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Introduction

Mt St Michael’s College is a Congregational College under the Stewardship of Mary Aikenhead Ministries.

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COLLEGE OFFICE
The College Office is open between 8am and 4pm throughout the year excluding the Christmas break

The purpose of this subject guide is to support parents and students Years 7 – 9 regarding subject selection. It includes a comprehensive list of all Queensland Curriculum and Assessment Authority (QCAA) subjects that form the basis of our school’s curriculum offerings.

Mt St Michael’s College designs curriculum programs that provide a variety of opportunities for students while catering to our individual school’s contexts, resources, students’ pathways and community expectations.
Middle Schooling Principles

Middle Schooling Practices:

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

Inclusivity

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

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

Equity

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

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

- Conscience
- Compassion
- Commitment
- Competence
- Confidence

Student-centred

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

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

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

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

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

The Australian Curriculum continues to be developed. In 2019 students in Year 7 - 9 will be participating in courses that follow the Australian Curriculum framework produced by The Australian Curriculum, Assessment and Reporting Authority (ACARA) and developed by the Queensland Curriculum and Assessment Authority (QCAA) in:

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

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

The seven general capabilities are:

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

The three cross-curriculum priorities are:

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

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

Further information about the Australian Curriculum can be found at
(http://www.australiancurriculum.edu.au/Home)
## MSM Middle Schooling Subjects (Year 7-9)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Religion</strong></td>
<td>Religious Education</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Science</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td>History, Geography</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Mathematics</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>Core Health and Physical Education Year 7–9</td>
</tr>
<tr>
<td></td>
<td>Health and Physical Education - Elective</td>
</tr>
<tr>
<td><strong>Technologies</strong></td>
<td>Business &amp; Enterprise (year 9 only)</td>
</tr>
<tr>
<td></td>
<td>Digital Solutions by Design</td>
</tr>
<tr>
<td></td>
<td>Design Technology</td>
</tr>
<tr>
<td></td>
<td>Food &amp; Fashion Technology</td>
</tr>
<tr>
<td><strong>Languages</strong></td>
<td>French, Japanese</td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
<td>Art, Dance, Music</td>
</tr>
</tbody>
</table>
Choosing Subjects for Year 7 - 9

In Years 7-9, students follow a course that includes compulsory subjects and elective subjects.

Students in Years 7 & 8 study a total of six (6) core Subjects and two competency Subjects.

**Compulsory Subjects are:**

<table>
<thead>
<tr>
<th>Religious Education</th>
<th>English</th>
<th>Humanities</th>
<th>Mathematics</th>
<th>Science</th>
<th>Health &amp; Physical Education</th>
</tr>
</thead>
</table>

**Competency Subjects Are:**

| Basic Information Technology | Learning to Learn – (Theory of Knowledge) |

Students in Year 7 will experience eight (8) electives through the year.

Students in Year 8 will select two electives, each one is studied for one Semester.

**Elective Subjects are:**

**The Arts**
- Art
- Dance
- Drama
- Music

**Technologies**
- Digital Technology
- Design Technology

**Languages/Learning Essentials**
- Japanese and French
- Learning Essentials

Students in Year 9 study the six (6) core Subjects and select two electives which will be continued though Year 9 & Year 10.

**Elective Subjects are:**

<table>
<thead>
<tr>
<th>The Arts</th>
<th>Technologies</th>
<th>Languages</th>
<th>Learning Essentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Digital Solutions by Design</td>
<td>Japanese</td>
<td>Learning Essentials</td>
</tr>
<tr>
<td>Dance</td>
<td>Food &amp; Fashion Technology</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td>Business &amp; Enterprise</td>
<td></td>
<td></td>
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<tr>
<td>Music</td>
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</tr>
</tbody>
</table>

**Practical Subject Levies**

Please be aware that Design Technology, Digital Solutions by Design (Years 9 & 10), Dance, Drama and Art will attract a subject levy.
<table>
<thead>
<tr>
<th>Subject progression from Years 7-12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR7</strong></td>
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<tr>
<td>RELIGIOUS EDUCATION</td>
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<tr>
<td>ENGLISH</td>
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<td>MATHEMATICS</td>
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<td>SCIENCE</td>
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<tr>
<td>Year 7</td>
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<td>--------</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
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<tr>
<td><strong>Technologies</strong></td>
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<tr>
<td>Digital Technology</td>
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<tr>
<td>Design Technology</td>
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<tr>
<td><strong>Languages</strong></td>
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<tr>
<td></td>
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<tr>
<td><strong>Health &amp; Physical Education</strong></td>
</tr>
<tr>
<td><strong>The Arts</strong></td>
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</tbody>
</table>
How Parents Can Help At Home

To make informed and realistic decisions about the future, students need to consider the range of possibilities on offer and the sustainability of these choices to personal abilities, beliefs and aspirations.

It is also important for students to recognise that success is the consequence of hard work, organisation, commitment and dedication. Students must be prepared for the inevitable failures and celebrate successes, regardless of how small they are. They must accept that plans will not always work and when faced with difficulties a growth mindset is required to focus on the end goal. The student’s journey is not one they can travel alone.

Parents can work in partnership with the College in many ways:

➢ Acknowledging and supporting your daughters in using their strengths
➢ Accessing the Parent Portal to retrieve ongoing results in subject areas
➢ Attending the Parent Academy sessions that offer guidance and assistance around the technology used by students in their subject areas
➢ Contacting the Program Leader – Middle School for any questions regarding your daughter’s academic progress
➢ Conferencing with subject teachers
➢ Becoming familiar with College protocols as explained in the Student Diary
➢ Using the language of the Habits of Mind and Positive Education to support your daughters in functioning well at school
➢ Being interested in College life by reading all communications from the College and having conversations with your daughters about key events at the College

The process of Home study prepares the students for the regular rigour and routine (ensuring they are able to generate for themselves a study plan) required to further implement new and prior knowledge to familiar and unfamiliar contexts. The deliberate shift from the word homework serves as a reminder to students and parents that it is more than just the completion of assigned work, it is that ability to study, review, reflect and connect new knowledge with the knowledge learned.
As one would expect in a Catholic School, Religious Education plays a vital role in the overall curriculum. Students at Mt St Michael’s College are actively involved in constructing understandings of the Catholic tradition as well as acknowledging other religious traditions, the nature of religion and its place in life and in Australian society.

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

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

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

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

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

(A Statement on Religious Education for Catholic schools – Principles pp. 12-13)
What will students be learning?

The curriculum is designed to integrate the four strands Sacred Texts, Beliefs, Church and Christian life into challenging and engaging units. The four strands (and subsequent sub strands) are derived from the Archdiocese of Brisbane syllabus. Throughout the Middle School students will progressively build their knowledge and skills to become religiously literate. They will: develop the skills needed to interpret the scriptures and find meaning in Sacred Texts for us today; deepen their knowledge of core Christian beliefs and those of other World Religions; build an understanding of how the Church has responded to challenge and change over time will be explored; engage in a continued investigation into what it really means to lead a Christian life.

How Are Students Assessed?

For each year level in each term, depending on the nature and structure of each unit, some form of assessment will take place. This may be in the form of a monologue, report, assignment, exam, dramatic presentation, research project or any other instrument deemed to be applicable to the particular unit.
Each assessment piece will be used for formal assessment and reporting purposes, as with all other areas of the College curriculum.

Other Activities

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

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

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

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

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

**Year 7 and Year 8 Level Description**

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

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

**Year 9 Level Description**

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

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

How are Students Assessed?

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

Students are assessed using the following criteria:
- Receptive modes – evidence of listening, reading and viewing
- Productive modes – evidence of speaking, writing and creating.

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

WRITTEN
- Analytical exposition - argumentative essay, short and extended response, comparative essay
- Persuasive texts – letters to editor, blogs, advertisements, editorials, essays
- Imaginative text – narrative, short stories, digital / graphic stories, poetry.
- Grammar- short quizzes that assess students’ grammatical knowledge and skills

SPOKEN
- Persuasive, expository and imaginative speeches
- Multi modal presentations
Mathematics

**WHY STUDY THIS SUBJECT?**

The Australian Curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations. Students will develop skills in mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with carefully paced, in-depth study of critical skills and concepts.

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

**YEAR 7 LEVEL DESCRIPTION**

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

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

**YEAR 8 LEVEL DESCRIPTION**

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

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

**YEAR 9 LEVEL DESCRIPTION**

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

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

**HOW ARE STUDENTS ASSESSED?**

Students will use a wide range of formative and summative assessment techniques, including investigations and supervised tests, to demonstrate competency in the proficiency and content strands of the Australian Curriculum.
Science

Why Study This Subject?

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

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

Students also develop critical and creative thinking skills, and challenge themselves to identify questions and draw evidence-based conclusions using the science inquiry method.

The College’s Science curriculum is aligned with the Australian Science Curriculum and promotes six overarching ideas of science understanding: patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

It is taught as three interrelated strands:

- Science Understanding (Biological, Chemical, Earth & Space and Physical Sciences)
- Science Inquiry Skills; and
- Science as a Human Endeavour.

Year 7 Science

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

Year 8 Science

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

**Year 9 Science**

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

**How Are Students Assessed?**

A variety of assessment tasks will be used, including Supervised Assessments, Research Tasks and Experimental Investigations (Scientific Reports). Practical investigations will be conducted throughout the course.
**Humanities**

**WHY STUDY THIS SUBJECT?**

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

**HISTORY**

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

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

** GEOGRAPHY**

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

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

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

**YEAR 7 LEVEL DESCRIPTION**

<table>
<thead>
<tr>
<th><strong>THE ANCIENT WORLD</strong></th>
<th><strong>WATER IN THE WORLD + PLACE AND LIVABILITY</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 6000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies.</td>
<td>Water in the world focuses on water as an example of a renewable environmental resource. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.</td>
</tr>
<tr>
<td>The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies including Australia, Egypt and China.</td>
<td>Place and liveability focuses on the concept of place through an investigation of liveability. The liveability of places is investigated using studies drawn from Australia and Europe.</td>
</tr>
</tbody>
</table>
### Year 8 Level Description

<table>
<thead>
<tr>
<th><strong>The Ancient to the Modern World</strong></th>
<th><strong>Landforms &amp; Landscapes + Changing Nations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.</td>
<td><em>Landforms and landscapes</em> focus on investigating geomorphology through a study of landscapes and their landforms. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.</td>
</tr>
<tr>
<td>The unit examines</td>
<td><em>Changing nations</em> investigates the changing human geography of countries, as revealed by shifts in population distribution. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.</td>
</tr>
</tbody>
</table>

### Humanities

Year 7 & 8 Students will also study Civics and Citizenship and Business and Enterprise. These strands are interrelated and will be taught in an integrated way within the History and Geography Units.

### Year 9 Level Description

<table>
<thead>
<tr>
<th><strong>The Making of the Modern World</strong></th>
<th><strong>Biomes and Food Security + Interconnections</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.</td>
<td><em>Biomes and food security</em> focuses on investigating the role of the biotic environment and its role in food and fibre production. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.</td>
</tr>
<tr>
<td></td>
<td><em>Geographies of interconnections</em> focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.</td>
</tr>
</tbody>
</table>
HOW DO STUDENTS LEARN?

The course is designed around the inquiry models of learning. Students will learn both content and concepts studied within the Knowledge and Understanding domain and the critical development of Skills. Learning will involve the use of evidence to support opinions, interpretive and analytical skills, ability to draw conclusions from evidence, ability to justify responses, research skills, ability to communicate in a range of set conventions and the use of correct terminology.

HOW ARE STUDENTS ASSESSED?

A variety of formative and summative assessment instruments are provided to enable students to demonstrate the learning outcomes specified in the AC History and AC Geography. These include: research tasks; written and oral tasks; short answer or extended paragraph responses; response to stimulus material; field work; and reports. These assessment instruments are also used to assess student achievement against two criteria (that broadly link with senior syllabus).
BIT provides Information and Communication Technology (ICT) general capability that supports and enhances student learning across all areas of the curriculum. BIT provides support to other curriculum subjects by way of working with students on available presentation techniques which the students use in their assessment tasks. Students develop and apply ICT knowledge, skills and practices to investigate, create and communicate, as well as developing their ability to manage and operate ICT to meet their learning needs. BIT assists with developing typing skills, file management, backup and other general introductory skills used in subject areas throughout the school. BIT also introduces students to coding and computational problem solving.
Learning to Learn

Based on the Theory of Knowledge, the Learning to Learn course uses a process of discovering and sharing students’ views on learning in general, whilst building specific skills/processes of study, general writing, reading comprehension and note-taking. In order to effectively utilise study skills, to note-take, to write effectively and to summarise appropriately, students are taught to identify and work with various text types: descriptive texts, time sequence texts, process/cause-effect texts, compare/contrast texts, generalisation/principle pattern texts, episode texts (combination of TS and D), perspective texts and problem-solution texts. Students learn how to transfer skills/processes obtained to all subjects studied that year. Course materials are taken from all core subjects studied at the time. The Language attained and approaches developed become common strategies used by teachers across the students’ subjects throughout the year. Through Learning to Learn, students become more aware of skills/processes required for higher order thinking to occur.
**Why Study This Subject?**

Students learn about how their changing world operates as they face more complex life decisions. Students analyse and refine movement skills, experience a range of physical activities and develop team work skills.

Typically, students will:

- Develop coping, assertive communication, problem-solving and refusal skills
- Value differences and develop empathy towards others’ views and situations
- Talk about how and whom to ask regarding help for their own and others’ health, safety and wellbeing
- Evaluate food and nutrition information and create their own fitness plans
- Promote health & wellbeing messages in their community
- Problem solve in games and activities
- Reflect on performances and use feedback to improve their movement skills

**What Will Students Study?**

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

**Year 7 HPE**

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

**Year 8 HPE**

- Cricket
- Gymnastics
- Basketball
- Lifesaving
- Peer Pressure and Bullying
- Fitness
- Sociocultural influences on participation
- Drugs and Alcohol

**Year 9 Core Physical Education**

The following list is a guide of the physical activities that may be completed in Year 9 CPE:

- Direct Interceptive games
- Indirect Interceptive games
- Fitness
- Water Polo
YEAR 9 HPE

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

<table>
<thead>
<tr>
<th>Practical</th>
<th>Theoretical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cricket</td>
<td>The Body in Motion - Body Systems</td>
</tr>
<tr>
<td>Sport Aerobics</td>
<td>“You are What you Eat” - Nutrition</td>
</tr>
<tr>
<td>Hockey or Soccer</td>
<td>Feedback &amp; Learning</td>
</tr>
<tr>
<td>Lifesaving</td>
<td>Healthy Decision Making</td>
</tr>
</tbody>
</table>

How Do Students Learn?

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

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

How Are Students Assessed?

Assessment tasks are in the form of formal exams, research assignments, multimodal presentations, reflection tasks and physical performances. This course provides a solid foundation for the Senior Physical Education Course.
Languages – Elective French and Japanese

**Why Study Languages?**

Competence in a language is essential for young Australians who wish to take their proper place in a world where globalisation is a reality of life. Mt St Michael’s College acknowledges this by offering students a choice of two languages, one Asian and one European. Both French and Japanese are studied in Year 7 as part of the elective five week taster courses. Continuous and consecutive study of French or Japanese in Year 8 (one semester), Year 9 & 10 is a prerequisite further study in Years 11 & 12.

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

**What Will Students Study?**

### 7 French

<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Five Weeks</td>
<td>Introductory French</td>
</tr>
</tbody>
</table>

### 8 French

<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>One Semester</td>
<td>Out and About</td>
</tr>
<tr>
<td></td>
<td></td>
<td>At Home</td>
</tr>
</tbody>
</table>

### 9 French

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>1</td>
<td>Personal Information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family, Friends and Pets</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>School Life and Leisure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shopping and Neighbourhood</td>
</tr>
</tbody>
</table>
### 7 JAPANESE

<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
</tr>
</thead>
</table>
| 7    | Five Weeks  
|      | Introductory Japanese |

### 8 JAPANESE

<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
</tr>
</thead>
</table>
| 8    | One Semester  
|      | Greeting, Meeting and Eating  
|      | Me and My Town |

### 9 JAPANESE

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 9    | 1        | My lifestyle  
|      |          | School Life |
|      | 2        | Fun Events  
|      |          | Festivals |

### How Do Students Learn?

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

### How Are Students Assessed?

In **Year 8**, students will be assessed once per semester. Regular homework and revision are essential. Active participation in class is also vital.

In **Year 9 and 10**, students will be assessed twice per semester. Regular homework and revision are essential. Active participation in class is also vital.

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

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

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

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

Study of Japanese or French in Year 8, 9 & 10 is a prerequisite for study in Year 11 & 12.
Learning Essentials - Elective

**Years 7–9**

**Why study this subject?**
Learning Essentials is an elective subject offered as an invitation to selected students who need further assistance to develop their independent learning skills in order to keep up with the demands of secondary schooling. This academic support program offers students additional assistance with subjects being studied at school by staff who work closely with the student's own subject teachers. It is also designed to assist students in completing their coursework and assessment pieces for their core classes. This support is given during timetabled lessons in a small group environment with the support of specialist staff.

**How do students learn?**
- Through systematic and explicit instruction and revision
- Via a framework that provides a measure of independence but at the same time assists the learner to complete core class assessment pieces
- By providing appropriate strategies to address individual learning requirements
- Through appropriately differentiated tasks that allow students to show what they know and can do using their strengths
- By receiving regular feedback on work with the re-teaching of skills if necessary
Business & Enterprise (Year 9)

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

Business education is important so students can:
- gain a degree of independence in accumulating and managing finances
- make informed decisions about goods and services by evaluating choices using criteria; and
- understand their legal rights and responsibilities as citizens.

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

The College has created a course of study that is based on the Australian Curriculum for Economics and Business which is designed to deliver two related strands of study – Knowledge & Understanding, and Business Skills.

Knowledge refers to the facts, theories, models and principles developed in Economics and Business.

Understanding is the ability to identify relationships between economic and business concepts and the interdependence of sectors of the economy. Students experience opportunities in the classroom where they are able to apply knowledge obtained into real or simulated situations or situations not yet experienced.

Skills will enable students to be engaged and informed participants in the local and global economy. Contemporary issues and events are used to provide the context for learning. The skills developed in the course include higher order thinking skills such as posing questions and undertaking research, using reasoning and interpretation skills, enterprising behaviours and capabilities, applying economic and business concepts to develop possible alternative solutions, and forming conclusions grounded on evidence.

The Australian Curriculum for Economics and Business is based on the following organising ideas:
Resource allocation and making choices;
- The Business Environment
- Enterprising Behaviours and Capabilities
- Introduction to Accountancy
- Financial Literacy
- Consumer Rights and Responsibilities

This program covers a wide range of business and enterprise topics to allow students the opportunity to develop their skills as enterprising individuals in the rapidly changing world of business. The course is based around meeting students’ needs by developing:

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 1        | ➢ **Business Environments** - This topic is designed to give students background regarding the “world of business”. Students consider types of business ownership, business location, business management and external factors which affect business. This unit investigates entrepreneurs and what makes them successful  
            ➢ **Becoming Enterprising** - Students are given the opportunity to work in teams to develop a new product and showcase it at the MSM Trade Show  
            ➢ **Finance Fundamentals** - Students learn basic accounting terminology and produce simple financial reports for a business. |
| 2        | ➢ **Money Management** - Students learn about earning an income, taxation, saving and spending, budgeting and credit.  
            ➢ **The Business of Being a Consumer** - Students investigate consumer protection issues. This gives students knowledge and skills relevant to a business environment and in their own lives. |

**How Do Students Learn?**

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

Together with many of the more traditional teaching and learning activities, students may be involved in activities which include researching case studies, completing assignments and projects and running a trade show.

**How Are Students Assessed?**

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

Over the course of the study, the following assessable elements will be used:
Business Knowledge & Understanding  
Business Skills
Digital Technology (Year 7 & 8) and Digital Solutions by Design (Year 9)

**Why Study This Subject?**

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

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

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

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

**What Will Students Study?**

**In Year 7 all students** will study Digital Technology during 6-week course and experience a variety of digital technology skills which may include the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
</tr>
</thead>
</table>
| **7** | ➢ **Introduction to Photoshop** - Students learn some of the basic principles of photoshop to design a greeting card and edit photographs  
➢ **Multimedia** – Students learn to take and edit videos.  
➢ **Robotics** – students use a variety of codable robots such as Sphero and Micro:bit |
In Year 8 students will study Digital Technology and develop their knowledge and skills across a range of units which may include the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➢ <strong>Introduction to Graphic Design</strong> - Students learn some of the basic principles of photoshop to design elements of a magazine.</td>
</tr>
<tr>
<td></td>
<td>➢ <strong>App Design</strong> - Students learn the basic of problem solving, design and coding to develop a mobile app prototype.</td>
</tr>
<tr>
<td></td>
<td>➢ <strong>Multimedia</strong> - Students learn to take videos to the next level, using green screening and special effect techniques</td>
</tr>
<tr>
<td></td>
<td>➢ <strong>Robotics</strong> - students use a variety of codable robots to develop a solution to an emergency rescue scenario. Students could use Sphero, Lego robots, drones, Minecraft and Micro:bits</td>
</tr>
</tbody>
</table>

In Year 9 students will study Digital Solutions by Design (DSD) It a practical course that helps prepare students to meet the frequent and rapid change in the area of information technology, and to be responsive to emerging technologies and trends. DSD involves the use of technologies that allow people to manipulate and share information in its various forms (text, graphics, sound and video), and the range of technological devices that perform these functions.

STEM (Science Technology Engineering Mathematics) curriculum provides the structural basis, engagement in this course will also enable students to develop skills appropriate for the Senior Digital Solutions or the Information & Commmunication Technology course. Throughout the year students will study and develop their knowledge and skills across a range of units which may include the following:

**Year 9 Digital Solutions by Design**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 9    | 1        | ➢ **Robotics** - Students learn to program micro-controllers using block and script-based programming language software. Students are given various challenging problems to solve using structured programming techniques; enabling students to respond to a design problem, devising ideas and concepts as solutions. Some of the skills learnt are listed below.  
  - Elementary programming  
  - Problem solving techniques  
  - Simple construction techniques  
  - Virtual World Technology |
|      | 2        | ➢ **2D Animation** - Students learn the basics of animated design by responding to problems and devising ideas and concepts as solutions. They learn animation theory, mechanics and best construction practise. Some of the skills learnt are:  
  - Design ideas & criteria  
  - Software using Premiere Pro and After Effects |
|      |          | ➢ **Game Design** - Students learn the basics of design solutions by responding to problems and devising ideas and concepts as solutions. Students create an app for a local charity. As part of the build they learn game design theory, game mechanics and construction. Some of the skills learnt are:  
  - Design ideas & criteria |
Game mechanics
- Peer critique and game evaluation

➢ Introduction to 3D Modelling Design - Students develop their skills in 3D and digital presentations. Students create an 3D emergency shelter and promotional video using design and virtual reality software. Some of the skills learnt are:-
  - Sketching/Illustrator
  - Synthesising
  - Evaluating
  - Prototyping
  - 3D Modelling
  - Project Management

➢ Digital Communication - throughout the year students also learn effective digital communication and presentation techniques.

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

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

**How Are Students Assessed?**
**Assessment Techniques**
The assessment program will include a variety of assessment techniques that are integrated with the learning experiences.

- short and/or extended responses,
- research assignments
- projects and practical exercises
- multimodal presentations such as seminar presentations

**Subject Levy**
In Year 9, this subject utilises web based interactive learning opportunities developed in conjunction with Carnegie Mellon University Robotics Academy (CMRA). This will enable students to continue their work beyond the classroom. This course also allows students to utilise virtual worlds in which to test their designs.
Food & Fashion Technology

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

Food & Fashion Technology is a curriculum area concerned with offering students the opportunity to discover and further develop their own resources and capabilities. In turn, these attributes can be used in their personal life, as well as directing their professional decisions and actions. The content disciplinary bases from which studies in Food & Fashion Technology draws are dependent on the context, but likely include food science, nutrition, food technology, sustainability, health, textiles, interior design, fashion, clothing, and consumerism.

The study of Food & Fashion Technology articulates into the study of Food and Nutrition (General Subject), Fashion (Applied) and Hospitality Practices (Applied) in Years 11 and 12.

**What Will Students Study?**
In Year 7 all students will study Design & Technology during 6-week course and experience a variety of design skills which may include the following:

<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td><strong>Introduction to Food Studies</strong> - Students learn some of the basic principles of Kitchen craft to create tasty quick meals and snacks</td>
</tr>
<tr>
<td></td>
<td><strong>Introduction to Textiles Studies</strong> - Students learn some basic skills including scissor work, sewing and use of a sewing machine to make fun fashion items.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Units</th>
</tr>
</thead>
</table>
| 8    | **Food Studies**  
	- Healthy Bites  
	- Bonza Breakfasts  
**Textiles Studies**  
	- Designer Cushion  
	- In Love with Prints Clutch |

**Year 9: FOOD & FASHION TECHNOLOGY**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
</table>
| 9    | 1        | **Food Studies**  
	- La Pizzeria – Pizza and Food Variety  
	- The convenient Truth – Homemade vs Convenience products  
	- Wok on – Stir fry meals and Fresh Ingredients |
Food & Fashion Technology presents its diverse range of subject matter through **practical experience**. It is this application of **theory** to practice that makes this course such a valuable learning experience.

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

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

Students will learn through the application of design thinking to a range of practical experiential activities and design challenges. They will manage projects independently and collaboratively from conception to realisation. Students will be motivated through a variety of experiences that are transferable to a healthy and confident individual, constructive leisure activities, community contribution and future employment.

**How Are Students Assessed?**

The following assessment techniques will be used:
- Practical tasks (through unit work, observations and independent tasks)
- Compilation of folios / workbooks that focus on decision making and creativity.
- Creating Designed Solutions (incorporating practical skills, making and design folio)
- Written Tests (multiple choice, short response items and /or problem solving)

Throughout the year, the following assessable elements will be used:
- Knowledge and Understanding
- Processes and Production Skills

**Subject Levy**

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

**Why Study The Arts?**

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

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

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

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

**What Will Students Study?**

The Arts aim to develop students:

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

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

**How Are Students Assessed?**

The students are assessed in Making and Responding across all Arts areas.
**Why Study This Subject?**

Art enables the growth of cultural and visual literacy, empowering students to develop creative problem solving competencies within a creative and nurturing environment. Throughout Year 7 to 9 students will use theoretical knowledge, contextual understandings, and visual conventions to both create and respond to artworks.

The skills, processes, and ways of thinking and working that are embedded within Art are essential for the 21st century learner. These competencies and processes include: Collaboration, communication, social and emotional intelligence, cultural and contextual empathy, analysis and evaluation, critical and creative problem solving, and creating. The ability to problem solve and create original and purposeful content extends beyond Art making, enabling meaningful future contributions to the labour-force and higher-education.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Focus</th>
<th>Suggested Media/Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Being, Belonging, Becoming</td>
<td>1. Within this unit the students will learn various ceramic construction techniques including pinch-pot, slab, and coil. These ceramic forms will then be embellished using glazes and acrylic paint.</td>
</tr>
<tr>
<td>8</td>
<td>Who am I</td>
<td>2. Within the unit <em>Who am I</em>, students will photographically appropriate aspects of the Renaissance period of portraiture and then render their image as a contemporary realistic self-portrait painting using acrylic on paper.</td>
</tr>
<tr>
<td></td>
<td>Where am I</td>
<td>3. The unit <em>Where am I</em> facilitates the learning of ceramic hand building techniques and three-dimensional processes through the design and construction of indigenous Australian seed pods. The work can then be collaboratively displayed.</td>
</tr>
<tr>
<td>9</td>
<td>Forces of Nature</td>
<td>1. <em>Forces of nature</em> is a floral printmaking unit, where students learn the techniques and processes of reduction printing.</td>
</tr>
<tr>
<td></td>
<td>Our Community</td>
<td>2. This ceramic unit requires that students consider and communicate an aspect of their identity through the depiction of a domestic scene. Collectively, the student works create a uniform unit complex.</td>
</tr>
<tr>
<td></td>
<td>Through the looking glass</td>
<td>3. The student will learn a variety of two-dimensional painting techniques through a series of portrait paintings.</td>
</tr>
<tr>
<td></td>
<td>Layered point of view</td>
<td>4. This mixed-media unit exploits a variety of two-dimensional techniques through the creation of an artist book</td>
</tr>
</tbody>
</table>
**How Do Students Learn?**

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

The complexity and sophistication of such questions will change across the course from year 7 to Year 9. In the later years, students will consider the interests and concerns of artists and audiences regarding time, place, philosophies and ideologies.

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

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

**How Are Students Assessed?**

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

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

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

**Subject Levy**

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

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

**WHAT WILL STUDENTS STUDY?**

Dance provides opportunities for students to critically examine and reflect on their world through higher order thinking and movement. Students explore dance through practical and analytical activities where they learn to analyse, evaluate, problem solve, collaborate and be risk takers, developing their creative thinking. The study of Dance challenges students to use their body and mind to communicate ideas, developing important, lifelong skills in the process.

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and responding. Dance students develop knowledge, understanding and skills about dance in their own and others’ cultures. They learn to manipulate choreographic devices and form to create and perform their own and others’ dance works, communicating meaning to diverse audiences. They investigate a variety of genres of dance and develop their technical and expressive skills for performance.

In responding to their own and professional dance works, students develop their critical thinking skills along with their skills in writing extended analytical essays. Through this process, students practise the skills of critical reflection, research, analysis, synthesis and evaluation.

Through collaboration in the classroom, dance students develop tolerance and respect for diverse opinions as well as the ability to negotiate in teams, contribute to the creation and communication of ideas, lead their peers, manage time and organise projects.

Dance challenges students to work to their potential physically, emotionally and intellectually, preparing them for University and other post-schooling pathways. Dance prepares students for future possibilities, with highly transferrable skills and the capacity for flexible thinking and doing.

**WHAT WILL STUDENTS STUDY?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>5 week elective</td>
<td>o <em>I like to Move it, Move it!</em> -- Investigation of movement styles of self and others, including different cultures. Exploration of and experimentation with Dance Elements in order to build knowledge and skills and make, respond to and perform dance.</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td>o <em>Pump Up the Jam!</em> -- Investigation of a variety of movement styles, particularly jazz and contemporary dance. Experimentation with Dance Elements and technical and expressive skills, building knowledge and skills to make and perform dance. Development of higher order thinking skills in order to respond to dance.</td>
</tr>
<tr>
<td>9</td>
<td>1</td>
<td>o <em>Footloose!</em> -- Exploration of Popular Dance (jazz/hip hop) and investigation of Social Dance through the eras.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>o <em>Bring the Beat Back!</em> -- Investigating World Dance styles (Jive, Samba, Irish Dancing and Indigenous Dance) and how dance is used as a means of entertainment, particularly through Tap and Children’s Dance.</td>
</tr>
</tbody>
</table>
**HOW ARE STUDENTS ASSESSED?**

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

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

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

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

**SUBJECT LEVY**

This subject has a performance excursion levy.
**Drama**

**Why Study This Subject?**

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

Students learn to move, speak and communicate meaning to a variety of audiences. They create with confidence, both collaboratively and individually, taking risks in a safe environment. In making and staging drama, they learn how to be focused and resourceful in solving problems to realise their performance work. The practical group work develops personal and social skills of communication.

Students learn to think critically, analysing and evaluating live theatre to ascertain how meaning is made for an audience by interpreting the intention of the playwright, director and actor. The practical Making work and written Responding work support one another so that the students are better able to apply their understanding. They are constantly kinaesthetically ‘doing’ drama, reinforcing how meaning is made, making analysis more accessible.

**What Will Students Study?**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Units</th>
</tr>
</thead>
</table>
| 7    | 5 week elective | The world of role- Being Belonging, Becoming  
• Process Drama |
| 8    | 1 | The world of Expression-  
• Laban movement  
• Neutral mask |
|      | 2 | Melodrama Madness  
• Exploring stock characters  
• Devising drama scenarios |
| 9    | 1 | Building Belief  
Focus: Elements of Drama /process Drama/ Improvisation |
|      | 2 | Realism to Ritual  
Focus: Verbatim stories /Ritual and storytelling  
Oral communication |
|      | 3 | Creating Comedy in Context  
Focus: Commedia dell Arte/ stock comic characters |
|      | 4 | Collaborate and Create  
Focus: Children’s Theatre/Performance at a Primary School |

**How Are Students Assessed?**
Making in Drama involves improvising, devising, playing, acting, directing, comparing and contrasting, refining, interpreting, scripting, practising, rehearsing, presenting and performing. Students use movement and voice with language to explore roles, characters, relationships, situations and ideas. They learn to shape and structure drama including use of contrast, juxtaposition, dramatic symbol, cause and effect, and linear and episodic narrative forms. Drama specifically teaches students how to communicate in the oral form.

Responding in Drama involves students being audience members and viewing, enjoying, reflecting, analysing, appreciating and evaluating their own drama works and the works of others.

Assessment is often group based but individually assessed. Each student is measured against task specific individual criteria, which allow the teachers to make objective decisions about the work demonstrated at the time of assessment. All assessment is managed in school time. Preparation time for presenting activities occurs during school time, so that ‘outside of school rehearsal’ should occur only before a major production if students work to capacity in class. All students are expected to present work in The Arts Festival in Term 3.

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

**WHY STUDY THIS SUBJECT?**

Music is a powerful educative tool that contributes to the broader cognitive and aesthetic

**Critical Thinking and Communication** – Music learning expands multiple intelligences and helps students transfer study, cognitive and communication skills from subject to subject in any syllabus. Learning rhythm, phrasing, and the control of pitch greatly enhances language, pronunciation, grammar, and vocabulary skills. Musical symbols, structure, and rhythmic training utilise fractions, ratios, and proportions, which are all important in mathematical study.

Music is good for your brain: Understanding music is a complex task which increases problem finding/solving, logic and thinking skills like analysis, evaluation and the linkage/organisation of ideas. Music training has been linked to spatial-temporal reasoning skills, that is the ability to read a map, put puzzles together, form mental images, transform/visualise things in space that unfold over time, and recognize relationships between objects. Playing music optimises brain development, boosts creative thinking and assists motor development.

**ICT Skills and Creative Thinking** – Music uses a range of software environments to compose and record music ideas: a range of music notation software programs, MIDI editing, and multitrack digital audio programs are used in conjunction with images and video to produce creative musical compositions in a range of styles and genres.

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

**WHAT WILL STUDENTS STUDY?**

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Term</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>5 week elective</td>
<td><strong>Music Magic</strong>&lt;br&gt;Development of performance skills&lt;br&gt;Expression of music ideas</td>
</tr>
<tr>
<td>8</td>
<td>1</td>
<td><strong>Imagine and Express</strong>&lt;br&gt;Development of instrumental and vocal skills&lt;br&gt;Performing with others</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>Musical Soundscapes</strong>&lt;br&gt;Expression of music ideas&lt;br&gt;Music software skills</td>
</tr>
</tbody>
</table>
### Year 9 & 10

<table>
<thead>
<tr>
<th>Units A</th>
<th>Units B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong>&lt;br&gt;African Roots of Rock&lt;br&gt;Focus: rhythm and pitch skills, syncopation and pentatony</td>
<td><strong>Film Music</strong>&lt;br&gt;Focus: understanding the musical language of film</td>
</tr>
<tr>
<td><strong>2</strong>&lt;br&gt;Blues and Jazz&lt;br&gt;Focus: singing the blues, improvisation</td>
<td><strong>Soundtracks</strong>&lt;br&gt;Focus: writing your own film soundtrack</td>
</tr>
<tr>
<td><strong>3</strong>&lt;br&gt;Be a Rock Star&lt;br&gt;Focus: group rock band performance project</td>
<td><strong>Little Broadway</strong>&lt;br&gt;Focus: music theatre performance project; writing your own Broadway song</td>
</tr>
<tr>
<td><strong>4</strong>&lt;br&gt;Rock, Pop and Rap&lt;br&gt;Focus: composing your own rock song</td>
<td><strong>Songs from Musicals</strong>&lt;br&gt;Focus: role of music in musical theatre</td>
</tr>
</tbody>
</table>

### How Are Students Assessed?

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

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

**Assessment** in Performing may be solo or small group based but individually assessed. Composing is assessed through individual assignment based tasks. Time is given within class time for performing and composing assessment to be prepared, refined and completed. Responding tasks will be assessed through in-class exams to prepare students for senior Music assessment requirements.

Each student is measured against task specific individual criteria, which allow the teachers to make objective decisions about the work demonstrated at the time of assessment.

### Subject Levy

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