Childhood /Primary Teaching**
- **Teaching**
- **Media**

- **Arts Administration**
- **Dance Therapy**
- **Law**
- **Acting**
- **Spatial Design**
- **Arts Education Officer**
- **Management**
- **Politics**
**Drama (Elective)**

**What Will Students Study?**

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them.

Students learn to think, move, speak and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations. They are excited by exploring their imagination and taking risks in storytelling through role and dramatic action.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Units</th>
</tr>
</thead>
</table>
| 7/8  | 1    | The world of role  
Process Drama  
The world of Expression- Expressive fabric work  
Laban movement  
Neutral mask |
|      | 2    | Development of role using movement and language  
Melodrama |

<table>
<thead>
<tr>
<th>Term</th>
<th>Year 9</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Building Belief</td>
<td>Inject-a-Text</td>
</tr>
<tr>
<td></td>
<td>Focus: Elements of Drama/process Drama/Improvisation</td>
<td>Focus: Australian Realism/Improvisation/Scripted Text</td>
</tr>
<tr>
<td>2</td>
<td>Creating Comedy in Context</td>
<td>Devised Drama</td>
</tr>
<tr>
<td></td>
<td>Focus: Commedia dell Arte/mimed action</td>
<td>Focus: Student devised Drama/Theatre for young people/performance in public</td>
</tr>
<tr>
<td>3</td>
<td>Realism to Ritual</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus: Verbatim stories /Ritual</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Collaborate and Create</td>
<td>Truth to Tell</td>
</tr>
<tr>
<td></td>
<td>Focus: Children’s Theatre/Performance in public</td>
<td>Focus: Verbatim theatre–Realism/Ritual/script</td>
</tr>
</tbody>
</table>
**How Are Students Assessed?**

**Making** in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Students use movement and voice along with language and ideas to explore roles, characters, relationships and situations. They learn to shape and structure drama including use of contrast, juxtaposition, dramatic symbol, cause and effect, and linear and episodic plot forms.

**Responding** in Drama involves students being audience members and listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others’ drama works.

**Assessment** is often group based but individually assessed. Each student is measured against task specific individual criteria, which allow the teachers to make objective decisions about the work demonstrated at the time of assessment. All assessment is managed in school time and preparation time for presenting activities is catered for, so that ‘outside of school rehearsal’ should occur only before a major production if students work to capacity in class.

**Subject Levy**

This subject has a levy, used for various extras such as performance excursions, visiting artists and workshops, accompaniment, and equipment hire.

**Future Pathways**

Drama comes highly recommended to any student wishing to undertake further study, or gain employment, in the Arts, Media and Entertainment industries. This subject also provides excellent skills required in a wide range of careers including law, education, advertising, public relations, management, politics, hospitality and tourism. Furthermore, any student considering working in a field which involves public speaking, group presentations or round-table conferencing should also consider Drama as a senior subject choice.
**Music (Elective)**

**Why Study This Subject?**

Music is good for your brain: Music training has been linked to spatial-temporal reasoning skills, that is the ability to read a map, put puzzles together, form mental images, transform/visualise things in space that unfold over time, and recognize relationships between objects. Playing music optimises brain development, boosts creative thinking and assists motor development.

Music is good for your emotional and social well-being: Group music making activities help promote cooperation, social harmony and teach students discipline while working together toward a common goal. Music often helps students channel unexpressed and/or negative emotions in a positive way.

Music helps you with your other studies: Music learning expands multiple intelligences and helps students transfer study, cognitive and communication skills from subject to subject in any syllabus. In vocal music learning rhythm, phrasing, and pitch greatly enhances language, pronunciation, grammar, and vocabulary skills. Musical symbols, structure, and rhythmic training utilise fractions, ratios, and proportions, which are all important in mathematical study. Understanding music is a complex task which increases problem finding/solving, logic and thinking skills like analysis, evaluation and the linkage/organisation of ideas.

**What Will Students Study?**

The Middle School Music course is designed to accommodate a wide range of student abilities, while allowing for students with special talents and extra training to take the initiative and progress at their own level. Middle School Music may be run as a composite 9/10 class and therefore the four units cycle over a two-year period.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TERM</th>
<th>UNITS</th>
</tr>
</thead>
</table>
| 7/8  | 1    | **Sing and Play**  
Development of instrumental and vocal skills  
Performing with others |
| 2    | 2    | **Musical Soundscapes**  
Expression of music ideas  
Music software skills |

<table>
<thead>
<tr>
<th>UNITS</th>
<th>TERM</th>
<th>YEAR A</th>
<th>YEAR B</th>
</tr>
</thead>
</table>
| 1     | 1    | **African Roots of Rock**  
Focus: rhythm and pitch skills, syncopation and pentatony | **Film Music**  
Focus: understanding the musical language of film |
| 2     | 2    | **Blues and Jazz**  
Focus: singing the blues, improvisation | **Soundtracks**  
Focus: writing your own film soundtrack |
| 3     | 3    | **Be a Rock Star**  
Focus: group rock band performance project | **Little Broadway**  
Focus: music theatre performance project; writing your own Broadway song |
<table>
<thead>
<tr>
<th>Rock, Pop and Rap</th>
<th>Songs from Musicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: composing your own rock song</td>
<td>Focus: role of music in musical theatre</td>
</tr>
</tbody>
</table>

**How are students assessed?**

**Making** in Music involves improvising, creating, composing, rehearsing and performing. Students use vocal and instrumental skills individually, and in small and large groups. They sing and play a variety of musical styles. They use music software to create and record or notate their own musical soundscapes.

**Responding** in Music involves students being audience members and listening to, enjoying, reflecting, analysing, appreciating and evaluating their own and others’ music works.

**Assessment** is often group based but individually assessed. Each student is measured against task specific individual criteria, which allow the teachers to make objective decisions about the work demonstrated at the time of assessment. Time is given within class time for assessment to be prepared, refined and completed.

**Subject levy**

This subject has a performance excursion levy.

**Future pathways**

Pre-requisites: Middle School Music is usually a pre-requisite for further study in the Authority subject Music in Years 11 and 12, and Year 12 Extension Music. Participation in private music and theory lessons and extra-curricular musical activities (such as those offered by the MSM Co-Curricular Music Program and outside community groups) may not be sufficient preparation for Senior Music; however, they do provide valuable background knowledge and musicianship and are a highly recommended part of a well-rounded musical education.

Increased lifelong enjoyment and participation in community music making activities is typically a beneficial outcome of gaining music skills and knowledge during time at school.

Career pathways from studying music could include: Music Education, Music Librarianship, Music Therapy and Performing Arts Medicine, Music Recording and Technology, Radio/TV/Internet, Instrumental and Vocal Performance or Conducting, TV/Advertising/Film Composing, Music Business and Sales, Music Publishing and Editing, Music Journalism/Criticism and Instrument Making and Repair.
**Visual Arts (Elective)**

**Why Study This Subject?**

Students of Art are engaged in the discovery of the expressive self and the inquisitive self, through their journey of inquiry into the history of Art responses and genres. Visual literacy is embedded into their personal engagement with a multiplicity of expressive and reflective approaches to visual expression.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CONCEPT</th>
<th>FOCUS OF UNITS</th>
<th>SUGGESTED MEDIA/TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/8</td>
<td>Identity</td>
<td>Who am I?</td>
<td>Drawing, Painting, Ceramics, Printmaking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Where am I?</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Layers of Life</td>
<td>Community characters</td>
<td>Ceramics, Printmaking, construction, mixed media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Forces of Nature</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Layered point of view</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Through the looking glass</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Beyond Reality</td>
<td>Partial Fingerprint –The Archibald Prize</td>
<td>Photography, tonal drawing, painting, mixed media, collage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sculptural Insight–Cubism</td>
<td>Ceramic sculpture, still-life drawing, painting, mixed media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wearable culture</td>
<td>Design portfolio, wearable art, drawing, mixed media, collage construction of handbag</td>
</tr>
</tbody>
</table>

**How Do Students Learn?**

In both **Making** and **Responding**, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique artworks as artists and audiences, they may ask and answer questions to interrogate the artists’ meanings and the audiences’ interpretations. Meanings and interpretations are informed by contexts of societies, cultures and histories, and an understanding of visual arts practices.

The complexity and sophistication of such questions will change across the course from year 7 to Year 10. In the later years, students will consider the interests and concerns of artists and audiences regarding time, place, philosophies and ideologies.

Through **Making** and **Responding**, students develop knowledge, skills and understanding of their art making by becoming increasingly proficient processes, and ways of perceiving worlds. As they progress in Visual Arts, students develop perceptual skills in particular observation and
the ability to notice, and learn to respond and view critically. Students develop the conceptual capacity to develop a thought or an idea and represent it visually. They identify and analyse meaning in artworks from diverse contexts. They develop communication skills as they intentionally plan, design and make artworks for various audiences. As they progress through the bands, students develop technical proficiency and expertise with materials and techniques and become skilful practitioners.

Excursions and field trips are an essential learning experience in the Art subjects. All students are also expected to visit selected exhibitions and related art displays in their own time as an important element of independent study.

**HOW ARE STUDENTS ASSESSED?**

**Making** in Visual Arts involves students making representations of their ideas and intended meanings in different forms. Students select the visual effects they want to create through problem-solving and making decisions. They develop knowledge, understanding and skills as they learn and apply techniques and processes using materials to achieve their intentions in two-dimensional (2D), three-dimensional (3D) and four-dimensional (4D) forms.

**Responding** in Visual Arts involves students responding to their own artworks and being audience members as they view, manipulate, reflect, analyse, enjoy, appreciate and evaluate their own and others' visual artworks.

Both **Making** and **Responding** involve developing practical and critical understanding of how the artist uses an artwork to engage audiences and communicate meaning.

**SUBJECT LEVY**

Visual Arts currently attracts a levy per term to cover the cost of materials and equipment.

All Years 9 and 10 students will be required to obtain an essential personal kit for this subject which is included in the booklist. This engenders personal responsibility with materials and facilitates homework tasks and preparation tasks.