



# St Mary's College

Toowoomba

## Junior Secondary Curriculum Handbook



**2011-2012**

*Providing Quality Catholic Education for Boys Since 1899*

# From The Principal

Our core business at St Mary's College, Toowoomba is quality teaching and successful learning. The first step to enabling this to occur is for our students to choose the most appropriate subjects for any given year. This Junior Secondary Curriculum Handbook aims at providing the students and parents with valuable information about the content, assessment and general requirements and where subjects can lead to the future. With this information it is hoped that students will choose the most appropriate subjects to ensure the most positive learning outcomes and career pathways both for their immediate and future lives.

So what should we be looking for when choosing the most appropriate subjects?

1. What do I enjoy?
2. What am I interested in?
3. What are my talents? What subjects will give me the most chance to achieve the highest marks?
4. What career am I interested in and therefore what subjects will help me achieve this career?
5. If you are unsure of a career, keep your options open and choose a variety of different subjects!

This booklet provides us with only half the answers to the most appropriate subject choices for a St Mary's College student.

There is also a need to talk with your teachers who are experts in their field of study and other students who have undertaken the same units of study in the past. Consider all this information to make an informed choice.

Our Year 8 students study a variety of subjects which provide them to a wide range of possible future study pathways. Our Year 9 and 10 boys start to choose and specify their studies from a variety of unitised subjects. All boys will study a set of core curricular subject areas; eg. Mathematics, Science, English and Religious Education. All units of study are semester units. This allows greater continuity of teaching and learning, exploration of topics in depth, and subjects which meet the needs of an everchanging world and opportunities to further develop student-teacher relationships. Providing choice in subject selection ensures boys are both engaged in core essential learnings and at the same time accommodate the boys' interests and future study and career pathway options for the boys.

Life-long learning is the overall goal of our teaching and learning program. We believe that the subject choices and pedagogy used by teachers will enable this to continue to be a reality into the future.

I sincerely thank the Assistant to the Principal, Mrs Kerrie-Anne Fellenberg for her expertise in preparing this booklet and managing the whole subject selection process for the boys. I also thank our subject Heads of Department for their preparation of this booklet and continuing verbal advice to the boys and their parents, namely: Michael Montafia (Religious Education), Steve Shaw (English), Paul Pinzone (Mathematics), Keith Harmes (Science), Philippa Alroe (SOSE), Charmaine Firkins and Brendon Willocks (E-Technology), Matthew Brown (Human Movement), Robyn Topp (LOTE), Alwyn Rix (ATD) and John Condon (Acting - Creative Arts).

Let us join together in partnership through a conversation to ensure your son chooses the most appropriate subjects. Together, I am more confident that we can ensure the most positive learning outcomes for your sons. Don't forget - if you have any questions, we are more than willing to assist.

Michael Newman  
Principal



# *Junior Secondary Curriculum Handbook*

For students commencing study in Year 9, 2011  
For students commencing study in Year 10, 2012

Name: \_\_\_\_\_

Mentor Group: \_\_\_\_\_

Please keep this handbook for the duration of your Junior Secondary Studies. You will need to refer to it when you select your course of study over the following two years.

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# Introduction

The organisation of this handbook reflects the structure of the curriculum departments at St Mary's College. These departments were arranged to meet the new curriculum guidelines and the nationally recognised Key Learning Areas (KLAs). Each department is working under the Queensland Studies Authority (QSA) - QCAR framework.

St Mary's College is founded on Catholic values and faith. It follows that Religious Education is included as a KLA with mandatory core units in each year level.

The curriculum has been arranged in semester units. This has been adopted to provide flexibility for the students.

There are a number of advantages in having a flexible unitised system for junior curriculum. They could be summarised as follows:

- to provide more choice for students and therefore be better able to meet their needs and interests
- to provide pathways so students can progress at varying rates
- to provide more interesting units of work which will improve motivation and dedication of students
- to provide student access to a more broadly based general education across the national KLAs.

# Explanatory Notes

Information from each department in this handbook is divided into different sections:

## Introduction

This gives an outline of the way the department has arranged units and includes information regarding compulsory and elective units. It is important for students to read this carefully.

## Flowcharts

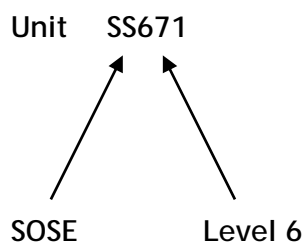
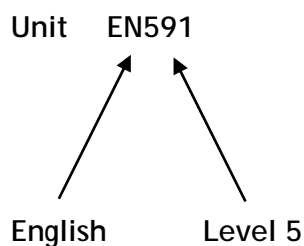
This gives the student an overview of how he can progress through the units in a particular department from level 5 to 6. Year Nine students will commence mostly at level 5. Students should progress through level 5 units and be studying level 6 units in Year Ten.

## Unit Specifications and Code

Each elective unit offered has a unit description and lists possible learning experiences. This will assist students with unit selection. Units have also been arranged in ascending order from level 5 to 6.

Most units have a two letter code that describes the department or subject area it belongs to followed by a three-digit number that specifies the unit and its level.

Example:



Note that *pre-requisites* are required for some units and will need to be taken into account when choosing units. These are included with each unit description.

# Selection of Units

## Some General Points

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of units to take in Years Nine and Ten, and later the selection of subjects for Year Eleven and Twelve. These are important decisions since they may affect the type of occupation or career you can follow when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

## Overall Plan

As an overall plan, it is suggested that you choose units:

- you enjoy
- in which you have already had some success
- which will help you reach your chosen career/careers, or at least keep many careers open to you
- which will develop skills, knowledge and attitudes useful throughout your life
- which you would like to explore

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help along the way, you should come up with a list of units which meets your needs.

## Guidelines

### Keep Your Options Open

Many students in Year Eight have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at unit choice, to keep your options open. This means choosing a selection of units which makes it possible for you to continue thinking about your career choice over the next two years before making more definite choices as you approach the end of Year Ten.

### Think About Careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Years Nine and Ten.

### Find Out About The Subjects Your School Offers

Even though you have studied a wide range of subjects in Year Eight, it is important to find out as much as possible about the units offered in Years Nine and Ten. When investigating a unit to see if it is suitable for you, find out about the content (ie. what topics are covered in the subject) and how the subject is taught and assessed.

For example: does the unit mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Remember too, that your choice of units now may affect your subject choice later on in Years Eleven and Twelve.

### Make a Decision about a Combination of Units that Suits You

It is important to remember that you are an individual, and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a unit because:

- someone told you that you will like it or dislike it
- your friends are or are not taking the unit
- you like or dislike the teacher

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of units that have proved difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain units; do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

### **Be Prepared To Ask For Help**

If you need more help then seek it, or you may regret it later. Talk to your parents, teachers or career guidance officer. Make use of the school subject selection program.

### **Year 9 Students**

Although there is a lot of scope for choice of units for Years Nine and Ten (level 5 and 6 units) in what has been designed, there are some mandatory units. These units must be studied to ensure the student has a balance in their junior studies. Check the subject introductions and flowcharts for mandatory units.

### **Pre-Requisites for Senior Studies**

Students also need to keep in mind that there are pre-requisite units at level 6 for some senior subjects. This will be noted in the flowchart or unit description.

For example:

- IT611 is a pre-requisite for IPT.

### **No Guarantees**

Not all units offered on the Course Selection Form will be timetabled in 2011 or 2012. Some subjects, due to insufficient numbers, will not proceed. Changes to study programs are usually negotiated between the student and the Junior Curriculum Coordinator and the Assistant Principal Curriculum.

# Summary of Compulsory Units

*There are compulsory units which all students must study in Religious Studies, Maths, English, Science and Study of Society and Environment.*

KEY LEARNING AREAS	COMPULSORY UNITS FOR ALL STUDENTS	
	Year 9	Year 10
	<i>Semester 1 - PD570 Personal Development</i>	
Religious Studies	<i>PD570 in semester 1 and RE572 in semester 2.</i>	<i>One unit each semester</i>
English	<i>One unit each semester</i>	<i>One unit each semester</i>
Mathematics	<i>One unit each semester</i>	<i>One unit each semester</i> Check course requirements for units needed to study Senior Mathematics A, B and/or C.
Science	<i>One unit each semester</i>	<i>One semester unit (semester one)</i> Students may choose more. Please check the pre-requisites to study Senior Science subjects.
Study of Society and Environment	<i>One semester unit over the year.</i> Students may choose more.	<i>One semester unit over the year.</i> Students may choose more. Please check the pre-requisites to study Senior SOSE subjects.

Elective units can be chosen from the following departments:

- Science
- Study of Society and Environment
- Commerce
- Information Technology
- Human Movement
- Japanese
- Applied Technology and Design - Graphics, Wood Technology and Metal Technology
- Creative Arts - Art, Music and Drama

# Religious Studies

## Introduction

St Mary's College Toowoomba, a Christian community within the Diocese of Toowoomba, is based on the Catholic tradition and the charism of Blessed Edmund Rice.

Thus our approach to Religious Education is holistic and aims to shape men of dignity with an authentic commitment to the marginalised. We hope to promote a Christian approach that develops life-long searching.

St Mary's is a community that acknowledges the variety of Beliefs, Cultures and Traditions of students who come from several schools. It fosters an acceptance of each boy as an individual, leading to a complete acceptance and respect for one another.

Religious Studies is a learning area, which draws on a number of sources of content. The content of the religious education area is organised through four conceptual strands: *Scripture*, *Beliefs*, *Celebration and Prayer*, and *Morality*. Together these strands outline the knowledge, skills and processes characteristic of learning in the area.

## Scripture

The Bible contains the foundational account of God's dealings with human beings and the human response to God. Students need to grow in their familiarity with the Bible and develop the ability to authentically interpret the Scriptures and apply them, in relevant and fruitful ways, to the circumstances of life.

## Beliefs

In summary form, the Creeds proclaim basic Christian beliefs about God, Creation, Jesus Christ, Salvation, Church, and Human Destiny. In drawing on the Creeds, the Catechism of the Catholic Church elaborates, in a systematic and authoritative way, Catholic beliefs and teaching about God, Jesus Christ, Salvation, Church and Human Destiny.

## Celebration and Prayer

A central theme of the Bible is that of Covenant, understood as the loving, respectful relationship between God and the human person, and between the human person and God. From this relationship flows the love and respect that human persons are to show for one another and for the whole of God's creation. Thus, prayer and celebration are intimately linked to the daily lives of individuals as they struggle to make this relationship of love and respect a reality in their own living, and in their efforts to create Christian community.

## Morality

Loving, respectful, relationship with God, other human persons, and the whole of creation implies a sincere seeking of the good in one's living and actions. The Ten Commandments are thus an integral part of God's loving Covenant with humanity. The Beatitudes indicate the attitudes and spirit that should animate those seeking to live a Christian moral life in union with God and in solidarity with one's fellow human beings and the whole of creation.

## Religious Education Is Compulsory

Religious Education at St Mary's College is compulsory, for all students, in each year level, from Years Five to Twelve. The Primary Religious Education program is organised through the four conceptual strands: *Scripture, Beliefs, Celebration and Prayer*, and *Morality* similar to the secondary program. This allows for a smooth transition between primary and secondary. This program is organised by the primary teachers.

Year Eight Religious Education consists of four units covering the topics of *The St Mary's Tradition, Jesus the Man, Ritual and Scripture*. These topics are all at a foundation level to deal with the diversity of students. In addition to this all students will participate in the *Rock and Water Program* during Terms Two, Three and Four. This is a anti-bullying program promoting self confidence and discipline.

During Year Nine students will complete the unit RE572: Christianity and World Religions during Semester Two.

Year Ten Students will cover the Units;, RE671: Justice and the Church of Australia and RE672: Spirituality and Meaning. This will occur during Terms One, Two and Four.

### Assessment

Within each unit a variety of assessment instruments will be used to help reinforce concepts and work covered in class. These assessment instruments will be used to determine final results for each unit.

### Requirements for Senior Subjects

The Junior Religious Studies course has been designed to address the developmental stages of a student at each level in Years Nine and Ten. The core and elective units studied during levels 5 and 6 equip the students for "Religion and Ethics" or "Study of Religion" in Years Eleven and Twelve.

# Religious Studies

Semester 1

Semester 2

Year 9

RE572  
Christianity  
and  
World Religions

Year 10

RE671  
Justice and  
the Church  
of Australia

RE672  
Spirituality  
and  
Meaning

# Religious Education

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## CHRISTIANITY AND WORLD RELIGIONS

RE572

Year 9

Core Unit

### Unit Description

This unit starts with Australian Aboriginal Spirituality which is not a world religion but it does create an opportunity to develop a perspective about religion in Australia. This perspective then allows for the exploration of the many facets of Christianity and how it has developed over time. This unit also explores our common heritage with Judaism and the Christian Tradition. Throughout this unit the students will develop awareness of our heritage as the people of God.

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This unit aims at educating the students to have knowledge of and a respect and tolerance for religious movements, which do not have Christ as their founder. In developing a better understanding for religions in the world we can help develop tolerance and understanding in an effort to foster peace on earth.

## JUSTICE AND THE CHURCH OF AUSTRALIA

RE671

Year 10

Core Unit

### Unit Description

This unit explores the developments of the Catholic Church within Australia. It traces our early years, the influence of many different cultures and traditions, which have developed into today's church. A key element of this unit is connecting Church social teaching with action for justice and providing contexts for students to apply understandings of Church social teaching in arguing a proposal for a just response to a contemporary issue.

Students explore Church social teachings and their application in relation to action for justice, just responses and areas of social concern. They propose just responses to contemporary human rights, economic and political issues.

## SPIRITUALITY AND MEANING

RE672

Year 10

Core Unit

### Unit Description

This unit investigates the spiritual movements within and beyond the Christian tradition and seeing how they are a response to the human quest for meaning. They will use their knowledge of the elements of spiritual tradition and their own experience to express a preferred future. They will learn about spiritual movements and the dimensions within models of spirituality.

Students will engage with their new knowledge, senses and life experience to evidence the connection between spirituality and the human quest for meaning. They critically examine and analyse the function of ritual, prayer and religious practices within different religious traditions in order to identify with worldview that is reinforced by such actions and the ethos created for adherents of each religion.

All students will also participate in a community service project of their own choice. This is to allow students to put into practice some of the ideals that they have been exposed to over the past three years.

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# English

## Introduction

The Junior English course at St Mary's aims to develop and refine the students' capacity to compose and comprehend English - fluently, appropriately, effectively and critically - for a wide range of personal and social purposes. It is hoped that by the time students have completed Year Ten, they will be able to use English to: participate actively and confidently in family and community life, undertake study, perform work and participate in a range of recreational activities involving literature, drama and the mass media.

English is taught to enhance students' enjoyment of language and to encourage them to think critically, logically and imaginatively. They will be exposed to a variety of learning experiences to meet their individual needs and interests.

## Learning and Assessment Focus

Students use their imagination, creativity and world views to interpret and construct English texts that share their ideas, persuade audiences and address issues and events in their own lives and communities. They recognise how English relates to shared cultural understandings, and to local, national and global settings. They analyse and evaluate how texts position audiences to view people, characters, places, events, things, issues and ideas in particular ways and with particular implications and impacts. They evaluate how a variety of texts represent Aboriginal knowledges, peoples, cultures and events, and Torres Strait Islander knowledges, peoples, cultures and events.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They individually and collaboratively interpret and construct texts by understanding and manipulating language elements to position the audience and suit their subject matter and purpose. They develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English. They reflect on their own and others' language choices to achieve particular purposes, and how they can apply their learning in future applications.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs when interpreting and constructing texts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- interpreting texts
- constructing texts
- appreciating texts
- reflecting

## Ways of working

Students are able to:

- demonstrate and analyse the relationship between audience, subject matter, purpose and text type
- identify main ideas and the sequence of events, make inferences and draw conclusions based on their understanding of the reliability of ideas and information across texts
- recognise and select vocabulary and interpret and apply literal and figurative language
- interpret and analyse how language elements and other aspects of texts position readers/viewers/listeners
- construct literary texts by planning and developing subject matter, and manipulating language elements to present particular points of view
- construct non-literary texts by planning and organising subject matter according to specific text structure and referring to other texts
- make judgments and justify opinions about how the qualities of texts contribute to enjoyment and appreciation
- reflect on and analyse how language choices position readers/viewers/listeners in particular ways for different purposes and can exclude information
- reflect on learning, apply new understandings and justify future applications

## Knowledge and understanding

### *Speaking and listening*

Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across local, national and global contexts.

### *Reading and viewing*

Reading and viewing involve using a range of strategies to interpret, analyse and appreciate written, visual and multimodal texts across local, national and global contexts.

### *Writing and designing*

Writing and designing involve using language elements to construct literary and non-literary texts for audiences across local, national and global contexts.

### *Language elements*

Interpreting and constructing texts involve manipulating grammar, punctuation, vocabulary, audio and visual elements, in print-based, electronic and face to face modes (speaking and listening, reading and viewing, writing and designing) across local, national and global contexts.

### *Literary and non-literary texts*

Manipulating literary and non-literary texts involves analysing the purpose, audience, subject matter and text structure.

**Year 9**

**EN591**  
The World of  
Stories  
**Semester 1**

**EN592**  
The World of  
Poetry & Plays  
**Semester 2**

**Year 10**

**EN671**  
Views From My  
World  
**Semester 1**

**EN672**  
Views From  
Outside My World  
**Semester 2**

# English

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## THE WORLD OF STORIES

EN591

Year 9

Core Unit

### Unit Description

This semester unit investigates the topic of persuasion in visual and literary texts in the areas of animated film and storyboarding as an introduction to representations of life and narrative texts. The unit also focuses on the genre of narrative and story telling across different times, places and cultures.

### Possible Learning Experiences

Using the contexts of animated film, television and magazines, the students will explore the concepts of archetypes, positioning of the viewer, representations of realities as well as life discourses in the short story genre.

### Notes

Assessment will focus on formal examination of representations, developing storyboarding techniques, as well as original short story writing.

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## THE WORLD OF POETRY AND PLAYS

EN592

Year 9

Core Unit

### Unit Description

This semester unit develops the students' appreciation of poetry as well as an introduction to plays. The unit focuses on literary devices and the intentions of authors in positioning readers as well as poetry and script writing by students.

### Possible Learning Experiences

Students will explore and respond to a range of poetry and dramatic texts in an Australian contemporary context while developing analytical skills in working with texts. Imagination and creativity in the development of original texts will extend students' writing abilities as they reflect upon their own lived experiences.

### Notes

Assessment will involve written and spoken tasks based on the wide range of poetry and plays the students have explored. A culminating task of some complexity will allow the students to demonstrate their acquired skills over two semesters.

# English

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## VIEWS FROM MY WORLD

EN671

Year 10

Core Unit

### Unit Description

The focus of this semester unit begins with language development, developing the theme of gender and stereotypes within the young adolescent's world and extends these into a poetry genre to which teenagers can relate.

### Possible Learning Experiences

Using the genre of short story, the student will develop dialogue and descriptive language to express opinions about their world by interpreting the gender stereotyping that permeates their world. These themes will be connected to contemporary poetry in the world of 'rap' and 'The Simpson's'.

### Notes

Assessment will focus on written and oral tasks including writing a short story, writing poetry and self-help guides as well as a multimedia presentation.

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## VIEWS FROM OUTSIDE MY WORLD

EN672

Year 10

Core Unit

### Unit Description

This unit explores representations of the past in the world of Shakespeare (his life and times and one of his plays) as well as the construction of Australian identity through war stories, poems and novels.

The elective component of this semester course allows a choice of novels and poetry to develop themes in a culminating task that allows the development of personal perspectives.

### Possible Learning Experiences

As well as researching aspects of Elizabethan England including Shakespeare's background, students will read, discuss and deconstruct the play 'Romeo and Juliet' in both the traditional and film text, representing the unusual themes in modern forms.

Australian heritage and culture will also be explored using poetry and novels and with teacher discretion, students will develop personal perspectives of Australian identity.

### Notes

Assessment will involve written and spoken tasks. A culminating task will allow students to demonstrate acquired skills over two semesters.

# Mathematics

## Introduction

The underlying intention of this mathematics course is to provide suitable ongoing mathematical experiences that build comfortably and deliberately on students' previous experiences. Learning experiences are designed to suit particular stages of development of the students and which provide the maximum possible challenge and opportunity for intellectual growth in mathematics. Such growth is consistent with student ability and experience and future life needs.

The Mathematics course at St Mary's embraces the requirements of the Queensland Years 1 - 10 Mathematics Syllabus and Essential Learnings. It seeks to provide students with a firm foundation in mathematics necessary for their future careers as well as for today's increasingly technological society. The course will centre on those learning experiences that are of greatest use and relevance to students. In particular, those learning experiences can range from practical in nature, activity based and concrete in approach, to the abstract and theoretical, while simultaneously addressing students' needs for fundamental life skills and further study.

## Overview

While all students are required to cover the same core material appropriate to the level of mathematics they require, there are those students who will need a more abstract, conceptual and fast-paced approach or, alternatively, there are those students who will need more reinforcement, structure and teacher interaction. Within each unit there is the opportunity to study the modified, core or extension strand. In effect, the student's individual progress is central to his learning.

The College will communicate with parents as the needs arise in these diversified programs. The course, therefore, aims to meet the requirements of our diversity of learners, and thus encourage them to maximise their learning outcomes.

## Course Requirements

- All students must do four semesters of mathematics.
- Students must complete all level five units before proceeding to the level six units;
- Students who choose to study Mathematics B and/or C in the senior school will need to study all level six MA6B strand units;
- Students who choose to study Mathematics A in the senior school will need to study level 6 MA6A strand units;

## How are students assessed?

Students can be assessed in a variety of ways. Students may be required to construct models, use computer software and or calculators, write reports, carry out investigations or give oral presentations on a prepared topic. Students will also undertake written tests.

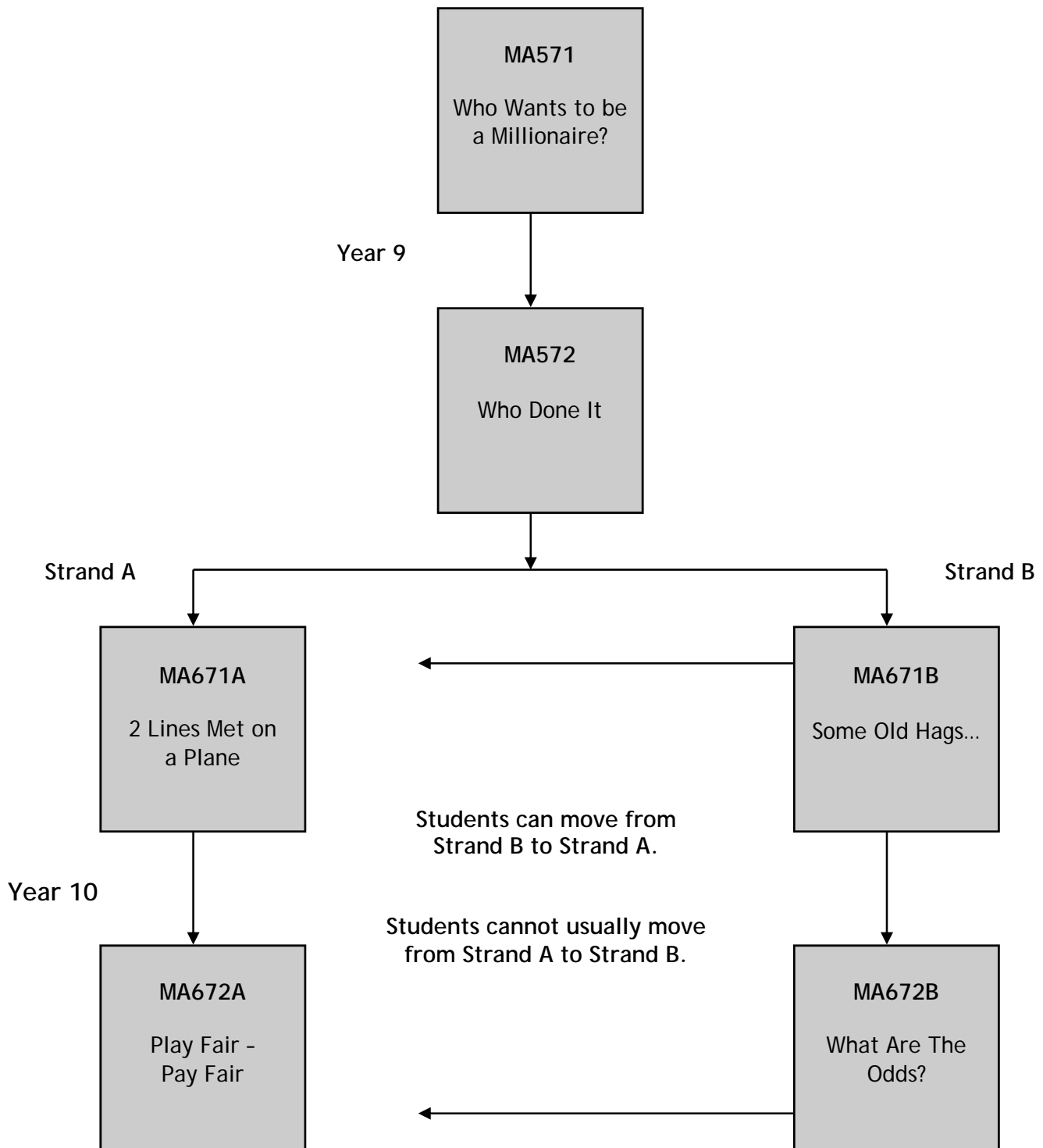
## How can parents help?

Parents can help by offering encouragement and support and by providing a suitable learning environment. Students will benefit greatly if they are encouraged and given opportunities to work together with peers and to ask questions of teachers and others. As the topic areas include material that is life-related, parents can encourage students to discuss their work. Such discussions will help them understand the topic and will enable the students to draw on the real-life activities of family members.

Students can be expected to acquire considerable proficiency in a variety of skills, such as use of a calculator, application of formulae, table reading, arithmetic calculation and algebraic manipulation.

Like many skills, *these need to be practised to be mastered*. Students should be encouraged to practise and therefore maintain these skills.

If you have any concerns about your son's progress or choice of units, please feel free to contact your son's teacher or the Head of Mathematics.



# Mathematics

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**WHO WANTS TO BE A MILLIONAIRE**

**MA571**

**Year 9**

**Prerequisites: Nil**

**Core Unit**

**Unit Description**

Whilst studying this unit, students will explore the financial decisions surrounding discount, profit and loss and simple interest. Students will develop the mathematics of ratio and rates. The concept of indices is introduced and the skills of algebraic expansion and factorisation are further developed. Geometric properties of triangles and lines are examined. Imbedded in this unit is an examination of strategies for problem solving.

**Possible Learning Experiences**

- Interest, profit, discount and percentages
- Ratio, direct proportion and speed
- Investigations such as "How much is one million dollars?" and "Travelling speeds"
- Powers and bases
- Operations with indices
- Expansion with single, two and double brackets
- Expansion patterns and more complex situations
- Factorising using highest common factor and difference of squares
- Angle relationships in triangles and parallel lines
- Congruent and similar figures
- Problem solving strategies and applications

**Notes**

Students will require the following equipment - ruler, protractor, set square, 5 mm grid paper, 2B pencil, sharpener, eraser, A4 display folder, red and blue pens, SCIENTIFIC CALCULATOR.

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**WHO DONE IT**

**MA572**

**Year 9**

**Prerequisites: MA571**

**Core Unit**

**Unit Description**

The focus of this unit is solving equations and applying these skills to problem situations involving trigonometric functions and the measurement of area, surface area and volume. Students will investigate linear and quadratic functions graphically. As well, students will examine experimental and theoretical probability through simulations and tree diagrams.

**Possible Learning Experiences**

- Solving linear equations and inequations
- Rearranging formulas
- Pythagoras and trigonometric functions
- Measurement of area, volume and surface area
- Plotting linear graphs and the general equation to a straight line
- Key features of quadratic functions
- Experimental probability
- Sample spaces and theoretical probability
- Simulations, tree diagrams and two way variable
- Problem solving strategies and applications

**Notes**

Students will require the following equipment - ruler, protractor, set square, 5 mm grid paper, 2B pencil, sharpener, eraser, A4 display folder, red and blue pens, SCIENTIFIC CALCULATOR.

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# Mathematics

## Maths Strand A

<b>PLAY FAIR - PAY FAIR</b>	<b>MA671A</b>	<b>Year 10</b>	<b>Prerequisites: MA571, MA572</b>	<b>Core Unit</b>
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### Unit Description

This unit builds on basic knowledge and skills to further develop both the knowledge and skills necessary to make financial decisions. Ratio and proportion are incorporated to explore issues such as foreign exchange and further extension in to real life problem situations.

This unit reviews and expands the skills of linear algebraic operations. These skills are then applied to measurement situations.

### Possible Learning Experiences

- Commission and royalties
- Gross and net pay
- Budgeting
- Simple and compound interest
- Foreign exchange
- Direct and inverse proportion
- Expansion and factorisation of algebraic expressions
- Operations with algebraic expressions
- Simultaneous linear equations
- Length, area and volume calculations
- Surface area and capacity calculations
- Problem solving strategies and applications

### Notes

Students will require the following equipment - ruler, protractor, set square, 5 mm grid paper, 2B pencil, sharpener, eraser, A4 display folder, red and blue pens, SCIENTIFIC CALCULATOR.

<b>WHAT ARE THE ODDS?</b>	<b>MA672A</b>	<b>Year 10</b>	<b>Prerequisites: MA571, MA572, MA671A</b>	<b>Core Unit</b>
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### Unit Description

Students in this unit focus on trigonometry and its applications, as well as collecting, presenting and representing data. This unit also explores probability theory examining mutually exclusive and complementary events. The geometry of a circle is introduced and its properties explored. The basic properties of networks and the applications of networks to problem solving are examined.

### Possible Learning Experiences

- Trigonometric ratios to find sides and angles
- Bearings and trigonometry
- Presenting categorical and discrete data
- Measures of central tendency and spread
- Lines of best fit
- Complementary and mutually exclusive events
- Two-way tables and tree diagrams
- Dependant and independent events
- Great circles
- Basic properties of networks
- Problem solving strategies and applications

### Notes

Students will require the following equipment - ruler, protractor, set square, 5 mm grid paper, 2B pencil, sharpener, eraser, A4 display folder, red and blue pens, SCIENTIFIC CALCULATOR.

# Mathematics

## Maths Strand B

**2 LINES MET ON A PLANE**      **MA671B**      **Year 10**      **Prerequisites :**      **Core Unit**  
**MA571, MA572**

### Unit Description

This unit further develops knowledge and skills necessary to make financial decisions. Operations involving indices, surds and the application of index laws are explored. Ratio and proportion are incorporated to explore issues such as foreign exchange and extended into real life problem situations. This unit reviews and expands the skills of linear algebraic operations and simultaneous equations. These skills are then utilised in measurement applications.

### Possible Learning Experiences

- Commission and royalties
- Gross and net pay
- Budgeting
- Simple and compound interest
- Irrational numbers
- Operations on indices and surds
- Negative and fractional indices
- Foreign exchange
- Direct and inverse proportion
- Expansion and factorisation of algebraic expressions
- Operations with algebraic expressions
- Simultaneous linear equations (substitution and elimination methods)
- Review of measurement formulae
- Length, area and volume changes with dilations
- Problem solving strategies and applications

### Notes

Students will require the following equipment - ruler, protractor, set square, 5 mm grid paper, 2B pencil, sharpener, eraser, A4 display folder, red and blue pens, SCIENTIFIC CALCULATOR.

**SOME OLD HAGS...**      **MA672B**      **Year 10**      **Prerequisites :**      **Core Unit**  
**MA571, MA572, MA671B**

### Unit Description

Students in this unit focus on trigonometry, quadratic equations, data collection and probability theory, examining mutually exclusive and complementary events. The geometry of a circle is introduced and its properties explored. The basic properties of networks and the application of networks to problem solving are examined.

### Possible Learning Experiences

- Trigonometric ratios to find sides and angles
- Bearings and trigonometry
- Solving quadratic equations by factorising and formula
- Using the discriminant
- Sketching and plotting equations for basic graphs and parabolas
- Presenting categorical and discrete data
- Measures of central tendency and spread
- Lines of best fit
- Complementary and mutually exclusive events
- Two-way tables and tree diagrams
- Dependant and independent events
- Angles in a circle and cyclic quadrilaterals
- Great circles
- Basic properties of networks
- Problem solving strategies and applications

### Notes

Students will require the following equipment - ruler, protractor, set square, 5 mm grid paper, 2B pencil, sharpener, eraser, A4 display folder, red and blue pens, SCIENTIFIC CALCULATOR.

# Science

## Introduction - Year 9

*The stars, Earth, stones, life of all kinds, form a whole in relation to each other and so close is this relationship that we cannot understand a stone without some understanding of the great sun. No matter what we touch, an atom or a cell, we cannot explain it without knowing of the universe. The laws governing the universe can be made interesting and wonderful to children, more interesting than things in themselves, and they begin to ask: what am I? What is the task of humanity in this wonderful universe?*

Maria Montessori

Science in Year 9 will be structured around the QCAR framework and based on Essential Learnings.

## Learning and assessment focus

Students will use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They will come to understand that science is a body of knowledge, developed through human observations and inferences that may reflect diverse values and beliefs. Also that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They will appreciate that science is a way of thinking and working, and apply their scientific knowledge to make responsible and informed decisions about real-world issues. Also they will recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students will use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They will develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings. They will identify problems and issues, design and conduct scientific investigations and reflect on their learning and investigations to evaluate the influence that people and culture have on applications of science.

Students will select and use a range of tools and technologies, including information and communication technologies (ICTs). They should routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.

Students will demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- reflecting.

## Ways of working

Students are able to:

- identify problems and issues, formulate scientific questions and design investigations
- plan investigations guided by scientific concepts and design and carry out fair tests
- research and analyse data, information and evidence
- evaluate data, information and evidence to identify connections, construct arguments and link results to theory
- select and use scientific equipment and technologies to enhance the reliability and accuracy of data collected in investigations
- conduct and apply safety audits and identify and manage risks
- draw conclusions that summarise and explain patterns, and that are consistent with the data and respond to the question
- communicate scientific ideas, explanations, conclusions, decisions and data, using scientific argument and terminology, in appropriate formats
- reflect on different perspectives and evaluate the influence of people's values and culture on the applications of science
- reflect on learning, apply new understandings and justify future applications.

## Knowledge and understanding

### *Science as a human endeavour*

Responsible and informed decisions about real-world issues are influenced by the application of scientific knowledge.

### *Natural and processed materials*

The properties of materials are determined by their structure and their interaction with other materials.

### *Life and living*

Organisms interact with their environment in order to survive and reproduce.

### *Energy and change*

Forces and energy are identified and analysed to help understand and develop technologies, and to make predictions about events in the world.

### *Earth and beyond*

Events on earth and in space are explained using scientific theories and ideas, including the geological and environmental history of the earth and the universe.

Year 9 Science will concentrate on **four strands** in the Science key Learning Area spread over two semesters:

SC572 Life and Matter will incorporate strands:

1. Natural and Processed Materials
2. Life and Living

SC571 Earth and Energy will incorporate strands:

3. Energy and Change
4. Earth and Beyond

# Science

## Introduction - Year 10

*All religions, arts and sciences are branches of the same tree. All these aspirations are directed toward ennobling man's life, lifting it from the sphere of mere physical existence and leading the individual towards freedom.*

Albert Einstein

The Year 10 Science Program is a transitional year of preparation for the study of Science in the Senior School. During this year students may elect to study one or two semesters of Science which further develop this key learning area and its particular contribution to lifelong learning.

Students will:

- understand and appreciate the evolutionary nature of scientific knowledge;
- understand the nature of science as a human endeavour, its history, its relationship with other human endeavours and its contribution to society;
- understand that scientific knowledge has been organised by the scientific community into disciplines based on recognisable patterns in the phenomena studied;
- develop attributes such as intellectual honesty and commitment to scientific reasoning;
- use decision-making processes that include ethical considerations of the impact of science on people and the environment; and
- use the practices and attributes of Understanding, Investigating and Communicating Science in all the disciplines of the scientific enterprise.

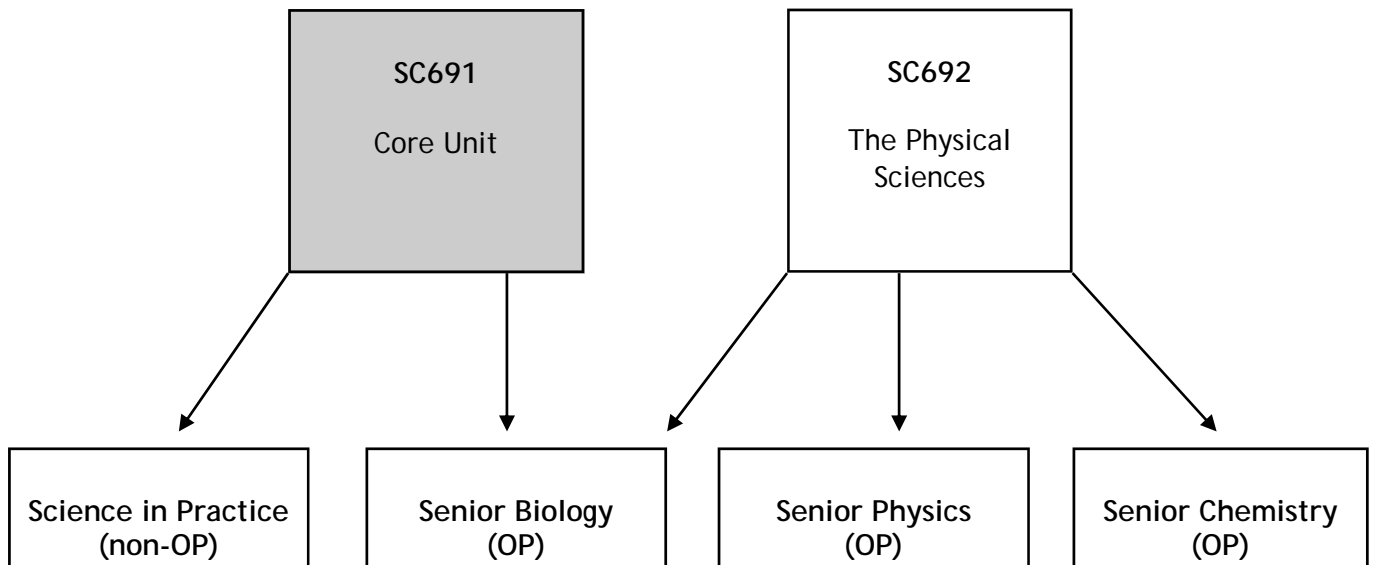
Students may also choose to study an elective unit.

# Science

Year 9



Year 10



Science in Practice is a course of study in Year 11 and 12 for students who are interested in science and its applications but do not need it to pursue a career path. There are no prerequisites.

# Science

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## SC572 LIFE and MATTER

### NATURAL AND PROCESSED MATERIALS

Term 1

#### Unit Description

The properties of materials are determined by their underlying structure and materials can be grouped according to their different properties. Students will study the ideas that scientists have about the structure of materials. They will investigate the properties of materials, how these properties can be changed, and the effect of changes on the usefulness of materials. They will interpret data on factors which affect the rate at which materials react.

### LIFE AND LIVING

Term 2

#### Unit Description

Living things have great diversity of structure and lifestyle; they interact with each other and with the world in which they live. Students collect information about the ways organisms live in order to develop an understanding of those structures which enable living things to function effectively in their environments. Students will identify patterns of interactions within environments and seek to recognise how these interactions contribute to the dynamics of environments.

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## SC571 EARTH and ENERGY

### ENERGY AND CHANGE

Term 3

#### Unit Description

The world in which we live has been moulded by forces which influence the motion, shape, behaviour and energy of objects. The efficient control of energy transfer and transformation is integral to the organisation and development of life. Students will explore the effects of forces in their lives. They will consider methods of harnessing energy, the way energy is used, and the social and environmental consequences of energy use.

### EARTH AND BEYOND

Term 4

#### Unit Description

Students will study the major features of our solar system, compare conditions on Earth with those on other planets and gain an appreciation of why Earth is the only planet in our solar system with life as we know it. They will consider what it would be like to travel through space and some of the difficulties and describe the effects of extended space travel on the human body.

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# Science

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## CORE UNIT

SC691

### Unit Description

This will have a biological focus and include studies of ecology, genetics and inheritance, as well as gene technology and genetic modification. These are, and will be key areas that affect all our lives. All students should be aware of the current trends and future potential.

This unit will prepare students for Senior Biology.

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## THE PHYSICAL SCIENCES

SC692

### Unit Description

In this unit students will engage in the study of basic concepts in both Physics and Chemistry. These may include motion, Newton's Law's of motion; electricity, electrical generation, circuits and components; atomic structure and how it explains properties; chemical reactions, the equations used to describe them, why and how they are useful and how they can be manipulated.

This unit is a prerequisite for students wishing to study Senior Chemistry and / or Physics.

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# Study of Society & Environment

## Introduction

The purpose of this department, the Study of Society and Environment (SOSE), at St Mary's College is to equip students with the necessary knowledge, skills and attitudes to become active participants in Australian society.

This means that students become aware of such issues as man's impact on the environment, our political system, our cultural heritage, the way society can change, to name but a few. These themes are taught through units which deal with the separate disciplines of:

- History
- Geography
- Law

The SOSE units are divided into different levels:

Level 5 - Year 9 students will choose at least one of the Level 5 units

Level 6 - Year 10 students will choose at least one of the Level 6 units

## Essential Learnings (2 components)

- Knowledge and understanding
- Ways of working

By the end of Year 9, students who study SOSE will use the essential processes of Ways of working to develop and demonstrate their Knowledge and understanding.

## Ways of working

Students should be able to:-

- identify a research focus from broad topics and design focus questions and sub-questions
- plan investigations using discipline-specific inquiry models and processes
- research and analyse data, information and evidence from primary and secondary sources
- evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective
- draw conclusions and make decisions supportive by interpretations of data, information and evidence
- communicate descriptions, decisions and conclusions using text types specific to the context and purpose and the conventions of research-based texts
- apply strategies for making group decisions and for taking informed social and environmental action
- reflect on different perspectives and recognise and evaluate the influence of values and beliefs in relation to social justice, the democratic process, sustainability and peace
- reflect on learning, apply new understandings and justify future applications

## Knowledge and understanding

### *Time, continuity and change*

Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions and can be interpreted from different perspectives.

### *Place and space*

Environments are defined by spatial patterns, human and physical interactions, and sustainable practices that can balance human activity and environmental processes.

### *Culture and identity*

Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways.

### *Political and economic systems*

Societies consist of interconnected decision-making systems, institutions and processes based on principles and values.

### **Assessment**

Students will demonstrate evidence of their learning over time in relation to the following assessable elements:-

- Knowledge and understanding
- Investigating
- Communicating
- Participating
- Reflecting

### **SOSE Department Requirements**

- In Year Nine, students are required to select **at least one** of the SOSE semester units on offer.
- In Year Ten, students are required to select **at least one** of the SOSE semester units on offer.

### **Requirements for Senior Subjects**

It is recommended that students intending to study Senior Social Science subjects should complete at least one (1) Level 6 Semester Unit.

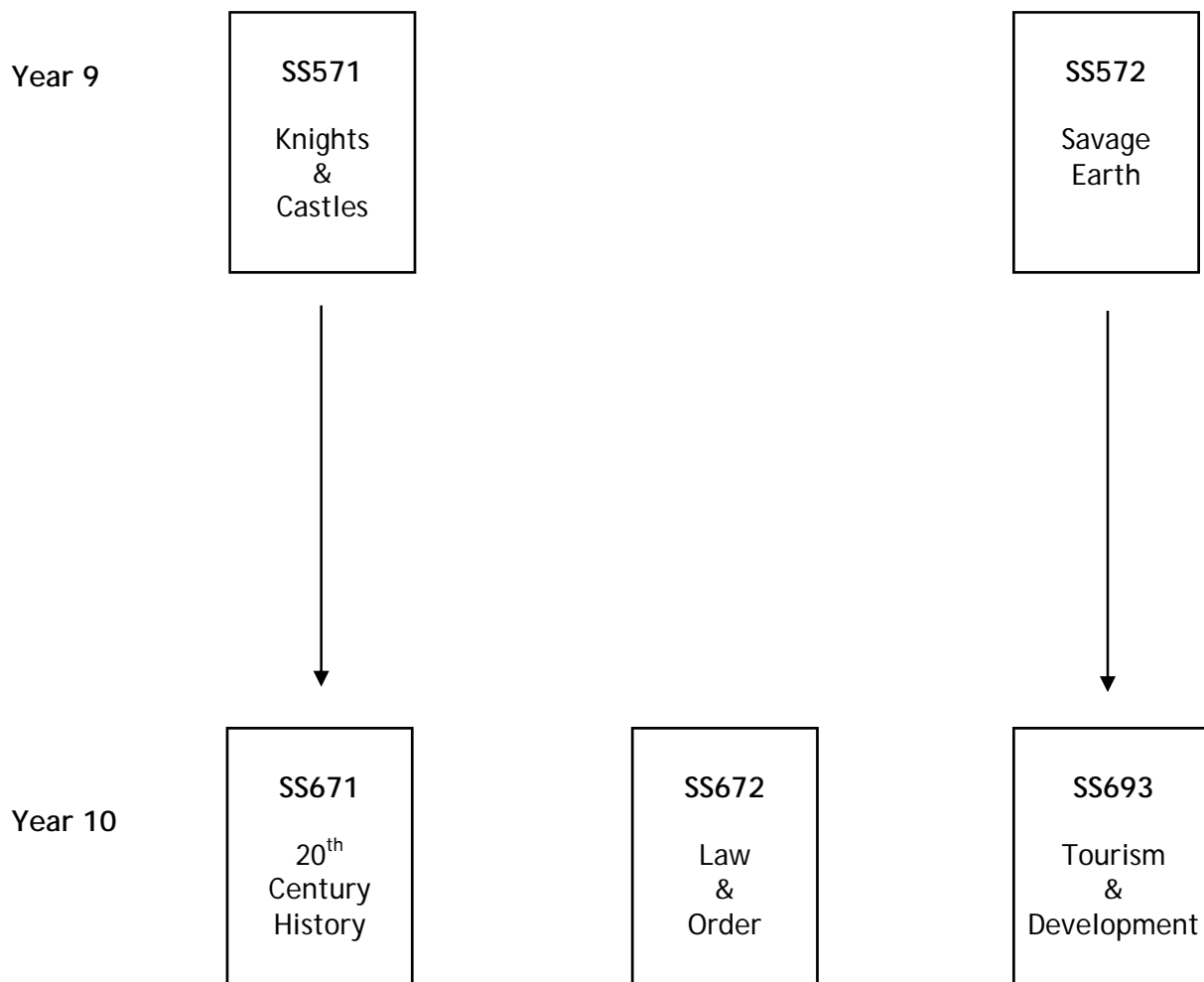
### **How To Read The Flowchart**

The general movement in the chart is downward beginning with Level eg. SS571. However, it is possible to move sideways because of interest, consolidation or to strengthen one's understanding. The above examples are minimum requirements only.

# Study of Society & Environment

Note:

- Students in Year 9 must select either SS571 Knights and Castles OR SS572 Savage Earth.
- Students may choose to study both SS571 and SS572.
- Students in Year 10 must select a unit from either SS671 20<sup>th</sup> Century History, SS672 Law & Order or SS693 Tourism & Development.



# Study of Society & Environment

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## KNIGHTS AND CASTLES

SS571

Year 9

Prerequisites: Nil

### Unit Description

During the Medieval era of history, (AD 500 - 1500), life was lived by a very different set of political, economic and social rules. The only form of Government was a Monarchy, where the King or Queen ruled by 'Divine Right'. In this unit you will discover what a medieval Knight was really like. What was it like to live in a castle? Critically analyse such topics as the plague, crusades, siege weapons, crime and punishment and witchcraft. Students may also get the opportunity to search the internet for the infamous Holy Grail.

### Possible Learning Experiences

Discuss the history of the Dark Ages through to the Renaissance period; research / interpret historical events and personalities; virtual field trips; PowerPoint presentations.

### Notes

Assessment: Refer to the introduction for guidelines on how units may be assessed.

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## SAVAGE EARTH

SS572

Year 9

Prerequisites: Nil

### Unit Description

In this unit you will fly through the eye of a cyclone, shake, rattle and roll with earthquakes and experience first hand the raw energy of a pyroclastic explosion. This unit focuses on the study of human and natural disasters. Through a series of practical exercises students will investigate the cause and effects of various natural hazards.

### Possible Learning Experiences

Gather current information from the Internet and newspapers; analyse the impacts of these hazards upon society, the economy and the environment; understand the factors which may cause both natural and made hazards/disasters.

### Notes

Assessment: Refer to the introduction for guidelines on how units may be assessed.

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## 20<sup>th</sup> CENTURY HISTORY

SS671

Year 10

Prerequisites: Nil Elective Unit

### Unit Description

The 20<sup>th</sup> Century has been the most violent in the history of our planet. In no other has war been so widespread or caused so much suffering and loss of life. While the human race has grown ever more sophisticated, the last 100 years have reinforced the grim fact that war remains a prime human activity. Students may discuss topics such as World War 1, World War 2, the Cold War, charismatic personalities, technological advances, key events such as the landing on the moon and the emergence of a new world order.

### Possible Learning Experiences

Develop research skills via the internet; create PowerPoint presentations; examine and analyse primary and secondary sources; examine significant events and personalities of the 20<sup>th</sup> Century.

### Notes

Assessment: Refer to the introduction for guidelines on how units may be assessed.

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# Study of Society & Environment

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## LAW & ORDER

SS672

Year 10

Prerequisites: Nil

Elective Unit

### Unit Description

The law impacts on virtually all areas of our life.

How are laws made?

Who makes them?

What does it mean to be sued?

Who can sue you?

What are the implications of a criminal conviction for you?

### Possible Learning Experiences

Students will be able to interpret and understand everyday applications of the law. They will learn how to interpret evidence and come up with informed conclusions and opinions.

### Notes

Assessment: Refer to the introduction for guidelines on how units may be assessed.

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## TOURISM AND DEVELOPMENT SS693

Year 10

Prerequisites: Nil

Elective Unit

### Unit Description

In this unit students will delve into the world of leisure and tourism discussing such issues as ecotourism, employment in the tourism industry and travelling within Australia and abroad. Students will also look at development and how the earth is to sustain its ever growing population.

### Possible Learning Experiences

Examine how tourism has an effect on our economy. Students will also use computers to create various graphs and access software to analyse maps and geographic information.

### Notes

Assessment: Refer to the introduction for guidelines to how units may be assessed.

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# Commerce

Studies within the Commerce Department aim to give students the processes, skills and knowledge required:

- For the effective study of accounting and commercial subjects at Senior Level
- For effective participation in adult life, including business and employment skills, and life-long education opportunities

To achieve these aims the Commerce Department will concentrate on the following outcomes:

- Collecting, organising and analysing information
- Communicating ideas and information
- Planning and organising activities
- Using commercial ideas and techniques
- Solving problems
- Using technology and
- Developing personal finance skills

## Assessment

As students undertake each level via the units on offer, the specific outcomes (above) will be demonstrated at an appropriate level for that group of students.

Assessment techniques will include a range of written and non-written activities, including:

- Short answer tests
- Research tasks - written or computer generated
- Practical tests - written or computer generated
- Practical assignments

Not all outcomes will be covered within every item of assessment. Students will complete a maximum of three (3) assessment pieces per unit.

## Commerce Department Requirements

- Year Nine and Ten students can select from the level 5 and level 6 units on offer.
- Year Nine students are encouraged to choose level 5 units
- Year Ten students are encouraged to enrol in level 6 units
- If students are choosing just two units - one each year - they should choose level 5 units ONLY - please refer to the flowchart overleaf.

## Requirements for Senior Subjects

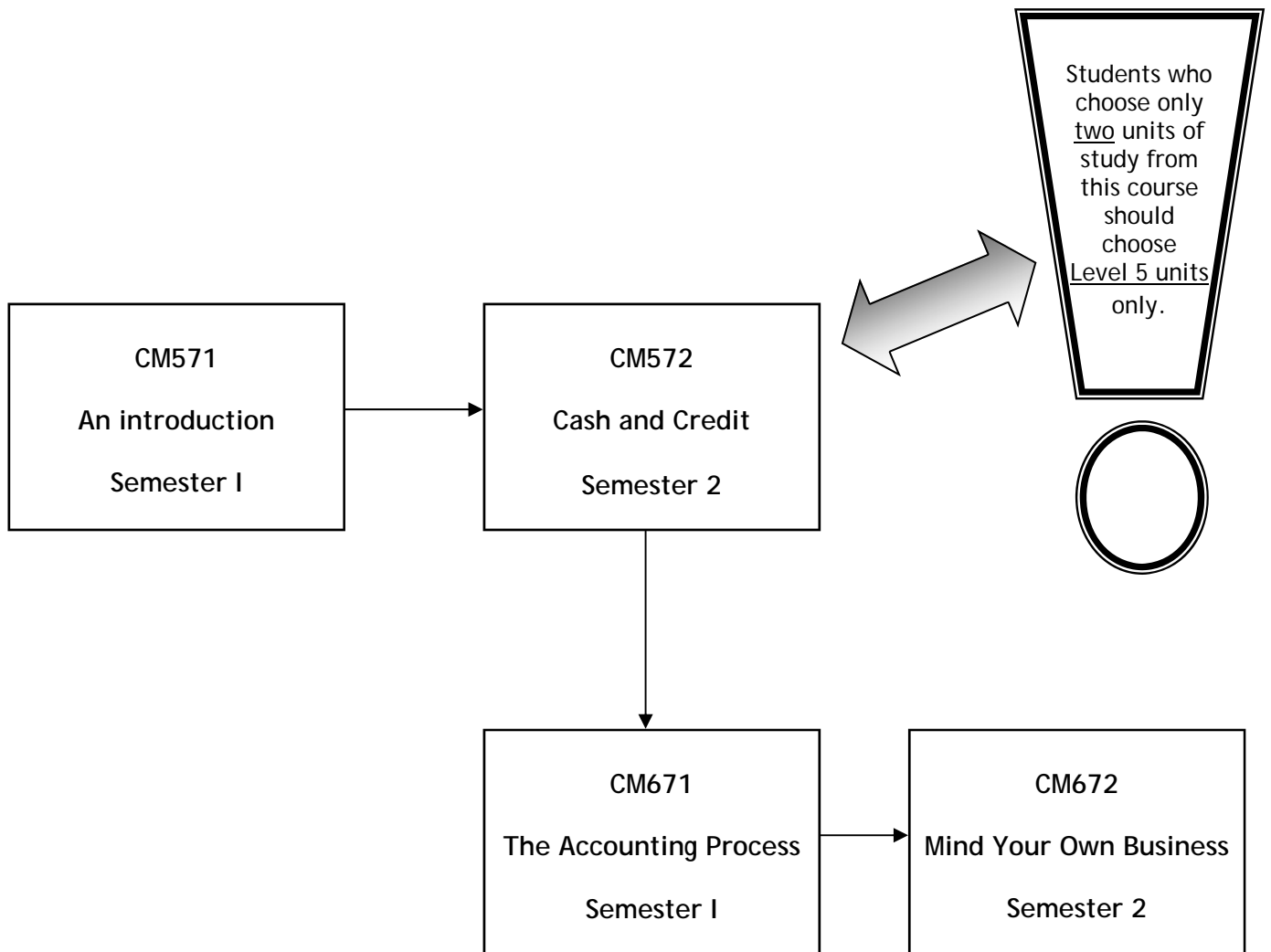
It is *highly recommended* that students attempting Senior Accounting should have completed at least two Commerce units at level 5. This would be a *basic grounding*.

It is assumed that students aiming for Senior Accounting would be *best served* by completing *all four units over Level 5 and Level 6*.

## Future Directions

Students considering studying Business and Commerce courses at tertiary level would find Senior Accounting to be highly useful and beneficial as it covers most of the content within the first year Accounting component of the tertiary courses.

# Commerce



# Commerce

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## AN INTRODUCTION

CM571

Year 9

Prerequisites: Nil

### Unit Description

This introductory unit has both a theoretical and a practical orientation.

The needs and wants of consumers will be considered along with how businesses evolve to meet such demands. The interaction between consumers, business, and government will be examined. The unit will cover important elements of **budgeting, personal budgets, and financial management.**

Since record keeping is an essential element of good business practice, this unit introduces students to the principles of double entry bookkeeping through the accounting equation and the balance sheet. It examines the use of ledger accounts to record transactions, and the student becomes familiar with Trial Balances and Profit and Loss Statements.

### Possible Learning Experiences

- Understanding the role of consumers, business and governments in society.
- Investigate the types of business activity and ownership.
- Examine the need for budgeting and management of finances.
- Examine the structures of business.
- Examine and prepare simple balance sheets and reports.
- Study and understand the accounting equation.
- Study basic bookkeeping procedure using Debit and Credit.

### Notes

This unit is a desirable pre-requisite for further commerce studies.

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## CASH AND CREDIT

CM572

Year 9

Prerequisites: CM571

### Unit Description

Businesses (and individuals) transact their dealings using both cash and credit.

In this unit students will examine the flow of cash through a business. They look at the nature and sources of cash receipts and cash payments and will prepare documentation in relation to cash - receipts, deposits slips and cheques. Students will also prepare and post cash journals as well as studying the Petty Cash Book. Where time permits they will begin to examine the process of bank reconciliation.

Another focus of this unit will be the examination of credit facilities - types of credit facilities available, personal credit and finance, pitfalls associated with the overuse of credit. From the business perspective, students will examine the recording of credit transactions and the function and use of related documents - purchase order, tax invoice, adjustment note, and statement of account.

### Possible Learning Experiences

- Understand the need for, and importance of, record keeping in business.
- Understand and appreciate the areas of finance and banking.
- Demonstrate proficiency for compiling proper documentation for cash transactions.
- Understand credit transactions in business.
- Understand the purpose and function of various documents.
- Examine recording procedures for credit transactions.
- Investigate personal credit and finance.

### Notes

This unit is a desirable pre-requisite for further commerce studies.

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# Commerce

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## THE ACCOUNTING PROCESS CM671

Year 10 Prerequisites: CM571, CM572

### Unit Description

This practical bookkeeping unit which reviews: double entry, cash records, credit transactions, ledger accounts and trial balance and various types of business transactions. There will also be a focus on final reports and accounts for a business, i.e. calculation of profit/loss in trading and profit and loss accounts combined with the preparation of balance sheets and narrative reports.

This challenging unit brings together all aspects of record keeping and reporting. It also involves further examination of the bank reconciliation process.

### Possible Learning Experiences

- Review of various business transactions.
- Consolidation and understanding of the accounting process.
- Consideration of the process over a longer time frame.
- Further examination and incorporation of the bank reconciliation process.
- Examination of final reports and accounts.
- Study and understand the accounting equation.

### Notes

This unit is designed to cater for students hoping to study Accounting in Years 11 and 12.

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## MIND YOUR OWN BUSINESS CM672

Year 10 Prerequisites: CM571, CM572, CM671

### Unit Description

This unit will allow students to overview the full accounting cycle through the use of the well-known accounting software packages 'Mind Your Own Business' (MYOB) and Quick Books. The principles of computer accounting will be a *major focus*.

The students will also study three important and interesting links between business and the community -

**Marketing** - its importance to business and its effects on consumers.

**Insurance** - its significance to businesses and consumers, terminology and jargon, types of policies, superannuation.

**Non Profit Organisations** - clubs and societies, their roles in society, their formation and organization, their record keeping procedures.

### Possible Learning Experiences

- Develop skills required to use computer software packages
  - General review of accounting procedures through this process
  - Understand various points of interaction between business and community
  - Examine marketing, its importance and effects
  - Investigate insurance, terminology and features
  - Computerised presentation of results of above investigation
  - Study non profit organisations, their procedures, their relevance in our community
-






# Information Technology

Students live in a technological world where information and communication technologies (ICTs) are integral to everyday situations. ICTs include the hardware, software, peripheral devices and digital systems that enable data and information to be managed, stored, processed and communicated. Students independently and collaboratively work in online and stand-alone environments across a range of learning contexts.

Students autonomously and routinely use a range of ICT functions and applications. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. They develop understandings of the impact of ICTs on society.

The purpose of technology education at St. Mary's College is to enable students to use technology successfully, responsibly and creatively. By working technologically, students develop knowledge and understanding and ways of working to expand their capabilities as confident, critical and creative designers and users of technology.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

-  knowledge and understanding
-  investigating and designing
-  producing
-  evaluating
-  reflecting.

## *Inquiring with ICTs*

Students explore, select and use ICTs in the processes of inquiry and research.

## *Creating with ICTs*

Students experiment with, select and use ICTs to create a range of responses to suit the purpose and audience. They use ICTs to develop understanding, demonstrate creativity, thinking, learning, collaboration and communication.

## *Communicating with ICTs*

Students experiment with, select and use ICTs to collaborate and enhance communication in local and global contexts for an identified purpose and audience.

## *Ethics, issues and ICTs*

Students understand the multiple roles and impacts of ICTs in society. They develop and apply ethical, safe and responsible practices when working with ICTs in online and stand-alone environments.

## *Operating ICT*

Students use a range of advanced ICT functions and applications to inquire, create, collaborate and communicate, and to efficiently manage information and data.

# Information Technology

## SEMESTER ONE

## SEMESTER TWO

**Year 9**

**IT511**

***'Setting Strong Foundations'***

- Word
- Excel
- PowerPoint
- CyberSafety

**IT670 \***

***'Digital Design'***

- Photoshop
- Flash
- HTML
- CyberSafety

IT670 \* is offered in both Year 9 & 10.

IT670 and IT611 are offered in both Semesters 1 and 2 in Year 10. Students may only enrol in each subject once during Year 10. IT670 cannot be chosen in Year 10 if the student has already completed the subject in Year 9.

**Year 10**

**IT670 \***

***'Digital Design'***

- Photoshop
- Flash
- HTML
- CyberSafety

**IT611**

***'Game Programming'***

- Game Programming
- Cybersafety

**Year 11 and 12**

**ICT**

Information  
Communication &  
Technology

**ITS**

Information  
Technology  
Studies

**IPT**

Information  
Processing  
Technology

**Authority-Registered  
Subject (non-OP)**

**Authority Subjects (OP)**

# Information Technology

## SETTING STRONG FOUNDATIONS

IT511

Year 9

Prerequisites: Nil

Elective

### Unit Description

This unit will introduce students to computer applications such as word processing, spreadsheets and presentation software. These applications will be those especially useful for the preparation of assignments for other subject areas, now and in the future.

### Possible Learning Experiences

Students will learn how to create Word documents, insert headers, footers, clip art and borders. Using Excel, students will learn how to create spreadsheets, apply calculations and create graphs. These will then be combined with PowerPoint to create impressive presentations suitable for assessment.

### Notes

Assessment in this unit includes practical tasks and projects.

## DIGITAL DESIGN

IT670

Year 9/10

Prerequisites: Nil

Elective

### Unit Description

In this unit, students will learn how to combine a range of graphic design, animation and web design software to create a multimedia end-product. Students will learn how to create and manipulate digital images and photographs and will develop their skills in the creation of a computer based animation. These skills will then be applied through web design software to produce a final multimedia product.

IT670 is offered for Year 9 and 10 students, however, students may only enrol in this subject once.

### Possible Learning Experiences

At the conclusion of this unit, students will be able to:

- Capture digital images using cameras
- Access images from the web
- Modify and manipulate digital images to meet a purpose
- Use tools such as colour replacement, background eraser and clone to modify an image
- Create and animate images
- Understand sequencing in the animation process
- Import images and animations into web creation software.

### Notes

Assessment in this unit includes practical tasks and projects. This unit introduces practical skills which will benefit students studying ICT and ITS in Years 11 and 12 and Business, IT, Multimedia, Creative Arts courses at university.

## GAME PROGRAMMING

IT611

Year 10

Prerequisites: Nil

Elective

### Unit Description

In this unit, students will be introduced to the basic concepts of programming, including languages, constructs, syntax and decision-making code. The logical processes that will be developed will be of benefit to students in many areas of their future study.

Students will design, create and develop Xbox 360 games.

### Possible Learning Experiences

Students will learn to apply programming concepts and structures in order to solve a problem. This will require students to:

- Interpret instructions
- Devise solutions
- Write programming code
- Test and debug programs; and
- Create a user friendly interface

### Notes

Assessment in this unit includes practical tasks and projects. This unit introduces practical programming skills which will benefit students studying IPT and ITS in Years 11 & 12, and Business/Programming/Information Technology courses at university.

# Human Movement

## Introduction

Human Movement involves the integration of physical and health components within a physical activity context. Active engagement in physical activity is a major emphasis in the course. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as a medium of learning.

Human Movements primary roles are to develop the student's physical performance of skills and movements associated with a variety of physical activities, develop the student's understanding of how different principles impact on their own and other's physical performance and develop the student's understanding of different health related issues.

## Learning and Assessment Focus

Learning Frameworks and Assessment Instruments developed in Human Movements are designed to incorporate two (2) key principles.

Firstly, the QCAR framework and the Year 10 Learning Area guidelines have been incorporated to provide students with a holistic experience within a physical education context. Students will demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding
- Investigating
- Planning
- Implementing and Applying
- Reflecting

Students who study Human Movements will use the essential processes of **Ways of Working** to develop and demonstrate their **Knowledge and Understanding**.

## Year 9

### **Ways of working**

Students are able to:

- Identify issues and inequities and plan investigations and activities.
- Research, analyse and evaluate data, information and evidence.
- Draw conclusions and make decisions to construct arguments.
- Propose, justify, implement and monitor plans or actions to achieve goals, address inequities and promote health and well being, movement capacities and personal development.
- Refine movement skills and apply movement concepts, and the principles of training.
- Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts.
- Identify risks and devise and apply safe practices.
- Select and apply positive, respectful and inclusive personal development skills and strategies.
- Reflect on health inequities, and identify the impact of diverse influences on health and well being, movement capacities and personal development, and the best use of positive influences.
- Reflect on learning, apply new understandings and justify future applications.

## Knowledge and understanding

### *Health*

Health is multidimensional and dynamic, and influenced by actions and environments.

### *Physical Activity*

Regular active and purposeful participation in physical activity promotes health and well being, and supports the achievement of goals.

### *Personal Development*

Diverse social, cultural and environmental factors, values, beliefs and behaviours influence relationships and self-management, and shape personal development.

## Year 10

### Ways of working

Students are able to work individually and in groups to:

- Plan investigations, actions and activities.
- Collect, sort and analyse information and resources.
- Trial actions and strategies.
- Evaluate information, draw conclusions and make decisions.
- Examine risk, and decide upon and apply safe practices.
- Create and perform movement sequences through modifying and combining movement skills and applying movement concepts.
- Select and demonstrate personal development skills and strategies.

## Knowledge and understanding

### *Physical Activity*

Application of physical activity theories, concepts and strategies improve performance and influence participation in physical activity.

**Secondly**, the units of work and assessment instruments in Years 9 & 10 have been developed to reflect the style of assessment and content focus of Senior Physical Education and Recreation Studies. The units of work are integrated within the physical activity context and examine key content relating to Skill Acquisition, Energy Systems, Principles of Training, Nutrition, Sun Safety, Principles of Movement, Team Dynamics and Biomechanics. Importantly, this allows for students to develop an understanding of how to construct written responses in a physical education context and enables them to develop key knowledge and practices required for senior schooling.

### **Requirements for Senior Studies:**

Students intending to do Senior Physical Education are recommended to complete two full years of Human Movement across Years 9 & 10 (selecting HM509, HM510, HM609 & HM610). However, as a minimum, students should complete HM510 (Year 9) and HM609 (Year 10) as these units reflect the content foci and physical activities covered in Senior Physical Education.

Students intending to do Senior Recreation Studies should complete a minimum of at least one Human Movement subject in both Years 9 & 10 (though completing more would be advantageous). In particular, HM509 (Year 9) and HM610 (Year 10) are units that reflect the content foci and physical activities covered in Senior Recreation Studies.

## Course Overview

In each HM elective, students will undertake a study of two (2) physical activities over the course of the semester, with a written component integrated within each physical activity studied.

Year	Unit 1 (Semester 1)	Unit 2 (Semester 2)
9	HM509 - Sun Safety & Nutrition Physical Activity - Soccer/Futsal & Basketball	HM510 - Biomechanics & Team Dynamics Physical Activity - Badminton & Flag Gridiron
10	HM609 - Energy Systems & Skill Acquisition Physical Activity - Touch & Volleyball	HM610 - Exercise Physiology and The Media Physical Activity - Resistance Training and Rugby League
	HM671 - Senior First Aid and Fitness	HM671 - Senior First Aid and Fitness

### Year 9 Personal Development (PD570)

Students are required to complete the compulsory Personal Development unit in Year 9. This unit incorporates elements of the Health and Personal Development essential learning's. Students will undertake an in-depth study of issues and topics relating to Sexuality and Drugs, as well as participate in structured physical activity. Below is an outline of the Personal Development course:

**PERSONAL DEVELOPMENT      PD570      Year 9      Core Unit**

#### Unit Description - Theoretical Component

##### Content Focus I - Drug Education

Students will examine the risks associated with a variety of so called "recreational drugs" prevalent in today's society. The aim of the unit is to increase students' awareness of the risks involved, long and short term health consequences and life consequences associated with drug use.

##### Content Focus II - Sexuality

Students will examine the issue of sexuality from a teenage perspective. The aim of the unit is to increase student's awareness of pregnancy, teenage pregnancy issues and the importance of relationships and maintaining relationships.

#### Unit Description - Practical Component

##### Physical Performance

Students will experience participation in a variety of physical activity settings. The key focus of these sessions will be to develop the essential skills, positional roles and tactical awareness required in each physical activity.

### Semester 1

**PD570  
(Core Unit)**

Sexuality  
Drug Education

### Semester 2

**HM510**

Badminton &  
Biomechanics  
Flag Gridiron &  
Team Dynamics

Year 9

**HM509**

Soccer & Sun Safety  
Basketball &  
Nutrition

### Semester 1

**HM609**

Touch & Energy  
Systems  
Volleyball & Skill  
Acquisition

### Semester 2

**HM610**

Resistance Training &  
Exercise Physiology  
Rugby League & The  
Media

Year 10

**HM671**

Senior First Aid &  
Fitness

**HM671**

Senior First Aid &  
Fitness

# Human Movement

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## SUN SAFETY & NUTRITION

HM509

Year 9

Elective Unit

### Unit Description - Theoretical Component

#### Content Focus I - Sun Safety

This unit examines the issue of Sun Safety and why it is a vitally important issue in Queensland & Australia. Students will examine sun cancer statistics, different types of skin cancers, prevention strategies, policy development and a community sun safety analysis. The culminating assessment instrument involves the students designing a brochure that provides information on skin cancer, sun safe strategies and recommendations on how to improve sun safe procedures within the local community.

#### Content Focus II - Nutrition

This unit examines the importance of nutrition on the ability of an athlete to perform at an optimal level. Students will identify the energy system predominantly used in basketball, examine the role of carbohydrates, fats and proteins in providing energy for performance and determine the recommended daily intakes for an athlete. The culminating assessment instrument involves the students producing a cookbook overview (recipe) of a selected meal and providing justification as to why the meal would be suitable for a basketball player.

### Unit Description - Practical Component

#### Soccer/Futsal

Students will be assessed on their physical performance in Soccer/Futsal. Students will be actively engaged in drills, modified game play and structured games in order to improve their physical performance and tactical awareness. Development will focus on essential soccer/futsal skills (dribbling, passing, shooting, heading & chesting), space creation, defensive pressure, offensive formations and running patterns.

#### Basketball

Students will be assessed on their physical performance in Basketball. Students will be actively engaged in drills, modified game play and structured games in order to improve their physical performance and tactical awareness. Development will focus on essential basketball skills (lay up, jump shot, dribbling, rebounding, passing & catching), space creation (pass & cut), defensive pressure, zoning and positional play on court.

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## BIOMECHANICS & TEAM DYNAMICS

HM510

Year 9

Elective Unit

### Unit Description - Theoretical Component

#### Content Focus I - Biomechanics

This unit examines the impact of various biomechanical principles on the performance of a selected badminton shot. Student will examine concepts relating to levers, projectile motion, speed generation, trajectory and flight. The culminating assessment instrument involves the students undertaking a biomechanical analysis of their performance of a selected badminton shot (Proof of Print).

#### Content Focus II - Team Dynamics

This unit examines the impact of team dynamics on the ability of a team to work together to achieve common goals. Students will examine concepts relating to team cohesion, team formation, self handicappers, leadership styles and goal setting. The film "Remember the Titans" is used as the central theme in this unit and students are required to examine the relationships between key characters in the film and the significance of these relationships in affecting team cohesion (Exam).

### Unit Description - Practical Component.

#### Badminton

Students will be assessed on their physical performance in Badminton. Students will be actively engaged in drills, modified game play and structured games in order to improve their physical performance and tactical awareness. Development will focus on essential badminton skills (forehand & backhand drives, underarm & overarm clears, serve, smash and drop shot), space creation, shot selection, on-court formations and manipulation of an opponent's position on the court.

#### Flag Gridiron

Students will be assessed on their physical performance in Flag Gridiron. Students will be actively engaged in drills, modified game play and structured games in order to improve their physical performance and tactical awareness. Development will focus on essential flag gridiron skills (passing, blocking, catching, run blocking), offensive & defensive formations, play design and running & reception patterns. Importantly, students will be assessed on the position they primarily play (linesman, receiver, running back or quarterback).

# Human Movement

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## ENERGY SYSTEMS & SKILL ACQUISITION HM609

Year 10

Elective Unit

### Unit Description - Theoretical Component

#### Content Focus I - Skill Acquisition

This unit examines how learning physical skills occurs and the type of practice that is best suited to improving physical performance. Students will investigate the three stages of learning, how information processing varies for different levels of performers, determine the levels of information processing required in specific drills and examine the concept of transfer in a training environment. The culminating assessment instrument involves the student designing and justifying a drill suitable for improving the physical performance of a volleyball player.

(The assessment instrument links very closely with the Year 11 & 12 Volleyball & Skill Acquisition units in Senior Physical Education).

#### Content Focus II - Energy Systems

This unit introduces the body's three energy systems and specifically examines the impact of work rate on the relevant contribution of each of these energy systems. Students will collect data on work rates through analysis of footage from a competitive in-class game. Students will collate data on heart rates, distance covered, offensive & defensive skills and movement patterns & intensities. The culminating assessment instrument

involves students constructing a PowerPoint presentation to justify whether a middle or wing player works hardest in a game of touch, based on data collected from the analysis of the in-class game footage.

(The assessment instrument links very closely with the Year 11 & 12 Touch & Energy Systems units in Senior Physical Education).

### Unit Description - Practical Component

#### Volleyball

Students will be assessed on their physical performance in Volleyball. Students will be actively engaged in drills, modified game play and structured games in order to improve their physical performance and tactical awareness. Development will focus on essential Volleyball skills (digging, setting, serving, spiking, blocking), reception patterns (4/3 man arc), transitioning, on-court roles, 3 hit attack and stacking on serve.

#### Touch Football

Students will be assessed on their physical performance in Touch. Students will be actively engaged in drills, modified game play and structured games in order to improve their physical performance and tactical awareness. Development will focus on essential Touch skills (passing, catching, rucking, making a touch, initiating a touch, dumping), rucking patterns, modified games (2v1, 3v2, 4v2), shooter rotation, wraps, switches and defensive structures.

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## EXERCISE PHYSIOLOGY & THE MEDIA HM610

Year 10

Elective Unit

### Unit Description - Theoretical Component

#### Content Focus I - Training Principles

Students will examine the key fitness components essential in physical activity, key training principles and guidelines relating to resistance training, and training program structure. Students will be required to set resistance loads and complete a 9 session resistance training program. The culminating assessment instrument involves the students justifying the suitability of their training program in targeting a specific fitness component and adherence to the progressive overload principle.

#### Content Focus II - Media Influence

Students will examine the role of the media in shaping modern day professional sport, and in particular, rugby league. Students will examine concepts relating to communication of rugby league, the influence of the media in shaping the running of the modern game and the battle of Pay TV and Free to Air networks.

### Unit Description - Practical Component

#### Resistance Training

Students will be assessed on various elements of resistance training:

- Their ability to consistently display the correct lifting techniques across all resistance exercises performed.
- Their ability to consistently display the correct lifting techniques across all resistance exercises performed, under fatigue.
- Their ability to act safely in a resistance training environment, in terms of behaviour, application and setting of responsible resistance loads.
- Their ability to perform the role of spotter for other student's performing resistance exercises.

There will be a significant emphasis on teaching correct technique for all resistance exercises to ensure injury risks are minimalised.

#### Rugby League

Students will be assessed on their physical performance in Rugby League. Students will be actively engaged in drills, modified game play and structured games in order to improve their physical performance and tactical awareness. Development will focus on essential Rugby League skills (passing, catching, play the ball, tackling technique), positional roles, running lines, attacking structures, marker defence and ABC defenders.

# Human Movement

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FIRST AID AND FITNESS

HM671

Year 10

Elective Unit

## Unit Description - Theoretical Component

At the conclusion of these theory elements, students will have the opportunity to sit the First Aid theory and practical examination to obtain a First Aid Certificate which is an invaluable life skill to possess.

## Unit Description - Practical Component

This unit is based around the game sense approach that promotes fitness levels. Students are involved in various activities that promote general improvement in total fitness levels and an appreciation of the importance of leading an active lifestyle.

Activities include:

- Pre and Post testing in a range of health related areas
  - Progressive aerobic activities
  - Heart rate monitoring
  - Beep Testing
  - Speed and Agility sessions
  - Swimming
  - Soccer and Basketball activities
-

# Japanese

## Rationale

Japanese is a valuable language for Australians to learn. For Queenslanders, the study of Japanese is especially important given the strong cultural, economic and political ties with Japan. Queensland learners, and in particular St Mary's students, have many opportunities to meet Japanese speaking people within the school context and in the general community, through:

- Our Homestay programs
- The biennial Japan tour
- Our Japanese assistant and visiting native Japanese
- Sporting trips to Japan
- Toowoomba's international relations with Takatsuki, sister city in Japan.

As the Japanese language deeply reflects the cultural heritage of Japanese society, the students will be able to develop sensitivity towards the values and ideas of the Japanese people. Thus the students should become more aware of, and able to participate more fully in our global community.

The study of a foreign language also has important cognitive and economic benefits. LANGUAGE learners are better able to solve problems, think logically and to express themselves with clarity. Research has shown that the study of other language systems improves proficiency levels in the first language.

Moreover, the practical language skills should increase the students' opportunities for employment in many fields such as tourism and hospitality, business, international relations and diplomacy, education and communications. This ability also opens up opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

## Overview

The study of another LANGUAGE is a compulsory subject for all Year Eight students. On completion of Year Eight, students may choose to continue their formal study of Japanese to Year Nine. An added incentive is that from 2008 both the University of Queensland and Griffith University offer two bonus points towards students' entry rank for passing an approved Language other than English course.

## Assessable Elements

Students will demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding
- Comprehending Texts
- Composing Texts
- Intercultural Competence
- Reflecting

**By the end of Year 9 students who study Japanese will use the essential process of Ways of working to engage in learning and to develop and demonstrate their Knowledge and understanding.**

## Ways of working

Students are able to:

- interpret ideas and information in spoken and written texts and make judgments about the ways that people, places events and things are represented.
- Locate, analyse and respond in the target language to information on topics and issues of significance to members of the target cultures of a similar age
- plan, monitor and adjust verbal and non-verbal language to suit the role, purpose, context and audience
- construct spoken and written texts that present an argument, perspective or opinion
- recognise that texts are culturally constructed, and analyse embedded cultural information
- notice and compare similarities and differences in text formats, language and style between similar texts in the target language and English, and/or other familiar languages, to inform intercultural communication
- notice and compare beliefs, values and practices in target language texts to identify the author's purpose and audience
- reflect on and evaluate the appropriateness of their own and others' language choices in target language texts for purpose, context and audience
- reflect on and evaluate learning to evaluate and apply new understandings and future applications

## Knowledge and understanding

### *Comprehending and composing in the target language*

Comprehending and composing texts for particular purposes, contexts and audiences requires knowledge about the interrelations among purpose, text type, audience, mode and medium.

- Verbal language and non-verbal language are adapted, based on role, purpose, context, audience, mode and medium
- Context, vocabulary and syntax combine to provide clues to the purpose and meaning of texts
- High-frequency forms and identification of register help when interpreting complex language involving dependent clauses
- Ideas and information can be expressed through a variety of text types and language adjusted to suit formal and informal contexts
- Language can be manipulated to make original and extended texts that are organised according to sociocultural conventions
- Common colloquial expressions are used in communication and these can be regional in their use and often meaningless when translated word for word

### *Intercultural Competence and Language Awareness*

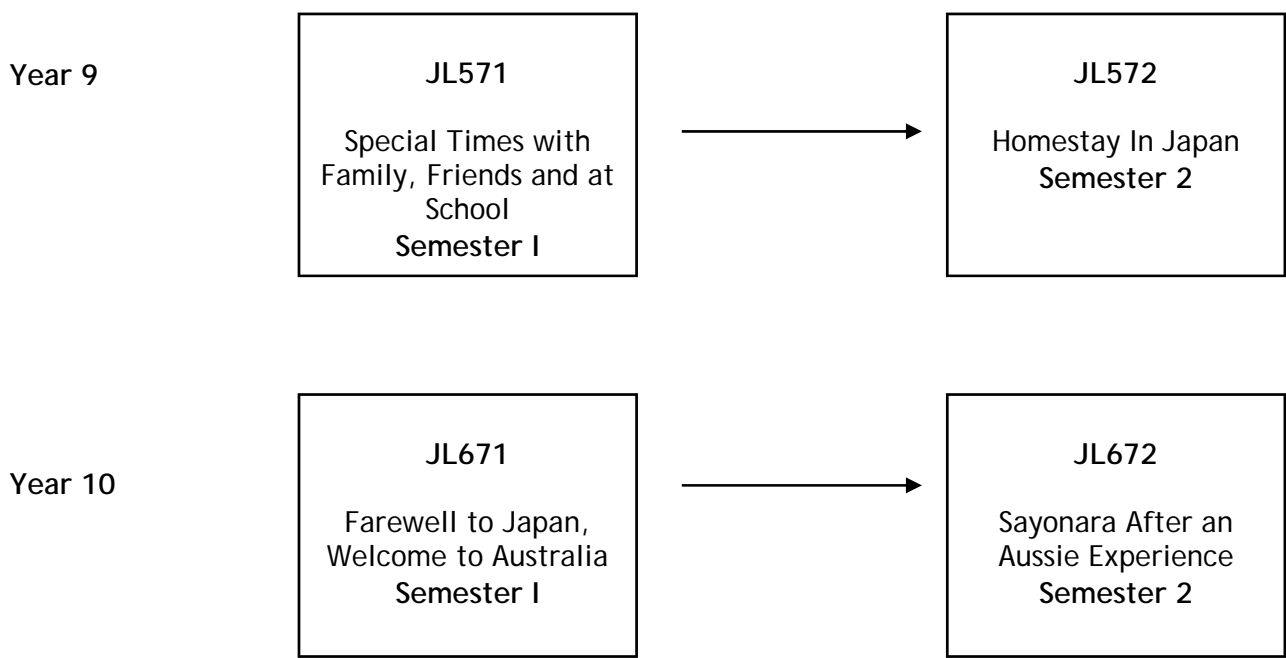
Intercultural competence and knowledge of languages and cultures allow for differing ways of experiencing, acting in and viewing the world.

- Regional and social diversity exists within and across languages and cultures, and this diversity informs appropriate communication
- Familiarity with issues and topics of significance to members of the target culture enhances intercultural communication
- Beliefs, values and attitudes are embedded in languages and cultures; and knowledge of these aspects can facilitate intercultural communication

### Requirements

Students wishing to study Japanese in the Senior School are encouraged to complete the four semester units over Years Nine and Ten. Because each semester unit is designed to give a solid foundation of Japanese language based on particular topics it is recommended that all semester units should be studied. As the students progress through these units, their language skills become increasingly more sophisticated.

Every second year a study tour to Japan is planned. This tour is available to students who are studying Japanese and is an excellent opportunity for students to enhance their Japanese language skills and to gain first hand experiences of the unique Japanese culture.



# JAPANESE

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## SPECIAL TIMES WITH FRIENDS, FAMILY AND AT SCHOOL

JL571

Year 9

Prerequisites: Nil

Elective Unit

### Unit Description

This unit focuses on school life in Japan, daily activities and family life (family size, occupations, place or work and pets). Students will study a wider range of grammar patterns and verbs and by the end of this unit students should be able to read and write Hiragana fluently. They will also be able to recognise and reproduce a limited number of Kanji.

### Suggested Topics

Japanese school system, subjects and timetable, days of the week, daily activities, sport and music.

Traditional Japanese family life / western families, roles, average size of Japanese families, status of certain occupations.

### Possible Learning Experiences

Role play involving time situations, school life, joining a club; listen to taped conversations and speak in conversations / dialogues; introducing their own families with reference to photos and other media; videos of school and family life; calligraphy, computer activities, internet and email.

Essential learnings will be assessed throughout the semester and will include the skills of reading, writing, listening and speaking.

### Notes

Requirements: Notebook, A4 display folder, squared booklet.

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## HOMESTAY IN JAPAN

JL572

Year 9

Prerequisites: JL571

Elective Unit

### Unit Description

This unit focuses on an imaginary stay in Japan. The students learn about customs associated with living in Japan on a homestay, including greetings, making requests, making travel arrangements, typical meals and features of Japanese homes, transport system and daily routines with a host family.

Students will also become familiar with the unique youth culture of Japan by studying the leisure activities of young people, haunts on weekends and holiday activities.

Students will commence their study of Katakana and extend their knowledge of Kanji.

### Suggested Topics

Traditional Japanese homes, meals, transport system.

Leisure plans with friends, travel arrangements, famous youth spots in Tokyo and Osaka and youth culture.

### Possible Learning Experiences

Write a postcard to a friend about a holiday in Japan; listening to stories about travel in Japan; role plays relating to travel arrangements and outings with friends; excursion to a restaurant and Japanese Garden; video of famous Japanese places, prepare a world map writing names in Katakana.

Interviews and surveys relating to activities of young people; presentation of results, word games, journal writing, writing stories and letters; cooking, singing, shopping, computer activities, internet and email.

Students are encouraged to participate in the annual Japanese speech contests.

Essential learnings will be assessed throughout the term and will include areas of reading, writing, listening and speaking.

### Notes

Requirements: Notebook, A4 display folder, squared booklet.

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# Japanese

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## FAREWELL TO JAPAN, WELCOME TO AUSTRALIA

JL671

Year 10 Prerequisites: JL571, JL572 Elective Unit

### Unit Description

This unit focuses on the final shopping experience in Japan (buying souvenirs for family and friends) and, on your return to Australia, welcoming Japanese students to your school. Students will gain an awareness of the favourite shopping venues of Japanese people and the ever popular 100 yen shop.

### Suggested Topics

Translations in Japanese shops, describing past activities, entertaining Japanese visitors to Australia, what you want to do and why; food and restaurant etiquette.

### Possible Learning Experiences

Reading and writing a menu, shopping list, role play in restaurants/shops, reading shopping catalogues, video of popular shops, going shopping and Japanese restaurants.

Making leisure arrangements with Japanese students, giving opinions about activities and food, using a Japanese counter system while shopping, computer activities, emails, internet.

Students will participate in an excursion to South Bank, Queen Street Mall and a Japanese restaurant.

Essential learnings will be assessed as they relate to the four areas of reading, writing, speaking and listening.

### Notes

Requirements: Notebook, A4 display folder, squared booklet.

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## SAYONARA AFTER AN AUSSIE EXPERIENCE

JL672

Year 10 Prerequisites: JL671 Elective Unit

### Unit Description

This unit focuses on activities with Japanese host visitors, touring the host school and experiencing a day trip to local tourist spots. It concludes with a Sayonara Party for the students.

### Suggested Topics

Tour of school and popular destinations, compare features of Japanese and Australian schools, describe animals and the countryside, prepare farewell speeches and Sayonara party activities, describe events and people, give opinions.

### Possible Learning Experiences

Role play a tour of the school, draw animals from given description, songs, computer activities, emails, internet activities.

Preparing farewell speech, playing "nininboari", role play of conversation at a Sayonara party and perform at a Sayonara party,

Essential learnings will be assessed as they relate to the four areas of reading, writing, speaking and listening.

### Notes

Requirements: Notebook, A4 display folder, squared booklet.

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# Applied Technology & Design

## Introduction

The Department of Applied Technology and Design involves the purposeful application of knowledge, experience and resources to create products and processes that meet human needs.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. When thinking and working technologically, they individually and collaboratively select tools and implement techniques to manipulate and process, and control and manage, information, materials and/or systems components. They make products to detailed specifications and standards. They analyse the role of technology and its impacts and consequences for people, their environments and their communities in local and global contexts. They reflect on their learning and evaluate the suitability of their own and others' products and processes and recommend improvements.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating and designing
- producing
- evaluating
- reflecting.

## Ways of working

Students are able to:

- investigate and analyse specifications, standards and constraints in the development of design ideas
- consult, negotiate and apply ethical principles and cultural protocols to investigate, design and make products
- generate and evaluate design ideas and communicate research, design options, budget and timelines in design proposals
- select resources, techniques and tools to make products that meet detailed specifications
- plan, manage and refine production procedures for efficiency
- make products to meet detailed specifications by manipulating or processing resources
- identify, apply and justify workplace health and safety practices
- evaluate the suitability of products and processes against criteria and recommend improvements
- reflect on and analyse the impacts of products and processes on people, their communities and environments
- reflect on learning, apply new understandings and justify future applications.

# Graphics

The Graphics course is about enhancing students' range of communication skills and developing their understanding of shape, pattern and space. The ability to communicate effectively is an essential requirement in every field of endeavour and often our communication requirements are inadequately served by the spoken and written word.

This is especially true in our increasingly complex society where there is so much information to be absorbed and acted upon each day. Much of this information is of a technical nature, where drawings, sketches and coloured illustrations are often needed to enable clear and efficient communication. A basic knowledge of Graphics is an important part of preparation for life in today's society.

Students study the main forms of technical drawing used throughout the world, together with some underlying principles of these forms. They draw patterns for a variety of solid shapes, containers and pipes, do exercises in surveying, work with charts and diagrams and learn techniques of rendering and colour to enhance the presentation of completed work.

Students are encouraged to apply technical knowledge to a variety of situations, think critically and independently about problems, and form opinions about the quality of work produced by the class group. Students learn about graphics by routine and practical experience in the classroom.

## **Prerequisites**

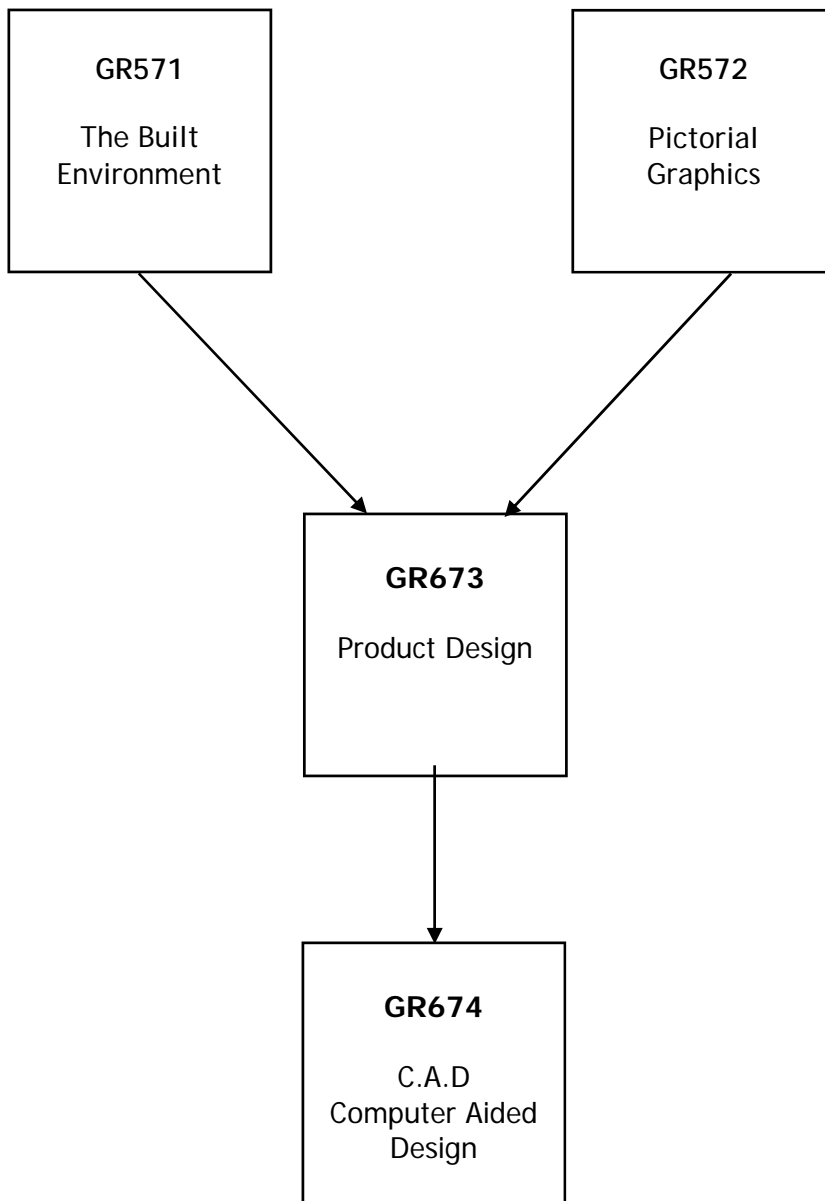
Graphics is a subject which requires students to develop skills in a sequential manner. Each unit will cover specific content and skills. Students need to do at least one semester unit of Graphics before doing GR673.

Students considering enrolling in Senior Graphics in Years Eleven and Twelve should achieve a satisfactory standard in GR674.

## **Future Overview**

The study of Graphics will be of benefit to students who are looking at both vocational and professional occupations. Occupations involved in publishing, printing, advertising, packaging, architecture and most trades use the skills and knowledge covered in Graphics.

# Graphics



**Year 9:**                    **GR571** – The Built Environment  
                                  **GR572** – Pictorial Graphics

**Year 10:**                  **GR673** – Product Design  
                                  **GR674** – Computer Aided Design

# Graphics

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## THE BUILT ENVIRONMENT

GR571

Year 9 Prerequisites: Nil

Elective Unit

### Unit Description

This unit builds on the skills and understanding gained in Year 8. It focuses on orthographic projection in relation to technical and geometrical drawings, (simple components, prisms and pyramids).

The unit then follows onto orthographic projection in relation to simple drawings, furniture and more complex components.

### Possible Learning Experiences

By completing this unit, students should be able to understand the areas of Australian drawing standards, principles of third and first angle projection, basic technical sketching, and principles of true length. Students will undertake a range of tasks including : translating from pictorial to orthographic views; dimensioning multi-view drawings; sectional views of simple articles; establishing principles of true length; positioning prisms and pyramids, orthographically; some simple CAD drawings.

### Notes

A levy applies to this unit (approximately \$10.00). Items of assessment may include classwork/homework folio and class test.

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## PICTORIAL GRAPHICS

GR572

Year 9 Prerequisites: Nil

Elective Unit

### Unit Description

This focuses on pictorial drawing and perspective projection.

### Possible Learning Experiences

By completing this unit, students should: be able to understand the areas of pictorial drawings (isometric, oblique), pictorial sketching, ellipse constructions and random one and two point perspective; undertake a range of tasks including isometric and oblique views; translation of orthographic to pictorial views; simple open and inline drawings for assembly; circles in pictorial; draw in 2D using a CAD program.

### Notes

A levy applies to this unit (approximately \$10.00). Items of assessment may include classwork/homework folio and class test.

# Graphics

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## PRODUCT DESIGN

GR673

Year 10

Prerequisites: One Elective Unit  
Year 9 Unit

### Unit Description

This unit focuses on elements of plane and solid geometry, presentational graphics, and the graphical representation of the process involved in, and development of, product components.

### Possible Learning Experiences

By completing this unit, students should be able to : understand Australian standards for printing and line work; understand basic geometrical constructions and plane geometry; understand applications of logograms; understand elements of product creation / presentation in text, layout, rendering and sketching; complete simple developments (layout, rollout, radial); complete simple trade logos, two-dimensional geometrical shapes using properties of tangency; produce orthographic projections; produce geometrical shapes using CAD.

### Notes

A levy applies to this unit (approximately \$10.00). This unit contains an assignment where the process involved in the creation and development of a product or product component, is represented graphically. Items of assessment may include: classwork/homework folio and class test.

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## CAD - COMPUTER AIDED DESIGN GR674

Year 10

Prerequisites: GR673 Elective Unit

### Unit Description

This unit is a series of exercises designed to introduce students to the computer and in particular CAD.

### Possible Learning Experiences

After completing this unit a student will have been exposed to some or all of these areas: basic computer knowledge; basic software operations: co-ordinate system; basic commands of the "CAD" software, which will enable the student to draw basic objects, use text and dimensions, print drawings and save and retrieve drawings.

### Notes

A levy applies to this unit (approximately \$10.00). Items of assessment may include classwork/homework folio and class test.

Possible CAD projects: a cog, shaft, spindle etc.

Possible architectural projects: a three bedroom house, industrial work shop etc.

# Metal Technology & Design

## Course Overview

Metal Technology and Design can give students an insight into our modern technical world. By studying and working with metal materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. At this early stage students concentrate on hand skills linked closely with planning and design procedures.

Students handle a variety of materials, such as tinfoil, galvabond, steel, aluminium and copper, and study the appropriate working and fastening methods. They learn to operate the metal lathe, bench drill, and some portable power tools, study low voltage electrical circuits and investigate the basic principles of mechanics.

This practical work is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. Students are exposed, during the course, to a routine workshop safety programme in the hope that they will “catch the safety habit” and be safer in their daily lives.

Students learn by working with materials, tools and equipment. They construct a number of individual projects in which they have a varying share in the design. Technical information comes from printed material, videos, films and visits to industry. During the course, students are encouraged to form judgments about the quality of craftsmanship, design and construction methods.

## Requirements for Senior Subjects

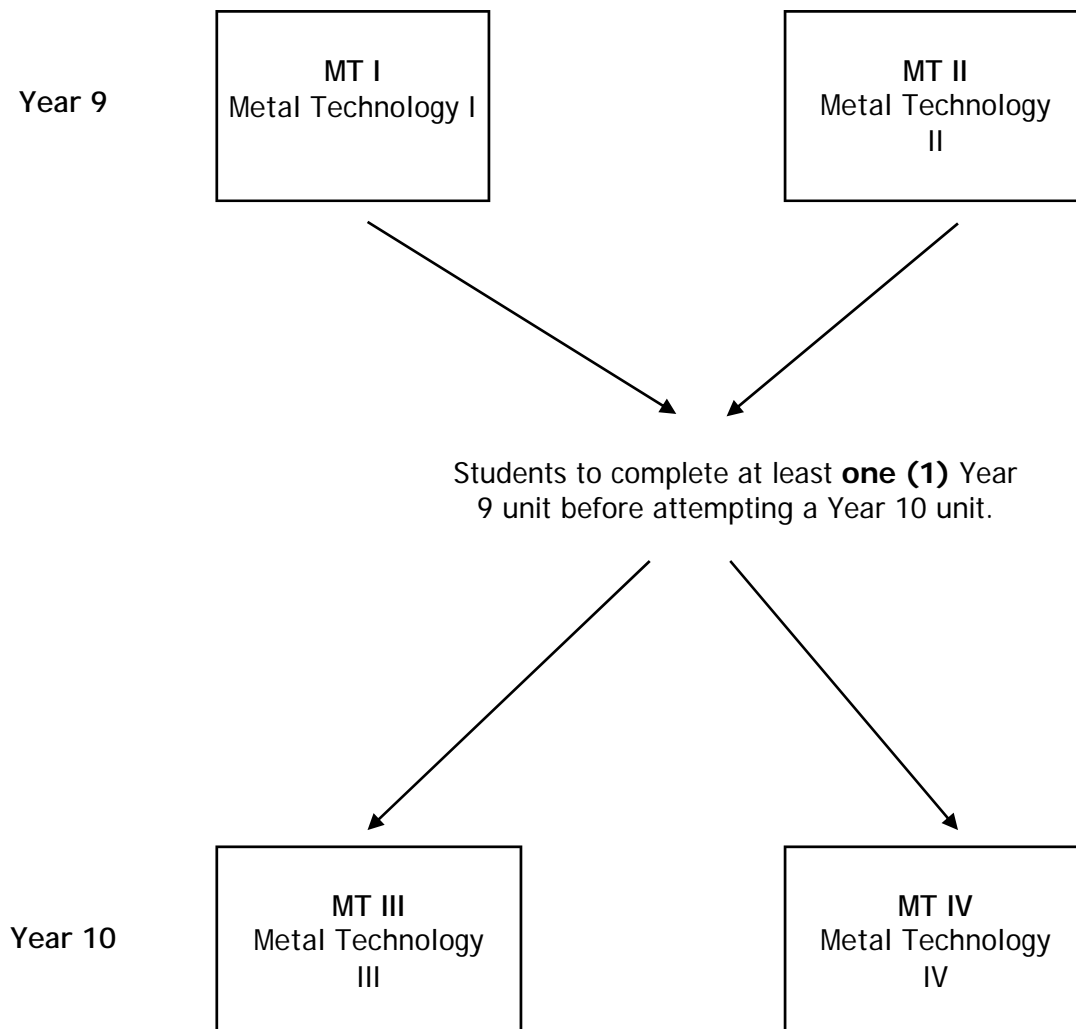
Students who are considering doing a Certificate 1 in Engineering would benefit from achieving a satisfactory standard in unit MT IV.

## Future Overview

The study of Metal Technology and Design will be of benefit to students who are looking at the following occupations:

- Plumbing
- Aircraft fitter
- Electrical
- Turner & repairer
- Metal fabrication
- Fitting and turning
- Boilermaker/welding

# Metal Technology & Design



# Metal Technology & Design

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## METAL TECHNOLOGY I

MT I

Year 9

Elective

### Unit Description

This unit aims at developing metal working techniques and establishing and encouraging safe working habits. Students who undertake this unit produce articles of a practical nature. Students are introduced to the bench drill during this unit.

### Possible Learning Experiences

While completing this unit students should be able to:

- form knowledge of the properties of tinplate and stainless steel;
- develop manipulative skills in marking out, cutting and joining sheet metal using hand tools;
- apply graphical techniques to setting out;
- form knowledge of safety requirements relative to working with sheet metal in the workshop
- demonstrate knowledge and understanding of common electronic components
- construct a number of successful electronic circuits
- use electronic testing equipment
- demonstrate knowledge and understanding of the metal lathe

### Notes

A levy applies to this unit (approximately \$50.00).

Possible projects could include: Peg box, BBQ mate, BBQ Scraper, Electronic circuit construction. Items of assessment may include classwork projects, theory test and design folio.

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## METAL TECHNOLOGY II

MT II

Year 9

Elective

### Unit Description

This unit aims at developing knowledge, understanding and practical skills using metal and allied material in the construction and design of various projects.

### Possible Learning Experiences

After completing this unit the students should be:

- aware of safety issues
- demonstrate an understanding of the design process
- demonstrate correct marking out, cutting, folding, edging and joining techniques with sheet metal
- demonstrate correct use of a jig and tap and die in forming Mild Steel Bar
- have knowledge of the properties of mild steel, and galvabond
- demonstrate knowledge and understanding of common electric components
- demonstrate knowledge and understanding of the metal lathe

### Notes

A levy applies to this unit (approximately \$45.00). Projects constructed may include: mini hacksaw, copper bowl, Carry All, Electronic dice and garden trowel.

# Metal Technology & Design

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**METAL TECHNOLOGY III      MT III      Year 10      Prerequisites: One Year 9 Unit recommended      Elective**

## Unit Description

This unit advances students' skills, knowledge and understanding in working a variety of metal products in the construction of a windmill.

Students will further develop skills and understanding of low voltage circuits by constructing and assembling low components working from a circuit diagram.

## Possible Learning Experiences

After completing this unit students should be:

- aware of safety issues
- demonstrate correct marking out, cutting, folding and joining techniques in sheet metal
- demonstrate correct lathe and machine procedures
- demonstrate soldering and brazing techniques
- demonstrate threading techniques
- apply spray paint to a suitable standard
- Demonstrate knowledge and understanding of common electronic circuits
- Use electronic testing equipment
- Solder electronic circuitry

## Notes

A levy applies to this unit (approximately \$68). This unit is designed around the construction of a windmill and Metal Detector projects.

Items of assessment may include: classwork projects, theory test and design folio.

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**METAL TECHNOLOGY IV      MT IV      Year 10      Prerequisites: One Year 9 Unit      Elective**

## Unit Description

This unit is aimed at giving an introduction to many machines and processes common in metal technology.

Students considering doing a Certificate 1 in Engineering in Year Eleven and Twelve will find this unit helpful.

## Possible Learning Experiences

After completing this unit students should have a basic knowledge of:

- aware of safety issues
- Centre geared head drills
- MMAW (manual metallic arc welding)
- Vernier height gauges
- Micrometers
- Vernier calipers
- Oxy-acetylene
- demonstrate correct lathe and machine procedures
- be able to safely perform simple tasks using their knowledge gained from this unit

## Notes

A levy applies to this unit (approximately \$43). Possible projects are: plant hanger, plumb bob, pliers and welding projects/ exercise.

Items of assessment may include classwork projects, theory test and design folio.

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# Wood Technology & Design

## Course Overview

Wood Technology and Design can give students an insight into our modern technical world. By studying and working with timber and plastic materials, students become aware of the tradition and technology behind many of the products that have become part of their daily lives. As the roots of our technology lie in the ancient handcrafts, at this early stage students concentrate on hand skills linked closely with planning and design procedures.

Students study timber, timber products (plywoods, hardboards and particle boards), acrylic sheet and other plastic materials, along with appropriate working and fastening methods. As well as learning to use hand tools, students operate the wood lathe, bench drill and a number of portable power tools, and learn about the safe use and storage of paints, varnishes and other finishing materials.

The practical work is supplemented by the study of underlying principles of tools and equipment and the properties and characteristics of materials. During the course, students are exposed, to a routine workshop safety programme in the hope that they will “catch the safety habit” and be safer in their daily lives.

Students learn by working with materials, tools and equipment. They construct a number of individual projects in which the student has a varying share in the design. Technical information comes from printed material, videos, films and visits to industry.

During the course, students are encouraged to form judgments about the quality of craftsmanship, design and construction methods.

## Requirements for Senior Subjects

Students who are considering doing Building and Construction and /or a Certificate 1 in Furnishing would benefit from achieving a satisfactory standard in Unit WT IV.

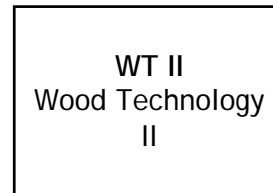
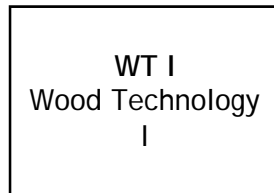
## Future Overview

The study of Wood Technology and Design will be of benefit to students who are looking at the following occupations:

- Furnishing industry
- Glass industry
- Cabinet industry
- Joinery
- Architecture
- Carpentry
- Painting industry
- Hardware industry
- Home maintenance

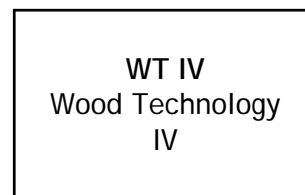
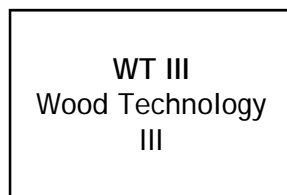
# Wood Technology & Design

Year 9



Students to complete at least one (1) Year 9 unit before attempting a Year 10 unit

Year 10



# Wood Technology & Design

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## WOOD TECHNOLOGY I

WT I

Year 9

Elective

### Unit Description

This course aims to develop skills involving the use of woodworking equipment.

This unit also encompasses the basic skills involved in working with wood and ply. Students will be instructed in the safe and correct use of hand tools with some limited use of machinery.

### Possible Learning Experiences

While completing this unit students should be able to:

- perform simple machine and more complex hand tasks
- investigate the properties and uses of materials, hardware items, adhesives, abrasive materials, surface treatments and fasteners.
- perform simple tasks using the wood lathe.

### Notes

A levy applies to this unit (approximately \$45). Possible projects include: games box, folding camping stool, acrylic project, file handle.

Items of assessment may include classwork, design folio and theory test.

---

## WOOD TECHNOLOGY II

WT II

Year 9

Elective

### Unit Description

This unit aims to give students an introduction to the skills and scope of woodcrafts and plastics. The unit contains some flexibility in project design.

It will require students to think about the problems, challenge them to design and evaluate to find the best solutions to problems.

### Possible Learning Experiences

After completing this unit students should be able to:

- design and appraise woodcraft projects
- use simple hand and machine tools
- investigate the properties and uses of materials, hardware items, abrasive materials, surface treatments and fasteners.
- read technical drawings
- evaluate design with plastics

Students should also be able to:

- research, design, make and appraise a job in plastic
- perform simple hand and machine operations
- investigate the properties and uses of wet and dry paper, buffing rouge, files, acrylic solvent, cements and adhesives etc

### Notes

A levy applies to this unit (approximately \$45). Possible jobs: Nail Tray, CD holder, carved birds, Acrylic Pen Holder, lathe job.

Items of assessment may include: classwork, design folio and theory test.

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# Wood Technology & Design

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WOOD TECHNOLOGY III

WT III

Year 10 Prerequisites: One Year 9 unit

Elective

## Unit Description

Students will design, make and appraise a CO<sub>2</sub> (carbon dioxide) Dragster with the intention of entering it into a school based competition and the possibly into the Queensland CO<sub>2</sub> Dragster Competition.

This course also aims to continue the development of skills involving the use of woodworking tools and plastic hand tools. Students will be instructed in workshop safety - the safe and proper use of machines such as the wood lathe, the bench drill, belt and disc sander, band saw and buffing machine. Students will cover general construction processes, applying finishers and basic workshop graphics.

## Possible Learning Experiences

After completing this unit students should be able to:

- use a template
- use woodworking machinery
- read technical drawings
- use cutting and shaping tools
- investigate the properties and uses of materials, adhesives, abrasive materials, hardware items and surface treatments
- evaluate design
- recognise the design process involved
- work within specifications
- create a design
- learn to appreciate other designs
- understand the theory elements associated with the design and construction of the dragster
- craft a dragster using a variety of tools
- compete in a friendly environment

## Notes

A levy applies to this unit (approximately \$63). Possible projects include: CO<sub>2</sub> Dragster, Coat Hanger, Wall Clock and Lathe Work.

Items of assessment may include: classwork, design folio and theory test.

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WOOD TECHNOLOGY IV

WT IV

Year 10 Prerequisites: WT III

Elective

## Unit Description

This unit should enhance the basic skills involved in working with wood and plastic. The unit particularly deals with general power tools usage, safety and glue technology.

Students will investigate the properties and uses of materials, adhesives, abrasive materials, hardware items and surface treatments

## Possible Learning Experiences

After completing this unit students should be able to:

- plan, design and appraise framed wood projects
- use woodworking machinery
- choose and construct framing joints
- choose and use various types of glues including contact glue, PVA and tile glue
- investigate manufactured timber products, plastics, ceramic tiles and glues.
- read technical drawings
- sketch, measure and prepare drawings of simple furnishing projects
- produce scaled drawings
- apply graphic methods to reproduce shapes
- evaluate design.

## Notes

A levy applies to this unit (approximately \$66). Possible projects include: Coffee Table, Trinket Box and Lathe Project.

Items of assessment may include: classwork, design folio and theory test.

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# Creative Arts

By the end of Year 9

## *Learning and assessment focus*

Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Dance, Drama, Music and Visual Art.

Students will use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**.

Students will demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- creating
- presenting
- responding
- reflecting.

## **Ways of working**

Students should be able to:

- make decisions about arts elements, languages and cultural protocols in relation to specific style, function, audience and purpose of arts works
- create and shape arts works by manipulating arts elements to express meaning in different contexts
- modify and refine genre-specific arts works, using interpretive and technical skills
- present arts works to particular audiences for a specific purpose, style and function, using genre-specific arts techniques, skills, processes and cultural protocols
- identify risks and devise and apply safe practices
- respond by deconstructing arts works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using arts elements and languages

## **Knowledge and understanding**

### *Drama*

Drama involves manipulating dramatic elements and conventions to express ideas, considering specific audiences and specific purposes, through dramatic action based on real or imagined events.

### *Music*

Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating the music elements to express ideas, considering specific audiences and specific purposes, through sound.

### *Visual Art*

Visual Art involves manipulating visual arts elements, concepts, processes and forms (both 2D and 3D) to express ideas, considering specific audiences and specific purposes, through images and objects.

# Art

## Introduction

The study and making of art work has permeated across civilizations, cultures and societies. From ancient cave markings to 21st century computer animation, man has always been driven to express, imagine, dream, interpret and perceive.

Art communicates people's response to the world. Art can change the way we see and the way we think. Through studying Art, students learn to be visually literate by making and appraising.

## Visual Arts

Through participating in the visual arts activities students are provided with opportunities to develop:

- Visual perception, visual language and visual problem-solving skills.
- The ability to use visual literacy and communication to express ideas, feelings, experiences and observations.
- Knowledge of the elements, concepts, forms, materials and processes of visual arts and an ability to use them as a means of personal expression
- An awareness of the aesthetic domain and its relation to the visual arts.
- An ability to rework and refine visual arts ideas and concepts.
- Knowledge and understanding of the visual arts in various cultural, social and historical contexts.

## Overview

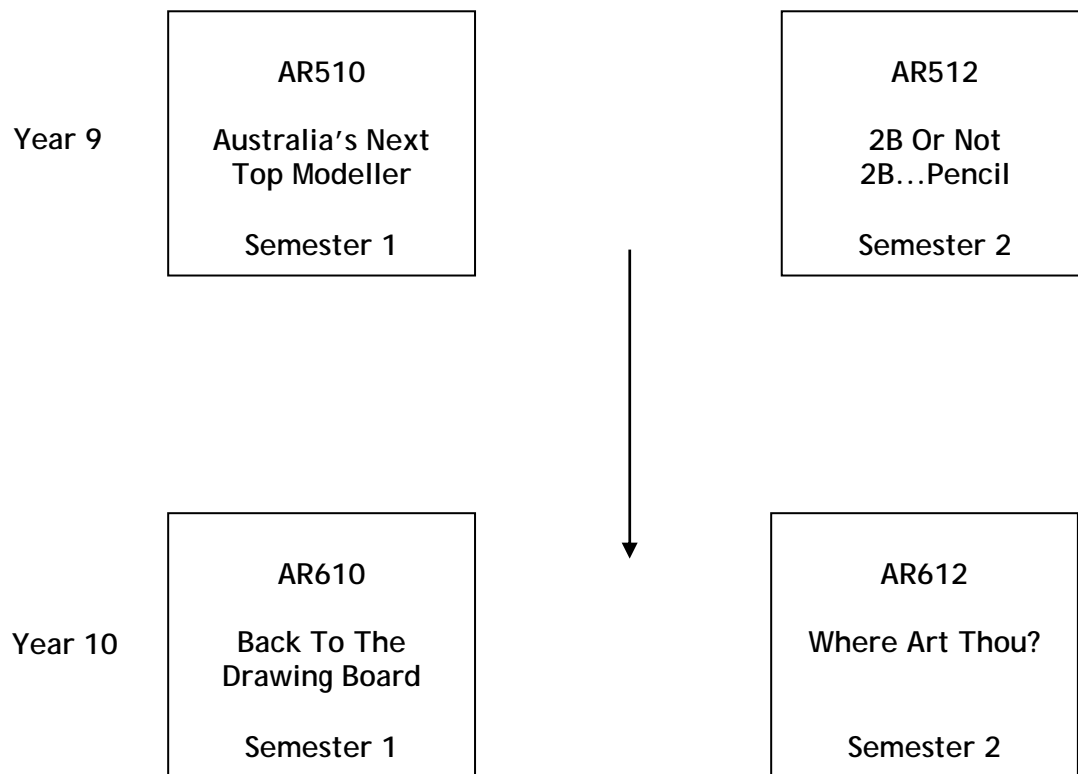
The Visual Arts learning area, in Year Nine and Ten, is divided into two levels.

- Level 5 - Elective units
- Level 6 - Elective units

The level 5 and 6 units require no prerequisites and cover making and appraising tasks in studying the elements and principles of design. Students can later pursue Senior Visual Art, TAFE options or industry training in many fields.

While students can pursue Senior Art without having studied levels 5 or 6, students who are developing skills and knowledge throughout Years Nine and Ten, will have a strong advantage over those who have not. Semester 2, Year Nine, builds strong art skills, while Year Ten provides a clear sequential understanding of the modern art movements and the skills and styles involved.

# Art



# Art

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## AUSTRALIA'S NEXT TOP MODELLER

AR510

Year 9 Prerequisites: Nil

Elective Unit

### Unit Description

This unit begins with graphic commercial design and leads to sculpture through modelling.

This semester unit deals with both function and purpose in two-dimensional design and construction, thereby developing an initial understanding of the various forms of advertising and commercial art forms. Students will develop knowledge of three-dimensional design elements and principles and produce both functional and non-functional sculptures through a variety of modelling clays.

### Possible Learning Experiences

After completing this unit, the students should be able to: use skills and techniques to explore and manipulate a range of 2D and electronic media; observe, collect, compile and record visual information, explore visual design elements essential to good practice - lettering, space, imaging, colour dynamics. They will explore the elements and a variety of media related to 3-dimensional forms - eg. clay work, wire construction as well as observe, collect and record visual information.

### Notes

HB, 2B, 4B pencils, eraser, 40cm ruler, detail brush, scissors, glue stick, colouring-in pencils, A4 visual diary.

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## 2B OR NOT 2B....PENCIL.

AR512

Year 9 Prerequisites: Nil

Elective Unit

### Unit Description

This unit begins with techniques of drawing in a realistic style and then explores techniques to distort. These distortive and non-representational styles will be fostered through a range of media. Beginning in the two-dimensional format, these learnt distortive skills will be transferred to the three-dimensional in the form of carving.

### Possible Learning Experiences

After completing this unit, students should be able to construct representational and non-representational 2D and 3D art forms and be familiar with drawing and carving techniques and processes.

### Notes

HB, 2B, 4B pencils, eraser, 40cm ruler, detail brush, scissors, glue stick, colouring-in pencils, A4 visual diary.

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# Art

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**BACK TO THE DRAWING BOARD**      **AR610**      **Year 10**      **Prerequisites: Nil**      **Elective Unit**

## Unit Description

By re-presenting symbols, students explore Cubism, and then learn and explore the rules of two-point perspective.

## Possible Learning Experiences

After completing this unit, the students should be able to use skills and techniques in painting, such as dry brush, scumbling, double-loading etc. Students will also know the rules of two-point perspective and the skills associated with drawing from real life.

## Notes

HB, 2B, 4B pencils, eraser, 40cm ruler, detail brush, scissors, glue stick, colouring-in pencils, A4 visual diary.

---

**WHERE ART THOU?**      **AR612**      **Year 10**      **Prerequisites: Nil**      **Elective Unit**

## Unit Description

This unit explores techniques associated with printmaking and painting and focuses on skills and methods used in cartooning, caricature and Pop Art.

## Possible Learning Experiences

After completing this unit, the students should be able to use skills and techniques to give form to ideas, explore cartooning and caricature, explore visual design elements and principles relating to a variety of media; observe, collect and compile and record visual, verbal and sensory information and ideas to develop and resolve major art works, recording the process in the Visual Diary.

## Notes

HB, 2B, 4B pencils, eraser, detail brush, scissors, glue stick, colouring-in pencils, A4 visual diary.

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# Music

St Mary's College believes **all boys** have the capacity to enjoy and make music! Music is an academic and fun subject where all boys can achieve success. Boys learn music by making music. Boys not only learn how to play instruments, but learn the skills and knowledge necessary to become a well-rounded musician. Music provides boys with many unique opportunities to succeed in their academic studies and personal growth.

## Music is Unique

Virtually every person every day experiences music. Every culture in the world includes music in some form: for ceremony, relaxation, communication, celebration and enjoyment.

Music offers many unique qualities:

- Music provides a unique means of communication and expression through sound.
- Music provides a context for the understanding and transmission of beliefs and values.
- Music has its own body of knowledge and skills.
- Music functions as a means of entertaining, celebrating, relaxing and expressing.
- Music brings joy and satisfaction, fosters creative expression, challenges thinking and stimulates imagination.
- Music learning contributes to intellectual and cognitive growth through the development of skills, techniques and processes.
- Music learning contributes to social and personal growth.
- Music engages all aspects of a person: cognitive, emotional, sensory, physical and spiritual.
- Music is an abstract, creative medium which allows for unique individual expression.

Recent research illustrates how learning music can help students improve in other academic and social areas of their lives.

- Improved reasoning capacity and problem solving skills
- Improved maths and language performance
- Increased memory
- Greater social and team skills

## Junior Secondary Music

Music is best learnt through a sequential aural based program where music making operates at its core. As such, each unit is run in a sequential learning manner and based upon the previous unit. The learning experiences for every unit are specific to the needs and abilities of the class group. In music, every boys' learning needs are met. Boys not only learn how to play instruments, but learn the skills and knowledge necessary to become a well-rounded musician.

Boys may study music at St Mary's in a number of different modes.

### A Complete Music Education

Developing significant skills in music requires continuous and sequential study. As a result, boys and families interested in a complete music education should complete **all** four semesters of Junior Secondary Music. **At the very least, boys interested in Senior Music should complete Junior Music Studies I, III and IV.**

### Individual Units

Boys may choose to study individual units of Music. Boys who enrol in a unit without completing the previous units will be expected to catch-up to the class standard. This is a normal expectation of any subject. For those boys unsure if they are interested in music studies, it is recommended that they enrol in MU I in Semester 1 of Year Nine to see if music is for them.

### Extra-Curricular Music

While encouraged, participation in the extra-curricular music program is not required to study classroom music.

Boys can become a part of the extra-curricular music program at any time of their schooling and are encouraged to do so. In addition to the classroom music program, Private Instrumental Lessons are offered to secondary boys of the College.

*For information on how to become involved in the extra-curricular music program, please contact the Head of Department (Creative Arts).*

### Senior Music

Boys may continue their music studies into the Senior Secondary School. **At the very least, boys interested in Senior Music should complete Junior Music Studies I, III and IV.**

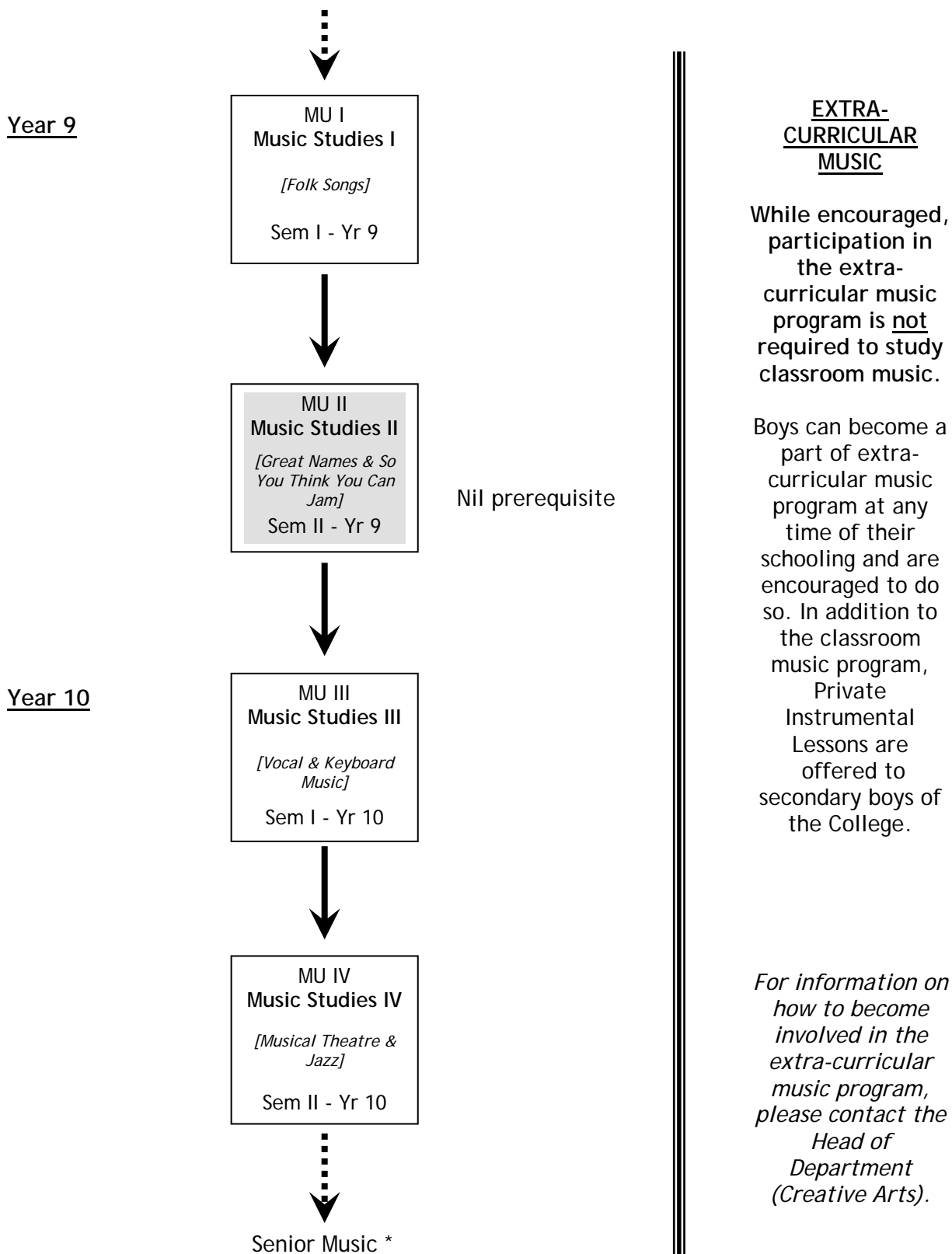
The syllabus provides boys with excellent opportunities to pursue THEIR INTERESTS. The current programme was written following the advice and feedback of current senior students. The College offers a very flexible and varied programme for the boys. While some traditional areas are included, boys also have the opportunity to study and create the music used in computer games and films, Australian Music and Popular Music.

### Career Pathways

Many boys choose to study music because of their love for the subject. Boys are able to direct this passion into a career pathway that might appeal to them. Some are listed below:

*music administrator - software designer - music therapist - performer - composer  
teacher - conductor - instrument repairer/maker - recording technician - producer  
music journalist - band manager - radio/tv work - events coordinator - arts lawyer*

# Music



- Students intending to do Senior Music should undertake Music Studies I, III & IV

# Music

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## MUSIC STUDIES 1

MU I

Year 9 Prerequisites: Nil

Elective Unit

### Unit Description

This unit continues right where Year Eight music left off. Students will continue to develop and extend their musicianship skills through the study of FOLK SONGS.

Folk Songs have stood the test of time, and provide the perfect means to study the basic musical elements. These simple melodies have formed the basis for all music throughout the ages across all cultures. Students will discover the importance of pentatony and the significance it plays in the composition of popular music. Repertoire will increase in sophistication as the unit progresses to include diatony, orchestral excerpts and popular music.

### Possible Learning Experiences

During this unit you may:

- perform, read, write and create music
- study a range of folk songs from different cultures
- have an indepth understanding of the basic musical elements
- learn the pentatony and diatonic scales
- extend music literacy skills
- learn basic guitar, keyboard and drum skills
- develop and extend part work skills
- learn basic Sibelius (music notation program) skills
- perform individually and in an ensemble

### Notes

There will be various types of assessment for this unit that assess your musicianship. Your assessment will include the following: musicianship tasks (composing, performing and responding) and a musicianship exam.

---

## MUSIC STUDIES II

MU II

Year 9 Prerequisites: Nil

Elective Unit

### Unit Description

This unit of study has two main focus areas -

Students will become immersed in repertoire composed by GREAT NAMES IN MUSIC. Composers will include Bach, Mozart, Beethoven, Tchaikovsky, Gershwin and others. Students will learn how these composers were influenced by each other, and how often their music was controversial and broke social etiquette. The music we hear on the radio is still influenced by the past.

This unit sets the challenge to students, SO YOU THINK YOU CAN JAM? Students will continue to develop musicianship skills with a focus on working together in small ensemble settings. Students will study popular music of various styles and genres of the last 100 years. For assessment, students will be required to form a band and reproduce a cover version of a song of their choice. Students will learn basic instrument skills to guide them in their performance.

### Possible Learning Experiences

During this unit you may:

- perform, read, write and create music
- study a range of repertoire from a vast array of styles and genres throughout the ages
- continue indepth study of the musical elements
- extend music literacy skills
- extend your guitar, keyboard and drum skills
- develop and extend part work skills
- continue learning Sibelius (music notation program) skills
- perform individually and in an ensemble

### Notes

There will be various types of assessment for this unit that assess your musicianship. Your assessment will include the following: a performance task, musicianship tasks (composing, performing and responding) and a musicianship exam.

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# Music

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## MUSIC STUDIES III

MU III

Year 10 Prerequisites: MU I

Elective Unit

### Unit Description

This unit of study has two main focus areas - VOCAL and KEYBOARD MUSIC.

Throughout this unit students will study vocal and keyboard music from the Renaissance, Baroque, Classical, Romantic and Contemporary periods. Students will be immersed in repertoire that is typical of the periods, and learn their defining characteristics. In addition to composing extended melodies, this unit provides students with a foundation study to music harmony (chords).

### Possible Learning Experiences

During this unit you may:

- perform, read, write and create music
- study a range of repertoire from a vast array of styles and genres throughout the ages
- continue indepth study of the musical elements
- extend music literacy skills
- continue indepth study on a specific instrument
- develop and extend part work skills
- begin composing scores on Sibelius (music notation program)
- perform individually and in an ensemble

### Notes

There will be various types of assessment for this unit that assess your musicianship. Your assessment will include the following: a performance task, musicianship tasks (composing, performing and responding) and a musicianship exam.

---

## MUSIC STUDIES IV

MU IV

Year 10 Prerequisites:  
MU I & MU III

Elective Unit

### Unit Description

This unit prepares students for Senior Music. This unit of study has two main focus areas -

Students will study and analyse some of the most successful MUSICAL THEATRE works since the 1700s. This unit of study includes the styles and genres of Opera, Operetta (Comic Opera), Musical Comedy, Rock Opera, and the Modern Musical. Students will be asked to compose their own Musical Theatre song for assessment.

This unit also includes JAZZ study. Students will learn the defining characteristics between the different styles of jazz including Dixieland, Blues, Bebop, Big Band Swing, Cool Jazz and Hard Bop. Students will be asked to compose their own Blues for assessment using the Blues scale.

### Possible Learning Experiences

During this unit you may:

- perform, read, write and create music
- study a range of repertoire from a vast array of styles and genres throughout the ages
- continue indepth study of the musical elements
- extend music literacy skills
- continue indepth study on a specific instrument
- develop and extend part work skills
- compose scores on Sibelius (music notation program) for voice and instruments
- perform individually and in an ensemble

### Notes

There will be various types of assessment for this unit that assess your musicianship. Your assessment will include the following: a performance task, musicianship tasks (composing, performing and responding) and a musicianship exam.

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# Drama

## Introduction

Drama is an exciting and enticing subject. It involves students, individually and in groups, learning about themselves and others, and the interaction of their minds and their bodies with others.

Drama develops relationships, and gives students confidence to stand up in front of others and speak. Speaking in front of others is listed as the greatest fear of 85% of people, with 40% fearing it more than death.

As a learning experience, Drama is unique. Various forms and styles are explored through tasks requiring the students to find a deeper meaning. Drama aims to facilitate skills and opportunities in the fields of functional communication, process and performance, group dynamics and specific areas of personal and creative expression.

Junior Drama aims to develop students' ability to approach life and drama with confidence and sensitivity as well as developing a solid grounding in the elements of drama. The skills developed in Junior Drama can easily be transferred across all key learning areas and provide a solid grounding for studies in Senior Drama.

# Drama

**Year 9**

**DR581**

I like to  
Move It,  
Move It!

**DR582**

What  
A  
Laugh!

**Year 10**

**DR691**

Grease Is The  
Word

**DR672**

You're On

# Drama

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## I LIKE TO MOVE IT, MOVE IT!

DR581

Year 9

Prerequisites: Nil

Elective Unit

### Unit Description

Exploring the bones of Drama is the main focus of this unit. This semester explores the elements of space, movement, focus, tension and character, as they apply to the techniques of improvisation, mime and dance/movement. Students will be exposed to small group dynamics and problem solving. They will learn to communicate meaning body language and tone of voice. Students will learn to convey meaning through literal and implied gesture (mime), abstract movement and dance. Students will also be involved with theatre sports, which will enhance their improvisation, mime and movement abilities.

### Possible Learning Experiences

By the end of this unit, students should be able to: identify and manipulate the elements of drama and dramatic action; identify and use the techniques of looking at voice and body work - how your voice and your body can be used to manipulate dramatic action; explore the world of physical theatre such as Suzuki actor training; identify the procedures and rules of Theatre Sports; demonstrate the skills involved in a stylised movement sequence.

### Notes

Possible excursions/guest artist visit. Minimal costs involved. This unit contains both theoretical and practical assessment.

---

## WHAT A LAUGH!

DR582

Year 9

Prerequisites: Nil

Elective Unit

### Unit Description

This unit focuses on building students confidence by discovering ways to express their sense of humour. They learn about creating parody as a part of a group, critiquing professional parody shows, writing their own humorous scripts and performing humorous scripted texts. The timing and ensemble work build upon the skills developed in the previous semester.

### Possible Learning Experiences

By the end of this unit, students should be able to: view a performance for the purpose of deconstruction and critique; understand and demonstrate skills for thinking creatively; to workshop a parody performance; slapstick; visual effects; mime and some basic physical theatre. They should be able to adopt and maintain role for a sustained period, understand and demonstrate script writing techniques and present a polished performance of a published text.

### Notes

Possible excursions/guest artist visit. Minimal costs involved. This unit contains both theoretical and practical assessment.

# Drama

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## GREASE IS THE WORD

DR691

Year 10

Prerequisites: Nil

Elective Unit

### Unit Description

The focus of this semester is the genre of musical theatre. Students will discover the fantastic world of musical theatre and immerse themselves in such productions as *Grease*, *Moulin Rouge*, *Chicago*, *Footloose*, *West Side Story*, *The Lion King*, *High School Musical* and *Mama Mia* to name but a few. Students will study the history of musical theatre as well as the structure and components of a musical, whilst learning songs and dance sequences from some of the more popular shows such as '*Greased Lightning*'. Students will present a sequence from a musical, design their own sets and costumes, cut their own soundtrack as well as write their own scene for the performance.

### Possible Learning Experiences

Viewing, responding and reflecting on a wide variety of stimulating musical productions; visiting a professional production; responding to a professional production; designing and constructing sets and props; learning lyrics to songs from a musical; learning choreography of a dance sequence from a musical; choreographing a dance sequence; writing scripts; developing character; working with an ensemble to produce a polished performance; exploring the dramatic languages; view and reflect on visit from professional artist.

### Notes

Possible excursions/guest artists; this unit involves theoretical and practical assessment.

---

## YOU'RE ON

DR672

Year 10

Prerequisites: Nil

Elective Unit

### Unit Description

The focus of this semester is on developing performances skills to create and maintain a role. Students will study play texts to explore scriptwriting techniques, themes, characterisation, relationships, stereotypes, status and subtext. Students will then devise their own dramatic statements and present their work in a sustained role, in a realistic dramatic presentation. Using play texts as one example, students will also explore the different ways of expressing themes. Their ideas will then be workshopped and formed into dramatic meaning through the technique of collage. Collage drama is a culmination of the students' ideas, thoughts and experiences through various dramatic forms, including poetry, prose, song, mime, movement and dialogue. The resulting performance will be an innovative, unique and a compelling showcase finale to their Junior Drama Course.

### Possible Learning Experiences

Reading, responding and reflecting on play texts; visit to see a professional production; responding to a professional theatre production; examining subtext, relationships, stagecraft, voice and movement skills through comprehensive character development workshops; brainstorming/concept mapping; scriptwriting; producing technical and multimedia effects to establish and maintain mood; writing effective scripts; working in an ensemble to produce a polished performance.

### Notes

Excursion/guest artist visit, therefore cost will incur. Recommended for entry into Senior Drama or for students who need to present orals in Senior subjects. This unit may include a levy fee. This unit contains both theoretical and practical assessment.

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# My Academic Course Record

This page should be updated each semester so you have an accurate record of your studies.

This will assist you in planning your course of study.

The units I have completed are:

YEAR 9	
Semester 1	Semester 2

YEAR 10	
Semester 1	Semester 2



# St Mary's College

*Providing Quality Catholic Education for Boys Since 1899*