



Mount Carmel College



Curriculum Handbook 2019

We nurture. We challenge. We care.

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

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



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Pastoral Care



Pastoral Care at Mount Carmel College involves catering for the physical, intellectual, spiritual and social wellbeing of each student.

It is a responsibility shared between the College, our staff, students and families. It is about building relationships, creating a sense of community and facilitating an environment where our students feel a sense of belonging. Pastoral Care is embedded in every facet of College life and is an integral component of all educational activities.

In nurturing women of the future, we prepare them to thrive in an ever-changing world.

The College's pastoral initiatives such as year-based CLAN groups, a Pastoral Care program, Wellbeing lessons and a Big Sister Program help to develop an inclusive learning environment that focuses on connectedness and wellbeing. Students are encouraged to develop habits of mind that promote personal learning and thinking strategies. The explicit teaching of such study habits and learning strategies provides a framework for the girls to become resilient and independent learners.

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.

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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.



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 & 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, reading 'K. Schade'.

Mrs Kim Schade

Director of Teaching and Learning

Learning, Teaching and Assessment

Context and Rationale

Implicit in our Vision Statement and Strategic Plan is our understanding of, and commitment to, the development of each student. Learning, teaching and assessment at Mount Carmel College is designed to challenge each student, in a supportive environment, to reach his or her full potential. Central to learning, teaching and assessment is our faith in the Catholic Tradition. Learning, teaching and assessment occur within the context of the Gospel values, specifically, justice and compassion.

Learning, teaching and assessment at Mount Carmel College provide students with the opportunity to develop values, knowledge, skills and understanding, whilst at the same time, fostering a passion for life-long learning in an ever-changing world.



Principles

- 01 Maintaining the Catholic ethos is essential to the College, underpinning, permeating and informing all aspects of learning, teaching and assessment.
- 02 Parents/care-givers are recognised as partners and core contributors to the learning of students.
- 03 Students will have opportunities to develop their values, knowledge and skills so that they can make meaning of the world. In particular, literacy and numeracy skills are recognised as being fundamental.
- 04 Teaching will reflect an understanding of how students learn and will incorporate strategies which are both proven and innovative.
- 05 Students will have opportunities to experience success through meaningful engagement and rich learning tasks and will be encouraged to become independent and self-managing learners.
- 06 Assessment must be meaningful and authentic in order to inform learning and teaching. Assessment as learning, of learning and for learning are of equal value.
- 07 It is important to acknowledge that a student's health and well-being impact on her learning.
- 08 Learning, teaching and assessment practices aim to ensure justice, equity and support for all students.
- 09 Central to teaching and learning is the development of thinking skills. This is promoted by challenging students to be creative, critical and reflective.
- 10 An interdisciplinary approach to learning, based on natural and appropriate integration of topics, serves to engage students and motivate them to achieve deeper levels of understanding.
- 11 Appropriate information and communication technologies are embedded in all teaching, learning and assessment practices.

Mount Carmel College and the Australian Curriculum

We are committed to the informed and systematic implementation of the Australian Curriculum from Kindergarten to Year Ten.

The Australian Curriculum describes a learning entitlement for each Australian student that provides a foundation for successful, lifelong learning and participation in the Australian community. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future. While the traditional structure within discrete learning areas is retained, the Australian Curriculum gives explicit attention to seven general capabilities. These are:

- literacy
- numeracy
- information and communication technology
- ethical behaviour
- critical and creative thinking
- intercultural understanding
- personal and social competence.

Further, we are committed to the three cross-curriculum dimensions of the Australian Curriculum which are:

- indigenous history and culture
- a commitment to sustainable living
- Asia and Australia's engagement with Asia

These elements ensure that our students are able to learn across disciplines and build new expertise, as well as function effectively in the work places of the 21st Century. The implementation of the Australian Curriculum will have an impact on the English, Mathematics, Science and Technology, Languages Other Than English (LOTE), Health and Physical Education, Geography, The Arts and Humanities and Social Sciences programs in the College for 2019.

The Australian Curriculum sets out what all young people should be taught through the specification of curriculum content and the learning expected at points in their schooling through the specification of achievement standards.

Each learning area or subject includes:

- a statement of rationale and a set of aims
- an overview of how the learning area is organised
- Year level descriptions
- content descriptions (knowledge, understanding and skills) specifying what teachers are expected to teach
- content elaborations to provide additional clarity by way of illustrative examples only
- achievement standards that describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students at points in their schooling
- annotated student work samples that illustrate the achievement standard at each Year level, as the Australian Curriculum is implemented, the available work samples will be enhanced in both volume and range of forms
- a glossary to support consistent understanding of terms used.

The Australian Curriculum is published on line. This provides maximum flexibility in how the curriculum can be accessed and organised. For example, the curriculum may be viewed by learning area, by multiple Year levels, or by Year level across learning areas, and may be downloaded and printed in those views.

For more information see:

www.australiancurriculum.edu.au/Curriculum/Overview

Assessment and Reporting at Mount Carmel

Assessment

In 2019 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:

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

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 & 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 2019 Year 9 and 10 elective subjects are:

- Project Based Learning
- Supported Project Based Learning
- Art, Craft and Design
- Dance
- Drama
- Music
- Creative Writing and Media Studies
- Sport Science
- Athlete Development
- Outdoor and Environmental Studies
- Geography
- Introduction to Sociology and Psychology (Year 10)
- Child Studies (Year 9)
- Legal Studies and Business
- Chinese Mandarin
- Japanese
- Mathematics Methods (Year 10)
- Food Studies
- Fashion and Design
- Digital Design
- Vocational Education & Training (Year 10)

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 2019.

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

Project Based Learning

Project Based Learning (9 PBL & 10 PBL)

Project Based Learning has been designed to provide students with 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.

Supported Project Based Learning (9 PBLS & 10 PBLS)

Students undertaking this subject will engage in rich tasks that focus upon collaboration and developing skills and capabilities for their future. This subject will develop skills and experience in effective communication, problem solving, time management and working with others.

Supported Project Based Learning focuses especially on meeting the needs of individual students in both their learning plans and their social and emotional development.



The Arts

Art, Craft & 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 & 10 Electives

Art Craft & Design (9 AC & 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

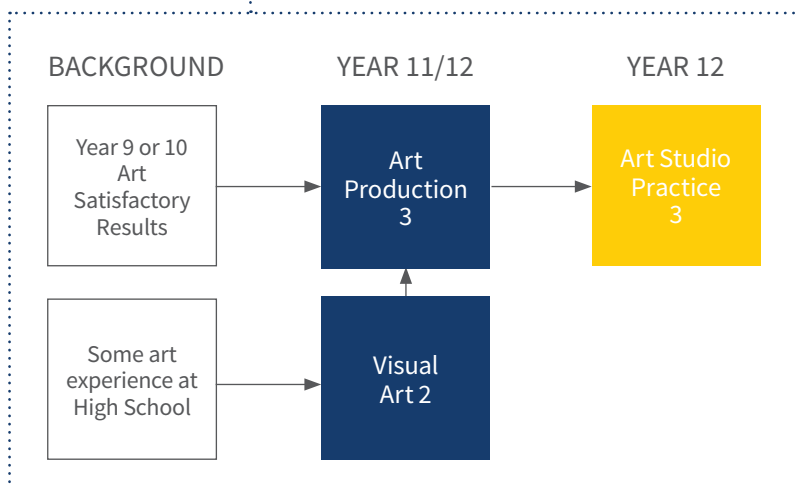


awareness of self, strength in problem-solving, resilience and a greater awareness of the value of diversity through producing art works which express their personal style, thoughts and feelings.

Years 9 & 10 elective, Art Craft & Design (9 AC & 10 AC) builds on Years 7 and 8 knowledge and skills. Art, Craft & 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.



Dance

Dance 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.

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 (9DA & 10DA)

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.

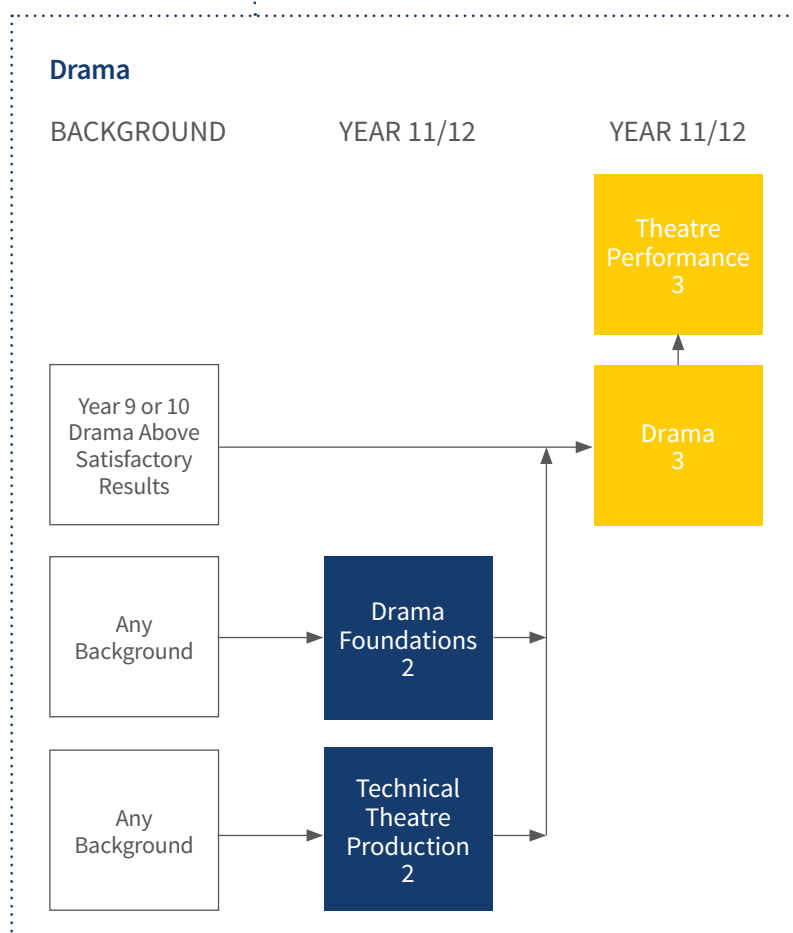
Drama

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 DR & 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.



Music

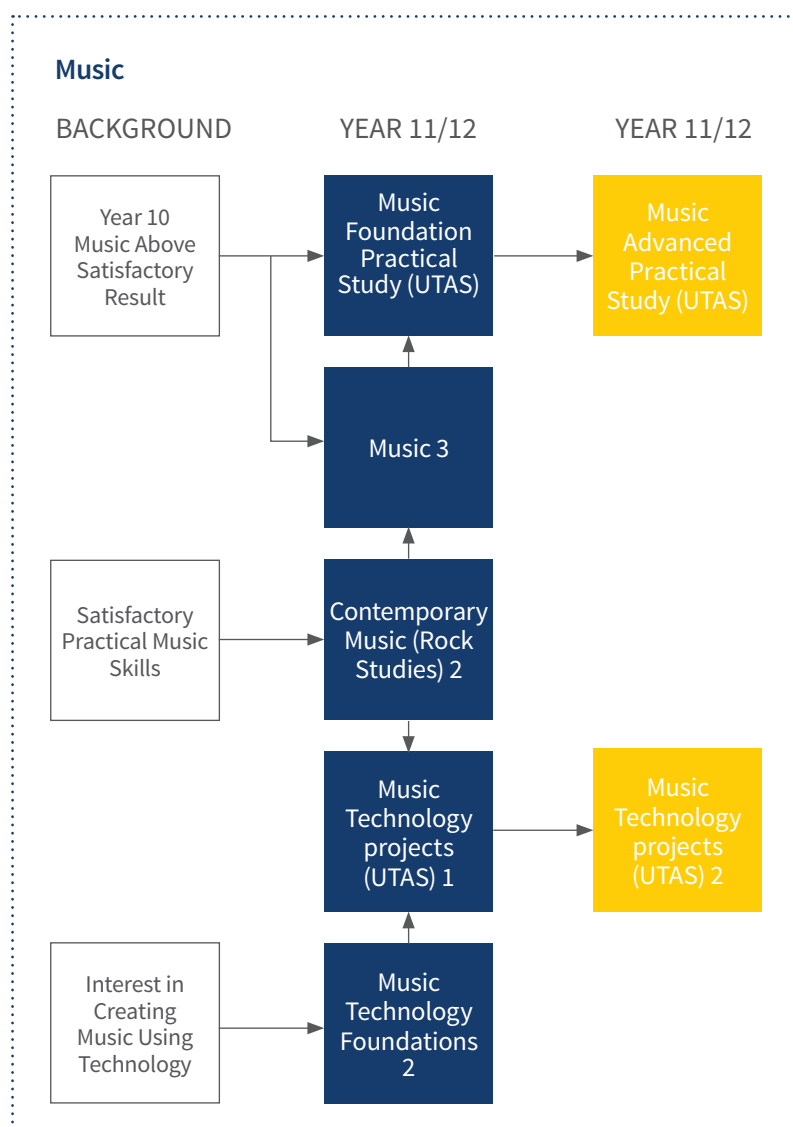
The study of Music uniquely contributes to students' emotional, physical, social and cognitive growth. Making music can take many forms. It can be an exercise in finding and expressing a personal voice; or it can be a relationship-building, collaborative experience. Participating in the Music Program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

Music (9 MS & 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.

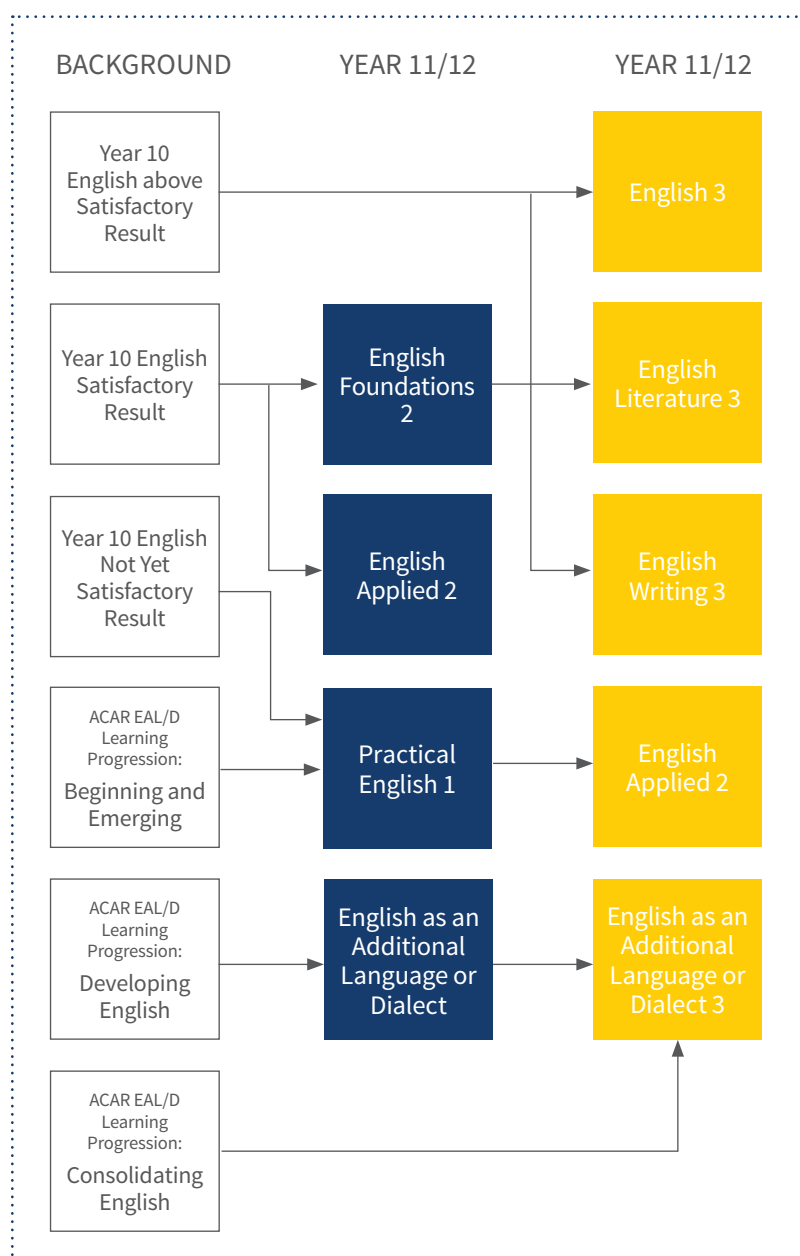


English

English programs at Mount Carmel College aim to promote the development of students as effective and confident thinkers and communicators. 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.

Students are provided with many opportunities to understand, appreciate, respond to, analyse and create a variety of literary texts and will develop their ability to confidently manipulate language using accepted conventions to develop and express ideas.

Students engage with a range of classic and contemporary texts from a variety of historical and geographic contexts to understand, use and critically evaluate non-verbal, spoken, visual and print communication practices. They have opportunities to work cooperatively and collaboratively with others in a variety of situations and are encouraged to exercise initiative and independence.



Creative Writing and Media Studies (9 CWM & 10 CWM)

This course consists of two key modules; Creative Writing and the study of media and journalism.

Creative Writing

The Creative Writing program draws its inspiration from English Writing (TQA 3) and has a strong focus on the composition and crafting of imaginative texts. Imaginative texts are recognised for their form, style and artistic or aesthetic value. In this elective, students will experiment with compositional styles while reflecting on how other writers compose, craft and revise their texts.

Using a wide range of sources as stimuli and models for writing, students will imagine the past, present, future and the fantastic, and devise texts that are shaped by their purpose and the audiences for whom they are intended.

Students will also read like a writer, reflecting on the contexts in which texts are created and received. Working as a community of writers, students will evaluate and respond to others’ texts to enrich their understanding of the capacity of language and language structures to communicate ideas. By the end of the course, students will have created sustained, fluent, well-structured, imaginative written texts in a range of forms, demonstrating control in the use of language structures and stylistic features. Students will develop time management and proofing skills, and will effectively use strategies for planning, editing, refining and proofreading to ensure accuracy of spelling, vocabulary, punctuation, grammar and syntax.

Creative Writing is a course for students who enjoy creative writing and using their imagination. It best suits students who have strong literacy skills and who can work independently to meet set goals and submission dates.

Topics studied include poetry, short shorties, author studies and novellas.

Media Studies

This component of the course looks at the construction of the media and the way it shapes the world. Students will study journalism and types of media including print and digital platforms. They will develop critical literacy skills and learn about persuasive techniques and 'fake news'. Students will also have the opportunity to apply their learning through practical experiences such as the production of a newspaper and a mini film / television show.

Creative Writing and Media Studies Years A & B

Year A:

Unit 1. General Skills

Unit 2. Author Study

Unit 3. Poetry

Unit 4. Novella

Unit 5. Minor Writing project

Year B

Unit 1. General Skills

Unit 2. Short stories

Unit 3. Minor writing project

Unit 4. Journalistic Writing

Unit 5. Script Writing



Health and Physical Education

Health & Physical Education

Health and Physical Education (HPE) aims to help students to make healthy lifestyle choices. HPE allows students to be aware of all aspects of health - physical, social, mental, emotional, cultural and spiritual dimensions.

A wide range of practical activities is designed to improve physical skills and fitness. HPE aims to give students the knowledge and confidence to make healthy decisions concerning their lifestyle and wellbeing.

Years 9 & 10 Electives

Year 9/10 Sport Science (Exercise Physiology) (9 SP & 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.

Athlete Development (9 AD & 10 AD)

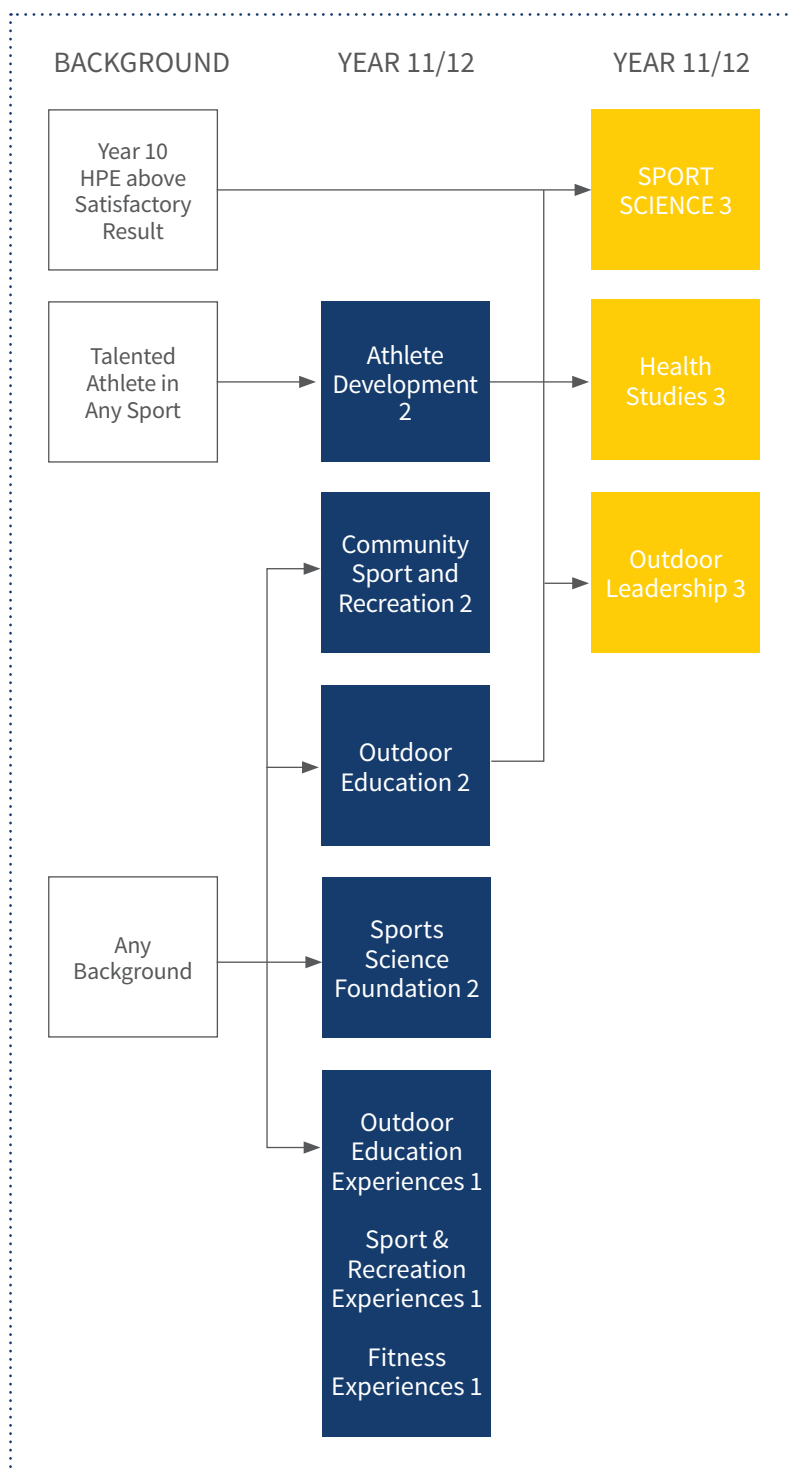
This course provides students with the opportunity to learn about the factors that affect sporting performance and will work to improve all components of fitness through a variety of training methods.

Students who choose Athlete Development need to be highly motivated and committed to improving their own individual sporting performance.

When selecting this course keep in mind these additional requirements:

- Students must play 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 & 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 \$150 to subsidise the activities.





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.

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

This elective is offered to both Year 9 & 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 as well as offering many opportunities for the development of self-confidence, resilience and life skills.

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, 2018. Applications to enrol in this course 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

History

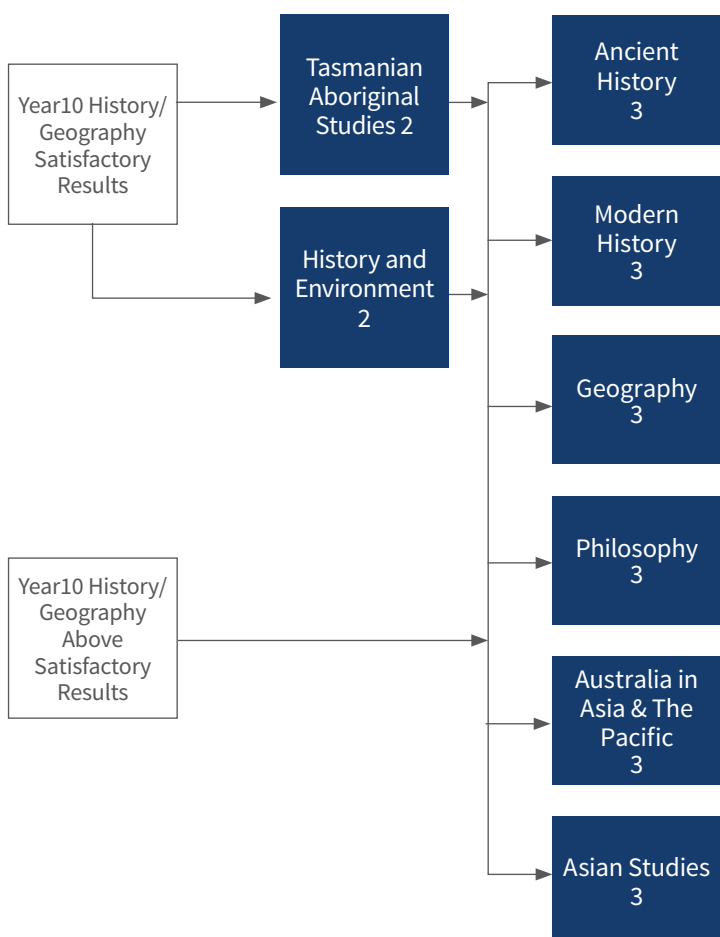
Not only is History a study of what happened to people and places in the past, but it also helps us to understand the present and in some cases, informs the future. Through a comprehensive and diverse approach using inquiry techniques, History broadens students' understanding of their place in the world and also their local community. History is an evidence-based subject and students learn the importance of using primary sources as evidence in developing interpretations of the past.

Mount Carmel College has adopted the Australian Curriculum: History. The Australian Curriculum: History is made up of two interrelated strands: Historical Knowledge and Understanding and Historical Skills. These two strands allow students to both develop historical knowledge as well as develop skills in the methodology of historical inquiry.

Students are encouraged to think critically and imaginatively as well as developing skills in acquiring, recording, interpreting and conveying information. History encompasses a broad range of topics combining elements within a central focus of social, political and cultural education. There is an emphasis on developing skills of investigation, collaboration and communication. Students deal with real and significant issues and are actively involved in solving problems and making decisions and choices.

In 2019, within each year level in Years 7-10, teaching and learning reflects the overview and depth of studies for each year level as described by the Australian History Curriculum. This allows students to both develop historical knowledge as well as developing skills in the methodology of historical inquiry. Student learning ranges from Pre and Ancient History, the development of the modern world and Australia's relationship with the modern world.

BACKGROUND



Geography

Geography is unusual amongst subjects in that it straddles both the sciences and the humanities. It aims to stimulate curiosity and wonder about the natural world and mankind's place within it. Central to these aims is fieldwork which enables students to respond to geographical questions by collecting, interpreting and presenting data in a range of formats. Aspects of ICT such as Google Earth and GPS are crucial to this inquiry process

The Australian Curriculum: Geography consists of two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills. These two strands allow students to both develop geographical knowledge and understanding, as well as develop skills in the methodology of geographical inquiry.

The curriculum consists of seven geographical concepts. These are:

- Place
- Space
- Environment
- Interconnection
- Sustainability
- Scale
- Change

Years 9 & 10 Electives

Geography (9 GEO & 10 GEO)

In 2019 Geography will be offered as an elective subject for students in Years 9 and 10. Students would study both environmental geography and human geography. It is anticipated that this will be a combined class consisting of both students from Years 9 and 10. Geography students would study units such as:

Biomes and food security – how the environment impacts on food and fibre production.

Geographies of interconnections – an examination of how people are connected to places throughout the world in a variety of ways.

Environmental change and management – an in-depth study of a specific environment and different environmental worlds.

Geographies of human wellbeing – investigate global, national and local differences in human well-being between places, using studies from Australia, India and other parts of the world.

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.

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

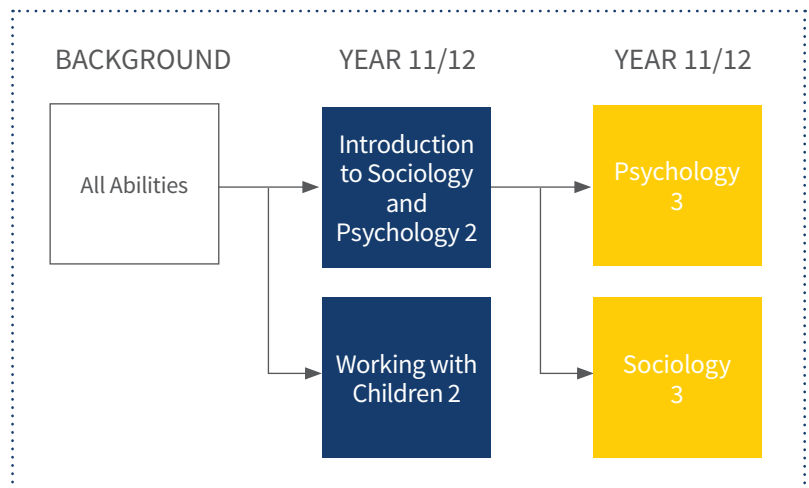
Psychology is the scientific study of the mind and behaviour. It is about how humans behave, think and feel. Students who study psychology gain a deeper understanding of themselves and other people.

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

Child Studies (9 CS)

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.



The content, structure and teaching practice of our curriculum in the final two years of education are deliberately and specifically designed to challenge students.

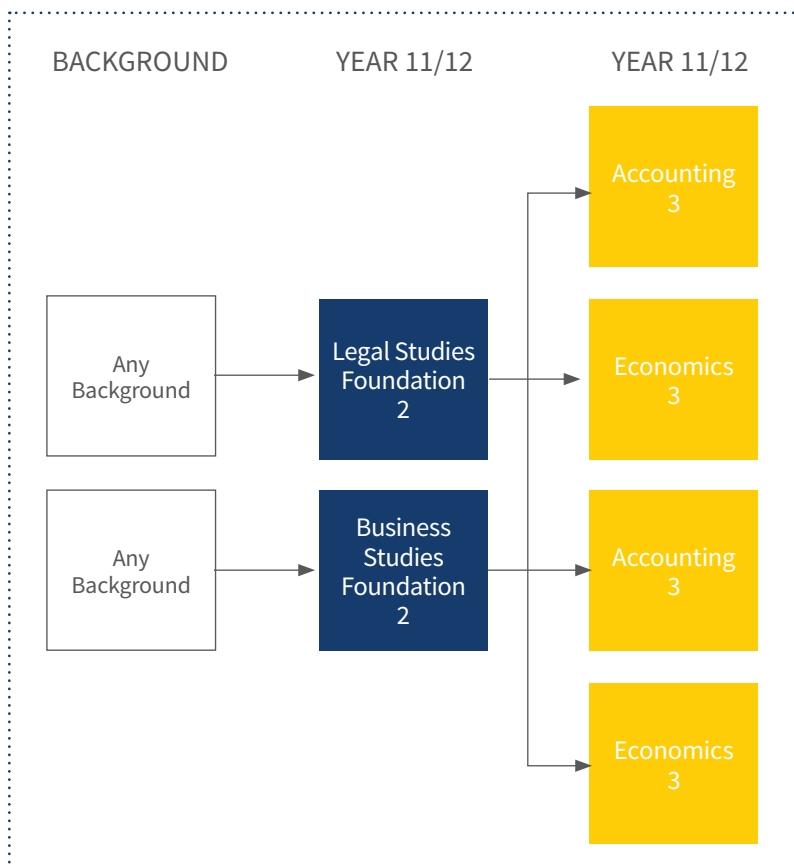


Legal Studies and Business (9 LS & 10 LS)

Now known as Legal Studies and Business, this subject has been re-designed to meet the current and future needs of students. 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 will be studied. Students will be required to think critically and reflectively about a number of issues.

Students will learn about the way the Australian legal system works and shapes their lives. They will 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. Students will examine how laws are made and changed, and will become familiar with legal terminology and processes. Possible topics to be studied: Criminal and civil law, Family law, Employment and the 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.



Languages other than English (LOTE)

Chinese Mandarin (9 CM & 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 JP & 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.



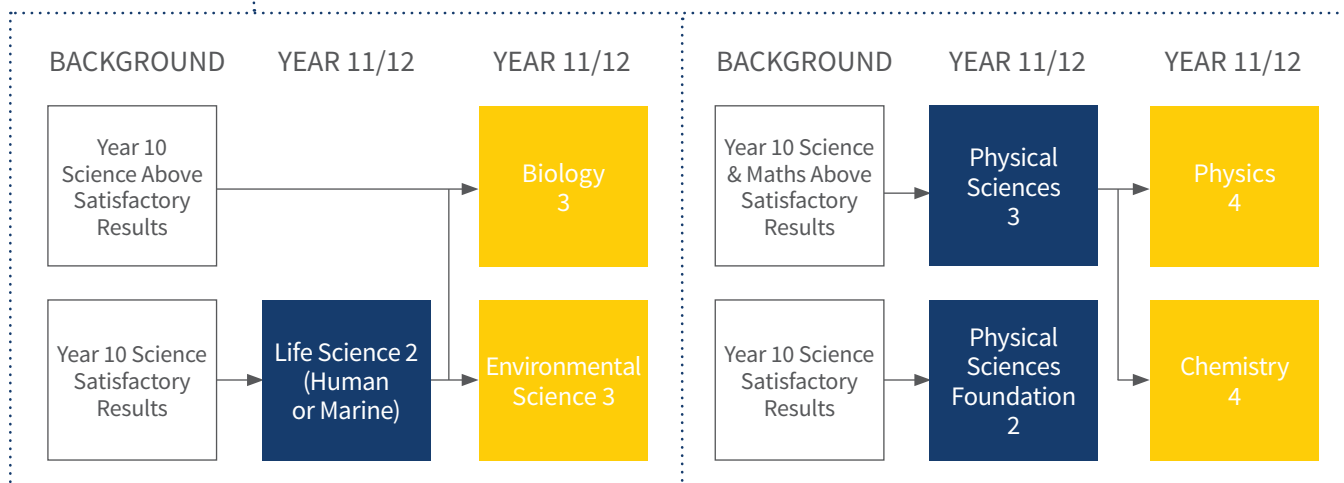
Science and Mathematics



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.

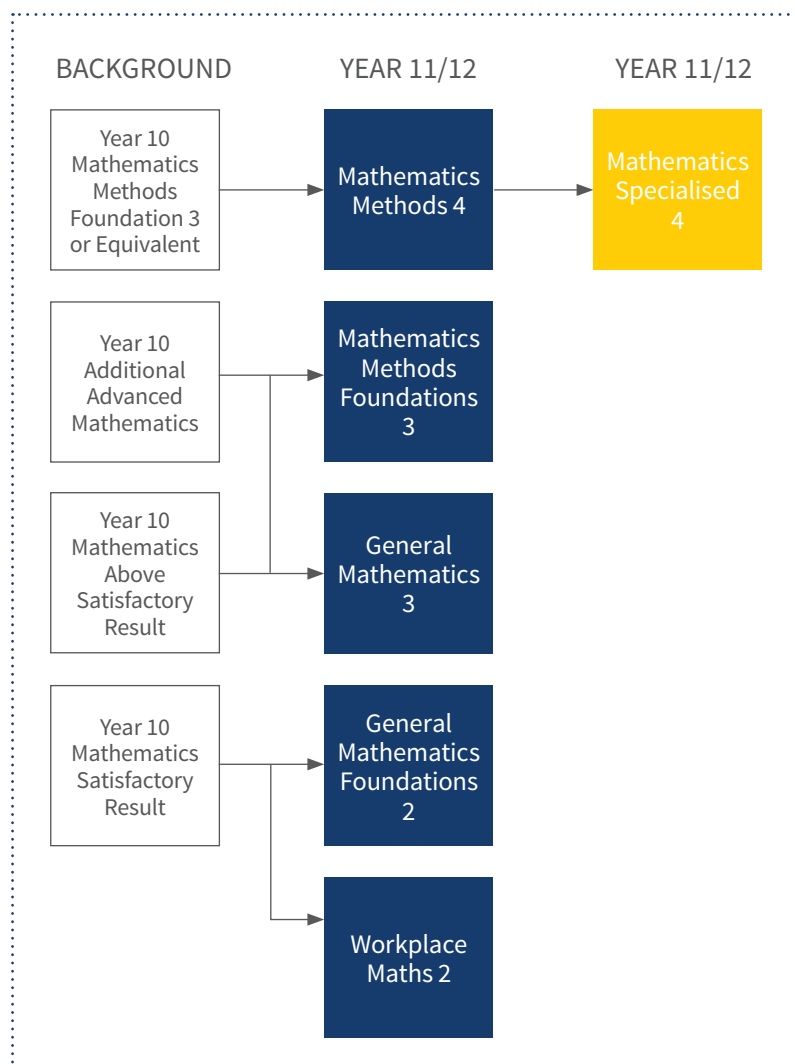
Topics in each of the four major disciplines of Biology (Life and Living), Physics (Energy and Change), Chemistry (Natural and Processed Materials), and Geology (Earth and Beyond) enable students to gain practical skills and knowledge in Science.



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
- 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.



Year 10 Elective

Year 10 Mathematics Methods (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 and preferably Science & Mathematics Extended (9SME). 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.

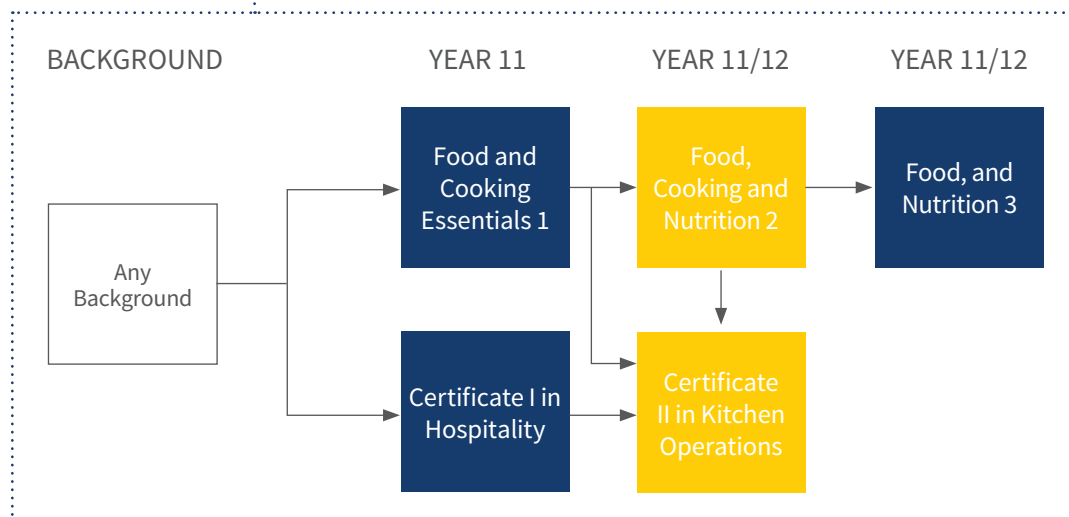
Technologies

Years 9 & 10 Electives

Food Studies (9 DTF & 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.



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.



Fashion and Design (9 DTT & 10 DTT)

This course enables students to develop an understanding of the nature and significance of textiles in our lives. Technological and practical skills are developed through the use of textile-related technologies, including those that are computer-based. There will be an emphasis on fashion, the principles and elements of design and the design process. Students will study today's fashion, fashion designers past and present, along with research into the fashion industry. They will design and create specific items of clothing, accessories, and textile items. Students will be encouraged to think creatively, show initiative and apply problem solving skills to a number of design challenges.

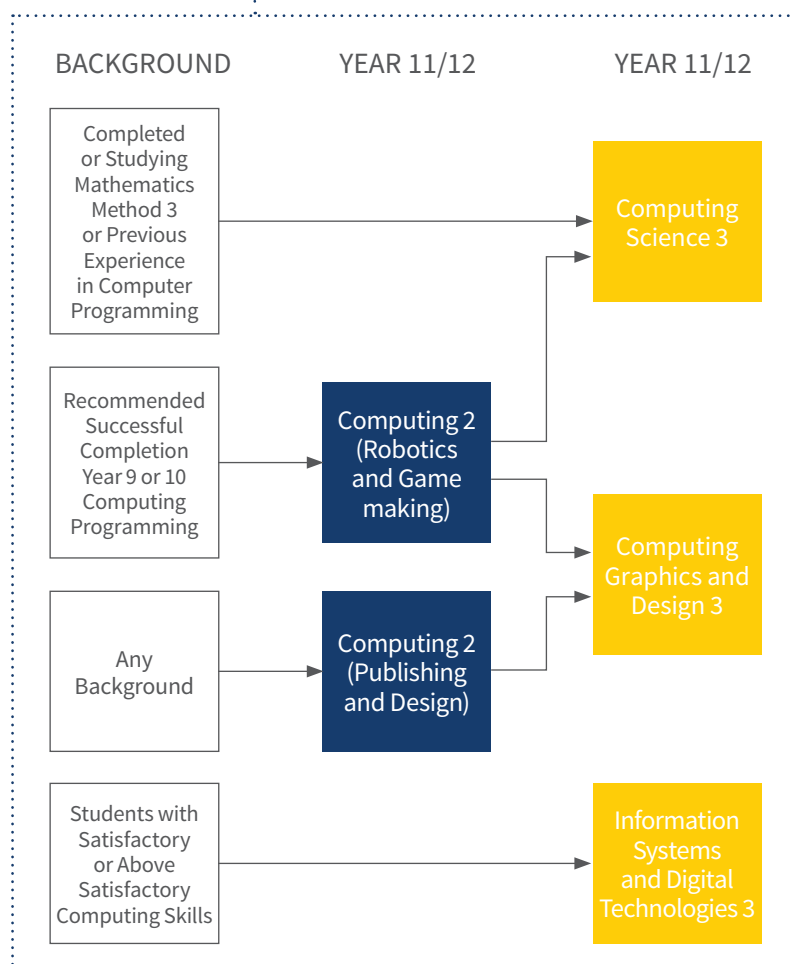
Working on individual design projects, students will be guided through a range of practical skills, including construction techniques, machine use, pattern selection and fabric choice. They will learn to apply decorative features, fasteners and embroidery, and progress to using more advanced skills. Students will be encouraged to produce a portfolio of their work and undertake a project management approach. The course provides pathways into further education and training or employment in textile related fields.

Digital Design (9 DD & 10 DD)

Digital Design builds on the Year 8 STRIVE Coding Boot Camp. Students will design, develop and program their own creative projects including apps. There is an emphasis on real-world problem solving and designing for real-world use.

This course will cover programming ideas such as algorithms and user experience. Students will also create ways of sharing ideas and information online while taking security and privacy requirements into account. Some of the themes developed are; game making, robotics, the maker movement, social media and digital publishing.

Study of Digital Design in Years 9 and 10 leads on to further study in Years 11 and 12 with subjects such as Computer Graphics and Design or Media Production.



Theology and Spirituality

Our College provides for the spiritual growth of all: believers, searchers and non-believers. Through our Theology and Spirituality Program, knowledge of the Catholic religious tradition and the charism of the Sisters of Charity are taught to all.

As well, the great existential concerns common to all religions, such as: questions about God; life after death; right and wrong and the problem of evil are explored. The concerns common to all human beings such as: the meaning of life; relationships; the search for personal meaning are interwoven into the curriculum and presented from a Christian perspective. The different visions of life found in the culture in which students are living; secularism, materialism and individualism are examined against the Christian message. Major moral issues confronting humanity today: social justice, family and human freedom are confronted.

Where students are searching, our spiritual emphasis is on helping them to understand exactly what faith in Jesus Christ is, to understand the response that the Church makes to their questions and to examine their choices more deeply.

Where students are non-believers, it is our hope that they may come to appreciate the importance of making a decision about the spiritual dimension of their lives through raising their awareness of religion, Christian messages and Gospel values.

Our College celebrates its Christian faith through classroom prayer, weekly prayer services, liturgies based around seasonal events in the life of the Catholic Church and significant events in our school year. A five-minute period of Quiet Reflective Time is built into each day. Gathering as a whole school for the celebration of Eucharist is a central part of our Catholic story and our spiritual journey.

Reflection Days allow us to step out of the routine of our daily lives to reflect on our relationships with each other, ourselves and God.

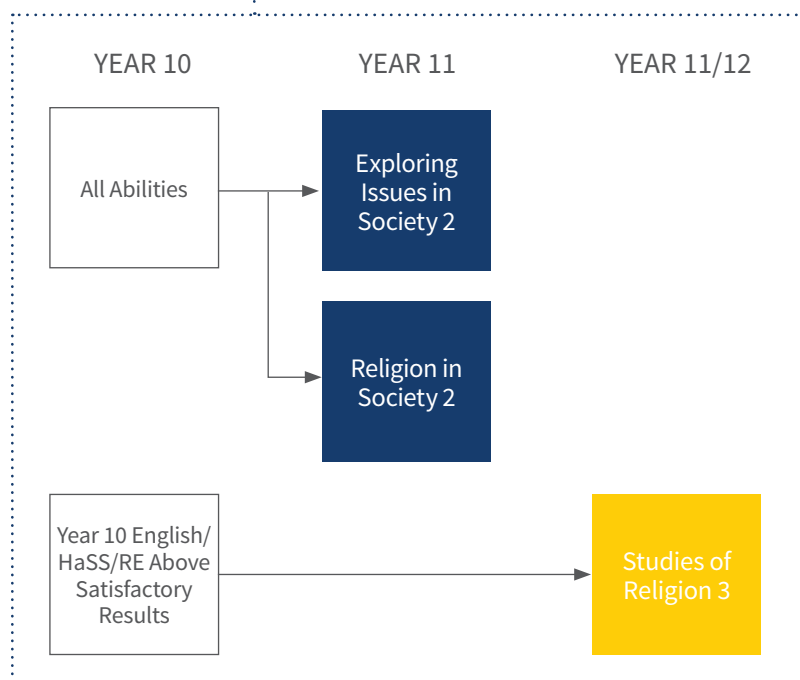
Outreach groups provide continuous opportunities for students to express their faith through action, following through the work of the Sisters of Charity and their preference for the poor and marginalised.

It is our belief that we are partners with parents and carers in the faith development of our young people. We can only build on the foundations established at home and, with the positive assistance of family, lead each student towards the knowledge and love of God through Jesus Christ.

As educators and leaders in the faith development of those in our care, we continually explore methods of ensuring that what we put before students is relevant, authentic and valuable, both in content and practice.

Religious Education at Guilford Young College

Students are required to complete a minimum of 150 hours of contact time of Religious Education. The classroom component of Religious Education will be completed by most students in Year 11. Most students will choose to do Religion & Philosophy TQA 2 but those who have particularly strong results in Year 10 Religious Studies, English and/or Society & History may choose to do Religion and Philosophy TQA 3 in Year 11 or Year 12.



Vocational Education & 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 this course.

Year 10 Elective

SIT10216 Certificate I in Hospitality (10 VET)

This qualification is the first step into working in the hospitality industry in either cooking related areas or front-of-house. Students enrolled at Mount Carmel College are offered the following units:

- SITHCCC002 – Prepare Simple Dishes
- SITHCCC003 – Prepare Sandwiches
- SITHWHS001 – Participate in Safe Work Practices
- SITHFSA001 – Use Hygienic Practices for Food Safety.

There is a mixture of theory and practical classes covering:

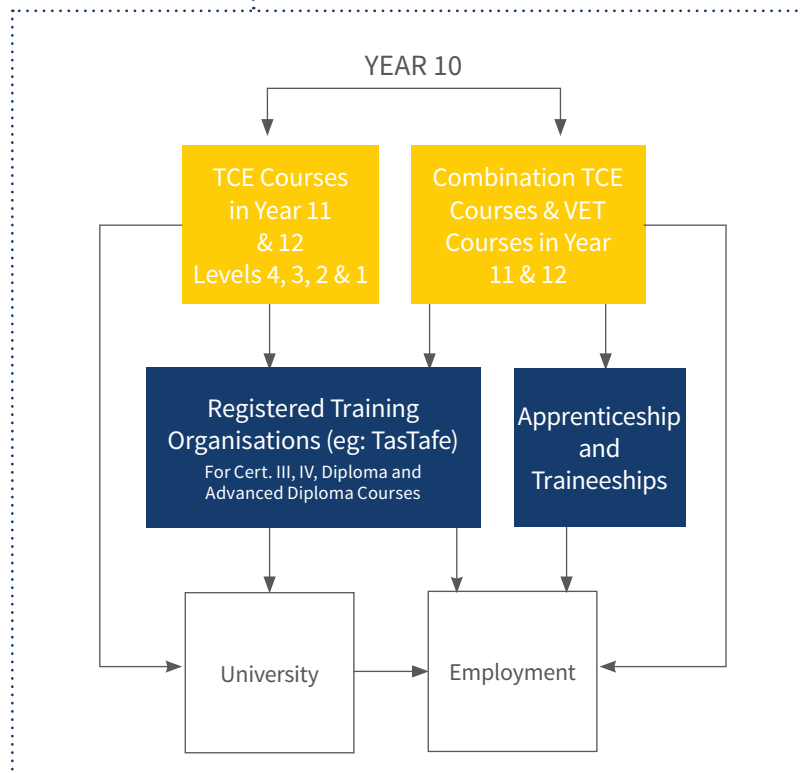
- Safety
- Teamwork
- Food preparation
- Food hygiene
- Cleaning
- Working safely.

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.





Mount Carmel College

361 Sandy Bay Road, Sandy Bay, Tasmania, 7005

PO Box 217, Sandy Bay, Tasmania, 7006

Phone: +61 3 6216 7900 | Fax: +61 3 6216 7999

Email: info@mountcarmel.tas.edu.au

www.mountcarmel.tas.edu.au

We nurture. We challenge. We care.