

ST MARY'S COLLEGE
IPSWICH
a community

***Middle Phase
Curriculum Handbook
Year 9, 2017***

Our Mission

*With Jesus and Mary as our models,
St Mary's strives to
provide quality,
holistic education
in a caring
Catholic Christian Community*

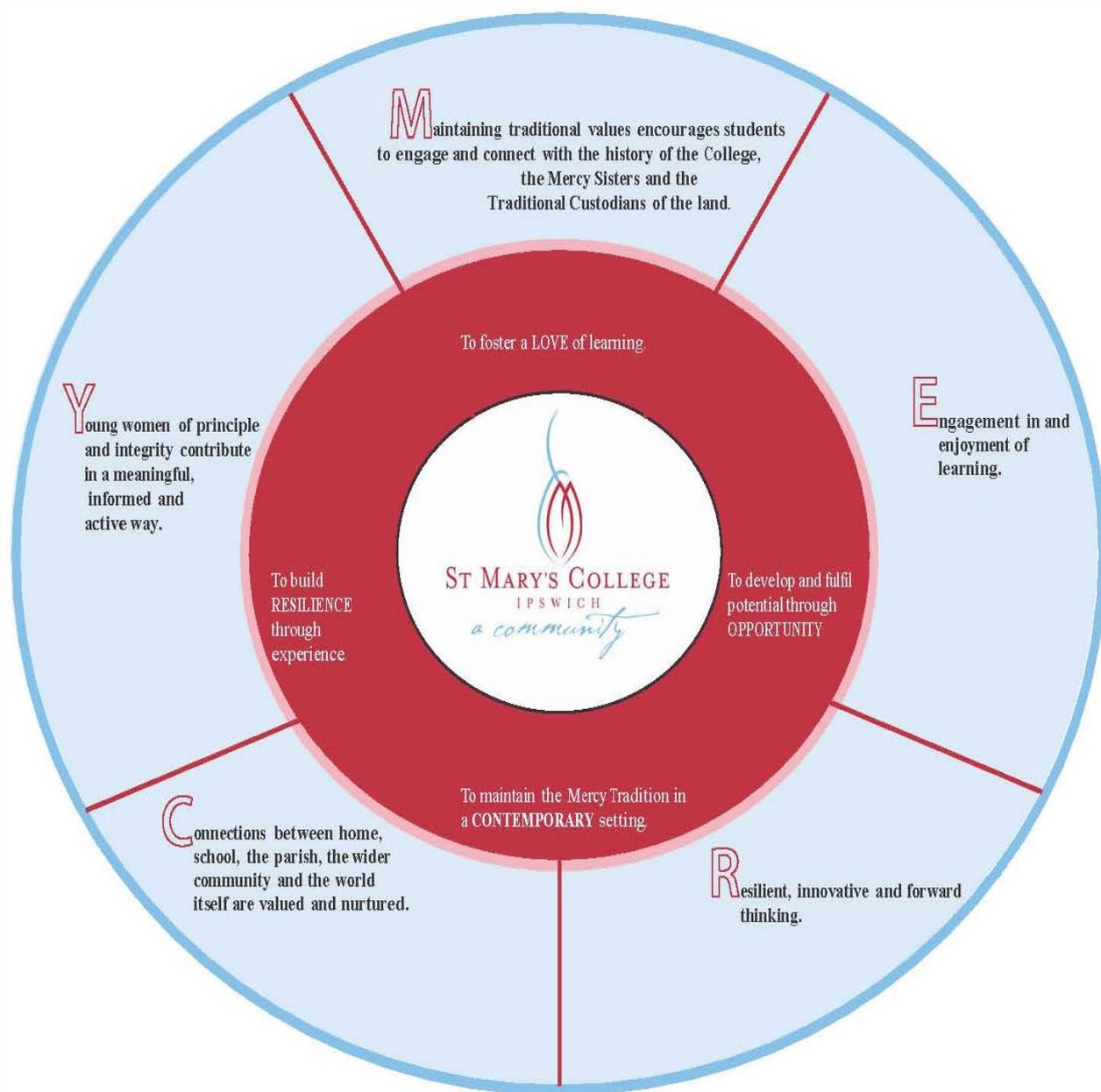
Contents

Curriculum Overview	4
St Mary's College Vision for Learning	5
Core Subjects	7
English	8
Humanities	9
Health and Physical Education	10
Mathematics	11
Religious Education	12
Science	13
Elective Subjects	14
Dance A	15
Dance B	16
Drama/Media A	17
Drama/Media B	18
Enterprise Education A	19
Enterprise Education B	20
Graphics A	21
Graphics B	22
Hospitality A	23
Hospitality B	24
Music A	25
Music B	26
Spanish A	27
Spanish B	28
Technologies	29
Textiles A	30
Textiles Plus B	31
Visual Art A	32
Visual Art B	33

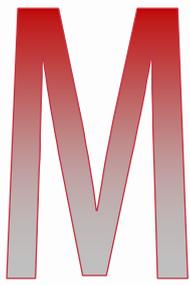
Curriculum Overview

DEPARTMENT	CURRICULUM LEADER	SUBJECT
CORE SUBJECTS		
Religious Education	Michael Blanchfield michaelb@stmarys.qld.edu.au	Religious Education
English and Languages	Angela Greaves angelag@stmarys.qld.edu.au	English
Mathematics (Choose one)	Denise Bart pennyb@stmarys.qld.edu.au	Essential Mathematics Mathematics Mathematics Extension
Health Sciences	Louise McCarthy louisem@stmarys.qld.edu.au	Health and Physical Education
Humanities	Maree Rosenthal mareer@stmarys.qld.edu.au	History and Geography
Science	Nick Dubravcic nickd@stmarys.qld.edu.au	Science
Elective Subjects		
Business and Technology	Lyn Byrnes lynb@stmarys.qld.edu.au	Enterprise Education A & B Graphics A & B Technologies
Languages	Angela Beljak angelab@stmarys.qld.edu.au	Spanish A & B
Health Sciences	Louise McCarthy louisem@stmarys.qld.edu.au	Textiles A & B Hospitality A & B
The Arts	Narelle Thompson narellet@stmarys.qld.edu.au	Music A & B Dance A & B Drama/Media A & B Visual Arts A & B

St Mary's College Vision for Learning



St Mary's College Vision for Learning



Maintaining traditional values encourages students to engage and connect with the history of the College, the Mercy Sisters and the Traditional Custodians of the land.

They develop and understand what it means to be a student of Mercy and are challenged to fulfill this role. Our shared Catholic identity is reflected in the teaching and learning across the Curriculum. The College fosters a caring and supportive environment based on the Mercy values with a focus on respect for self, others and the environment. Students are encouraged to become responsible decision makers and accept the consequences of their actions. Healthy relationships are a focus within the College as they are pivotal in creating a caring and supportive culture. Students are challenged to restore any relationships which are harmed by their actions.



Engagement in and enjoyment of learning.

are experienced as students accept responsibility for investing time and energy in their own work. Teachers demonstrate a passion for learning and teaching within an engaging and challenging curriculum. Support for high levels of student involvement, effort and achievement is apparent in all areas across the College. The College community acknowledges and celebrates the efforts and achievements of individuals and teams.



Resilient, innovative and forward thinking.

Individuals develop within a culture marked by respectful relationships between teachers, students, and the wider College community. Students develop a respect for learning and a commitment to social justice. Risk taking in seeking to improve learning is encouraged, new ideas are openly received and errors are recognised as opportunities for learning. Opportunities are created for higher order thinking skills to be applied to real life, contextual or constructed problems. High expectations for learning and achievement outcomes are encouraged.



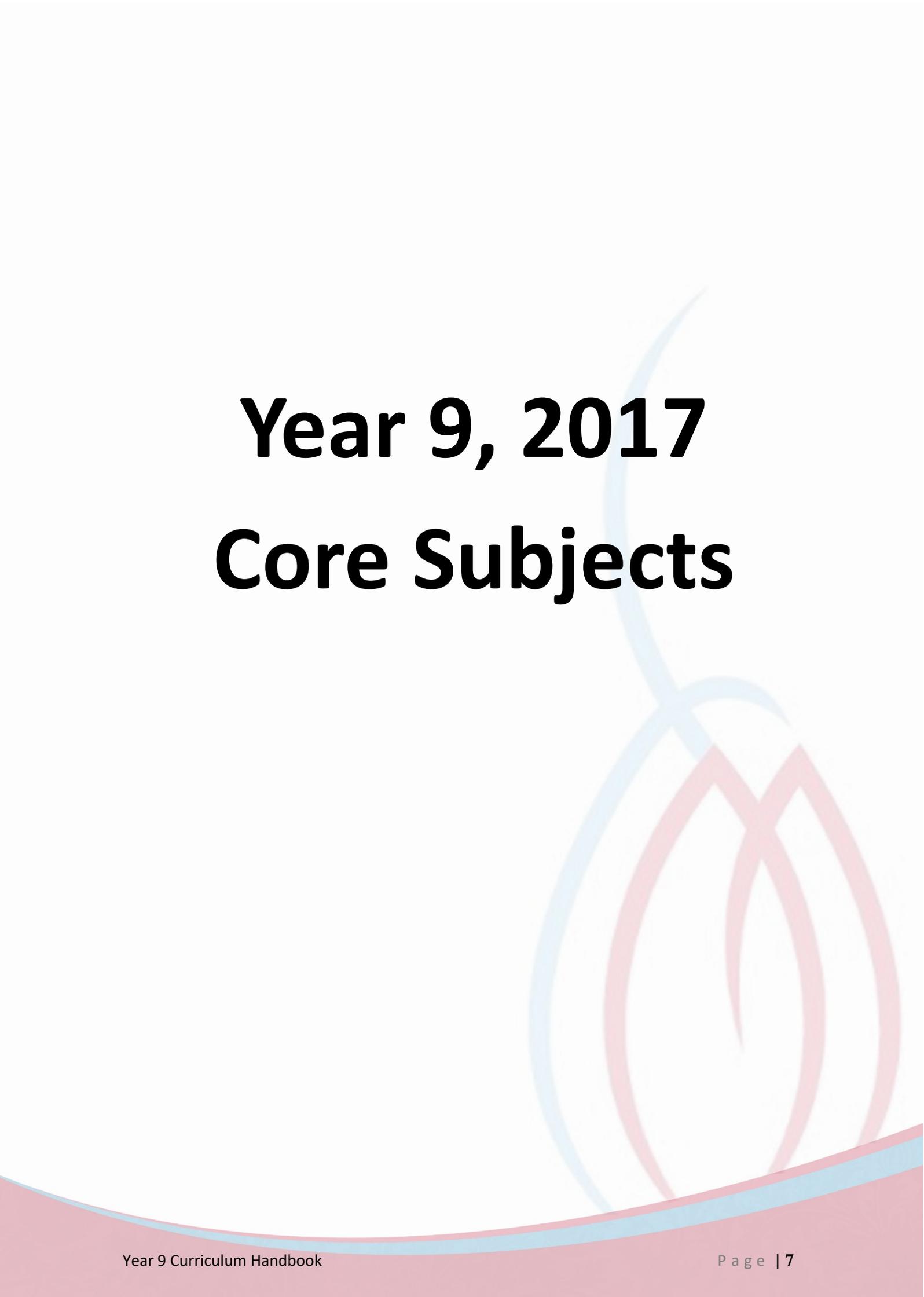
Connections between home, school, the parish, the wider community and the world itself are valued and nurtured.

Learning is enhanced through collaboration with others and the environment. Utilising flexible learning spaces where there is focus on exploration, investigation and problem solving. Students are instilled with courage to make decisions, value diversity and be forward thinking and innovative.



Young women of principle and integrity contribute in a meaningful, informed and active way.

They are proud of their past and are prepared to go forward into the world. Young women of Mercy are inclusive, compassionate and empathetic, and contribute to a fair and just society. The College aims to encourage and nurture students to discover and develop their full potential within a safe environment characterised by trust and honesty.



Year 9, 2017

Core Subjects

English

Course Description

The Australian English Curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

Course Outline

All students study English from Years 7 to 10. After Year 10, students have a choice of subjects for Years 11 and 12 depending on their goals and their choice of pathway.

- Term 1 Those Magic Moments (Creative Writing)
- Term 2 Aussie, Aussie, Aussie! (Australian Identity)
- Term 3 The World Around Us (Global Texts)
- Term 4 Say it to Your Facebook (Language Online)

Assessment

English uses a wide range of assessment techniques to determine the relationships between student achievement and the course standards. A folio of work will be collected and teachers will make on-balance judgments matching the work to the Australian Curriculum achievement standards. A range of assessment techniques will be used.

Humanities

Course Description

This subject guide relates to the course titled “The Making of the Modern World’ (c.1750 to c.1918), developed from the Australian Curriculum for Year 9 History. This time period included the expansion of European power through imperialism, nationalism, colonialisation and industrialisation, which caused rapid changes in the ways people lived, worked and thought. Consideration will also be given to the Cross-curricular priority of Australia and Australia’s Engagement with Asia.

Through this Humanities Program, St Mary’s College aims to:

- Develop student understandings of why the world is the way it is today?
- Develop communication skills.
- Develop understanding of the processes of change and continuity, cause and effect and contestability.
- Develop student’s ability to reflect critically.
- Contribute to the development of a student’s capacity to identify their social location, their place in time and their heritage within a distinctive culture.
- Contribute to a student’s ability to empathise with the views of others.
- Develop understandings and a range of skills through processes of critical inquiry.

Course Outline

What will students study in Year 9?

- Making a Better World (Depth study: The Industrial Revolution)
- Asia and Australia (Depth study: Investigate the History of an Asian Society)
- World War 1 (Depth study: World War 1 1914-1918)
- Australia’s Engagement with Asia – geographic, social and economic perspectives.

Assessment

The Queensland Curriculum Assessment Authority is responsible for assessment advice and guidelines. History uses a wide range of assessment techniques to determine the relationships between student achievement and the course standards. A folio of work will be collected and teachers will make on-balance judgements matching the work to the Australian Curriculum achievement standards. Assessment techniques will include Essay genres, Research Assessment genres, Multimodal and Source Analysis.

Health and Physical Education

Course Description

This subject guide relates to courses developed from the Australian Health and Physical Education Curriculum. The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioral expectations in different leisure, social, movement and online situations.

Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies that support the development of preventive health practices that build and optimise community health and wellbeing.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how physical activity and sport participation influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate the personal and social skills necessary to demonstrate leadership, teamwork and collaboration in a range of physical activities.

Course Outline

The Australian Curriculum: Health and Physical Education is organised in two content strands: Personal, social and community health, and Movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands. In the Australian Curriculum: Health and Physical Education (F–10), the two strands, Personal, social and community health and Movement and physical activity are interrelated and inform and support each other. Both strands of the Health and Physical Education curriculum must be taught in each year from Foundation to Year 10. Health and Physical Education lessons will provide students with the opportunity to participate in physical activity on a weekly basis as a minimum.

Assessment

Assessment will occur in both the theory and practical areas and may include:

- Investigation
- Performance and practical applications
- Group choreography tasks
- Performance of set and own choreography
- Analysis and appreciation of work through written form
- Evaluation and synthesis of own choreography and performance

Mathematics

Course Description

Students work to develop understanding and fluency in the three content strands of *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. By developing problem solving and reasoning skills students are educated to:

- be active, thinking citizens interpreting the world mathematically and using mathematics to help form their predictions and decisions about personal and financial priorities
- critically examine social and scientific issues by using and interpreting mathematical perspectives
- appreciate the elegance and power of mathematical thinking and experience mathematics as enjoyable.

Course Outline

Students in Year 9 study one mathematics subject. Three courses are offered to allow students to access the Mathematics course suited to their ability and interest.

Essential Mathematics

Students work on acquiring a mathematical skill set which will allow them to use mathematics effectively and study Mathematics Essential

Mathematics

Students are exposed to a broad range of mathematical concepts from all strands. Most students select this course which prepares them for Mathematics General

Mathematics Extension

Students are exposed to more abstract and complex mathematical concepts which prepare them for Mathematics Methods in Year 11.

Assessment

Mathematics uses a wide range of assessment techniques to determine a student's grade.

Religious Education

Course Description

The Religious Education Guidelines recognise that “Religious literacy is one aspect of the faith development of students”. The religious classroom is an educational setting particularly well suited to the development of religious literacy. Other settings beyond the religion classroom contribute in a variety of complementary ways to the faith growth of students.

Through the Religious Education Program, St Mary’s College aims to:

- Develop student’s intellectual skills.
- Develop communication skills.
- Develop understanding of each person’s place in a multi-cultural, multi-faith society.
- Develop student’s ability to reflect critically.
- Contribute to the development of student’s capacity to make judgements in relation to moral, ethical and religious issues.
- Produce young women developing emotionally, mentally and spiritually, ready to make an active contribution to their faith community and society.

Course Outline

What will students study in Year 9?

- Following the Call
- Jesus: Revelation of God
- The Human Person: Broken and Healed
- The Church in the Age of Revolutions

Assessment

Students are assessed using a broad spectrum of assessment instruments. Written assignments, short answer tests, multiple choice tests, oral and written exams, oral presentations, project work, field studies and results from peer assessments.

Science

Course Description

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The understandings which Science promotes, form 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 provides opportunities for students to:

- develop an understanding of important scientific concepts and processes,
- develop an understanding of the practices used to develop scientific knowledge,
- develop an understanding of Science's contribution to our culture and society, and its applications in our lives,
- develop scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in Science-related careers,
- learn that Science is a valuable pursuit in its own right
- experience the joy of scientific discovery and nurture their natural curiosity about the world around them,
- develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods,
- learn the wider benefits of 'scientific literacy', including giving them the capability to investigate the natural world and changes made to it through human activity.

Course Outline

The same course is offered to all students and it caters for a range of abilities and learning styles. It is structured to extend students' Science understandings and promote scientific ways of thinking, as well as preparing students for choosing the various Science subjects on offer in the Senior School.

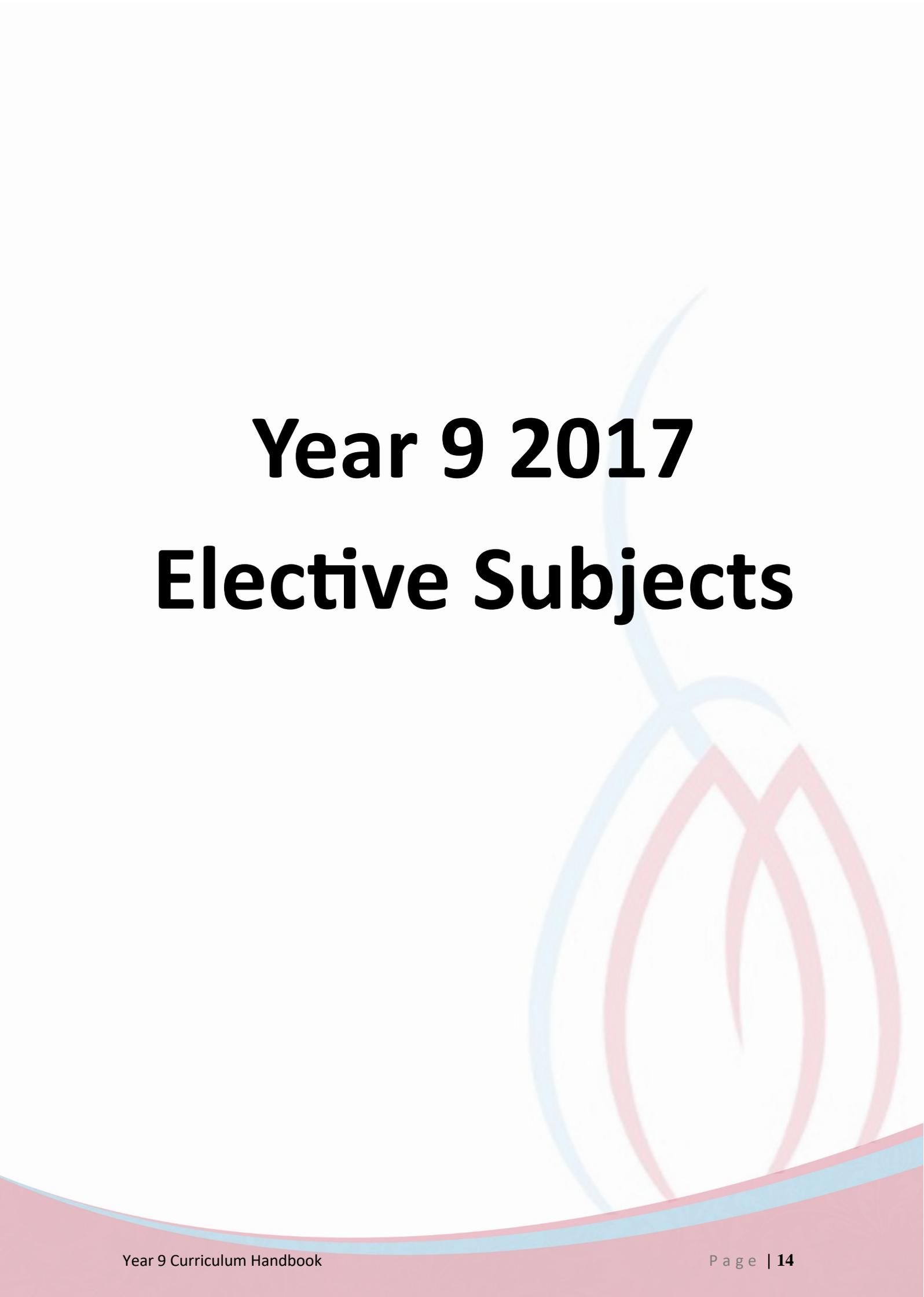
The Australian Curriculum: Science is organised into three interrelated strands: *Science Understanding*, *Science Inquiry Skills* and *Science as a Human Endeavour*. Together, the three strands of the Science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore Science, its' concepts, nature and uses through clearly described inquiry processes.

Topics studied include:

- Ecosystems (Biology)
- The atom (Chemistry)
- Heat, light and electrical energy (Physics)
- Ions, acids, bases and chemical reactions (Chemistry)
- Plate tectonics (Earth Science)
- Disease (Biology)

Assessment

The Science curriculum emphasises inquiry-based teaching and learning. A balanced and engaging approach to teaching will typically involve context, exploration, explanation and application. Hence Science uses a wide range of assessment approaches and techniques to determine the relationships between student achievement and the course standards.



Year 9 2017

Elective Subjects

Dance A

Rhythm Junkies

Course Description

Through Dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

This course is designed to enable students to:

- explore elements, skills and processes through the integrated practices of choreography, performance and appreciation
- use the body as the instrument of expression
- use combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement
- enhance their knowledge and understanding of diverse cultures and contexts
- promote wellbeing and social inclusion
- develop their personal, social and cultural identity.

Course Outline

Through *Making* and *Responding* to a variety of dance works students will:

- Understand the elements of mood, tension, energy and dynamics and how these can be manipulated by changes in rhythm
- Develop their ability to communicate and express feelings and experiences through rhythm based dance styles
- Explore rhythmic dances including Tap, Flamenco, Pasodoble, Rhythmic Street and Stomp
- Develop their understanding of dance and choreographic terminology
- Evaluate how various dance works reflect the values, traditions and experiences of social groups and learn to use their own as stimulus for their own choreographic works

Assessment

Assessment in this unit will be both ongoing, with judgements made throughout the unit, and as a formal assessment tasks at the conclusion of each term.

Assessment modes for this unit include:

- Individual and group choreography tasks
- Performance of set choreography
- Analysis and appreciation of work through written form
- Evaluation and synthesis of own and other's choreography and performance

Dance B

Dance for Music Videos

Course Description

Through Dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

This course is designed to enable students to:

- explore elements, skills and processes through the integrated practices of choreography, performance and appreciation
- use the body as the instrument of expression
- use combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement
- enhance their knowledge and understanding of diverse cultures and contexts
- promote wellbeing and social inclusion
- develop their personal, social and cultural identity.

Course Outline

Through *Making* and *Responding* to a variety of dance works students will:

- Discuss how dance in its various forms increase the entertainment value of the music video genre
- Understand the elements of action, dynamics, space and relationships and their importance to filmed dance routines
- Develop their ability to use dance to communicate and express intent
- Explore popular dance styles such as Hip Hop, Jazz, Pop, Contemporary and Lyrical
- Develop their understanding of dance and choreographic terminology
- Explain and apply their choices of dance and production elements in choreography

Assessment

Assessment in this unit will be both ongoing, with judgements made throughout the unit, and as a formal assessment tasks at the conclusion of each term.

Assessment modes for this unit include:

- Individual and group choreography tasks
- Performance of set choreography
- Analysis and appreciation of work through written form
- Evaluation and synthesis of own and other's choreography and performance

Drama/Media A

Improvisation- Let's Make It Up!

Course Description

Drama incorporates two quite different forms of communication. One form focuses on the development of creative expression and aesthetic sensitivity, and the other on the development of functional communication skills.

This course is designed to:

- Provide opportunities to assist each student to achieve her unique potential through the arts
- Foster confidence and self-discipline in social interaction
- Develop skills in interpersonal relationships and teamwork
- Develop skills in functional communication
- Encourage further involvement in dramatic and other artistic/expressive activity

Course Outline

The program is organised around the three major components:

- Forming (making)
- Presenting (performing)
- Responding (analysing)

Students will engage with:

- Improvisation skills
- Process drama
- Documentary drama
- Creating your own drama

Assessment

Drama is a group art and many learning experiences and practical tasks will occur in group situations. However, achievement will be measured in terms of the individual's performance within the group.

Assessment will include a range of practical and written tasks such as performance, student devised drama, scripted text, response to theatre, assignments and analysis of text for performance

Drama/Media B

Stage Magic

Course Description

Drama incorporates two quite different forms of communication. One form focuses on the development of creative expression and aesthetic sensitivity, and the other on the development of functional communication skills.

Stage Magic – Children’s Theatre

This course is designed to:

- Provide opportunities to assist each student to achieve her unique potential through the arts
- Foster confidence and self-discipline in social interaction
- Develop skills in interpersonal relationships and teamwork
- Develop skills in functional communication
- Encourage further involvement in dramatic and other artistic/expressive activity

Course Outline

Drama incorporates two quite different forms of communication. One form focuses on the development of creative expression and aesthetic sensitivity, and the other on the development of functional communication skills.

This course is designed to:

- Provide opportunities to assist each student to achieve her unique potential through the arts
- Foster confidence and self-discipline in social interaction
- Develop skills in interpersonal relationships and teamwork
- Develop skills in functional communication
- Encourage further involvement in dramatic and other artistic/expressive activity

Assessment

Drama is a group art and many learning experiences and practical tasks will occur in group situations. However, achievement will be measured in terms of the individual’s performance within the group.

Assessment will include a range of practical and written tasks such as performance, student devised drama, scripted text, response to theatre, assignments and analysis of text for performance.

Enterprise Education A

Business on the move!

Course Description

Business today is conducted on a global platform. Australia is a trading nation and its place within the rising economies of Asia and the broader global economy is assured. This subject encourages students to explore business in order to participate more effectively in contemporary Australian society. It aims to equip students with the ability to communicate effectively, and to interact confidently in a business environment, and to use business technologies efficiently.

The Federal Government has continued to prioritise the study of Financial Literacy to ensure that students can obtain skills in order to manage their finances more effectively in the future. Enterprise Education incorporates a study of this area.

The course aims to provide the student with a basic understanding of the principles underlying business activities. Students should develop the ability to communicate effectively in the language of the business world.

Through the Enterprise Education (Business and Economics) Program, St Mary's College aims to:

- increase awareness of the interdependence of consumers, businesses and environments, in order to provide a foundation in the disciplines of accounting, management and law,
- provide students with a body of knowledge essential to understanding the interaction between the individual and business,
- enable students to participate more effectively and responsibly in a changing business environment,
- equip students with decision-making skills that allow them to develop and evaluate solutions and encourages students to think critically and purposefully about their business and economic needs and interactions,
- assist students to appreciate the necessity for accuracy in data collection, data analysis, managing time, and the presentation of high-quality work using reasoned arguments.

Course Outline

What will students study in Year 9?

- Environments, Innovation and Comparative Advantage
- Business, Government and the Economy
- Global economy and trade - Industry visit (Port of Brisbane)
- Introduction to the Accounting System
- Impact of accounting on economic

A range of topics are selected which involve students in development of their skills and knowledge in the Business and Economics areas.

Assessment

Assessment will be by examination, assignment and multi-modal presentations. Students explore how businesses respond to changing economic conditions and consider different strategies that can be used by consumers, businesses and governments to improve business and financial outcomes.

Testing will be in two main areas: Knowledge and Understanding, and Practical Applications and Skills

Enterprise Education B

Who wants to be a Millionaire

Course Description

This subject encourages students to explore business in order to participate more effectively in a global world. Students will use technology in a variety of applications including internet and digital technologies.

The course aims to provide the student with a basic understanding of the principles underlying business activities. Students should develop the ability to communicate effectively in the language of the business world. During the course students should develop the ability to respond to the ever-changing nature of business technologies. Australia is a very innovative nation, and a sound understanding of business processes provides enhanced career opportunities.

The Federal Government has continued to prioritise the study of Financial Literacy to ensure that students can obtain skills in order to manage their finances more effectively in the future. Business and Enterprise incorporates a study of this area.

The complete course provides students with a range of personal and interpersonal skills with general application to personal and work life. The aim is to develop an appreciation of the skills and attitudes that enhance employability, cooperation, self-reliance and preparedness for life-long learning.

Through the Enterprise Education (Business and Economics) Program, St Mary's College aims to:

- provide a foundation in the disciplines of accounting, economics, management and law,
- promote the development of numeracy, effective communication and logical reasoning and introduce students to relevant technologies,
- provide students with a body of knowledge essential to understanding the interaction between the individual, the economy and business,
- equip students with decision-making skills that allow them to develop and evaluate solutions and to think critically about their business and economic needs and interactions,
- provide global information useful to individuals in the management of their personal financial affairs and business interactions,
- assist students to appreciate the necessity for data analysis, managing time and the presentation of high-quality work using reasonable arguments and relevant facts.

Course Outline

What will students study in Year 9?

- Marketing in a global environment
- Ethical and sustainable production and marketing
- Entrepreneurship (Market Day)
- Managing financial risk and rewards
- Financial Literacy and Investment

A range of topics are selected which involve students in development of their skills and knowledge in the Business and Economics areas.

Assessment

Assessment will be by examination and projects, including product design and market days. Students explore how businesses respond to changing economic conditions and consider different strategies that can be used by consumers, businesses and governments to improve business and financial outcomes.

Testing will be in two main areas: Knowledge and Understanding, and Practical Applications and Skills.

Graphics A

Real Design

Course Description

Creative industries are providing new and innovative career opportunities in this ever changing world. Graphics A takes students on a creative industries journey that takes them from the design brief, through the concept design stages, then the product design itself and finally the product launch.

Through the Graphics Program, St Mary's College aims to:

- Develop an understanding of the Design Process,
- Develop their creativity in context to design a product,
- Develop their problem solving skills to produce a range of viable solutions,
- Develop their evaluation skills to recommend the most appropriate solution based on the design brief,
- Develop an understanding of the importance of clear and efficient communication,
- Develop skills using the spoken and written word, as well as drawings, sketches, coloured illustrations, 3D modelling and 3D modelling software to enable clear and efficient graphical communication to occur,
- Learn to express themselves and their ideas through the use of powerful tools such as 3D modelling tools and 3D printers,
- Experience the joys of creating something using their own ideas, personalities, backgrounds and experiences.

Course Outline

Traditional technical drawing skills have been combined with modern applications in order to emulate the large increase in employment opportunities using these skills as a basis. The study of design and marketing are incorporated, showing each step of the process, from the design brief to the finished prototype and advertising associated with it.

After an initial unit of learning the uses of Graphics equipment and basic techniques, the course is structured conceptually to encompass new techniques and skills within a 'real' design task. Students are given a design brief and the learning is structured to emulate real creative industries tasks, albeit with a lot of scaffolding to ensure student success.

Content components of the course include:

- Elements and Principles of Design,
- Graphic Design,
- Colour Theory,
- Sketching and Drafting Techniques,
- Product Design,
- Virtual and Real 3D Modelling.

Assessment

A range of assessment techniques will be used throughout the course, however, the portfolio of individual design work is the final and most rewarding piece of assessment that shows students their interactive and visual design journey as well as their achievements.

Graphics B

3D Design for Living

Course Description

Creative industries are providing new and innovative career opportunities in this ever changing world. Graphics A takes students on a creative industries journey that takes them from the design brief, through the concept design stages, then the product design itself and finally the product launch.

Through the Graphics Program, St Mary's College aims to:

- Develop an understanding of the Design Process,
- Develop their creativity in context to design a product,
- Apply the science of Ergonomics to their design ideas in order to ensure it is safe for human use,
- Develop their problem solving skills to produce a range of viable solutions,
- Develop their evaluation skills to recommend the most appropriate solution based on the design brief,
- Develop an understanding of the importance of clear and efficient communication,
- Develop skills using the spoken and written word, as well as drawings, sketches, coloured illustrations, 3D modelling and 3D modelling software to enable clear and efficient graphical communication to occur,
- Learn to express themselves and their ideas through the use of powerful tools such as 3D modelling tools and 3D printers,
- Experience the joys of creating something using their own ideas, personalities, backgrounds and experiences.

Course Outline

Traditional technical drawing skills have been combined with modern applications in order to emulate the large increase in employment opportunities using these skills as a basis. The study of design and marketing are incorporated, showing each step of the process, from the design brief to the finished prototype and advertising associated with it.

After an initial unit of learning the uses of Graphics equipment and basic techniques, the course is structured conceptually to encompass new techniques and skills within a 'real' design task. Students are given a design brief and the learning is structured to emulate real creative industries tasks, albeit with a lot of scaffolding to ensure student success. Ergonomics will be a key concept studied as the tasks are people oriented and the products are designed for living.

Content components of the course include:

- Elements and Principles of Design,
- Graphic Design,
- Colour Theory,
- Sketching and Drafting Techniques including Computer Aided Design and Drafting (CADD),
- Product Design,
- Ergonomics,
- Virtual and Real 3D Modelling.

Assessment

A range of assessment techniques will be used throughout the course, however, the portfolio of individual design work is the final and most rewarding piece of assessment that shows students their interactive and visual design journey as well as their achievements.

Hospitality A

Food and Nutrition: Managing Menus

Course Description

This course of study is an extension of work previously covered. Throughout this unit there is some emphasis on nutrition but the main focus is in learning production, catering and presentation skills for teenage entertaining. Students will continue to develop knowledge of utensils, appliances and skills, which develop in complexity. Students will be guided into an understanding of their individual food requirements. Teacher demonstrations will help model safe and hygienic work practices.

Course Outline

There are two units of work. *“Happy Healthy Teenagers”* focusses on planning meals for adolescents. The Australian Dietary Guidelines (ADG) and The Australian Guide to Healthy Eating (AHGE) will be revisited as knowledge of food and nutrients is expanded. Students will be well prepared for life after school as they learn to plan and design meals, for developing adolescents, whilst learning to plate food for maximum effect, to set a table and plan a party. The second unit, *“Cooking for Fun”*, will focus on preparing novelty foods which could be sold in the school canteen or given as gifts for a seasonal event. Eg. Christmas or Easter. This is a fun unit which incorporates elements such as novelty recipes, cupcakes, cake decorating and slices.

Assessment

Students are assessed in three dimensions:

1. Knowledge and Understanding
2. Reasoning and Communicating Processes
3. Practical Performance

This assessment will involve one written test and a research assignment which is related to a practical task for which a journal will be kept.

Hospitality B

Food and Hospitality: To Market to Market

Course Description

Basic Hospitality falls under the Key Learning Area of **Design Technology** and caters for those students who have an interest in Home Economics, but more specifically wish to develop food preparation skills. It is a highly practical course and the aim is to allow students to develop a sense of achievement through the design and preparation of foods, so leading to a greater self-confidence required for life long skills and future employment.

Course Outline

The unit, "**Baking for Profit: Test, Try, Tempt**" focusses on baking techniques, costing of events and food items and the marketing of a designed product. Within this focus students will cover:

- Hygiene and safety
- Catering skills and entertaining
- Easter cookery
- Baking
- Confectionery
- Marketing

A "**Planning for a Special Occasion**" will guide the students into an understanding of menus and planning a three course meal. Additional skills in this Unit are:

- Functions
- Industry Careers in Hospitality
- Food as a Small Business
- Cultural Cookery

This course is designed to provide an understanding of the role of hospitality as well as the structure, scope and operation of catering activities. Learning activities aim at developing knowledge, processes, skills and attitudes in the preparation, production, costing, service and distribution of food and beverages. Teacher demonstrations will help model safe and hygienic work practices.

Assessment

Students are assessed in three dimensions:

- Knowing and Understanding
- Examining and Applying
- Planning and Evaluating

This assessment will involve one written test, the keeping of journals related to skill development and to the design, production and undertaking of a practical function or task. (i.e. Market Day Stall, Fine Dining for Four)

Music A

The Rhythm of Life and Pitch Perfect

Course Description

Studies in Music focus on creative thinking and self-expression whilst promoting self-discipline, concentration and communication.

The Music education program at St Mary's College encompasses the following four essential components:

- Composing/Arranging
- Musicology
- Performing
- Theory

Course Outline

The Rhythm of Life

- Rhythm notation
- Drum kit and drumming
- Rhythm composition

Pitch Perfect

- Pitch notation
- Round singing
- Round composition

Participation in the course should result in students being able to perform, compose, analytically listen to and enjoy Music.

Assessment

Assessment will include a range of practical and written tasks such as performances, compositions and arrangements, listening and theory tests, orals, written assignments and reports.

Music B

Soundscapes and All That Jazz

Course Description

Studies in Music focus on creative thinking and self-expression whilst promoting self-discipline, concentration and communication.

The Music education program at St Mary's College encompasses the following four essential components:

- Composing/Arranging
- Musicology
- Performing
- Theory

Course Outline

Soundscapes

- Communicating sound visually
- Graphic notation
- Program music

All That Jazz

- History of jazz
- Jazz instrument performance
- 12 Bar Blues composition

Participation in the course should result in students being able to perform, compose, analytically listen to and enjoy Music.

Assessment

Assessment will include a range of practical and written tasks such as performances, compositions and arrangements, listening and theory tests, orals, written assignments and reports.

Spanish A

Let's Hang Out!

Course Description

To develop practical Spanish language skills that can be used in everyday situations.

What will students study:

- Hobbies and free time
- Meals and eating out
- My town
- Health and illness
- Let's go shopping!

Course outline

Spanish provides students with the opportunity to communicate in the target language in real life/everyday situations. Themes studied include: personal and community life, leisure and recreation, the natural world, the built world, the international world and the imaginative world. These themes incorporate the learning of culture, maintaining the important link between language and culture.

Hispanic Culture may also be experienced first-hand via the many classroom activities where the cooking of Hispanic foods, Hispanic music and dance and guests from Hispanic countries are incorporated into lessons. Students may also enjoy the experience of visiting a Mexican Restaurant, or students may engage in the creation of piñatas.

Assessment

Communicating in a foreign language means being able to speak, listen to, read and write in the target language, therefore students are assessed twice a year in each skill.

Spanish B

The Hispanic World

Course Description

To develop practical Spanish language skills that can be used in everyday situations.

What will students study?

- Hispanic countries
- Traditions and culture
- Have a great trip
- Let's visit Seville

Course outline

Spanish provides students with the opportunity to communicate in the target language in real life/everyday situations. Themes studied include: personal and community life, leisure and recreation, the natural world, the built world, the international world and the imaginative world. These themes incorporate the learning of culture, maintaining the important link between language and culture.

Hispanic Culture may also be experienced first-hand via the many classroom activities where the cooking of Hispanic foods, Hispanic music and dance and guests from Hispanic countries are incorporated into lessons. Students may also enjoy the experience of visiting a Mexican Restaurant, or students may engage in the creation of piñatas.

Assessment

Communicating in a foreign language means being able to speak, listen to, read and write in the target language, therefore students are assessed twice a year in each skill.

Technologies

We Need an App for That – Crack the Code

Course Description

Technologies enrich and impact on the lives of people and societies globally. We live in a digital world where computer programs underlie every aspect of daily life. Using digital technologies, students' progress from managing the independent creation of ideas and information to managing collaborative projects. Students will engage in activities such as acquiring and checking data, considering and applying appropriate social and technical protocols, and selecting appropriate hardware and software. Managing projects involves identifying and sequencing tasks, determining the required resources (data and digital systems), considering economic, environmental and social factors and allocating the time to each task so that the project is completed on time.

The study of Applied Business Technologies is of benefit to students because it:

- encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet identified needs,
- equips students with technological skills that allow them to code, design, manipulate, develop and evaluate a variety of projects in order to solve design problems using a range of digital technologies,
- engages students in critical and creative thinking, including understanding interrelationships in systems to realise ideas, and develops in students the capacity for action and a critical appreciation of a range of processes through which technologies can contribute to business success,
- enables students to participate more effectively and productively in a world of constantly emerging technologies, to code, and in the presentation of high-quality projects within appropriate timelines.

Course Outline

What will students study in Year 9?

- Review how products and services evolve with the impact of emerging technologies
- Investigate the role of hardware and software in managing, controlling and securing the movement of data
- Investigate the potential market for an App
- Functional and non-functional requirements for the solution
- Development of the user experience through a digital story board
- Digital solution for App design through use of coding
- Screencast samples/user guides for modelling an app
- Branding and marketing of a digital solution
- Evaluation of usability and aesthetics of apps
- Analysis of social, ethical and sustainability considerations of the designed solution

Assessment

Assessment will be by portfolios and project, using a range of technologies. Students will be encouraged to think critically, creatively and constructively in their application of appropriate business and digital technologies to varied tasks in relation to App design and coding. They will be encouraged to be innovative and critical in their thinking as they respond to design challenges in the digital world.

Assessment will be in two main areas: Knowledge and Understanding, and Processes and Production Skills.

Textiles A

Fashion and Design: I Can Make It

Course Description

This course of study is an extension of work previously covered in Home Economics. Throughout this **Design Technology** unit there is an emphasis on sustainability and recycling and the structure ensures that students acquire skills during one term, which they then apply to design, create and produce a personalised product in the second term. Each student is encouraged to develop her own unique approach to the subject.

Course Outline

There are two units of work. **“Tricks and Techniques”** involves skill development in construction and decorative surface techniques. Students participate in mini projects as they acquire skills to be applied in more complex projects. The second unit, **“The End Result”**, involves research, design and creation of a textile item. Costs are kept to a minimum as recycled materials are used where possible.

Knowledge related to fabric characteristics, sewing techniques and design will be taught within the course.

Assessment

Students are assessed in three dimensions:

1. Knowing and Understanding
2. Examining and Applying
3. Planning and Evaluating

This assessment will involve one written test, the keeping of journals related to skill development and to the design and production of a completed product. (I.e. skirt or cushion)

Textiles Plus B

Food and Fashion - Footprint Challenge

Course Description

This course of study covers both **Food and Nutrition** and **Fashion and Design**.

Course Outline

The Food and Nutrition Unit, **“Greening the Home Kitchen”**, is assessed under The Key Learning Area of **Health and Physical Education**. The emphasis is on nutrition, along with ecofriendly practices in purchasing, packaging and preparation of food for the home kitchen. Students will continue to develop knowledge of utensils, appliances and skills which develop in complexity. Teacher demonstrations will help model safe and hygienic work practices.

The Fashion and Design Unit, **“Making Your Fashion Dollar Count”**, is assessed under the Key Learning Area of **Design Technology**. It focusses on design and the use of recycled materials to construct a functional, unique bag or garment.

Assessment

Students are assessed in three dimensions:

1. Knowledge and understanding
2. Reasoning and Communicating Processes
3. Practical Performance

This assessment will involve one written test, and a research assignment which is related to a practical task for which a journal will be kept. A multimodal presentation will also be assessed.

Visual Art A

A moment when....?

Course Description

The Arts (Years 1 to 10) Key Learning Area encompasses artistic pursuits that express and communicate what it is to be human. Through these disciplines, we develop, share and pass on understandings of ourselves, our histories, our cultures and our worlds to future generations.

This subject focuses on students making, displaying and appraising images and objects. Students get satisfaction and enjoyment from making images and objects and displaying them.

Through the Visual Arts Program, St Mary's College aims to:

- Develop perceptual and conceptual understandings of visual language.
- Develop personal expression.
- Develop aesthetic judgment and critical awareness.
- Develop communication skills.
- Develop understanding of symbol systems and visual communication of cultures and societies, past and present.
- Develop student's ability to reflect critically.

Course Outline

What will students study in Year 9?

- Let me tell you about me - (Painting; design; drawing; assemblage)
- A moment when...? (Relief Printing)

Assessment

Assessment will include a range of practical and written tasks such as a folio of practical tasks, visual diaries, theory (terms, techniques and history) relating to the concepts studied and written assignments in genres relevant to the visual arts as well as personal reflection.

Visual Art B

Writing on the Wall

Course Description

The Arts (Years 1 to 10) Key Learning Area encompasses artistic pursuits that express and communicate what it is to be human. Through these disciplines, we develop, share and pass on understandings of ourselves, our histories, our cultures and our worlds to future generations.

This subject focuses on students making, displaying and appraising images and objects. Students get satisfaction and enjoyment from making images and objects and displaying them.

Through the Visual Arts Program, St Mary's College aims to:

- Develop perceptual and conceptual understandings of visual language.
- Develop personal expression.
- Develop aesthetic judgment and critical awareness.
- Develop communication skills.
- Develop understanding of symbol systems and visual communication of cultures and societies, past and present.
- Develop student's ability to reflect critically.

Course Outline

What will students study in Year 9?

- Don't tell me what to do (printmaking and design)
- Writing on the wall (street art)

Assessment

Assessment will include a range of practical and written tasks such as a folio of practical tasks, visual diaries, theory (terms, techniques and history) relating to the concepts studied and written assignments in genres relevant to the visual arts as well as personal reflection.