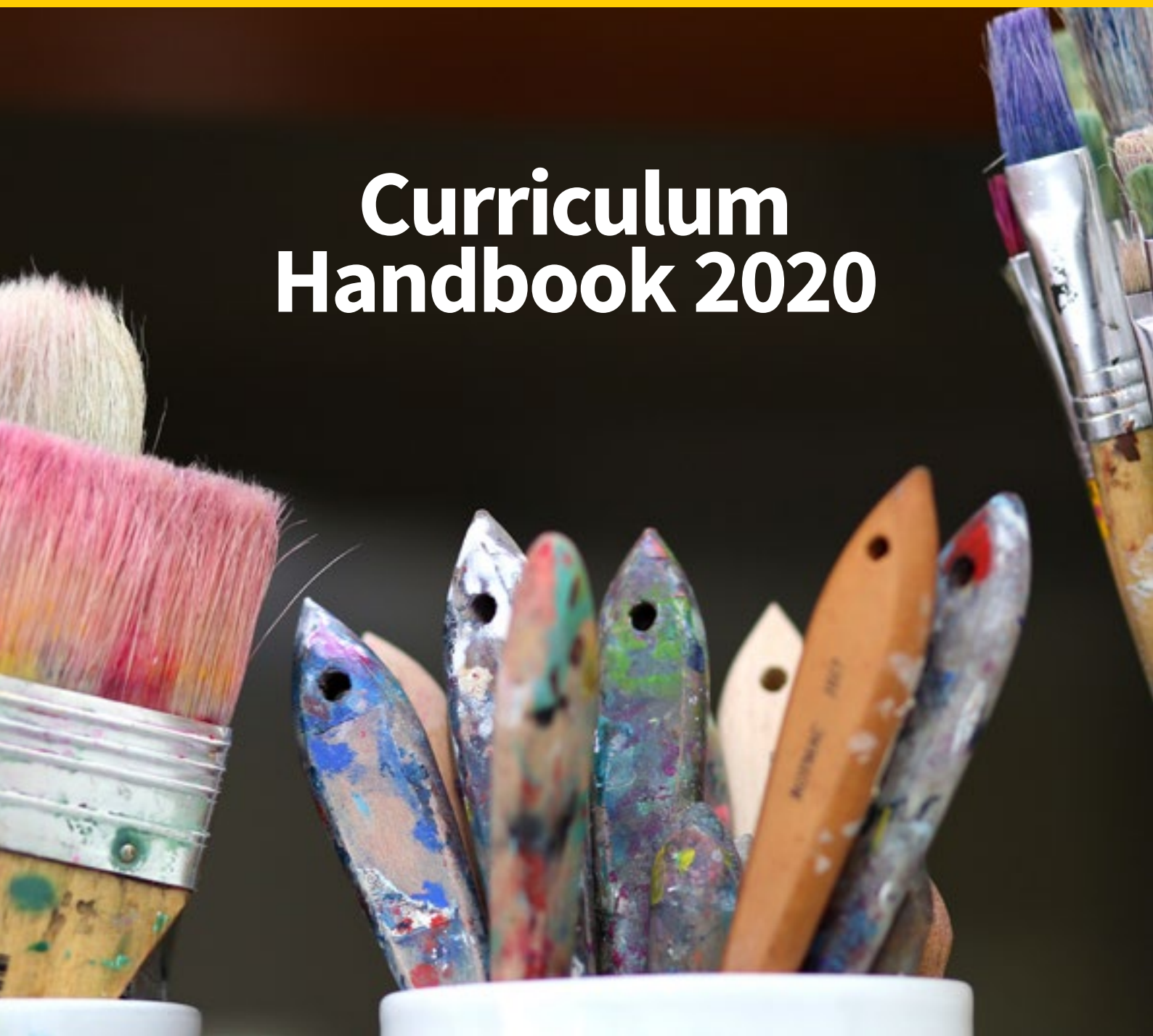




Mount Carmel College

We nurture. We challenge. We care.

Curriculum Handbook 2020



Learning at Mount Carmel College



Dear Parents and Carers,

This handbook is produced to provide information to parents and students about the curriculum at Mount Carmel College in Years 7-10. The motto of our College is We Nurture, We Challenge, We Care and our Vision Statement confirms that in a vibrant educational community, we strive to challenge individuals to develop their potential, live their faith and contribute to shaping a socially just society with courage, confidence and integrity. Our commitment as educators is to support every student in our care so that she can flourish. To this end, we offer a well-structured, well-resourced and nurturing learning environment. We encourage our students to be involved in the full range of learning opportunities provided.

As young women of the future, our students are guided towards becoming independent learners: self-directed, emotionally intelligent and spiritually centred. Contemporary education is about producing just, caring and responsible citizens.

We encourage our students to develop their natural gifts, as well as aiming for improvement in areas of challenge. During this stage of their development, students are encouraged to try a range of subjects and to discover where their strengths and interests lie.

Our programs are designed to enable each student to develop the skills for life-long learning: creative and flexible thinking, resilience, empathy, generosity of spirit and an understanding of their spirituality. Students experience a wide and varied curriculum, and have the opportunity to pursue their own intellectual passions from a diverse range of offerings as they progress through the Middle and Senior Years. Our School is a dynamic place of learning and I invite you to browse further to find out more about what is offered at each year level at Mount Carmel College.

A handwritten signature in black ink, appearing to read 'Fiona Nolan'.

Fiona Nolan
Principal



Students experience a wide and varied curriculum, and have the opportunity to pursue their own intellectual passions.



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Inclusion, Differentiation and Learning Support

Mount Carmel College is an inclusive College offering a range of support programs to meet the needs of all our students. We are committed to upholding the Inclusion and Gifted and Talented Policies of the College. The Learning Support and Enrichment team provides support for teachers and students to allow all students to engage with the curriculum at an optimal level and fully participate in school life. The College offers assistance for students who may require extra support to develop their literacy, numeracy or general learning skills.

The College prides itself on catering for all its students, including students with additional learning needs. Life skills, social skills and transition programs are provided for students who require individualised learning support.

The Learning Support and Enrichment team performs a range of academic testing and cognitive screeners to identify students who may benefit from educational support and/or extension. This testing enables teacher to differentiate the curriculum to cater for individual student needs.

Gifted Education

Mount Carmel College values and nurtures the individual needs of gifted and talented students by providing optimal academic challenge within the classroom and a variety of extracurricular opportunities. High quality curriculum differentiation is combined with specialist teacher support and enrichment opportunities to allow students to meet their potential.

Gifted and talented students are identified using a range of testing and observation methods. These students are supported and extended in specific areas to match their learning profiles, interests and needs.

Some opportunities for acceleration and extension include the Mathematics Methods course, Science and Engineering Challenge, Debating, UTAS Mathematics and STEM extension courses, workshops with visiting authors and a variety of competitions and events for enrichment.



The College prides itself on catering for all its students, including students with additional learning needs.

An Introduction to our Curriculum

The secondary curriculum offers a breadth of opportunity for all our students in a wide range of learning areas including English, Health and Physical Education, Humanities, Languages Other Than English (Chinese and Japanese), Mathematics, Performing and Creative Arts, Science and Technology, Social Sciences and Theology and Spirituality.



A rich foundational experience in a broad selection of subjects is provided in Years 7 and 8. Learning is deepened in Years 9 and 10 where, in addition to the core subjects, students are encouraged to select from a wide range of elective subjects prior to moving on to senior secondary education. The content, structure and teaching practice of our curriculum in the final two years of education are deliberately and specifically designed to challenge students and to comprehensively prepare them for the rigours of senior secondary education.

By the time students complete Year 10, our curriculum will have provided them with the key knowledge, skills and understanding necessary to transition to the next level of their education.

Preparation for the transition to further education and course counselling are part of the Year 10 program.

They will be developed and nurtured as responsible learners, who recognise the benefits of self-discipline and balance and the value of personal as well as academic growth.

Our curriculum is designed for all students to achieve academic excellence by developing within them:

- A confidence in their own abilities
- A high level of accountability
- A desire for students to achieve the highest standard they can
- A strong understanding of the basis of academic progress and achievement
- A capacity to build a personal vision for the future means being engaged with a curriculum which is comprehensive, relevant and topical.

Our curriculum gives students freedom and permission to explore, question, evaluate and create.

A handwritten signature in black ink, appearing to read 'K. Schade'.

Mrs Kim Schade
Director of Teaching and Learning

Assessment and Reporting at Mount Carmel

Assessment

In 2020 we will plan, teach and assess using the Australian Curriculum in the Arts, English, Mathematics, Geography, Economics and Business, Health and Physical Education, History and Science and Technologies. Mount Carmel's implementation of the Australian Curriculum is an opportunity to strengthen assessment and reporting practices and to introduce standards-based assessment.

Standards-based assessment is an integral part of the teaching and learning process within Mount Carmel College. Assessments planned and implemented within Mount Carmel College are based on specific Achievement Standards. The Achievement Standards are an expectation of the depth of understanding, the extent of knowledge and the sophistication of skills that students should typically demonstrate at the end of a teaching and learning year. As the purposeful and systematic collection of evidence about students' achievements, standards-based assessment primarily:

- promotes, assists and improves learning
- helps students achieve the highest standard they can
- provides students, teachers and parents/carers with meaningful information about student progress and achievements.

This approach supports The Melbourne Declaration on Educational Goals for Young Australians which emphasises the rigorous and comprehensive assessment of student achievement.

In practice, student work is assessed against Learning Components for each subject. These are highly specific statements of the key knowledge, understandings and practices students are required to achieve in a particular subject. These Learning Components form part of the Subject Strands, which are statements of the knowledge, understandings and skills students will learn, and stipulate the developmental sequence of the curricula. Strands are inter-related and inform and support each other. Teaching programs are designed so the differing aspects of Strands form a coherent body of student learning. Strands form the basis of reporting to parents and are used to arrive at a student's A-E result. Teachers in each subject participate in internal moderation procedures to standardise assessments.

Assessment continuously interacts with other teaching and learning practices to inform decision making about future learning. Emphasis on the setting and achieving of individual and collaborative goals is important in enabling learners to become more engaged in the learning process and to be much more aware of their capacity to plan learning activities and to use a wide range of resources.



Reporting

Reporting to students and parents on student progress and achievement occurs both formally and informally throughout the year. There is continual and open assessment through our online learning portal. Students and parents have continual access to markbooks in all subject areas. This initiative enables us to have a three-way relationship to learning assessment as students, parents and carers are able to continually access marks and comments relating to assessment and can work with teachers to assist in the learning process.

Formal College reports are issued for secondary students twice each year:

- The Mid-Year Report provides ratings against Strands, comments on student application, effort and work habits and an A-E rating for the student.
- The end of Year Report provides final ratings against the Subject Strands and a final A-E result for each subject studied.
- It should be noted that the A-E report has been mandated by the Australian Government.

The aim of this Report is to give parents an overall grade for each learning area, based on a student's performance within their particular grade. It should be pointed out that while all schools are required to provide an A-E report it is not possible to make comparisons between schools as there is currently no comprehensive moderation of final results between schools.

Learning Conferences

Scheduled Learning Conferences occur three times a year. Student participation in the Learning Conferences is expected.

Subject Selection

Compulsory Subjects

In Years 9 and 10 all students study six compulsory subjects in the time allocation required by the Federal Government:

- Theology and Spirituality
- English
- Health and Physical Education
- History
- Mathematics
- Science

Electives

In addition to the above compulsory subjects, students are asked to select three elective subjects each year. Elective subjects provide students with the opportunity to study a subject in which they excel and are interested in continuing into the future.

It should be noted, however, that in most cases not studying a particular elective will not preclude the study of that subject or related subject at Senior Secondary level. Maintaining a high level in the compulsory subjects

is fundamental in providing options for study at Senior Secondary level. Some subjects, such as Music, Languages other than English and Mathematics may require particular attention in Years 9 and 10 to ensure that the preferred pathway is feasible. Teachers will be able to advise parents and students on subject pathways.

We strongly advise students and parents to discuss the choice of electives in detail. Students are encouraged to participate in a wide range of offerings making an informed and balanced selection from the Arts, Vocational Learning, Mathematics and Science, the Humanities and Social Sciences as well as Languages other than English. Making choices now to participate in a diverse set of electives will allow students to gain an appreciation of the significant and varied learning opportunities available to them and may assist in establishing preferred pathways into Senior Secondary education and beyond.

Possible 2020 Year 9 and 10 elective subjects are:

- Art, Craft and Design
- Dance
- Drama
- Music
- English Pathways
- Sport Science
- Athlete Development
- Outdoor and Environmental Studies
- Global Worlds
- Introduction to Sociology and Psychology (Year 10)
- Child Studies
- Legal Studies and Business
- Chinese Mandarin
- Japanese
- Project Based Learning
- STEM
- Mathematics Methods (Year 10)
- Food Studies
- Materials Design Technology
- Digital Technologies
- Vocational Education and Training
- Introduction to Hospitality (VET)
- Introduction to Construction (VET)
- Introduction to Metal Trades (VET)

While students may be offered this range of subjects in the initial stages of the subject selection process, some subjects may not attract sufficient student interest to make them viable in 2020.

Students will be asked to choose subjects in order of preference. However, the fourth and fifth choice need to be of equivalent value, as it may not be possible to accommodate all choices.

Arts

Art, Craft and Design

The Visual Arts link social, cultural and spiritual action and belief and inform our relationships with other people and our environment. The study of Art, Craft and Design offers the opportunity both for the promotion and recognition of individuality of thought, interpretation and expression, and for communication of ideas. Students gain an awareness of self as well as satisfaction through producing visible expressions of their thoughts and feelings and recognising a sense of style.

Years 9 and 10 Electives

Art Craft and Design (9/10 AC)

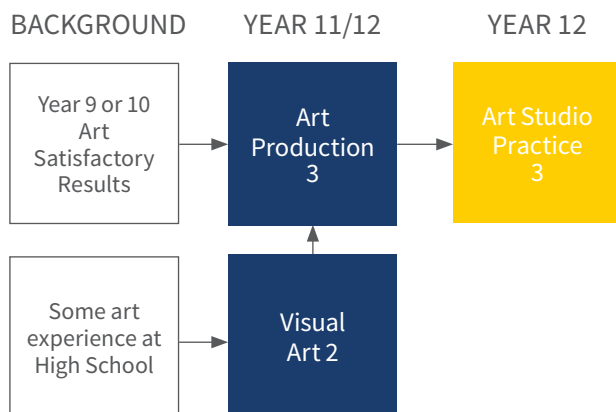
The Visual Arts link social, cultural and spiritual action and belief, and informs our relationship with others and our environment. The study of Art, Craft and Design offers the opportunity for the recognition and promotion of individuality, through the communication of thought, interpretation and expression. Students gain an awareness of self, strength in problem-solving, resilience and a greater awareness of the value of diversity through producing art works which express their personal style, thoughts and feelings.

Years 9 and 10 elective, Art Craft and Design (9/10 AC) builds on Years 7 and 8 knowledge and skills. Art, Craft and Design, consists of studio-based units – e.g. drawing, painting, design, sculpture, printmaking etc. This course provides students with the opportunity to further develop their artistic skills through making and appreciating art works. Students will produce works reflecting a continuing development of technical skills acquisition and the ability to be creatively and conceptually expressive. The maintaining of an art journal facilitates deeper thinking, research, experimentation and refinement in designing of art works, as well as prepares students for the rigours of pre-tertiary Years 11 and 12 Art subjects. Students work towards a more studio-based approach to their studies, where specialisation allows for extensive experimentation, generation of ideas, individuality of interpretation of subjects and exploration of the potential of materials, techniques and processes.

Students who successfully study Art, Craft and Design from Years 7 through to 9 will commence their own chosen area of studio practice at the end of Term 1 in Year 10. Their body of work will culminate in an end of year exhibition.

Study of Art, Craft and Design in Years 9 and 10, provides a sound foundation for further study in Years 11 and 12 in the visual arts and other design based subjects.

Art, Craft and Design



Arts

Dance

Dance is a fun and stimulating class that allows students to engage in the freedom of movement, while also enhancing their capacity for learning. Dance encourages students to think beyond the use of verbal language by communicating through creative, physical and emotional expression.

Recent studies have proven that dancing regularly can significantly improve brain function by stimulating particular neurological connections. By engaging in regular dance classes, students can increase their physical and mental wellbeing while also increasing their kinesthetic intelligence and developing their problem solving, risk taking and higher-order thinking skills.

Dance (9/10 DA)

In Years 9 and 10, students build on their knowledge and skills through practical application. A continued focus on the development of technical execution will enhance the students' skillsets and understanding of the fundamentals of dance.

This is done through regular barre, centre and corner progressions, as well as general strength and flexibility exercises. Students will also gain a greater understanding of the many and varied aspects of live performance - from the perspectives of both the performer and the audience. There will also be a focus on building greater body awareness through the study of safe dance practice. Lastly, students will explore the concepts embedded within choreography and will

be given the opportunity to create their own choreography as well as participating in other works.

This course is open to all students with an open mind and positive attitude to dance, whether you are considering a career as a professional dancer or you are just interested in having some fun while learning new skills.

This course also provides a pathway to Dance in Years 11 and 12.

Drama

Drama deals with the art of communication, exploring both verbal and non-verbal expression through spoken language, emotional representation, movement and gesture to discover what it is to be human. Drama is social in nature, based on a philosophy of co-operation with others. Drama at the College is learning through fun and action, providing students with life-enriching skills and opportunities which can build self-esteem and expand awareness of the ability to communicate effectively.

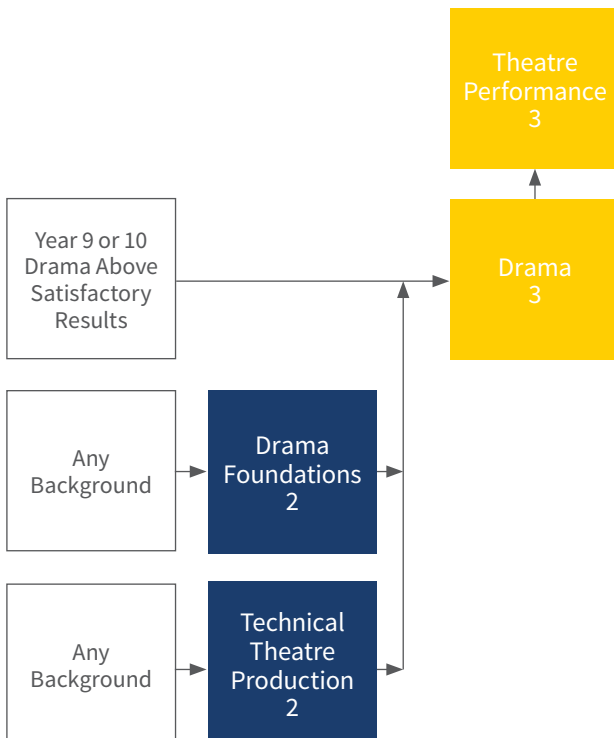
Drama (9/10 DR)

In Years 9 and 10, students gain a practical understanding of physical theatre, voice techniques, role creation, and performance. They develop the ability to work individually and collaboratively to generate and realise performance pieces that demonstrate understanding of dramatic concepts, contexts, practices and techniques. As dramatic communicators, students create, shape, and refine dramatic ideas in a range of forms and styles including montage, monologue, improvisation, story-telling, comedy and one act plays. As audience members, students respond to dramatic performances, demonstrating a command of the language and concepts of Theatre and Drama. Through research, critical study and practical application, they develop a rich knowledge of the historical contexts of theatre and the evolution of dramatic practices.

The Drama course caters for the full range of participants, from those with little background knowledge to more experienced students. Drama students will be given priority for lead roles in the College production.

Drama

BACKGROUND YEAR 11/12 YEAR 11/12



Music

The study of Music uniquely contributes to students' emotional, physical, social and cognitive growth. Making music can take many forms. It can be an exercise in finding and expressing a personal voice; or it can be a relationship-building, collaborative experience. Participating in the Music Program is an enjoyable, personally satisfying and creatively stimulating way to make a valuable and worthwhile contribution to the life of the College.

Music (9/10 MS)

In Years 9 and 10, students engage in music making through a variety of contexts. As composers, students create, shape, refine, record and notate musical ideas in a range of forms and styles including Film Music, Jazz, Ceremonial Music, 20th Century Art Music and Music from other Cultures. As performers, they demonstrate skills and knowledge in their

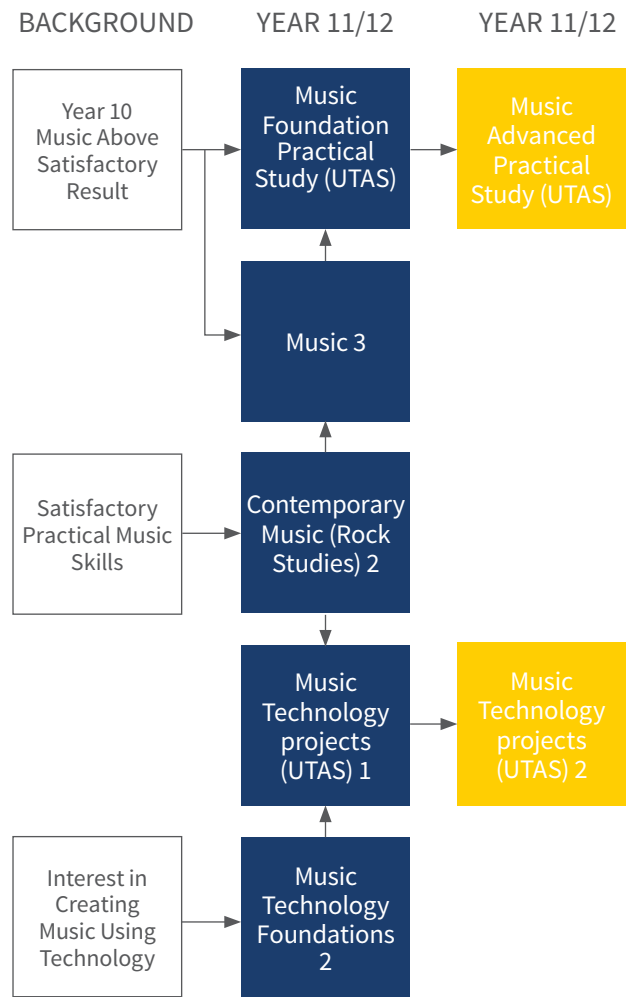
chosen instruments (including voice), both as soloists and ensemble members, performing repertoire relevant to their instrument and prior experience. As audience members, students respond to music, demonstrating a command of the language and concepts of music. Through research and critical study, they develop a rich knowledge of the contemporary and historical contexts of musical works and practices, including the investigation of an area of particular interest to the individual student.

Students also have the option of taking the Music Technology stream, where they can learn about sound production and recording techniques. This replaces one or more music performance tasks.

Whilst learning an instrument or voice with an instrumental music teacher is encouraged and is of great benefit to students undertaking this course, it is not a mandatory requirement.



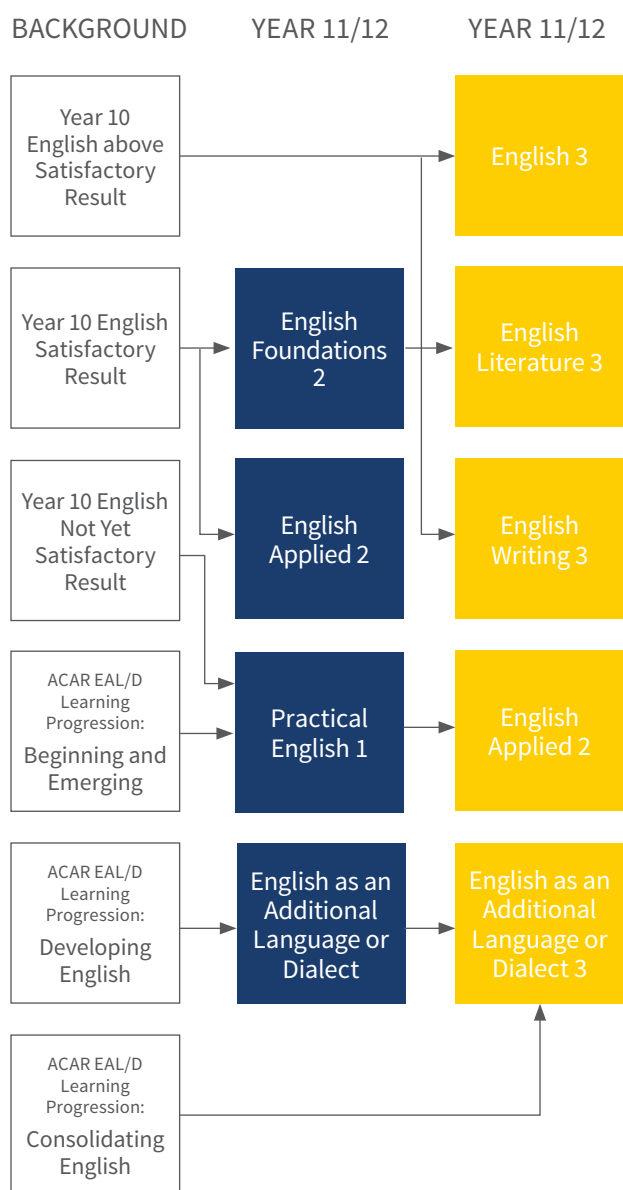
Music



English

English programs at Mount Carmel College aim to promote critical thinking and effective communication whilst students engage with literature in various mediums and forms.

English



Drawing on the Australian Curriculum, English is organised into three inter-related strands- Language, Literature and Literacy- that support students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

English Pathways (9/10 EP)

English Pathways is a two-year alternating subject offered to students in Years 9 and 10 which is designed to further develop students' analytical, creative, critical thinking and communication skills in preparation for their future studies in English.

English Pathways will develop learners as proficient and articulate communicators of English by extending and refining their language, literacy and literature skills.

Students will be exposed to a range of texts in various mediums and forms. They will analyse and respond creatively and critically to literary texts drawn from the past and present. They will engage with texts from a range of genres and contexts, with an emphasis on Australian literature. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction and poetry.

Emphasis is given to developing skills in crafting writing, both through workshop processes and through investigation of other writers' approaches. Students will undertake personal reading and viewing programs designed to support and extend their work, responding personally, creatively and critically.

Students will be given the opportunity to further develop their time management and proof reading skills, and will effectively use strategies for planning, editing refining and proofreading to ensure accuracy of spelling, vocabulary, punctuation and grammar.

Students will be given the opportunity to work cooperatively and collaboratively with others and are encouraged to exercise initiative and independence.

This course is aimed at students who have a passion for studies in English and those who wish to further develop key skills in preparation for the rigorous and challenging nature of English at a senior secondary level.

English Pathways will include elements of:

- Creative writing
- Film and documentary studies
- Journalism and media studies
- Genre study

Health and Physical Education

Health and Physical Education (HPE) contributes significantly to the development of the whole student. It aims to provide students with the knowledge to make healthy lifestyle choices and assist them as they face complex life decisions in environments that are changing rapidly.

HPE plays an important role in maintaining physical activity participation to enhance health and wellbeing. A wide range of practical activities are designed to improve physical skills, develop fitness and encourage lifelong participation.

Years 9 and 10 Electives

Year 9/10 Sport Science (9/10 SP)

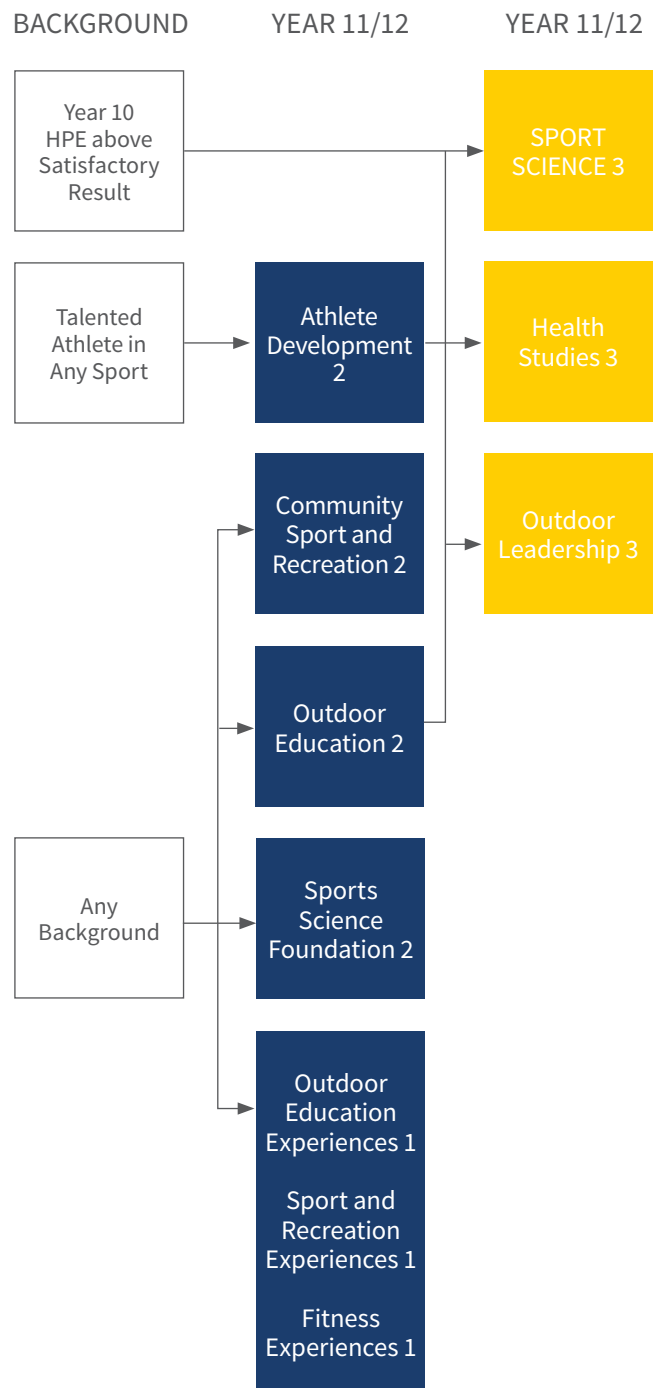
This course provides students with the opportunity to develop an understanding of the basic structure and function of the human body plus the importance of physical fitness and nutrition in sports performance. Units in this course include: Body Systems, Physical Fitness, Nutrition, Energy Systems, Performance Analysis and Use of Technology in Sport.

This elective is offered to both Year 9 and 10 students and runs as a two-year alternating program. Students may choose to complete one or two years of the program as each year is different.

Sport Science has a heavy theoretical focus designed to allow students the opportunity to develop skills, knowledge and understanding of issues related to human movement and sporting performance. Units include:

- Body Systems
- Fitness
- Exercise Physiology
- Skill Acquisition
- Sports Psychology
- Technology in Sport
- Biomechanics

Health and Physical Education





Athlete Development (9/10 AD)

This elective is offered to both Year 9 and 10 students and runs as a two-year alternating program. Students may choose to complete one or two years of the program as each year is different.

This course allows students to fully commit to completing a personalised competition preparation program designed for their preferred sport and personal circumstances. Athlete Development requires a high level of motivation and is based around individual need and ability.

When selecting this course the following requirements must be satisfied.

- Students are completing in a recognised sporting competition in the year they undertake the course.
- Students selecting this course may be required to attend a suitability interview with the Head of Department, Health and Physical Education.
- Students may not select Sport Science as an elective in the same year due to similar course content.
- Students enrolling in this course will be required to pay a supplementary levy of \$100 to subsidise the activities.

Year 9/10 Outdoor and Environmental Studies (9/10 OE)

This elective is offered to both Year 9 and 10 students and runs as a two-year alternating program. Students may choose to complete one or two years of the program as each year is different. Students completing their second year will be offered additional opportunities to extend their existing skills and demonstrate leadership. Completion of one or two years of this program will prepare students well for Outdoor Education and Outdoor Leadership subjects in Year 11 and 12, however, it is not a prerequisite of either.

Outdoor and Environmental Studies encompasses learning about self, others and the environment through a variety of theoretical, practical and experiential learning activities.

Outdoor and Environmental Studies provides a context for students to develop self-reliance, interdependence and leadership in outdoor and natural environments, and to understand and explore human-nature relationships in theory and through self-reflection.

Students are engaged in outdoor and adventurous activities that promote the development of an adventurous spirit with an emphasis on managing personal risks, conducting safe journeys in nature, and the value of life-long outdoor recreation for enjoyment, health and well-being, and understanding nature.

A reflective Journal is a central component of the course and provides the opportunity for students to explore their sense of self, their motivation and their reactions towards experiences and environments. The reflective journal is crucial in consolidating the link between the theoretical and practical elements of study.

Aspects of this course are inherently physically challenging and include exposure to the elements through various activities which may include kayaking, white water rafting, bushwalking, climbing and other outdoor pursuits. Further to this, some basic outdoor clothing will be required by students, including warm insulating layers such as thermal and fleece garments, a waterproof coat with hood and sturdy and durable footwear.

Students enrolling in this course will be required to pay a supplementary levy of \$400 to subsidise the activities and training. This levy is dependent on student numbers and will be finalised in December, 2019. Applications to enrol in this course may need to be submitted in writing on the pro-forma provided and students may be required to attend an interview to assess their suitability for this course. This interview will take into account the student's participation in College Activities in previous years.

Humanities and Social Sciences

The study of Humanities and Social Sciences consists of both a historical and contemporary focus. Issues and events from the past are examined whilst challenges for the future are considered. These subjects provide an understanding of the world in which we live, and how people can participate as active and informed citizens with skills needed for the twenty-first century.

A number of electives in Years 9 and 10 allow students to pursue further study of Humanities:

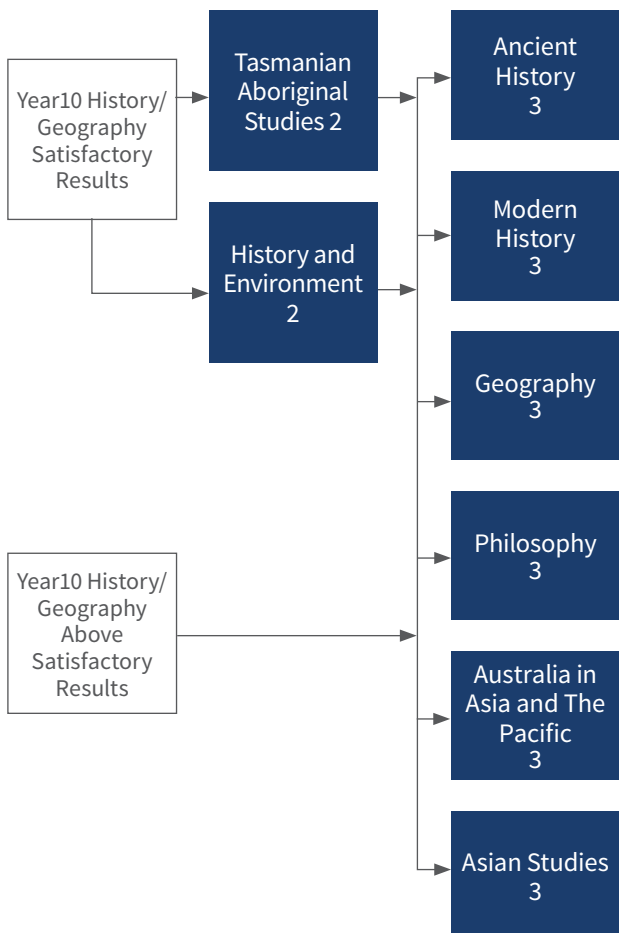
Years 9 and 10 Electives

An Introduction to Sociology and Psychology (Year 10) (10 ISP)

Would you like to know why people or groups think or act in a certain way? An Introduction to Sociology and Psychology may provide you with some answers. This subject serves an introduction to both sociology and psychology and is only available to students in Year 10. It is anticipated Sociology is studied during Semester One and Psychology during Semester Two.

Humanities subjects

BACKGROUND



The aim of this course is to give you an understanding of the different theories, methods and language used in both sociology and psychology. You will have the opportunity to engage in data collection and analysis, report writing, research investigations and case studies.

An Introduction to Sociology and Psychology provides a pathway for those students wishing to study the behavioural sciences at college and university. It also provides a pathway for those who wish to undertake vocational courses in areas such as aged care and child care.

Sociology

Sociology is the study of society and how well we interact together. It includes studying the social interactions between different groups, societies and cultures. Some of the questions sociologists try to answer include:

- How do societies control love and marriage?
- Does Facebook cause loneliness?
- What types of crimes are women more likely to commit?
- What is deviant behaviour?
- Is there a relationship between social class and education?
- Why do we watch reality TV?
- How involved are Australian men in the tasks of child care and housework?

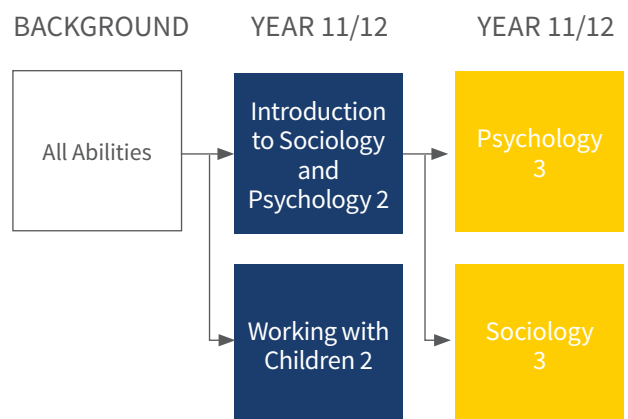
Possible units of study include: race and ethnicity, the impact of social media, class conflict and inequalities, crime and deviance, gender, the changing role of families, youth cultures, social movements and religion and cults.

Psychology

Psychology is the scientific study of the mind and behaviour. It is about how humans behave, think and feel. Students who study psychology gain a deeper understanding of themselves and other people.

Possible units of study include: research methods, how the brain functions, sleep and sleep deprivation, memory and learning, intelligence and personality.

Sociology and Psychology



Humanities and Social Sciences

Child Studies (9/10 CS)

From 2020, this course will be available to both Year 9 and 10 students.

The aim of Child Studies is for students to become knowledgeable in child development from preconception through to and including the early years. Students will develop the skills needed to positively influence the development and wellbeing of children.

A wide range of theoretical topics will be covered during this course, including: conception and pregnancy; birth and the newborn; raising toddlers; child health, safety and well-being; families and parenting; socialisation of the child and the role of play. Students will also examine contemporary issues such as gender stereotyping, the media and the use of technology and the changing role of families. In addition, students will investigate maternal and child health issues in the developing world.

Child Studies students will be expected to actively participate in practical work and they will have the opportunity to assist with the infant classes.

Child Studies has a realistic infant simulator allowing students to experience the reality of caring for a newborn.

Legal Studies and Business (9/10 LS)

Students study both Legal Studies and Business and is available at both Years 9 and 10. A number of contemporary issues, events and cases studies are studied. Students learn about the way the Australian legal system works and discuss the Australia's court system, including its role in applying and interpreting Australian law. It is envisaged that students will have the opportunity to visit the Hobart Magistrates Court. Possible topics to be studied:

- Criminal and civil law,
- Family law,
- Human Rights and Technology and the law.

Students will also focus on the way people in business organise, manage and facilitate the production of goods and services in the Australian economic system. They will discuss the decisions that governments and businesses make, and how these impact on us.

Students will learn to appreciate the role and nature of business. Possible topics to be studied: Types of Businesses, Starting a Small Business, Marketing and Business Structure.

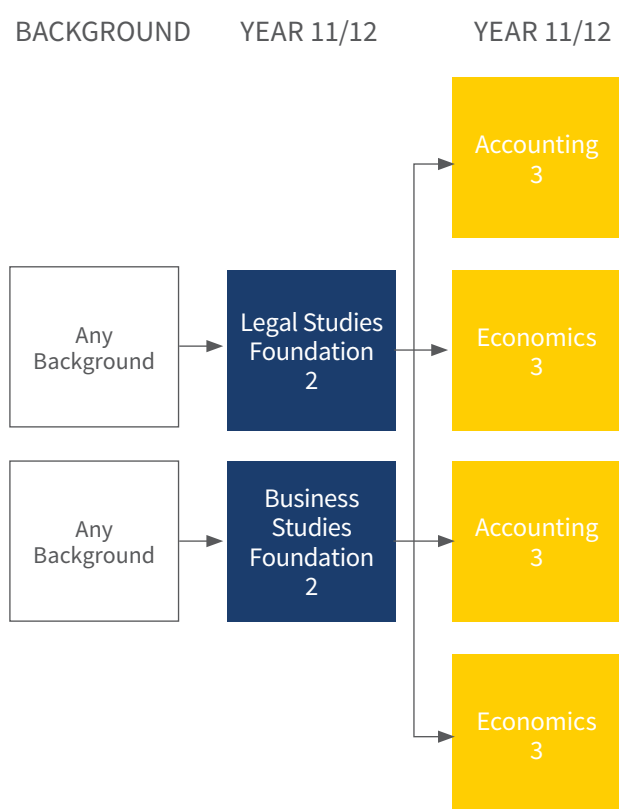
Global Worlds (9/10 GLB)

This subject, designed for both Years 9 and 10, will provide students with an understanding of past and contemporary global events and issues. Students will discover how global events have and will continue to shape the world in which they live. As their global awareness develops, they will be able appreciate the ever-changing nature of the world, empathise with the experiences and circumstances of other people, form opinions, and develop as global citizens.

The course will be divided into two core units of study. Unit one will examine events and issues from a contemporary historical perspective and the second unit, from a geographical perspective.

- The nature of the Cold War and emergence of superpowers
- The struggle for peace in the Middle East
- Challenges to Peace and Security
- How migration transformed Australia since 1945
- Global food production and security
- The impact information and communication technologies are used to connect people to services, information and other places
- The global growth of tourism and effects on the future of places

Legal Studies and Business



Languages other than English (LOTE)

Chinese Mandarin (9/10 CM)

As Australia's economic, cultural and educational engagement with Asia continues to grow, Chinese is increasingly being recognised as a significant language for young Australians to learn. With Chinese speakers in almost every country of the world, and an especially strong community in Australia, the opportunity to study Chinese provides valuable future employment and cultural possibilities.

The Year 9 and 10 Course extends the knowledge and skills developed in Years 7 and 8 Chinese. The focus of the Year 9 and 10 programs is to enhance students' personal communication skills, by exploring and extending their understanding of contexts and audiences, analysing how messages are conveyed across languages and applying skills in mediating between languages and cultures. Confidence in speaking, listening, reading and writing will be fostered, as students explore issues of personal relevance such as home and school life, food, travel and future occupations and ambitions.

Learning Chinese is an immersive and hands-on experience. Students will have opportunities to enjoy Chinese food, understand Chinese popular culture through music and film, create their own films and magazine articles and participate in traditional Chinese cultural activities. Students will have opportunities to use Chinese to interact with people in both local and global settings. Where possible, students will also have the opportunity to travel to China and interact with Chinese school students.

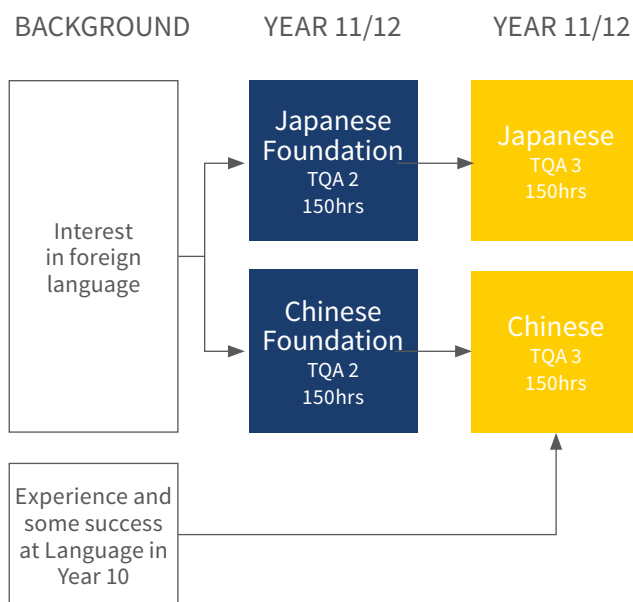
Japanese (9/10 JP)

The courses in Years 9 and 10 build on the skills and knowledge developed in Years 7 and 8. Students will use both adapted and authentic spoken and written texts to obtain and give information in the areas of listening, speaking, reading and writing. Topics and themes such as self and family, directions and travel, daily life and future aspirations provide platforms to develop these skills.

Continued attention is given to developing global perspectives and to facilitating effective intercultural communication skills. By making comparisons to the students' own language, developing analytical and critical literacy skills is emphasised. Developing effective learning skills that enable students to take responsibility for their own learning is also encouraged.

Students will also undertake hands-on learning activities such as playing well-known card and board games in the target language, creating picture books, designing travel itineraries, film-making and the opportunity for cultural exchange in Hobart or Japan (optional).

This course also provides a pathway to Japanese in Years 11 and 12.



Project Based Learning

Project Based Learning (9/10 PBL)

Project Based Learning has been designed to provide students the opportunity to undertake research and/or supported projects that allow them to solve problems, communicate ideas, manage their workload and learning in a personalised and meaningful context. This subject provides students with the ability to explore their learning in an area of personal interest. This subject will be available at both Years 9 and 10.

Working closely with their Learning Mentor, students will be supported in their personal and academic growth by the development of authentic and meaningful connections with experts, both school-based and within the wider community. Students will develop key skills and dispositions of a self-directed, self-managing learner. Such skills will include: planning and organising; inquiry, problem solving and decision making; making connections, synthesising, applying and transferring knowledge and skills; creative, critical and reflective thinking; communicating and collaborating with others.



Science and Mathematics



Science

We live in a society in which scientific knowledge is increasing at a very rapid rate. In Science syllabuses, an understanding of the impact of science on our lives now and in the future is fostered by studying topics related to work, the environment and daily life.

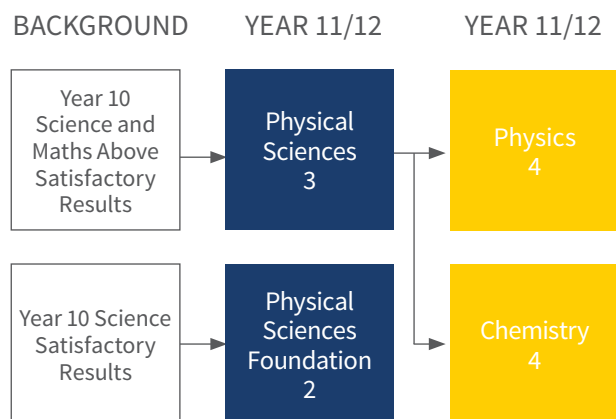
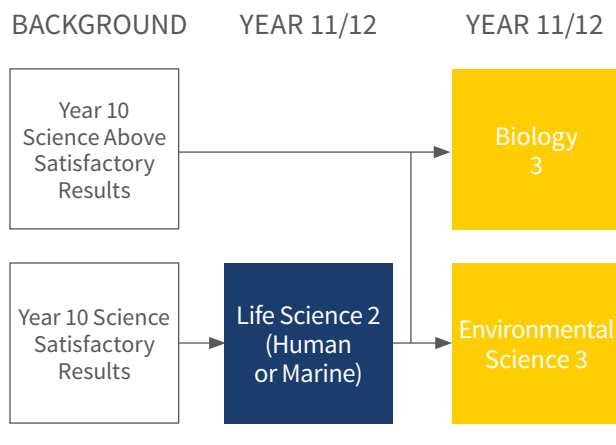
Topics in each of the four major disciplines of Biology (Life and Living), Physics (Energy and Change), Chemistry (Natural and Processed Materials), and Geology (Earth and Beyond) enable students to gain practical skills and knowledge in Science.

Mathematics

As a result of learning Mathematics in school, all students should:

- realise that Mathematics is relevant to them personally and to their community
- gain pleasure from Mathematics and appreciate its fascination and power
- realise that Mathematics is an activity requiring the observation, representation and application of patterns
- acquire the mathematical knowledge, ways of thinking and confidence to use Mathematics to:
 - conduct everyday affairs such as monetary exchanges, planning and organising events and measuring
 - make individual and collaborative decisions at the personal, civic and vocational levels
 - engage in mathematical study needed for further education and employment
- develop skills in presenting and interpreting mathematical arguments

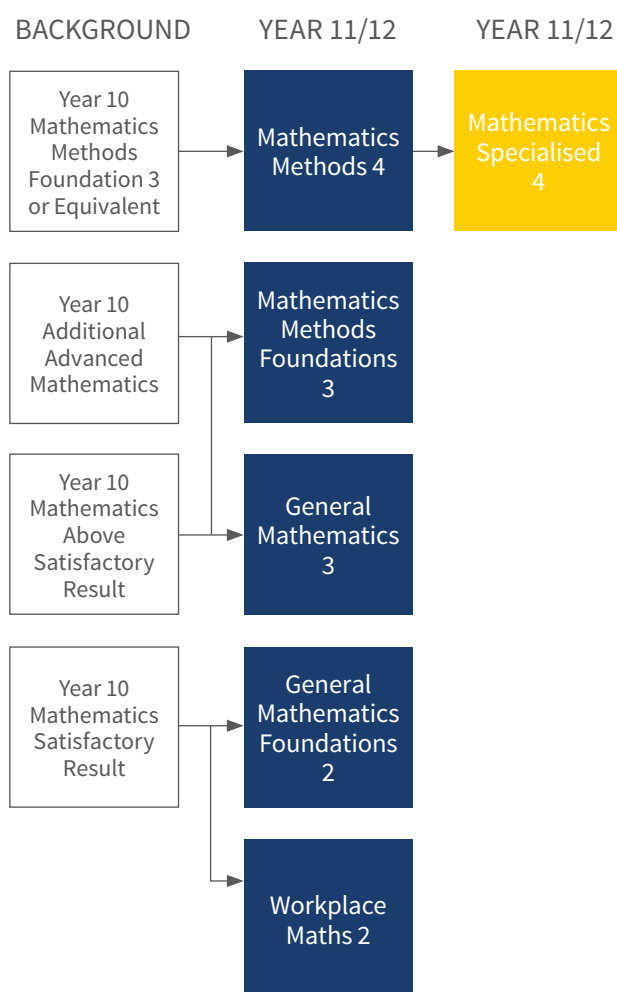
Science



Mathematics

- possess sufficient command of mathematical expressions, representation and technology to:
 - interpret information in which Mathematics is used
 - continue to learn Mathematics independently and collaboratively
 - communicate mathematically to a range of audiences
- appreciate:
 - that Mathematics is a dynamic field with its roots in many cultures
 - its relationship to social and technological change.

Mathematics



Years 9 and 10 Electives

STEM (9/10 STM)

This subject lets you explore Science, Technology, Engineering and Maths topics that are not components of the existing science and maths curriculum, in ways that are hands-on, creative and unusual.

Offered to both Year 9 and 10 students, this course offers a year A and year B syllabus. Two units per STEM area are covered each year. Year A (2020) is:

Science:

- Forensics: learn how to collect crime scene evidence using scientific techniques; investigate the work of a forensic scientist and how the police use this evidence to solve crimes.
- Investigation: open inquiry unit, allowing students to follow their area of scientific interest. Students will prepare the investigations for entry into the Science Investigation Awards (UTAS) and the Science Talent Search (STAT)

Technology:

- Art of Scribbles: using ArtBots, work together to create an art installation
- Working with Wood: following the Design Cycle, create your own wooden wonder

Engineering:

- Bridge Design: investigate different bridge designs, and test and create your own
- Renewable Energies: through hand-on experimentation and design creation investigate hydrogen, solar and wind power, and how it is harnessed

Mathematics:

- What is Beauty: investigate the mathematics of the Golden Ratio and the mathematical idea of beauty
- The Power of 1: explore the history of the different number systems, and the birth of our number system.

Year 10 Elective

Year 10 Mathematics Methods (Year 10) (10 MM)

This course is an extension Mathematics course offered to any Year 10 student who has achieved a high standard of assessment in Year 9 Mathematics. This syllabus focuses on developing knowledge and skills in the areas of function and equation study, calculus, probability and algebraic processes.

This is a course for students with a great interest in Mathematics, who wish to continue with pre-tertiary and tertiary study of Mathematics. If a student intends to study Mathematics Methods TQA 3 or TQA 4 in Year 11 and Mathematics Specialised TQA 4 in Year 12, she needs to study Mathematics Methods concurrently with the Mathematics 10A syllabus during Year 10.

Technologies

Years 9 and 10 Electives

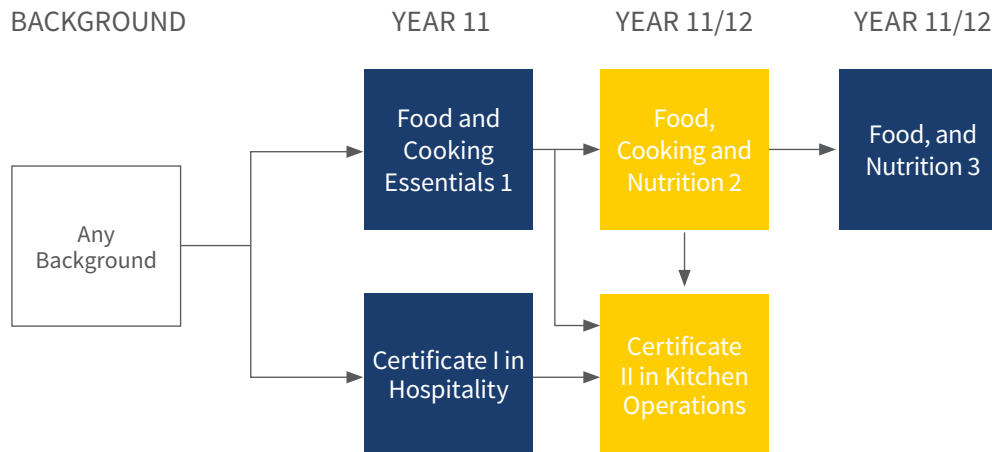
Food Studies (9/10 DTF)

The Year 9 and 10 Food Studies course provides students with a wide range of practical problem solving experiences, in order to develop further skills, techniques and processes, when working in the area of food. There is a strong focus on nutrition throughout the course, particularly the link between food, health and well-being. Students will be encouraged to think creatively, show initiative and apply problem solving skills to a number of design challenges. There are many opportunities to be creative, as students learn through “hands

on” experiences. A few examples of the Units covered in Year 9 and 10 Food Studies include; Food for Health, Around the World with Food, Food For Pleasure or Profit, Breads and Pastries, selections from the Café Menu and Fun with Cakes. Throughout the course, students also develop their knowledge of food and nutrition in the wider community and explore consumer issues and career opportunities related to the Hospitality Industry. This Course is suited to students who enjoy working with and learning about food and nutrition, as well as students who wish to learn more about improving their own personal health and well-being, both now and into the future.

Food Studies

BACKGROUND



There is a strong focus on nutrition throughout the course, particularly the link between food, health and well-being. There are many opportunities to be creative, as students learn through “hands on” experiences.

Technologies

Materials, Design, Technology (9/10 MDT)

This course builds upon the practical skills and knowledge gained in Design and Technology in Year 7 and 8. Students will develop their creative and critical thinking skills through a range of practical projects and focus study areas such as; design, fashion illustration, Australian and international designers, textile art, e-textiles, computer aided design (CAD), sustainability and properties and performance of textiles and materials. A range of current issues within the Textile Industry will be investigated, including the impact of fast-fashion on the environment and ethical and unethical production practices.

Students will use the design process to creatively respond to design briefs to construct items such as clothing, accessories and textile art. They will gain knowledge of the elements and principles of design and learn how to apply these to their projects. Students will also be given the opportunity to enter Wool4School, an annual nationwide design competition run by The Woolmark Company.

This course also provides a pathway to further study in Year 11 and 12.

Digital Technologies (9/10 DT)

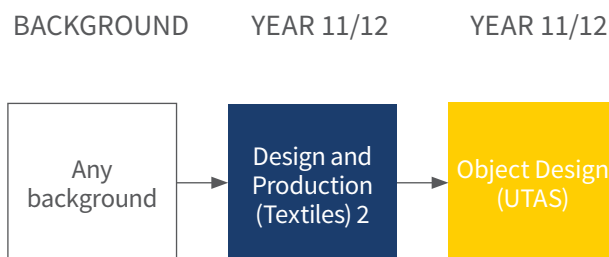
This year students have been designing and implementing incidental lighting for the Drama Production (“The Dream”) as well as learning skills such as the use of logic gates and programming in their own projects.

In Digital Technologies students use computational thinking and processes, techniques and digital systems to create solutions to address specific problems, opportunities or needs in a project based environment. Digital Technologies aims to develop creative and innovative problem solving. Students analyse problems, design and create digital solutions and evaluate their outcomes. Students engage in both contemporary and emerging technologies throughout their courses.

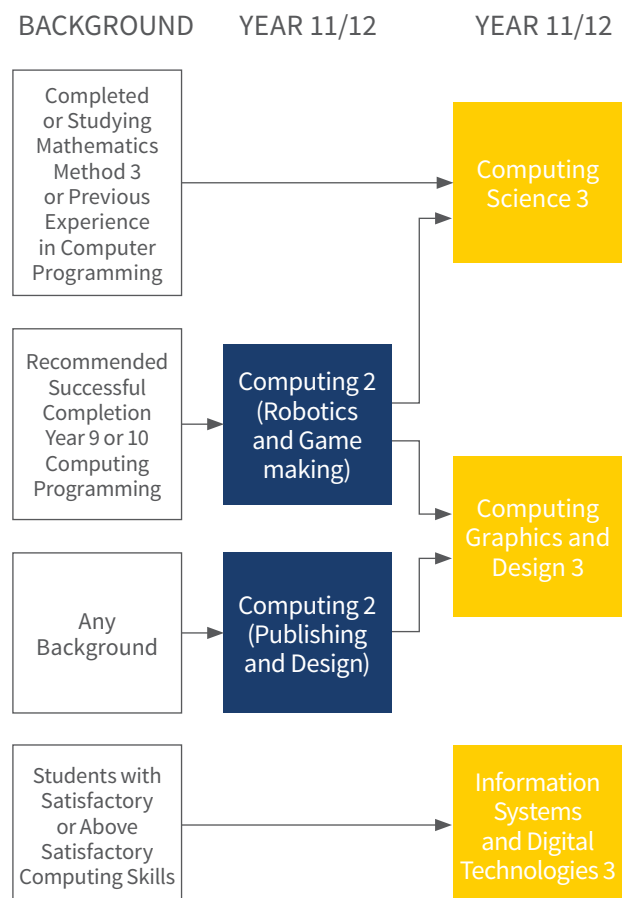
In this option students have the opportunity to:

- work independently and collaboratively to produce innovative solutions to solve real world challenges
- define and decompose real-world problems, taking into account requirements and evaluating alternative designs against set criteria.
- develop knowledge and understanding of current and emerging digital systems.
- use computational thinking to solve problems using in part the Arduino platform and IoT devices.

Materials Design and Technology Pathway



Digital Technologies



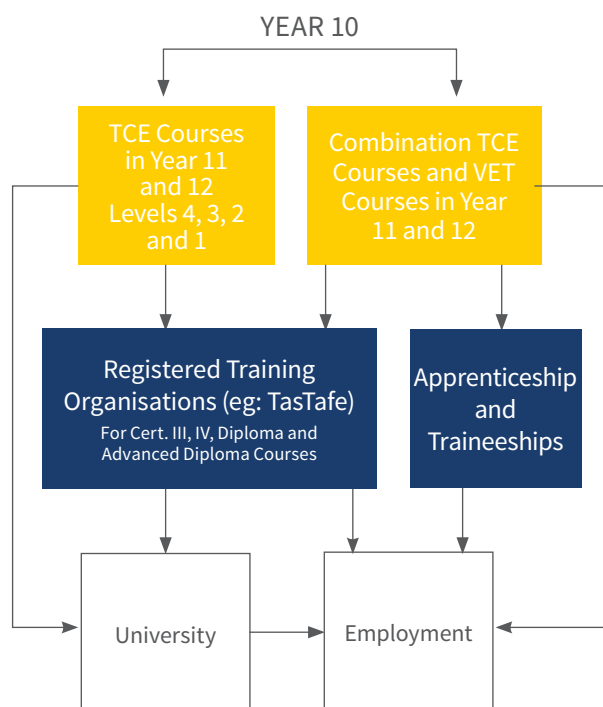
Vocational Education and Training (VET)

Mount Carmel College is part of the Southern Tasmanian Catholic College Trade Training Centre. Guilford Young College (GYC) is the Registered Training Organisation (RTO) – Provider No: 1129, and issues all statements and certificates for students enrolled in VET courses.

Guilford Young College has a strong Vocational Education and Training (VET) program. The popularity of VET continues to grow and a large number of our students have made the transition from VET programs to further training or employment following their VET experience. VET courses are open to students in Years 10.

Please note that VET Hospitality is taught at Mount Carmel and the other courses will be taught at GYC (offsite). Students enrolling in these courses will be required to pay a supplementary levy of \$200 to subsidise the associated additional transport costs.

Vocational Education and Training (VET)



Year 10 Electives

Introduction to Hospitality

Mount Carmel College students can enrol in the following units of competency. These units provide an excellent introduction to vocational training for the hospitality industry. They will also contribute to SIT10216 Certificate I in Hospitality if students choose to enrol in the full qualification either at Guilford Young College or any other Registered Training Organisation in the future.

- SITXFSA001 – Use hygienic practices for food safety
- SITXWHS001 – Participate in safe work practices
- SITHCCC003– Prepare and present sandwiches
- SITHCCC002 – Prepare and present simple dishes

There is a mixture of theory and practical classes covering:

- Safety
- Teamwork
- Food preparation
- Food hygiene
- Cleaning
- Working safely

Students who select this option will be required to complete a short expression of interest to enrol in this course. The form will be available at the College Office. A supplementary levy of approximately \$50 will be required for this course.

Students will utilise our commercial kitchen bay. Students will also visit industry kitchen premises such as restaurants, hotels, cafeterias, canteens and other catering operations.

Students will develop skills in:

- Cleaning, kitchen and storage areas
- Personal hygiene
- Kitchen hygiene
- Food safety
- Logical and time efficient work flow
- Safe work practices according to WHS principles and procedure
- Attractive arrangement of food

Vocational Education and Training (VET)

Introduction to Construction

Mount Carmel College students can enrol in the following units of competency. These units provide an excellent introduction to vocational training for the construction industry. They will also contribute to CPC10111 Certificate I in Construction if students choose to enrol in the full qualification either at Guilford Young College or any other Registered Training Organisation in the future.

- CPCWHS2001 – Apply WHS requirements, policies and procedures in the construction industry
- CPCWHS1001 – Prepare to work safely in the construction industry
- CPCCVE1011A – Undertake a basic construction project

This course is designed for students wishing to train for or gain employment in one of the building trades. This is a very popular program and industry employers are seeking motivated students with sound literacy, numeracy and technical skills. The course includes using a variety of tools for the job and reading, calculating and measuring for construction plans or projects.

Students will develop skills in:

- communication skills
- safe use of hand and power tools
- how to read plans
- measuring skills
- how to work in a team environment

Pathways:

- towards careers in the building trades such as carpentry, joinery, plumbing, electrical, plastering, glazing, painting and decorating.

Introduction to Metal Trades

Mount Carmel College students can enrol in the following units of competency. These units provide an excellent introduction to vocational training for the metal trades. They will also contribute to MEM20413 Certificate II in Engineering Pathways if students choose to enrol in the full qualification either at Guilford Young College or any other Registered Training Organisation in the future.

- MEM13014A - Apply principles of OH&S in the work environment
- MEM18001C - Use hand tools
- MEMPE002A - Use electric welding machines

Students have the opportunity to develop skills in welding, using machines for metal folding, making a project and working in engineering workshops.

Students will develop skills in:

- written and graphic communications
- reading and interpreting drawings
- problem solving
- hand and power tools
- welding
- workshop safety
- team work

Pathways:

- towards careers in metal fabrication, machining, welding, jewellery design and manufacturing and plumbing.

It is anticipated that students would travel to either the GYC Hobart or Glenorchy campus once a week. Any student wishing to enrol in one or both of these subjects must first have a discussion with Mrs Kim Schade, Director of Teaching and Learning.



Guilford Young College (GYC) is the Registered Training Provider (RTO) – Provider No: 1129



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