MIDDLE SCHOOL
2014 – 2015

SUBJECT INFORMATION BOOK

Information for Parents and Students
Semester 3-4 (Year 9) in 2014
Semester 5-6 (Year 10) in 2015
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Dear Parents/Guardians of Marist College Ashgrove

Support for students in the learning process is a hallmark of Marist College Ashgrove. It is one of the most important elements which defines our College and makes us part of the educational and spiritual charism given to us by our founder, St. Marcellin Champagnat.

The current strengths of the curriculum we offer include:
- A culture which encourages personal excellence
- A contemporary student-centred learning environment which provides for a wide variety of students
- A curriculum which challenges each student to achieve his personal best
- A strong supportive staff who facilitate each boy’s learning
- A flexibility of curriculum offerings
- A continuity of learning culture from Years 5 to 12
- A supported integration of the Information and Communication Technologies, Years 5 to 12
- Pastoral support in Key Learning Areas, Vocational Education, Learning Enrichment, Careers and the House System
- Preparation of students in Semesters 5 and 6 for successful development of the Senior Education and Training Plan (SETP).

Some of the challenges we face include:
- The changes implicit in transitioning to the National Curriculum in its evolving stages
- Addressing the strands in the Phase 1 National Curriculum subjects
- Changes to the role of Year 10 in which Year 10 becomes the final year of compulsory attendance and the beginning of the Senior Phase of Learning
- Ongoing technological change.

Thus our curriculum planning incorporates:
- Continuing integration of the Information and Communication Technologies
- Middle schooling initiatives and syllabus development
- Ongoing Professional Learning for all teachers and school officers
- Implementing Essential Learnings and Standards and addressing the evolving National Curriculum agenda
- Year 10 planning for the Senior Phase of Learning.

The following pages of this book outline the structure in each of the Key Learning Areas (KLA) and the way in which students can proceed from their foundation units in Year 8 through the two semesters of each calendar year to Semester 6 at the end of Year 10.

We are confident that the subjects offered to our middle school students better meet their needs and challenge them to be involved in the interaction of teaching and learning.

I encourage every student to become committed to his learning in these essential middle school years. This is the very best preparation for the Senior years.

I do appreciate that such changes as outlined in this book may seem a little overwhelming. Let me assure you that the College will assist you and your son at every turn to ensure that the very best decisions are made for his middle years. Clear processes are assured for his movement into appropriate Senior schooling pathways.

Peter McLoughlin
Headmaster
MARIST COLLEGE ASHGROVE

MISSION STATEMENT

We are a faith community, based on the beliefs and practices of the Catholic Church and the life of Jesus Christ. As was Champagnat’s, our vocation is to make Jesus known and loved, and we draw on the inspiration of St Marcellin and the Marist characteristics of family spirit, presence, simplicity, love of work and being in the way of Mary.

Our students are encouraged to demonstrate good scholarship, a love of learning, independence in thought and action, and the readiness to take responsibility for their own formation.

Members of the College family act courageously and stand in solidarity, committed to the creation of a more just world.
Dear Parents/Guardians

I am grateful for the opportunity to discuss with you the several foci for curriculum at Marist College Ashgrove in these important years of your sons’ lives. We believe that loving our students is central to our effectiveness as curriculum facilitators.

We work with our students to help them to recognise that they need to become independent learners who increasingly assume responsibility for their own learning – thus, from the first day of their Semester 1 (Year 8) studies, we help them to realise that they are accountable for their actions in all learning spaces, including Brother Alexis Turton Science Centre, specialist rooms, the Draney Theatre and the Brother Mark Farrelly Resource Centre.

We encourage your sons to engage with our learner-centred curriculum which is informed by the strands of the National Curriculum in English, Mathematics, Science, History and Geography and the Essential Learnings and Standards of those other subjects offered. These syllabuses support the development of:

- deep understandings of key disciplinary concepts, facts and procedures
- the processes students use to develop and demonstrate their understandings
- the capabilities students need to work with knowledge, grow and manage themselves, and become active participants in local and global contexts.

Thus our subjects are contextualised and designed to allow our students to further develop life-long learning skills, incorporating all the literacies. We support our students in their problem solving by facilitating their learning in the non-fearful, non-punitive atmosphere of our learning spaces where new understandings are shared and celebrated. We work with them to develop and refine their understandings of social justice through our Marist charism which permeates all aspects of our curriculum and through the critical literacies which students need to acquire for successful participation in contemporary social, economic, civic and cultural life.

**Essentially, in all their learnings, we wish your sons to:**

- use a range of thinking strategies and skills in critical and creative ways
- use the tools of language, symbols, technologies and texts interactively to communicate ideas and information
- interact critically within a socio-cultural environment
- work with others
- act within a social context
- manage the personal self
- work with communities
- act in the wider world
- manage rights, responsibilities and duties of citizenship.

**Concurrently, within each subject, we wish our students to:**

- develop integrated understandings of concepts rather than fragmented pieces of information
- pose and solve problems which are of interest to them
- make connections and relationships between different areas and contexts of learning
- grapple with challenging concepts
- construct, produce and manage knowledge rather than simply recite it
- become critical thinkers
- become confident and competent users of the Information and Communication Technologies
- become confident users of the five types of thinking which are essential to successful learning.
To achieve these goals, we are conscious of our responsibilities as educators, in engaging with current understandings of pedagogy with an emphasis on:

- higher order thinking
- depth of knowledge
- depth of understanding
- sustained classroom dialogue
- relevance of the lesson to the real world

We Marist educators engage with Productive Pedagogies with their emphasis on twenty classroom strategies which focus instruction and improve student outcomes; strategies which are clustered into four forms of classroom interaction:

- Intellectual Quality
- Connectedness
- Supportive Classroom Environment
- Recognition of Difference

Thus teaching and learning at Marist College Ashgrove is challenging and on-going. Students are scaffolded through a 21st century digital program using learning technologies which develop skills and prepare students to be active members of a life-long learning community. Further, the College’s Assessment Policies are in line with amendments developed by the QSA in 2009 to further support your sons by clarifying their responsibilities.

**Learning Management System & Marist College Ashgrove Calendar**

Our students are further supported by the College’s online learning management system (LMS). Student work is published on the LMS and students have the opportunity to dialogue with their teacher and other students via the discussion forum and blog facilities.

**All student assessment details are published on the College Calendar** as a means of helping our students to manage their planning and completion of assessments in order to achieve their own personal best performance. (See Essential Information for Parents for directions on accessing the Assessment/Excursion Calendar)

It is our hope as Marist educators that your sons will engage with these evolving dimensions of their learning so that they may never know St Marcellin’s disappointments and frustrations:

“It’s a painful experience being a late starter at learning. When I entered the minor seminary at the age of 16, I was well ahead of my classmates in age and well behind them in learning. But I’m glad now for that experience, because it made me determined to help others to get the advantages that I was deprived of myself. It’s a wonderful thing to be able to free people from the things that hold them back: ignorance of God, sin, and lack of education.”

So, as we begin this significant stage of your sons’ lives, let us look confidently to the future.

Yours faithfully

Sally Flynn
Head of Teaching & Learning

**POINT OF INFORMATION:**

At the time of this subject book going to print, the College recognises that National Curriculum initiatives and evolving Queensland Studies Authority (QSA) curriculum changes may impact on details provided in this book.
Policies and Procedures

Background

The Queensland Studies Authority (QSA) is a statutory authority and its functions are imposed and regulated by statute. The relevant legislation is the *Education (Queensland Studies Authority) Act 2002*. The objects of this Act are:

a) to help schools to achieve quality learning outcomes for their students; and
b) to facilitate the transition of students through the sectors of education; and
c) to maintain public confidence in certificates of achievement.

The objects are to be achieved mainly by:

a) establishing the Queensland Studies Authority; and
b) conferring on the authority functions about:
   i. the development, and approval, of 1-12 syllabuses and preschool guidelines; and
   ii. the accreditation of 1-12 syllabuses and preschool guidelines; and
   iii. the testing and assessment of persons; and
   iv. moderation; and
   v. the issue of certificate of achievement; and
   vi. vocational education and training; and
   vii. tertiary entrance; and

c) establishing the Office of the Queensland Studies Authority to help the authority in the performance of the authority’s functions.

Significant aspects of the legislation are enacted under an associated regulation, the *Education (Queensland Studies Authority) Regulation 2002*.

For each legislative function, the QSA develops policy and may develop procedures and guidelines. These documents guide the day-to-day business of the QSA and provide guidance and information to its education and training stakeholders. QSA *policy* outlines what the QSA intends to do through its plans of action. QSA *procedures* relate to a specific area, stating how something will be done and by whom. Procedures can be an administrative response to regulatory requirements and/or policy. Guidelines provide information that helps users undertake a procedure.

The New Law

Major elements of the *Youth Participation in Education and Training Act 2003* were introduced on 1 January 2006.

The new law raises the school leaving age. Young people must now stay at school until they finish Year 10, or turn 16, whichever comes first.

After that, young people must stay in education or training for a further two years, or:

- get a QCE, or
- a Certificate III vocational qualification or higher, or
- turn 17,

whichever comes first.
There are exemptions to this, and they apply if:

- the young person is in paid employment for at least 25 hours each week, or
- the young person is in paid employment for fewer than 25 hours each week, or unpaid employment under an employment exemption, or
- the young person is enrolled with "an entity" providing a non-departmental employment skills development program, and attends for the whole program.

The Queensland Certificate of Education (QCE)

The QCE is Queensland’s senior school qualification, which is awarded to eligible students usually at the end of Year 12. The QCE recognises broad learning options and offers flexibility in what, where and when learning occurs.

Young Queenslanders are registered for the QCE during Year 10 or in the 12 months before turning 16, whichever comes first.

To be awarded a QCE, students must have at least 20 credits in the required pattern, and fulfil literacy and numeracy requirements.

Students working towards a QCE have a wide range of learning options; these can include senior school subjects, vocational education and training, workplace and community learning, and university subjects undertaken while at school.

Courses of study are organised into 4 categories:

- Core
- Preparatory
- Enrichment
- Advanced

To be eligible for a QCE, students must achieve at least 20 credits of learning. A minimum of 12 credits must come from completed Core courses of study. At least 1 credit must come from Core studies completed at school. The remaining 8 credits can come from a combination of Core, Preparatory, Enrichment or Advanced courses, with Preparatory studies contributing a maximum of 4 credits. Partial completion of a Core course of study may also contribute some credit. Students must also meet the QCE literacy and numeracy requirements.

For more detailed information, visit [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au) ➔ QCE
At Marist College Ashgrove, both academic and library staff are in the business of enabling students to become critical and creative thinkers. Students who are successful learners are motivated and confident in managing their learning, have developed good research and information skills and are critical in their thinking. The new Australian Curriculum explicitly identifies critical and creative thinking as essential competencies to be addressed within the General Capabilities (Australian Curriculum Assessment and Reporting Authority, 2013). National Curriculum ensures all curriculum learning areas embed these skills and provide a mechanism to monitor the explicit teaching of these skills to all students. There are four organising elements of the Critical and Creative Thinking General Capability and the programs in the middle school years encourage students to develop specific skills such as reasoning, hypothesising, synthesising, reflecting and so on. The Marist library program integrates ICT skills into the curriculum to achieve the 21st century outcomes as outlined in the Melbourne Declaration for Young Australians (MCEETYA, 2008).

**Figure 1: The organising elements of the Critical and Creative Thinking**

(Australian Curriculum Assessment & Reporting Authority, 2013)

Through library and classroom learning experiences students develop the skills necessary for gaining a working knowledge of the four aspects of the Critical and Creative Thinking General Capability.

1. **The Scope of the Critical and Creative Thinking** provides a generalised statement about what constitutes these thinking skills and describes the behaviours that students should typically demonstrate. It also suggests strategies and pedagogical approaches that will assist in their development.

2. **The Organising elements** of the Critical Creative Thinking General Capability provide students with the necessary skills required to manage information successfully, e.g. analyse, explore, synthesise, evaluate and reflect on the information need.

3. **The Learning Continuum** elaborates the four organising elements described in Figure 1 and provide schools with a scope and sequence continuum to map these skills across year levels. Table 1 provides a snapshot of the Learning Continuum and full details are available on p.72 of the ACARA website.
Table 1: Critical and Creative Thinking Learning Continuum

<table>
<thead>
<tr>
<th>Typically by the end of Year 6, students:</th>
<th>Typically by the end of Year 8, students:</th>
<th>Typically by the end of Year 10, students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pose questions to clarify and interpret information and probe for causes and consequences</td>
<td>Pose questions to probe assumptions and investigate complex issues</td>
<td>Pose questions to critically analyse complex issues and abstract ideas</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>• inquiring into cause and effect of significant events in their lives</td>
<td>• questioning causes and effects of local and world events</td>
<td>• questioning to uncover assumptions and inferences and provoke debate about global events</td>
</tr>
<tr>
<td>Identify and clarify relevant information and prioritise ideas</td>
<td>Clarify information and ideas from texts or images when exploring challenging issues</td>
<td>Clarify complex information and ideas drawn from a range of sources</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>• giving reasons for a preferred pathway when problem solving</td>
<td>• identifying the strengths and weaknesses of different approaches</td>
<td>• scrutinising contrasting positions offered about events or findings</td>
</tr>
<tr>
<td>Analyse, condense and combine relevant information from multiple sources</td>
<td>Critically analyse information and evidence according to criteria such as validity and relevance</td>
<td>Critically analyse independently sourced information to determine bias and reliability</td>
</tr>
<tr>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
<td><strong>Examples</strong></td>
</tr>
<tr>
<td>• establishing opinion versus fact in literature and film</td>
<td>• scrutinising the accuracy of depicted events</td>
<td>• critiquing data from known and unknown sources</td>
</tr>
</tbody>
</table>

(Australian Curriculum Assessment and Reporting Authority, 2013)

The teacher-librarians and library staff work collaboratively to combine a knowledge of the curriculum, a knowledge of individual student needs and a knowledge of information sources, resources and technologies to optimise learning. Students are scaffolded through the information research process (Figure 2) and taught the skills associated with digital citizenship, thereby building key 21st century literacy skills.

Responding to the challenges of the 21st century with its complex environmental, social and economic pressures requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully.

Figure 2: Senior Studies Information Research Process
**Questioning** - Involves students in planning their research by defining their topic, highlighting their keywords and considering alternative terms.

**Preliminary Data Gathering** - Demonstrates how to find the information they need by directing students to a range of high quality academic resources and reminds students of the most effective techniques for finding information within them.

**Hypothesis Formulation** – Demonstrates how to state what students expect to find in their research and how to suggest a reason why this might be so.

**Evaluating** - Highlights the importance of critically evaluating information, with particular emphasis on web resources, and informs students how to do this.

**Sensemaking** – Highlights the importance of critically analysing and synthesising information. This is essential if students are to understand how the information they have gathered, all fits together.

**Reflecting & Refining** – Highlights the importance of reviewing the collected information and making decisions about whether to continue gathering or proceed to the using stage.

**Using** - Focuses on organising and using that information including how to cite references and avoid plagiarism.

**Assessing** - Stresses the importance of reviewing and evaluating the whole process for future work by understanding what worked well or did not work well and responding to feedback.

(Adapted from Seeds University Elementary School, UCLA, 2002)

**References**


**Tutoring**

Tutoring for most subjects is available at the Centre for Learning Enrichment on a daily basis.

ESSENTIAL INFORMATION FOR PARENTS

MYMARASH

The College Extranet is accessed through MyMarash which gives parents/guardians access to the Parent Lounge and students access to Marist Portal and Bullying Portal. To access Parent Lounge, parents/guardians require their Parent Code which is published on the MCA Fees Invoice (Account Number).

To access MyMarash please go to:-
http://www.marash.qld.edu.au/mymarash

For information on how to access MyMarash please view the following video:-

Further details can be found on the MCA website:-
http://www.marash.qld.edu.au/links/mymarashvideo

MARIST PORTAL

For access go to MyMarash on the MCA website:-
http://www.marash.qld.edu.au/mymarash

Important Student Links

➢ Learning Management System
  The Learning Management System, an online solution that assists teachers with presenting students with digital learning resources via the College intranet.

➢ Student Café

➢ Br Mark Farrelly Resource Centre

➢ Turnitin

General Student Information

➢ Policies
  • Assessment Policy which includes:
    ▪ College Procedures And Regulations For Assessment Tasks Other Than Examinations And Spoken Tasks
    ▪ College Procedures And Regulations For Examinations
    ▪ College Procedures And Regulations For Spoken Assessment
    ▪ College Regulations In Relation To Plagiarism
  • Feedback & Drafting Policy
  • Graphics Calculators Policy
  • Home Study Guideline Years 5 – 12
  • Student ICT Device Agreement
  • Use of Electronic Devices Policy
PARENT LOUNGE

Parent Lounge allows parents to view their son’s enrolment details, updated details securely from the College website, access Assessment/Excursion Calendar, Daily Notices, Parent Directory and Events.

For access go to MyMarash on the MCA website:
http://www.marash.qld.edu.au/mymarash ➤ Parent Lounge

➤ Student Details

➤ Curricular Activities Due
  • View your son’s assessment dates

➤ School Links
  • Br Mark Farrelly Resource Centre

➤ Update Parent Details

➤ Parent Directory
  • View the Parent Directory – view your son’s year, tutor group, or search for student year group.
  • View Your Details – view your son’s enrolment details and update securely from the College website. Parents/guardians can elect to publish their contact details within the online directory. Parents are able to nominate which details are displayed (e.g. parents may only want their mobile phone number displayed).

➤ Events
  • View upcoming events at a glance. By clicking on [more], the entire month will be displayed.

➤ Today’s Bulletins
  • View the Daily Bulletin at a glance. By clicking on [more], the entire list will be displayed.
## ESSENTIAL EQUIPMENT YEARS 8-12

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>USB with minimum memory of 2gb</td>
<td>1 x</td>
</tr>
<tr>
<td>set of headphones &quot;iPod &quot; style</td>
<td>1 x</td>
</tr>
<tr>
<td>black biros</td>
<td>2 x</td>
</tr>
<tr>
<td>blue biros</td>
<td>2 x</td>
</tr>
<tr>
<td>red biro</td>
<td>1 x</td>
</tr>
<tr>
<td>2B lead pencils / Pacer</td>
<td>2 x</td>
</tr>
<tr>
<td>set of 12 coloured pencils</td>
<td>1 x</td>
</tr>
<tr>
<td>pair paper scissors</td>
<td>1 x</td>
</tr>
<tr>
<td>small glue stick</td>
<td>1 x</td>
</tr>
<tr>
<td>highlighters (different colours)</td>
<td>2 x</td>
</tr>
<tr>
<td>eraser</td>
<td>1 x</td>
</tr>
<tr>
<td>sharpener</td>
<td>1 x</td>
</tr>
<tr>
<td>ruler</td>
<td>1 x</td>
</tr>
<tr>
<td>protractor</td>
<td>1 x</td>
</tr>
<tr>
<td>drawing compass</td>
<td>2 x</td>
</tr>
<tr>
<td>clear plastic display folder</td>
<td>1 x</td>
</tr>
</tbody>
</table>

For homework and completing assignments at home:
- A dictionary / thesaurus
- A Bible (such as LIVE Youth Bible Catholic Edition or Good News Catholic Edition - recommended but not essential)

### Year 9 & 10 Subject Specific Equipment

#### Mathematics
- Year 9 scientific calculator Casio fx82UA PLUS or fx100AU
- Year 10 Term 2 must be scientific calculator Casio fx 9860 G AU
  
  *(An email will be sent in Term 1 in regard to purchasing the Casio calculator)*

#### Languages
- A4 lined exercise book
- clear plastic document wallet foolscap
- HB pencils (Japanese)

#### Health & Physical Education
- A4 lined exercise book

#### English
- A4 lined exercise book

#### Religious Education
- A4 binder Book 96 page

#### Science
- Year 10 scientific calculator Casio fx 9860 G AU

#### Humanities/Business
- clear plastic display folder
- plastic document wallet

#### Drama
- A4 lined exercise book

#### Music
- set of headphones "iPod " style

#### Art / Media / Technology
No equipment required
**SUBJECT PLANNING INFORMATION**

**Subjects** are studied for one semester.

**Progression** refers to the rate at which students move through the subjects. Please refer to the Key Learning Area overview at the start of each Key Learning area for details pertaining to progression through the subjects. Please NOTE that:

1. The Federal Government test literacy and numeracy in Year 9 (NAPLAN).
2. Under the requirements for eligibility for a Queensland Certificate of Education, all students are required to meet the standards for literacy and numeracy.
3. The College is preparing for the introduction of the National Curriculum. Essential Learnings, as developed by the Queensland Studies Authority, identify what should be taught and what is important for students to have opportunities to know, understand and be able to do. They are specified for each of the key learning areas at the Year 9 juncture for subjects other than English, Mathematics, Science and History.

Students will study the strands as identified in English, Mathematics, Science and History of the National Curriculum.

In all subjects students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs.

**The Key Learning Areas**

Key Learning Areas were established by the Hobart Declaration of 1989 and re-stated in the Adelaide declaration on *National Goals for Schooling in the Twenty-First Century* in 1999.

In 1996 Key Learning Areas were introduced at Marist College Ashgrove.

There are EIGHT Key Learning Areas in the general school system and the Catholic system adopts a ninth one, Religious Education.

The Key Learning Areas are listed below along with the respective Head of KLA.

The intention of the system is to ensure that all students are exposed to the key areas of learning during the middle years of high school. The actual number of subjects that each student must study is indicated in the Overview.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Head of KLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Mrs Louise Underwood</td>
</tr>
<tr>
<td>English</td>
<td>Mr Stephen Littleton</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>Mr James Metzeling</td>
</tr>
<tr>
<td>Humanities/Business (Business &amp; Economics, Social &amp; Environment Studies)</td>
<td>Mrs Claire Fitzpatrick</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mrs Jacqui Klowss</td>
</tr>
<tr>
<td>Science</td>
<td>Mr Rick Morrow</td>
</tr>
<tr>
<td>Languages (French / Japanese)</td>
<td>Mrs Jennifer Elvery (Acting)</td>
</tr>
<tr>
<td>Technology (IPT, Graphical Communication, Engineering Technology, Construction Technology, Technology Studies)</td>
<td>Mr Craig Robinson</td>
</tr>
<tr>
<td>The Arts (Visual Art, Drama, Media, Music)</td>
<td>Ms Elizabeth Falconer</td>
</tr>
</tbody>
</table>

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Key Facts of our Middle Curriculum

• Year 8 is a common foundation year for all students.

• The curriculum will mostly be based on semester length subjects.

• For each of the remaining FOUR semesters, students must study Religious Education, English, Mathematics, Science and History as mandated by National Curriculum. Students will choose electives from the remaining subject offerings.

• In assessment there should be a balance of attention to the strands for English, Mathematics, Science and History. In the elective subjects, essential standards describe the expected qualities of student work and provide a basis for judging how well students have demonstrated what they know, understand and can do.

The standards are arranged as a five point scale (A, B, C, D, E) and describe how well a student has demonstrated his learning based on a collection of evidence.

The standards describe the features of typical performance.

They describe:
  o what students are expected to learn in the specific categories of:
    – knowledge and understanding (concepts, facts and procedures)
    – ways of working (application of processes)
  o how well students have achieved on these dimensions

• Student progression through the subjects will depend upon their levels of knowledge, understanding and skills.

Overview of the Middle Curriculum - Semesters 3 to 6

<table>
<thead>
<tr>
<th>Key Learning Area</th>
<th>Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory</strong></td>
<td></td>
</tr>
<tr>
<td>Religious Education</td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>4</td>
</tr>
<tr>
<td>Humanities/Business - History</td>
<td>2</td>
</tr>
<tr>
<td>Health &amp; Physical Education</td>
<td>2</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td></td>
</tr>
<tr>
<td>Humanities/Business (Accounting, Business, Economics, Geography, Legal Studies)</td>
<td></td>
</tr>
<tr>
<td>Languages (French, Japanese)</td>
<td></td>
</tr>
<tr>
<td>Technology (IPT, Graphical Communication, Engineering Technology, Construction Technology, Technology Studies)</td>
<td></td>
</tr>
<tr>
<td>The Arts (Visual Art, Drama, Media, Music)</td>
<td></td>
</tr>
</tbody>
</table>
Support For Students

The Centre for Learning Enrichment provides continuous support for students, staff and parents. It:

• supports students’ learning across all Key Learning Areas;
• challenges students who excel;
• supports students who find sections of learning difficult at any time in any unit;
• offers courses in English to bridge gaps in students’ learning;
• provides the opportunity for students to be well prepared for their subject choices for Years 11 and 12.

The Middle Curriculum Recognises:

The attributes of the 21st Century learner as described in these syllabuses are:

• a knowledgeable person with deep understanding;
• a complex thinker;
• a creative person;
• an active investigator;
• an effective communicator;
• a participant in an interdependent world;
• a reflective and self-directed learner.

The Middle Curriculum offers:

• Students have some flexibility and responsibility in selecting courses and building up their own curriculum.
• Students can work at their level – accelerating or remaining at a level to strengthen their understanding.
• Students have every opportunity to plan their Arts units, many of which are in high demand.
• Throughout these final four semesters, most students are able to access their preferred choices across Media, Art, Music, and Drama.
• The Health and Physical Education syllabus has personal development as one of its strands. All students must complete two units of H&PE.
• The Middle Curriculum addresses the questions – how do students learn? And – how do teachers assist learning? Opportunities for teachers to guide students to greater independence have been identified.
<table>
<thead>
<tr>
<th>Semesters 1 and 2</th>
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<tr>
<td>SEM 1 (Year 8)</td>
<td>8ENG1 8 English 1</td>
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<tr>
<td>SEM 2 (Year 8)</td>
<td>8ENG2 8 English 2</td>
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<th>Semesters 3 to 6</th>
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<tbody>
<tr>
<td>SEM 3 (Year 9)</td>
<td>9ENG1 9 English 1</td>
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<tr>
<td>SEM 4 (Year 9)</td>
<td>9ENG2 9 English 2</td>
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<tr>
<td>SEM 5 (Year 10)</td>
<td>10ENG1 10 English 1</td>
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<tr>
<td>SEM 6 (Year 10)</td>
<td>10ENG2 10 English 2</td>
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</tbody>
</table>

All students complete the same English units throughout Years 8-10. There is the opportunity for some students, who have not been successful in previous units, to be placed in a modified/differentiated class, to help cater for their needs. Students will only participate in the modified classes after consultation between the Head of Learning Enrichment, and the Head of English KLA and at the discretion of the parents.

While the expectation is that extension activities will occur in all classes, there is the possibility of a designated extension class in the 10 English 2 unit. This class will only take place at the discretion of the Head of English KLA. Boys will be invited by the Head of English to participate in this unit.
Overview

Students in Years 9 and 10 study units which incorporate the strands as identified in the National Curriculum.

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

Students develop an understanding of the interconnectedness between speaking, listening, reading, viewing, writing and designing, and how they see themselves as users of English.

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

Students wishing to study this course in English must have completed 8ENG2. While all students will complete the same unit in Semester 1 Year 9, there is scope for students of lower ability to work in smaller groups with modified tasks. Similarly high achieving students will be extended in the course.

Content

In Semester 1 of Year 9 at Marist College Ashgrove, students will study a course comprising two units, The Fatal Garden and Novel Ideas. Through the two separate units they shall explore the ways in which individuals are shaped and patterned by their environment, and identify the ways in which language works to achieve these representations. They will be presented with the opportunity to construct a range of texts – including short stories, essays, role plays and informative presentations – employing dialogue, description, evaluative, informative and imaginative language in the development of their subject matter.

Through the ways of working, particularly those indicated above, students will develop and demonstrate a variety of forms of knowledge and understanding, focussing most specifically on the following areas:

Speaking and listening
- Spoken texts have a range of structures and can be delivered in a number of mediums.
- The purpose of speaking and listening includes examining issues, evaluating opinions, convincing others, and managing relationships and transactions.
- Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.

Reading and viewing
- Readers and viewers draw on their prior knowledge, knowledge of language elements, points of view, beliefs and cultural understandings when engaging with a text.
- Purposes for reading and viewing are identified and are supported by an analysis of texts based on an overview that includes skimming and scanning titles, visuals, headings and subheadings, font size, tables of contents, indexes, glossaries, topic sentences and references.
- Words and their meanings are decoded by using the cueing systems together (graphophonetic, semantic, syntactic), and by using word origins.

Writing and designing
- Words and phrases, symbols, images and audio affect meaning and establish and maintain roles and relationships to influence an audience.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting.
- Writers and designers establish and maintain roles and relationships by recognising the beliefs and cultural background of their audience, and by making specific language choices.
ENGLISH

Assessment

The assessment for this unit may involve the students completing the following tasks.

- **WR1** – Short Story – Students will draw on elements of narrative and plot design to create their own mystery story.
- **SP1** – Persuasive Speech Students will prepare and present a persuasive speech on a topic of their own choice.
- **WR2** – Expository Essay – The students will write an essay which explores the way representations occur in set texts.

Conditions and task requirements may be modified or differentiated for students in the modified unit.

<table>
<thead>
<tr>
<th>9ENG2</th>
<th>9 English 2</th>
<th>Semester 4</th>
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</table>

**Prerequisites**

Students wishing to study this course in English must have completed 9ENG1. While all students will complete the same unit in Semester 2 Year 9, there is scope for students of lower ability to work in smaller groups with modified tasks. Similarly high achieving students will be extended in the course.

**Content**

During Semester 2 of their studies in Year 9, students will explore the representation of Australia and Australians in texts. They will focus particularly on Australian representations in film and go on to explore Australian humour (including satire and parody) in Australian film and verse. Towards the end of the end of the Semester, the Year 9s will look at Australian stories and experiment with the biography genre.

They will also appreciate that events and places, as well as people, are all part of the fabric of Australia. As they conclude their Year 9 English studies, they will develop an enhanced ability to interpret language choices, identifying the ways in which different elements of a text contribute to its enjoyment and appreciation.

Through the ways of working, particularly those indicated above, students will develop and demonstrate a variety of forms of knowledge and understanding, focussing most specifically on the following areas:

**Speaking and listening**

- Nonverbal elements, including body language, facial expressions, gestures and silence, express meaning, establish mood, signal relationships and are monitored by listeners.
- Active listeners monitor responses, clarify and paraphrase meanings, and integrate ideas relevant to a line of reasoning in their own responses.
- Words and phrasing, pronunciation, pause, pace, pitch and intonation express meaning, establish mood, signal relationships and are monitored by listeners.

**Reading and viewing**

- Readers and viewers draw on their prior knowledge, knowledge of language elements, points of view, beliefs and cultural understandings when engaging with a text.
- Comprehension involves drawing on knowledge of the subject matter, poetic devices, contextual cues and intertextuality to interpret, infer from and evaluate texts in local, national or global contexts.
Writing and designing

- The purpose of writing and designing includes informing, analysing and arguing.
- Text users make choices about grammar and punctuation, to affect meaning.
- Writers and designers refer to authoritative sources and use a number of active writing strategies, including planning, drafting, revising, editing, proofreading, publishing and reflecting.

Assessment

Assessment for this unit may involve the students completing the following tasks:

- WR3 – Review – Students will prepare a review of an Australian film. The review will include a discussion of representations of Australians in film.
- SP2 – Internal Monologue in which the students take on the role of a character from an Australian poem and give an alternative reading of the poem.
- WR4 – Biography – Students will interview a family member or friend about their “Australian Story” and write a biography based on the interview.

Conditions and task requirements may be modified or differentiated for students in the modified unit.

10ENG1 10 English 1 Semester 5

Prerequisite

Students wishing to study this course in English should have completed 9ENG1 and 9ENG2. There is scope for some students of lower ability to work in smaller groups with modified tasks.

Content

The purpose of Semester 1 Year 10 English is to begin to prepare students for the Senior English courses available in Years 11 and 12.

For the first term, the students embark on a study of a modern classic novel, for example *Of Mice and Men*, *Lord of the Flies*, *To Kill a Mockingbird* or *Animal Farm*.

They initially explore the discourses, themes, and representations evident in the novel. They will particularly focus on the construction of character, their attitudes, values and beliefs, and their relationships. Later the students will analyse a particular discourse, e.g. race, power, prejudice, gender etc. and how it underpins the events in the novel and how it is evident in the students' own worlds.

In the second term, the students will read and study the complete text of a Shakespearean play, e.g. *Romeo and Juliet*. The students will begin to explore the invited reading of the play, the major themes and the language. They will also explore the construction of character in the play, their values, attitudes and beliefs and the relationships they develop with other characters. The students will look at the relevance of Elizabethan theatre to the twenty first century.

Ways of Working

As text users students will:

- Analyse opinions and perspectives
- Analyse ideas, information and images in texts
- Examine representations of identities (individuals and/or groups), issues, times and/or places in texts
- Examine language used to express the ideas, knowledge, values and practices that underpin texts.
As text producers students will:

- Communicate opinions and perspectives
- Use ideas, information and images to influence audiences
- Make representations of identities, issues, times and/or places
- Use language to communicate the knowledge, ideas, values and practices that underpin texts.

### Knowledge & Understanding

Students will know and understand:

- Genre Patterns
- Subject Matter
- Roles and Relationships
- Textual Features

### Assessment

The assessment for this unit may involve the students completing the following tasks:

- WR1 – Written Reflective afterthought in role of one of the characters from the novel.
- SP1 – Multi Modal Spoken Presentation based on an idea from the novel.
- WR2 – Expository Essay (exam conditions) based on the Shakespearean play studied.
- SP2 – Interior Monologue as marginalised characters from the play.

Conditions and task requirements may be modified or differentiated for students in the modified unit.

### 10ENG2

**10 English 2**

**Semester 6**

### Prerequisite

Students wishing to study this course in English should have completed 10ENG1. There is scope for some students of lower ability to work in smaller groups with modified tasks. Students who have performed at the highest level in E67 may be eligible for an extension class.

### Content

Stories: Past, Present and Future, continues to prepare the students for the Senior English courses offered in Years 11 and 12.

In the third term, the students will study an Australian novel and film, both of which will explore the idea of growing up in Australia. They may study novel texts such as *Deadly, Unna?, Looking for Alibrandi, 48 Shades of Brown, A New Kind of Dreaming, The Story of Tom Brennan, After January* and match them with Australian feature films that explore similar concepts. The students will consider the ideas and messages presented through the novel and film, and the values, attitudes and beliefs operating through the characters. The students will compare and contrast the texts.

The final term of the Year 10 course will focus on the Short Story. The students will explore the structure and the characteristics of the short story genre. They will be exposed to a wide variety of short stories. They will also explore narrative verse and digital narratives as a form of story-telling.
ENGLISH

Ways of Working  As text users students will:
- Analyse opinions and perspectives
- Analyse ideas, information and images in texts
- Examine representations of identities (individuals and/or groups), issues, times and/or places in texts
- Examine language used to express the ideas, knowledge, values and practices that underpin texts.

As text producers students will:
- Communicate opinions and perspectives
- Use ideas, information and images to influence audiences
- Make representations of identities, issues, times and/or places
- Use language to communicate the knowledge, ideas, values and practices that underpin texts.

Knowledge & Understanding  Students will know and understand:
- Genre Patterns
- Subject Matter
- Roles and Relationships
- Textual Features

Assessment  The assessment for this unit may involve the students completing the following tasks:
- WR3 – Analytical Exposition on novel (test).
- SP3 – Spoken Comparative Text, comparing the novel and film.
- WR4 – Short Story with an accompanying digital narrative.

Conditions and task requirements may be modified or differentiated for students in the extension and modified units.
HEALTH AND PHYSICAL EDUCATION

HPE COURSE PROGRESSION

- Must do a minimum of 1 semester of HPE in Year 9 and Year 10
- Students can do HPE in all 4 semesters
- Students can do more than one unit in 10PE2 series
- Students considering senior PE must do either 10PEA2 or 10PEB2
HEALTH AND PHYSICAL EDUCATION

Overview

The Years P-9 Health and Physical Education Key Learning Area reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society.

The Key Learning Area provides a foundation for developing active and informed members of society, capable of managing the interactions between themselves and their social, cultural and physical environments in the pursuit of good health.

The Key Learning Area offers students opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

• promoting the health of individuals and communities;
• developing concepts and skills for physical activity;
• enhancing personal development.

Students are encouraged to act, individually or collectively, in culturally appropriate ways, to enhance health and wellbeing and to promote structures in society which support their own and others’ health and wellbeing.

Active engagement in physical activity is a major emphasis in the Key Learning Area. This emphasis recognises that participation in physical activity promotes health and acknowledges the unique role of physical activity as medium for learning. A significant amount of time in the Key Learning Area should be allocated to learning experiences that actively engage students in physical activity.

At Marist College Ashgrove, Health and Physical Education is seen as being pivotal to a student’s development. Marist educators historically have been strong advocates of active engagement in physical pursuits. That tradition continues with the implementation of this syllabus. Students are exposed to an innovative, balanced and diverse course of study. The introduction of a structured course in personal development is of particular interest given the widespread concern about some of the issues that currently confront adolescent boys.

Health and Physical Education at Ashgrove is characterised by a commitment from our students to participate with vigour and strive for their own personal excellence. This Key Learning Area is not the province of the elite. It caters for and encourages participation by all, irrespective of shape or ability. The experience and expertise of the Health and Physical Education teaching staff ensures these ideals are maintained. The College’s educational resources, including an enviable array of practical facilities and the state of the art Brother Mark Farrelly Resource Centre, also enhance the delivery of the program, allowing all of our students the opportunity to achieve at the highest level.

Course Structure

After Year 8, all students are compelled to complete two (2) units from the 9PEA-D1, 9PEA-D2, 10PEA-D1 or 10PEA-D2 series. Students may elect of course to complete more than two units of HPE should they desire in Years 9 and 10. It should be noted that the boys may undertake more than one (1) unit in the 10PEA-D2 series.
HEALTH AND PHYSICAL EDUCATION

HPE unit include practical units, which account for 60 per cent of the time allocation and theory units, which cover a range of topic areas. These include nutrition, risk management in relation to environmental safety and substance abuse, personal development, personal fitness, human sexuality, body systems and a variety of sociological issues pertinent to health, sport and physical activity.

The course structure is as follows:

**Fundamentals of Health and Physical Education 1**
Year 9 Semester 3: Students select from 9PEA-D1

**Fundamentals of Health and Physical Education 2**
Year 9 Semester 4: Students select from 9PEA-D2
Year 10 Semester 5: Students select from 10PEA-D1

**Extension Health and Physical Education (Optional)**
Year 10 Semester 6: Students select from 10PEA-D2 (any number of these units)

**Assessment**

Assessment is considered an integral part of the learning process and will reflect the learning experiences of each unit. In the practical units, students are required to not only develop satisfactory motor skills but also reveal a degree of tactical astucity that will allow them to optimise performance. To facilitate this physical demonstration of cognitive processes a Game Sense Approach to teaching physical activities will be the predominant pedagogy. Problem-solving and decision-making underpin this teaching method.

Students in the theoretical units will be exposed to a variety of assessment tasks, including the integration of ICTs. Various genres will be modelled and students will be expected to adopt the conventions of the particular genre when responding. Assessment instruments will include dietary journal, research report, research assignment, web blog, a variety of multimedia presentations, training journal, policy document, oral presentation and written exam.
HEALTH AND PHYSICAL EDUCATION

9PE1 Fundamentals of Health and Physical Education 1

Prerequisite
8PE2

Content
Practical Units:

9PEA1 - Badminton and Soccer.
9PEB1 - Badminton and Touch Football.
9PEC1 - Orienteering and Soccer.
9PED1 - Orienteering and Touch Football.

Theory Unit (common to all 4 units): Fit for Life!

• Fitness - what does it mean?
• Energy production.
• Fitness components.
• Fitness testing.
• Training methods.
• Motivation for fitness training.
• Training principles.
• Training session format.
• Training program design.
• Circulatory System.
• Respiratory System.
• Nervous System.

Assessment

Practical Units:

Students are awarded an achievement level based on:

• Attitude and degree of participation.

Students perform a range of basic skills in closed performance environments (simple drills).

Students utilise problem-solving and decision-making strategies to apply and adapt a range of basic skills and tactics in more complex performance environments (more advanced drills/modified games).

Students implement a range of basic skills and strategies in a game play environment.

• In Orienteering objective standards will also be applied to various testing items to assist with the formulation of an achievement level.

Theory Unit:

• Training Journal – students will develop, implement and evaluate a personal 4-week aerobic fitness program applying principles of training. A journal will be kept to monitor progress.

• Written Exam – students will complete a written exam that assesses recall and application of knowledge in relation to the Circulatory, Respiratory and Nervous System.
HEALTH AND PHYSICAL EDUCATION

9PE2 Fundamentals of Health and Physical Education 2

Prerequisite Nil

Content Practical Units:
9PEA2 - Gaelic Football and Baseball.
9PEB2 - Gaelic Football and Water Polo/Lifesaving.
9PEC2 - Indoor Sports (Team Handball/Indoor Cricket, Hockey & Soccer) and Baseball.
9PED2 - Indoor Sports (Team Handball/Indoor Cricket, Hockey & Soccer) and Water Polo/Lifesaving.

Theory Unit (common to all 4 units): Understanding our Sexuality!
- Defining sexuality.
- The human sexual systems.
- Sexual health – pregnancy/STD/contraception.
- Influences on our sexuality – personal beliefs and values/family/religious/cultural/peers/media.
- Emotions and relationships – making decisions about sex.
- Addressing diversity – gender, power and risk.
- My values, my destiny!

Assessment Practical Units:
Students are awarded an achievement level based on:
- Attitude and degree of participation.
  Students perform a range of skills in closed performance environments (simple drills).
  Students utilise problem-solving and decision-making strategies to apply and adapt a range of skills and tactics in more complex performance environments (more advanced drills/modified games).
  Students implement a range of skills and strategies in a competitive game play environment.

Theory Unit:
- Written Exam – students will be assessed on their knowledge of the human sexual systems and sexual health concepts.
- Relationship Scenario Task – students analyse a relationship scenario critically examining the key issues.
## HEALTH AND PHYSICAL EDUCATION

### 10PE1 Fundamentals of Health and Physical Education 2

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Nil</th>
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<tbody>
<tr>
<td>Content</td>
<td>Practical Units:</td>
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<tr>
<td></td>
<td>10PEA1 - Tennis and Basketball.</td>
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<tr>
<td></td>
<td>10PEB1 - Tennis and Volleyball.</td>
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<tr>
<td></td>
<td>10PEC1 - Ultimate Disc and Basketball.</td>
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<tr>
<td></td>
<td>10PED1 - Ultimate Disc and Volleyball.</td>
</tr>
</tbody>
</table>

**Theory Unit (common to all 4 units): Health & Influences on Sport!**
- What is a drug?
- Types of drugs.
- Causes of adolescent drug use.
- Decision making model for risk management applicable to drug use.
- Health issues for teenage boys.
- Body Image.
- Depression.
- Addictive behaviour.

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<tr>
<th>Assessment</th>
<th>Practical Units:</th>
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<td>Students are awarded an achievement level based on:</td>
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<td><strong>Attitude and degree of participation.</strong></td>
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<tr>
<td></td>
<td>Students perform a range of skills in closed performance environments (simple drills).</td>
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<tr>
<td></td>
<td>Students utilise problem-solving and decision-making strategies to apply and adapt a range of skills and tactics in more complex performance environments (more advanced drills/modified games).</td>
</tr>
<tr>
<td></td>
<td>Students implement a range of skills and strategies in a game play environment.</td>
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**Theory Unit:**
- **Podcast/Vodcast** – students will research a drug and present an audio or visual presentation with a partner. The focus of the presentation will be the causes of adolescent drug use and possible solutions to lessening the impact that drugs have.
- **Pecha Kucha**
HEALTH AND PHYSICAL EDUCATION

Any Number of:
10PE2

Extension
Health and Physical Education

Prerequisite

* PLEASE NOTE:
1. Students considering doing Senior PE must do at least 10PEA2 or 10PEB2.
2. Students considering doing Recreation or not studying Senior PE should do 10PEC2 or 10PED2.

Content

Practical Units:
10PEA2 – Australian Rules and Water Polo.
10PEB2 – Triathlon (entire semester).
10PEC2 – Tennis and Rock Climbing.
10PED2 – Oztag and Badminton.

Theory Units with Assessment Technique
10PEA2:
• Skill Acquisition / Biomechanics / Energy systems (Research Report)
• Issues in Sport – Values In Sport / Drugs In Sport / Gender Inequity In Sport / etc (Research Assignment)

10PEB2:
• Energy Systems / Fitness Components / Fitness Testing (Exam)
• Training Principles / Training Methods / Training effects / Sports Nutrition (Training Program Evaluation)

10PEC2:
• Health Issues for Adolescent Boys – Body Image / Mental Health / Drug Abuse / etc (Research Report)
• Issues in Sport – Values In Sport / Drugs In Sport / Gender Inequity In Sport / etc (Research Assignment)

10PED2:
• Health Issues for Adolescent Boys – Body Image / Mental Health / Drug Abuse / etc (Research Report)
• Issues in Sport – Values in Sport / Drugs in Sport / Gender Inequity in Sport / etc. (Research Assignment)

Assessment

Practical Units:
Students are awarded an achievement level based on:

• **Attitude and degree of participation.**

  Students perform advanced skills in closed performance environments (simple drills).

  Students utilise problem-solving and decision-making strategies to apply and adapt advanced skills and tactics in more complex performance environments (advanced drills/modified games).

  Students implement advanced skills and strategies in a game play / competitive environment.

Theory Unit:

• Please refer to theory units above.

• Students completing more than one (1) unit will need to complete two (2) research assignments (different topics) in the Issues in Sport unit.
HUMANITIES/BUSINESS COURSE PROGRESSION

Semesters 1 and 2 (Year 8)

Semester 1
Geography 8GEO

Semester 2
History 8HIS

Semesters 3 and 4 (Year 9)

History 9HIS
and a choice of
Geography GEOA, Legal Studies LSTA, Accounting ACCA,
Business BUSA or Economics ECOA

Semesters 5 and 6 (Year 10)

History 10HIS
and a choice of
Geography GEOA or GEOB, Legal Studies LSTA or LSTB,
Accounting ACCAB, Business BUSA or BUSB,
Economics ECOA OR ECOB
Overview

Humanities at Marist College Ashgrove embraces two strands: Social and Environmental Studies (SES) and Business and Economics (BE). The purpose of Social Studies and Business throughout the middle years is to equip students with the necessary knowledge and skills to become informed, active participants in Australian society and to prepare students for senior academic studies. Learning occurs in relation to our geographic, historical systems and legal systems (SES) and business and economic systems (BE). These themes are taught through units which deal with the following separate disciplines:

<table>
<thead>
<tr>
<th>Social &amp; Environmental Studies</th>
<th>Business &amp; Economics</th>
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</thead>
<tbody>
<tr>
<td>• History</td>
<td>• Accounting</td>
</tr>
<tr>
<td>• Geography</td>
<td>• Business Management</td>
</tr>
<tr>
<td>• Legal Studies</td>
<td>• Economics</td>
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</tbody>
</table>

Central to all units is inquiry learning. Over the six semesters the student is encouraged to be an active investigator and go beyond the classroom to enhance the learning process.

How to read the chart

All Year 9 and 10 students must study History as a mandatory subject for one semester in each of these years. In Years 9 and 10 students choose two other units from Humanities/Business. There are a number of choices for students in this learning area:

• Accounting
• Geography
• Business Management
• Economics
• Legal Studies

Year 9 Geography (Modified) and Year 9/10 Business (Modified) are designed as learning enrichment units for students who experience some difficulty in Humanities/Business in Year 8. These units can be studied in either Year 9 or Year 10.

Assessment

Assessment strategies will include a range of written and non-written activities including short answer tests, research tasks, extended writing tasks, stimulus-response tasks, practical tests, seminars, orals, debates and other items administered over the semester.
Social & Environment Studies: Year 9

**9HIS Year 9 History**

**Prerequisite**

8HIS

**Content**

This unit covers the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I 1914-1918, the ‘war to end all wars’.

**Year 9 History is comprised of the following topics:**
1. Making a Better World?
2. Asia and Australia 1750-1918
3. World War I

**Assessment**

A variety of assessment techniques will be used that could include a response to stimulus test, an essay exam with critical analysis and interpretation of source material, a research essay with an inquiry and analytical focus and spoken multimedia presentation with a research/inquiry focus.

**Links to Senior Studies**

- Ancient History
- Modern History

**ICT Component**

- Web-based research
- Webquests
- Multi-Media presentations
- Microsoft suite of applications – including Word and PowerPoint

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**GEOA Year 9 Geography**

**Prerequisite**

Nil

**Content**

There are two units of study in the Year 9 curriculum for Geography: **Biomes and food security** and **Geographies of interconnections**.

**Biomes and food security** examines the biomes of the world, their alteration and significance as a source of food and fibre and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

**Geographies of interconnections** focuses on investigating how people are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places.

**Assessment**

A variety of assessment techniques will be used including class examinations, a research assignment, and a spoken multi-modal presentation with an inquiry emphasis.
Links to Senior Studies

The unit is related to, and useful for, senior studies in:

- Geography
- Ancient History
- Modern History

ICT Component

- Web-based research
- Microsoft suite of applications – including Word and PowerPoint
- Multi-media presentations
- CD exploration simulations where available
- Webquests

9GEOM Year 9 Geography (Modified)

Prerequisite

Nil. This unit is designed as a modified unit for students who experience some difficulty in Humanities in Year 8.

Content

Students will cover content outlined in the Australian Curriculum for Geography but will undertake this unit to provide for their differentiated learning needs and modified assessment. There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and Geographies of interconnections. Please see above for more information.
Social & Environment Studies: Year 10

10HIS Year 10 History

Prerequisite Nil

Content This unit covers the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

Year 10 History is comprised of the following topics:
1. World War II
2. Rights and Freedoms
3. The Globalising World

Assessment A variety of assessment techniques will be used that could include a response to stimulus test, an essay exam with critical analysis and interpretation of source material, a research essay with an inquiry and analytical focus and spoken multimedia presentation with a research/inquiry focus.

Links to Senior Studies • Ancient History
• Modern History

ICT Component • Web-based research
• Webquests

GEOB Year 10 Geography

Prerequisite Nil

Content There are two units of study in the Year 10 curriculum for Geography: Environmental change and management and Geographies of human wellbeing.

Students will focus on investigating environmental geography by looking at the environmental functions that support all life, the major challenges to their sustainability, and environmental worldviews.

Students will also examine the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries.

Assessment A variety of assessment techniques is utilised including supervised examinations, case studies, practical exercises, structured reports and fieldwork.

Links to Senior Studies The Unit is related to, and highly useful for, senior studies in:
• Geography • Ancient History
• Modern History • Economics

ICT Component • Web-based research
• Microsoft suite of applications, including Word and PowerPoint
• CD exploration simulations as available
• Webquests
Business & Economics: Year 9

**BUSA**  
**Year 9 Business**

**Prerequisite**  
Nil.

**Content**  
This unit provides students with an introduction to the world of business. Students study different types of business organisations, and examine a range of features in relation to the operation of modern businesses. This unit will also aim to expose the students to the macro and micro environments of business as well as their functions within society.

**Topics to be Studied**
- Nature of Business
- Business Organisations
- Social and Economic roles of business
- Australian Sharemarket and Investment
- Business Environment (Internal/External)
- Operations of Business
- Types of Industry
- Business Cycles
- Reasons for Business Failure
- Functions of Business

**Assessment**  
Assessment will include tests done under supervised exam conditions, research assignments, an excursion report and group oral presentations.

**Links to Senior Studies**  
This unit is related to, and highly useful for, senior studies in:
- Business Management
- Accounting
- BSB20112 Certificate II in Business (VET)
- Economics

**ICT Component**
- Web-based research
- Accessing Business Databases
- Microsoft suite of applications including Word, Excel and PowerPoint
- Multi-media presentations

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**ACCA**  
**Year 9 Accounting**

**Prerequisite**  
Nil.

**Content**  
This unit looks at how the financial information of the business is recorded and reported (for different types of businesses) from initial transactions through to final reports. Students will explore and analyse these financial documents in order to formulate recommendations to all the relevant stakeholders of the business. This unit is also very beneficial for those students who intend studying BOM and Accounting in Senior.
**HUMANITIES/BUSINESS**

### Topics to be Studied
- Business Environment
- Areas of Business & economic activity
- Source Documents (Practical & Theory)
- Accounting Equation
- Classification of Accounts
- Accounting Reports: Balance Sheet, Profit & Loss Statement, Cash Flow Statement
- Accounting for Cash Records
- Cash/Credit Transactions

### Assessment
Assessment in this unit will be based on practical tasks. Most assessment will be in the form of unit tests. Additional assessment will also occur with in-class practical and research tasks.

### Links to Senior Studies
This unit is related to, and highly useful for, senior studies in:
- Accounting
- Business Management
- BSB20112 Certificate II in Business (VET)
- Economics
- Legal Studies

### ICT Component
- Web-based research
- Microsoft suite of applications including Word, Excel and PowerPoint
- Multi-media presentations

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**ECOA**  
**Year 9 Economics**

### Prerequisite
Nil.

### Content
This unit will focus on Personal Economics, the development of economic systems and social organisation in Australia and other parts of the world. Students will study the market system as it operates in Australia and will also investigate other economies of the world.

### Topics to be Studied
- Personal Economics
- Personal Finance and Investment
- Economic Systems
- Australia as a Market Economy
- Market Economics
- Introduction to Marketing (Dreamworld Excursion)

### Assessment
Assessment will include tests done under supervised exam conditions, research assignments, continuous in-class assessment and group oral presentations.

### Links to Senior Studies
This unit is related to, and highly useful for, senior studies in:
- Business Management
- Accounting
- Economics
- BSB20112 Certificate II in Business (VET)
- Geography
HUMANITIES/BUSINESS

ICT Component
- Web-based research
- Accessing Business Databases
- Microsoft suite of applications including Word, Excel and PowerPoint
- Multi-media presentations

BUSM Year 9/10 Business (Modified)

Prerequisite
Nil. This unit is designed as a modified unit for students who experience some difficulty in Humanities in Year 8. This unit can be studied in either Year 9 or Year 10.

Content
This unit will assist students to equip themselves with the knowledge, understanding and skills for their financial survival in the twenty-first century. The content focuses on four main topics:
- The world of work (including career selection)
- Earning an income, taxation
- Spending & budgeting
- Financial institutions, credit & savings.

Topics to be Studied
- Personal resource management – introduction to financial management
- Earning an income: types of incomes, wages, taxation, calculating personal income tax, tax tables, superannuation, Medicare levy
- Banking – banking skills, financial institutions, types of savings accounts, taking out a loan, investment options
- Spending & Budgeting – creating a personal budget, types of income and expenses, cash versus credit, types of credit, credit cards
- World of work – employment, unemployment, careers, work issues, changing career paths and workplaces, small business and enterprise.

Assessment
A variety of assessment techniques will be used including class tests, multimedia oral presentations and research based activities with an inquiry emphasis.

Links to Senior Studies
This unit is related to, and highly useful for, senior studies in:
- Business Management
- BSB20112 Certificate II in Business (VET)
- Economics

ICT Component
- Web-based research
- Microsoft Suite of applications with an emphasis on Word Processing, Excel, Publisher
- Multi-media presentations
### LSTA Year 9 Legal Studies

**Prerequisite**  
Nil.

**Content**  
Organised criminal activity remains one of the most difficult areas of law enforcement. The focus of this unit is on the nature of organised crime, the characteristics and types of organised crime, and the effectiveness of law enforcement in organised crime.

**Topics to be Studied**  
- Definition of organised crime
- Nature & types of organised crime: traditional & contemporary
- Organised criminal conduct
- Laws dealing with organised crime e.g. Proceeds of Crime Act 2002
- Australian Crime Commission and Queensland Crime & Misconduct Commission
- Cases in organised crime
- Future of organised crime and enforcement

**Assessment**  
Assessment will consist of analytical exercises tested using in-class tests and a major assessment item which is an individual research project on a selected aspect of organised crime.

**Links to Senior Studies**  
This unit is related to, and highly useful for, senior studies in:
- Business Management
- BSB20112 Certificate II in Business (VET)
- Economics
- Legal Studies

**ICT Component**  
- Web-based research
- Word Processing
- Webquests/Australian Institute of Criminology CD Rom investigative materials
- Multi-media presentations
Business & Economics: Year 10

**BUSB** Year 10 Business

**Prerequisite** Nil.

**Content** This unit provides students with an introduction to the world of business management. Students will study different types of management styles and what it means to be a successful entrepreneur. They will identify opportunities in a marketplace where enterprising behaviour could be used to generate positive outcomes and solve a business or community-based problem.

**Topics to be Studied**
- Introduction to business: Small, Medium
- Marketing
- Entrepreneurial Characteristics
- Business & Ethical Decisions
- Developing a Business Idea
- Business Plan, Production & Evaluation
- SWOT Analysis
- Enterprise Opportunities

**Assessment** Assessment will include tests done under supervised exam conditions, research assignments, a business report and group oral presentations.

**Links to Senior Studies** This unit is related to, and highly useful for, senior studies in:
- Business Management
- Accounting
- BSB20112 Certificate II in Business (VET)
- Economics

**ICT Component**
- Web-based research
- Accessing Business Databases
- Microsoft suite of applications including Word, Excel and PowerPoint
- Multi-media presentations

**ACCB** Year 10 Accounting

**Prerequisite** It is recommended that the student has studied Year 9 Accounting and achieved a C standard or better.

**Content** This unit looks at how the financial information of the business is recorded and reported for different types of businesses from initial transactions through to final reports. Students will explore and analyse these financial documents in order to formulate recommendations to all the relevant stakeholders of the business.
### HUMANITIES/BUSINESS

#### Topics to be Studied
- Nature and Purpose of Accounting
- The Accounting System
- Accounting Assumptions & Objectives
- The Accounting Equation
- Balance Sheets
- Classification of accounts
- Transaction tables
- Accounting process – transactions to Trial Balance
- Profit Determination
- Classified Business Reports
- Comparative Business Reports & Financial Ratios

#### Assessment
Assessment in this unit will be based on practical tasks. Most assessment will be in the form of unit tests or assignments.

#### Links to Senior Studies
This unit is related to, and highly useful for, senior studies in:
- Accounting
- Business Management
- BSB20112 Certificate II in Business (VET)
- Economics
- Legal Studies

#### ICT Component
- Web-based research
- Microsoft suite of applications including Excel
- MYOB software applications

### ECOB

#### Year 10 Economics

**Prerequisite**
Nil.

**Content**
This unit has been designed as a preparatory Economics unit. The central theme of this unit is the economic problem of insufficient resources being available to satisfy all the wants of consumers. Students will learn to assess changes in the economy, how these changes relate to existing trends in the economic cycle and will study the implications of these changes for consumers and business. Students will also be exposed to the stock market through the ASX Sharemarket Game.

**Topics to be Studied**
- The economic problem (excursion to Brisbane Markets)
- The Share Market (ASX Sharemarket Game)
- Managing the Australian Economy and Economic Issues

**Assessment**
Assessment will include tests done under supervised exam conditions, a report on the Australian Sharemarket, and a research project and oral presentation focussing on an economic issue.

**Links to Senior Studies**
This unit is related to, and highly useful for, senior studies in:
- Economics
- Business Management
- Accounting
- BSB20112 Certificate II in Business (VET)
HUMANITIES/BUSINESS

ICT Component

• Web-based research
• Accessing Business Databases
• Microsoft suite of applications including Word, Excel and PowerPoint
• Multi-media presentations
• ASX Sharemarket Game

LSTB Year 10 Legal Studies

Prerequisite
Nil.

Content
Both in history and contemporary society sport has played a large role in defining Australian culture, heritage and identity. With the increased professionalism and commercialisation of modern sport, there has been greater interaction between the law, the organisation of sporting activities and the personnel involved in sport including promoters, sponsors, broadcasters, spectators, officials, administrators, coaches and players.

Topics to be Studied
• The origins and history of sport in Australia – overview
• Introduction to basic legal concepts relevant to sport
• The relationship between sport and the law
• Dispute resolution in sports law – an introduction
• Sporting tribunals & the courts – rules & laws
• Introduction to negligence & sports law
• Introduction to sports contracts & the law
• Introduction to liability in sport – criminal and civil aspects
• Drugs in sport – legal aspects
• Salary caps and draft systems: restraint of trade law.

Assessment
A variety of assessment techniques will be used including class tests and examinations, analytical exercises and research based activities with an inquiry emphasis.

Links to Senior Studies
This unit is related to, and highly useful for, senior studies in:
• Business Management
• Economics
• Legal Studies

ICT Component
• Web-based research
• Microsoft suite of applications with an emphasis on Word Processing skills
• Webquests/Australian Institute of Criminology CD Rom investigative materials
• Multi-media presentations
• A research case study involving sport and the law: eg ARL v Super League 1997, AFL salary cap disputes 1990’s, doping cases in European football 2004-08, cricket match-fixing allegations 2003-08
LANGUAGES COURSE PROGRESSION

Semesters 1 and 2 (Year 8)

French
- 8FR

Japanese
- 8JAP

Semesters 3 to 6

- 9FR1
- 9FR2
- 10FR1
- 10FR2

- 9JAP1
- 9JAP2
- 10JAP1
- 10JAP2

Key

C Standard or better
Overview
The study of foreign language has important cognitive, cultural and economic benefits. With the increasing trend to globalisation, there is a requirement for young people to develop a broad world view and to equip themselves for a future which involves peoples of many nations and cultures. Apart from the obvious benefits of having a second language, learners of languages gain important skills which are valuable to employers: lateral/alternative thinking and imagination, memory skills and resourcefulness.

Students can derive a strong sense of achievement and enjoyment from learning another language, as well as developing their English vocabulary. Research has shown that studying other language systems improves proficiency level in the first language.

Both French and Japanese are designed to help our students become life-long learners. Thus in Languages classes, learning aims to develop:

• a knowledgeable person with deep understanding,
• a complex thinker,
• a creative person,
• an active investigator,
• an effective communicator,
• a participant in an interdependent world,
• a reflective and self-directed learner.

Languages further develop literacy and numeracy skills of our students.

These subjects are life skills based, encouraging our students to develop:

• personal development skills – growing and developing as an individual,
• social skills – living with, and relating to, other people,
• self-management skills – managing resources,
• citizenship skills – receiving from and contributing to local, state, national and international communities.

Much of learning languages helps students to develop insights and knowledge about the past and present and leads students to consider the consequences of personal and collective activities.

Thus Languages clearly promote a future perspective.

French
French is the first or second language in more than forty countries across the world. It is an official language of major international organisations, used widely in international law, in business enterprises and in diplomacy. Many of Australia’s Pacific neighbours like New Caledonia, have French as their official language. France and Australia are important trading partners with established companies operating within each other’s country.

Links in the fields of science, medical research and technology are strong. Having knowledge of the French language and culture would be an advantage in industries such as tourism and hospitality, entertainment, sport and the media. In fact in any career, you will be working in a global economy.

On a personal level, knowledge of French gives a privileged access to the real culture of the country. Intercultural language learning is integral to understanding, appreciating and communicating effectively.

Queensland students take the opportunity to travel to France or possibly to New Caledonia on cultural exchanges which provide real immersion experiences. Travelling there at a later stage in life will be all the more rewarding and advantageous with knowledge of French.
Japanese

Asian languages have an important place in the Australian school curriculum because of the increasing importance of the trade relationship with countries in Asia due to Australia’s location in the Asia-Pacific region. For Queenslanders the study of Japanese is especially important given the strong cultural, economic and political ties with Japan.

Because of the tourism and commercial links between Australia and Japan, Australian students have many opportunities to meet Japanese-speaking people in the school context and in the general community. Japanese lifestyle, culture, art and sport are becoming increasingly familiar to Australians through the media and personal contact.

Japanese offers an opportunity for learners to study a unique language that uses a variety of character-based scripts. The Japanese language deeply reflects the complexity and cultural heritage of Japanese society. Through studying Japanese, Australian students are able to develop sensitivity towards the values and perspectives of the Japanese people.

As Australian students increasingly take the opportunity to travel to Japan, knowledge of Japanese is an advantage, both in enriching the travel experience and in opening opportunities to develop long-lasting friendships.

Selecting Units

All students must complete one unit in French and Japanese in Semesters 1 and 2 and then may select further units through Semesters 3 – 6.

Students who satisfactorily complete three units in a particular language may take up Senior languages studies in Years 11 and 12. It is preferable, however, that they complete four units. Students should plan to complete at least one of their units in Semesters 5 or 6.

There are some students who may have completed fewer than three units; their continuation in Years 11 and 12 is at the discretion of the Head of KLA in consultation with the language teachers.

Assessment

Language learning is a continuous process involving assimilation of and extension in vocabulary and grammatical structures. Assessment is built into the units as part of the learning process and will reflect the learning experiences of each unit. Tasks take into consideration different learning styles allowing students to demonstrate their ability to communicate in the language. This assessment occurs formally at appropriate intervals and may also include informal class activities and homework exercises. The emphasis is on working creatively, with accuracy and clarity as well as communicating effectively.

A standard is awarded in each of the four macro skills: listening, speaking, reading and writing. It is:

- given at the point of need,
- student centred.
**LANGUAGES - French**

<table>
<thead>
<tr>
<th>9FR1</th>
<th>Family &amp; Community: Je me présente</th>
<th>Lower Intermediate Stage 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leisure &amp; Recreation: Le Sport</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisite**

8FR at C Standard or better or evidence of equivalent prior learning.

This unit continues ‘Histoires en Action’, learning language communicatively. The accelerated integrated method teaches pared down language through vocabulary and storytelling in a context which is pertinent to the acquisition of communication skills. The play ‘Comment Y Aller’ fits into this unit and combined with ‘Encore Tricolore I’ provides a solid basis for future language acquisition which takes into consideration all language learning styles.

**Content**

In Term One the unit focuses on self, home and family life, etc. The use of authentic texts is an important aspect of all units. ‘Histoires en Action’ is continued using storytelling with the play ‘Comment Y Aller’. In the second term the units introduces sport, what to wear, the weather, transport and leisure activities.

As part of their studies all students will:

- actively learn vocabulary and verb structures,
- learn to communicate effectively in real life situations with reflect their lives and interests,
- incorporate language functions such as stating preferences, talking about themselves and others, identifying and asking about people, affirming and negating, interviewing a sportsperson, discussing the weather, time and seasons,
- learn to describe and ask about routines, habits and describe preferences, ask about likes and dislikes, giving reasons, identifying and expressing, asking when and expressing opinions,
- participate in language competitions including Alliance Française Poetry and La Belle France Competition,
- interact meaningfully and frequently with technology to develop knowledge, skills and understanding and do realistic tasks which reflect the relevance of language in their lives. ‘Encore Tricolore’ has an interactive component.

**Assessment**

In class monitoring and communicative test items in the four macro skills (listening, speaking, reading and writing).

**Assessment Tasks:**

Vary, according to topical events, e.g. Tour de France, Rugby Tours, reflecting learner centred approach. As ‘Comment Y Aller’ is about a visit to Quebec, the assessment task is:

- To present a brochure on Francophone countries.
- To prepare an interview of a famous sportsperson.
- Presentation of the play based on ‘Comment Y Aller’.
## LANGUAGES - French

| 9FR2 | Family & Community: Bon appétit  
The International World: Ma ville |
|------|------------------------------------------------|

### Prerequisite

9FR1 at C Standard or better or evidence of equivalent prior learning.

### Content

This unit focuses first on food, healthy eating, ordering food in a restaurant. It incorporates the ‘Tour de France gastronomique’ – looking at the regions and their produce.

The second part of the unit introduces Brisbane as an International City comparing it to Paris or a city in France or New Caledonia.

Aspects include French cuisine, healthy eating, travel, celebration of Christmas in France and Australia and visiting other cities in France.

As part of their studies, all students will:

- actively learn vocabulary, developing verb structures,
- learn to communicate effectively in real life situations; ordering food in a restaurant, buying clothes, souvenirs or buying a train ticket,
- incorporate language functions such as: street directions, learn to talk about the future, make plans, say what you have just done, what you can/cannot do, expressing intentions,
- extend their knowledge of France and French cuisine, following recipes, making crêpes,
- experience French cultural activities, participating in an interschool Year 9 Immersion Day,
- participate in Bastille Day celebrations,
- interact with technology, reflecting its use in everyday life.

### Assessment

In class monitoring and communicative test items in the four macro skills (listening, speaking, reading and writing).

Assessment Tasks:

These reflect events taking place; competitions like Alliance Française and ALC.

Tasks are connected and reflect an integral part of their everyday learning.

- Poster on French regions, advertising their produce and festivals.
<table>
<thead>
<tr>
<th>10FR1</th>
<th>Family &amp; Community:</th>
<th>Intermediate Stage 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ma vie en Australie</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The International World:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Les Vacances: Visite à Paris</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisite**: 9FR2 at C Standard or better or evidence of equivalent prior learning.

**Content**: In this unit, themes such as school, family life, Australians as tourists in France and comparing the life styles of French and Australian young people will be studied.

As part of their studies students will:

- actively learn vocabulary, beginning to use past tense,
- communicate effectively seeing their own country, from the perspective of a tourist. Discussing their school life to an exchange student from France, talk about different school systems in France and Australia. Visiting France saying what they did there.
- incorporate language functions such as: identifying and asking about people, countries, holiday activities, describing itineraries for visitors to Australia, expressing likes and dislikes, intentions, giving reasons, saying what you have done, introducing expressing feelings, comparing, offering advice and describing procedures,
- extend their knowledge of France and French culture,
- continue to learn interactively, producing narrative, short stories and produce conversations using storyboard, giving PowerPoint presentations.

**Assessment**: In class monitoring and communicative test items in the four macro skills (listening, speaking, reading and writing).

Assessment Tasks:

- Photo story: My School: Voici mon école: Marist College Ashgrove.
- Travel Diary: Ma visite à Paris.
<table>
<thead>
<tr>
<th>10FR2</th>
<th>Leisure &amp; Recreation: En Forme</th>
<th>Intermediate Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The World Around Me: Le Monde à moi</td>
<td></td>
</tr>
</tbody>
</table>

Several units at this level have been prepared due to multi-levels, as students cannot be repeating topics.

**Prerequisite**

10FR1 at C Standard or better or evidence of equivalent prior learning.

**Content**

In this unit, keeping fit and healthy, French cinema, friendship and the future world. This unit is a preparation for senior level.

As part of their studies, students will:

- actively learn vocabulary, revise past tenses and express possibility and probability,
- communicate effectively, expressing and asking about wants and needs for young people, expressing their intentions,
- incorporate language functions such as giving instructions, describing a film and events, finding solutions, comparing, expressing opinions, approval, agreement, disagreement and recommending,
- introducing French cinema,
- participate in Alliance Française Poetry and Australian Language Certificate Competitions,
- participate in an interschool Immersion Day,
- learn interactively, continuing to practise and develop skills learned.

**Assessment**

In class monitoring and communicative test items in the four macro skills (listening, speaking, reading and writing).

Assessment Tasks:

- Alliance Française Competition Poetry and Prose.
- Write and act a short play representing shopping in a supermarket in France to demonstrate a healthy lifestyle.
- To produce a web page.
LANGUAGES - Japanese

9JAP1 Family Friends & Leisure Lower Intermediate Stage 1 Semester 3 Only

かぞく、ともだち、レジャー

Prerequisite
8JAP at C Standard or better or evidence of equivalent prior learning.

Content
This unit focuses on family, school friends and leisure.

Students learn from authentic textbooks with humorous cartoon stories, drawn by Japanese illustrators which show new language in action and provide real insights into Japanese culture.

As part of their studies students will:
- interact with native Japanese and learn to communicate effectively, using Japanese,
- actively learn vocabulary and sentence patterns,
- acquire Japanese script, hiragana, by using the textbooks written in both hiragana and romaji,
- learn about traditional Japanese cuisine, music, sports, and household items,
- learn to describe people/activities, introduce people, express likes and dislikes, ask to borrow items, express intentions, follow instructions, tell the time, make an offer, accept an offer,
- learn 30 basic kanji.
- continue to learn skills to use Japanese language on computer,
- participate in language competitions - speech and essay contest,
- participate in an interschool Immersion Day.

Assessment
Two assessment items for each of the four macro skills of listening, speaking, reading and writing as well as in-class monitoring.

By the end of this course students will create a 100 word booklet or prepare a PowerPoint presentation about family, friends and leisure.
<table>
<thead>
<tr>
<th>9JAP2</th>
<th>Japanese Schools and Industries</th>
<th>Lower Intermediate Stage 2 Semester 4 Only</th>
</tr>
</thead>
</table>

### 日本の学校、日本のさんぎょう

**Prerequisite**

9JAP1 at C Standard or better or evidence of prior learning at an equivalent level.

**Content**

Students become imaginary exchange students and learn about school life and club activities at a high school near Mt Fuji. They also look into the industries and the natural environment of the area that are influencing the people’s way of life.

As part of their studies students will:

- continue to interact with native Japanese and learn to communicate effectively, using Japanese,
- actively learn vocabulary and sentence patterns,
- learn Katakana,
- learn about modes of transport in Japan and Japanese public holidays,
- learn to inform and ask about school year levels and terms, school subjects and extra-curricular activities, school systems and school trips,
- learn to ask for and give information about seasons, climate and weather,
- learn to identify and ask about natural resources, manufactured goods and agricultural products of Japan,
- look into the problems of pollution,
- acquire 30 new kanji,
- continue to learn skills to use Japanese language on computer,
- participate in language competitions - speech and essay contest,
- participate in an interschool Immersion Day.

**Assessment**

Two assessment items for each of the four macro skills of listening, speaking, reading and writing as well as in-class monitoring.

By the end of this course students will produce booklets that are informing about their school and its surroundings to Japanese students.
**LANGUAGES - Japanese**

<table>
<thead>
<tr>
<th>10JAP1</th>
<th>Japanese Festivals and Seasons</th>
<th>Intermediate Stage 1</th>
<th>Semester 5 Only</th>
</tr>
</thead>
</table>

日本のまつり と きせつ

**Prerequisite**

9JAP2 at C Standard or better or evidence of prior learning at an equivalent level.

**Content**

In this unit students learn how climates, seasons, weather and festivals in various regions of Japan are interrelated.

As part of their studies, students will:

- continue to interact with native Japanese and learn to communicate effectively, using Japanese,
- actively learn vocabulary and sentence patterns,
- learn to express feelings, opinions and attitudes, identify and ask about events and places, identify and ask about problems, describe experiences, explain purposes, ask for and give permission, warn, and express approval or disapproval,
- learn about traditional Japanese way of life,
- learn about Japanese festivals,
- acquire 40 new kanji,
- participate in language competitions - speech and essay contest,
- participate in an interschool Immersion Day.

**Assessment**

Two assessment items for each of the four macro skills of listening, speaking, reading and writing as well as in-class monitoring.

By the end of term 1 students produce tour itineraries of a trip to Japan. In term 2 students will produce a PowerPoint presentation on living in a Japanese style house.
10JAP2 Future, Living in Big Cities Intermediate Stage 2 Semester 6 Only

しょうらい、大都市でのせいかつ

Prerequisite
10JAP1 at C Standard or better or evidence of prior learning at an equivalent level.

Content
This unit focuses on Tokyo, one of the largest cities in the world. Students have a virtual excursion there and also some other cities in Japan and learn the unique culture, a mixture of tradition and modernity.

As part of their studies, students will:

• continue to interact with native Japanese and learn to communicate effectively, using Japanese,
• actively learn vocabulary and sentence patterns,
• learn to ask for and give directions or instructions, identify and ask about problems, request and offer help, goods and services, compare people, things and actions, talk about abilities, make decisions, make attempts, express misunderstanding, express preferences, refuse, advise or suggest,
• look into safe society – police box, mobile phone,
• visit tourist spots in Tokyo, Hiroshima, Kyoto,
• acquire 40 new kanji,
• participate in language competitions – speech and essay contest,
• participate in an interschool Immersion Day.

Assessment
Two assessment items for each of the four macro skills of listening, speaking, reading and writing, as well as in-class monitoring.

By the end of this course students will produce a poster or PowerPoint presentation in Japanese selling Brisbane to Japanese tourists.
MATHEMATICS COURSE PROGRESSION

Semesters 1 and 2 (Year 8)

SEM 1  8MTH1

SEM 2  8MTH2

Semesters 3 to 6

SEM 3  9MTHM1  9MTH1  9MTHA1

SEM 4  9MTHM2  9MTH2  9MTHA2

SEM 5  10MAM1  10MTH1  10MAA1

SEM 6  10MAM2  10MTH2  10MAA2

* Please note: The following standards are indicative only. Students need to show evidence in all three criterion in order to be placed in an advance module.

Key

- A OR B+ STANDARD (in each criterion)
- C STANDARD (in each criterion) OR BETTER
- D OR E STANDARD
  (if obtaining a C a discussion with Head of Mathematics is required)
MATHEMATICS

Overview

The study of Mathematics at Marist College Ashgrove focuses on the nature and application of Mathematics in the world around us. At the same time, there is a concern that students develop a positive frame of mind that encourages initiative, co-operation and application of Mathematical techniques and processes in a logical and purposeful manner.

Reflecting the demands of the Australian Curriculum, Middle Years Mathematics:

- Addresses key concept skills and processes for progression in mathematics
- Embeds the proficiencies of understanding, fluency, reasoning and problem solving
- Assumes teachers will make use of available digital technology, including calculators in teaching and learning contexts

To help to achieve these aims and to support the mission of the College, the study of Mathematics has been divided into five strands Space, Number, Measurement, Chance & Data and Algebra. The course is designed to allow students to learn at different rates and to enable students to be challenged with tasks at their level of understanding.

In Semesters 3-6 four Mathematics units must be completed.

Unit Description

Units 9MTHM1, 9MTHM2, 10MAM1, 10MAM2 are core units. They follow the same topics as Mainstream units but investigate the mathematics at a core level.

Units 9MTH1, 9MTH2, 10MTH1, 10MTH2 are mainstream units.

Units 9MTHA1, 9MTHA2, 10MAA1, 10MAA2 are extension units. They follow the same topics as Mainstream units but investigate the mathematics to an advanced level.

Core Mathematics Units

Individual Education Plan (IEP) – This is recommended for those students who have been ascertained in Learning Difficulties or who have had major difficulty in 8MTH1 (E Standard)

9MTHM1 – This Unit is designed for those students who have demonstrated difficulty in 8MTH2 (D or E Standard).

Students who obtain a C Standard or higher in this unit will move onto 9MTH2.

9MTHM2 – This Unit is designed for those students who have had demonstrated difficulty in 9MTH1 (D or E Standard). Students who obtain a C Standard or higher in this unit will move onto 10MTH1.

10MAM1 – This Unit is designed for those students who have demonstrated difficulty in 9MTH2 (D or E Standard). Students who obtain a C Standard or higher in this unit will move onto 10MTH2.

10MAM2 – This Unit is designed for those students who have demonstrated difficulty in 10MTH1 (D or E Standard)
MATHEMATICS

Requirements For Entry Into Mathematics In Years 11 And 12

Senior Mathematics

Entry recommendations for Prevocational Maths are:
• A grade of D or lower in 9MTH2, 10MTH1, 10MTH2 and
• Those students not wishing to obtain an OP.

Entry recommendations for Maths A are:
• A grade of B or higher in 9MTHM2, 10MAM1 or 10MAM2
• A grade of D or higher in 10MTH1 or 10MTH2

Entry recommendations for Maths B or C are:
• A grade of B or C in 10MAA1, 10MAA2
• A grade of A or B in 10MTH1, 10MTH2
• A grade of C in 10MTH1, 10MTH2 in consultation with Head of Mathematics

It is strongly recommended that students who wish to enter Mathematics B and/or Mathematics C in Year 11 complete 4 units of mainstream and/or advanced Mathematics.

Please note that BOTH Mainstream and Advanced Mathematics prepare student for study of Mathematics B and Mathematics C in Year 11 and 12.
MATHEMATICS

9MTHM1  Year 9 Mathematics Modified (Semester 1)

Prerequisite  D or E Standard in each criterion in 8MTH2
Content  As for 9MTH1 – core unit

9MTH1  Year 9 Mathematics (Semester 1)

Prerequisite  C Standard in each criterion or higher in 8MTH2
Content  Number and Algebra
Solve problems in financial mathematics including applications of simple and compound interest including using ICT and judge reasonableness of results. Work fluently with index laws, in both numeric and algebraic expressions and use scientific notation, significant figures and approximations in practical situations. Solve problems involving linear equations and inequalities and substitution into, and rearrangement of formulas.

Statistics and Probability
Investigate problems requiring data-based inquiry, collecting univariate and bivariate data, including from secondary sources, and justify conclusions. Calculate probabilities for two- and three-step experiments with equally likely outcomes which involve ‘with replacement’ and ‘without replacement’.

Measurement and Geometry
Investigate properties of polygons and circles, including lines and angles, forming generalisations, explaining reasoning and solving problems. Solve problems involving right angled triangles using Pythagoras’ theorem and trigonometric ratios and justify reasoning. Apply transformations to triangles to explain similarity and congruence, to establish geometric properties.

9MTHA1  Year 9 Mathematics Advanced (Semester 1)

Prerequisite  A or B Standard in each criterion in 8MTH2
Content  As for 9MTH1 – advanced unit

9MTHM2  Year 9 Mathematics Modified (Semester 2)

Prerequisite  D or E Standard in each criterion in 9MTH1
D or E Standard in each criterion in 9MTHM1
Content  As for 9MTH2 – core unit
# MATHEMATICS

## 9MTH2 Year 9 Mathematics (Semester 2)

**Prerequisite**
- C Standard in each criterion or higher in 9MTH1
- C Standard in each criterion or higher in 9MTHM1

**Content**
**Number and Algebra**
Understand simplification techniques for linear and quadratic functions including collecting like terms, common factors, the expansion of binomial products and simple binomial factorisation. Solve problems involving linear simultaneous equations, using algebraic and graphical techniques including using ICT.

**Statistics and Probability** - Compare theoretical and experimental probabilities for two- and three-step experiments. Evaluate non-random and random sampling techniques.

**Measurement and Geometry** - Solve problems involving circumference and area of circles and part circles, and the surface area and volume of cylinders and composite solids. Interpret and create maps and plans, including relative location, directions and bearings, and optimal paths. Construct and identify elevations and cross-sections of three-dimensional objects, and explain reasoning.

## 9MTHA2 Year 9 Mathematics Advanced (Semester 2)

**Prerequisite**
- A or B Standard in each criterion in 9MTH1
- B Standard in each criterion or higher in 9MTHA1

**Content**
As for 9MTH2 – advanced unit
### 10MAM1 Pre Mathematics A (Semester 1)

**Prerequisite**
- D or E Standard in each criterion in 9MTH2
- D or E Standard in each criterion in 9MTHM2

**Content**
As for 10MTH1 – core unit

### 10MTH1 Pre Mathematics B (Semester 1)

**Prerequisites**
- C+ Standard in each criterion or higher in 9MTH2
- C+ Standard in each criterion or higher in 9MTHM2

**Content**
Number and Algebra
Solve problems in financial mathematics including ones using recursive techniques, and extend these techniques to investigate growth and decay including using ICT. Solve problems involving direct and inverse proportion. Understand and use graphical and analytical methods of finding distance, midpoint and gradient of an interval on a number plane.

Statistics and Probability
Construct and interpret box plots and compare data sets represented by parallel box plots. Pose data-orientated questions, plan sampling, data collection and representation, make and justify conclusions, report the investigation and evaluate choices.

Measurement and Geometry
Use formal mathematical language to classify shapes and objects including congruence and similarity. Work fluently with trigonometric ratios and solve problems requiring their use in right-angled triangles including direction and angles of elevation and depressions using the three trigonometric ratios.

### 10MAA1 Pre Mathematics B Advanced (Semester 1)

**Prerequisite**
- A or B+ Standard in each criterion in 9MTH2
- B+ Standard in each criterion or higher in 9MTHA2

**Content**
As for 10MTH1 – advanced unit

### 10MAM2 Pre Mathematics A (Semester 2)

**Prerequisite**
- D or E Standard in each criterion in 10MTH1
- D or E Standard in each criterion in 10MAM1

**Content**
As for 10MTH2 – core unit
### 10MTH2 Pre Mathematics B (Semester 2)

**Prerequisite**
- C+ Standard in each criterion or higher in 10MTH1
- C+ Standard in each criterion or higher in 10MAM1

**Content**
**Number and Algebra**
Understand how to expand and factorise quadratic expressions using a variety of strategies. Connect algebraic and graphical representations of functions and relations such as parabolas, circles and exponentials.

**Statistics and Probability**
Identify, whether two events of the sample space are independent or not, or mutually exclusive, for one- and two-step experiments with equally likely outcomes. Evaluate statistical reports in the media and other places by linking claims to displays, statistics and sampling.

**Measurement and Geometry**
Solve problems involving surface area and volume of pyramids, cones and spheres. Solve problems involving latitude, longitude, and distances on the Earth’s surface, using great circles.

### 10MAA2 Pre Mathematics B Advanced (Semester 2)

**Prerequisite**
- A or B+ Standard in each criterion in 10MTH1
- B+ Standard in each criterion or higher in 10MAA1

**Content**
As for 10MTH2 – advanced Unit
In Religious Education there are currently four units which comprise the middle school program. Each student can study each of these units following the sequence 9RE1, 9RE2, 10RE1, 10RE2. In addition to these, the ministry and leadership unit RECS1 is available in second semester Year 9 and RECS2 in second semester Year 10.
Overview

Religious Education is a Key Learning Area and a major educational priority. Each Key Learning Area in the curriculum of Marist College Ashgrove contributes to the religious development of our students. The KLA Religious Education, however, has a particular responsibility for assisting the development of students’ understanding and appreciation of the faith heritage of the Catholic Christian community. As a school subject Religious Education shares a range of learning activities which focus on each student’s linguistic, social, cultural and aesthetic development similar to those in other KLAs.

The overarching goal of Religious Education in the Catholic Archdiocese of Brisbane is:

*To form students who are literate in the Catholic and broader Christian tradition so that they might participate critically and effectively in faith contexts and the wider society (Religion Curriculum P-12, 2011)*

Within the context of this statement, Marist College Ashgrove, through the Key Learning Area Religious Education, aims to:

- Familiarise students with the story of Jesus and with what it means to be a Christian.
- Enhance each student’s ability to know, understand, process and communicate the faith heritage of the Catholic Christian community within wider social and religious contexts.
- Provide opportunities which enable students to nurture their own religious and moral development through their developing religious literacy.
- Promote in students knowledge, processes, skills, attitudes and values which enable them to understand and participate in the communities in which they belong.
- Enable students, through the learning and insights gained in becoming religiously literate, to critique the communities to which they belong so they can participate as just members of these communities.
- Develop students’ awareness of other Christian Churches, other religious traditions, the nature of religion and its place in human life and in Australian society.

What is Religious Literacy?

Religious Literacy can be defined as the flexible and sustainable mastery of a repertoire of practices related to the discourse of religion using spoken, written and multimedia texts of traditional and new communications technologies. (Adapted from Literate Futures Qld, p.9)

Religious literacy for lifelong learners needs to be thought of in new ways by using pedagogy which:

- Develops existing and new literacy skills for new purposes and new technologies.
- Aligns with the nature of literacy as social practice.
- Aligns with the transformative nature of literacy by assisting students to design and redesign social futures related to the discourse of religion.
Religious Literacy Model

- Educational focus
- Describes core practices of religiously literate people.

The New Religion Curriculum

The Brisbane Archdiocese is currently in the third year of a five year strategic plan, which includes the rewriting of the Religious Education curriculum from P-12. *The Religion Curriculum P-12* has now been granted the Imprimatur by Archbishop Mark Coleridge for use in all schools in the Archdiocese. Marist College Ashgrove is developing and teaching units of work which integrate the four strands (Sacred Text, Beliefs, Church and Christian Life) through inquiry learning, a fertile question and ICTs.

*The Religion Curriculum P-12* has core content which is mandatory for all students. Marist College Ashgrove teaches interrelated religious knowledge, deep understandings and skills under the four strands and sub-strands for each year level as follows:

- **Sacred Texts** (Old Testament; New Testament; Christian Spiritual Writings and Wisdom)
- **Beliefs** (Trinity: God, Jesus the Christ, Spirit; Human Existence; Religions of the World)
- **Church** (Liturgy and Sacraments; People of God; Church History)
- **Christian Life** (Moral Formation; Mission and Justice; Prayer and Spirituality)

These interrelated strands are taught in ways that are appropriate to all boys educational context and are reflective of the Marist Charism.
The Religion Curriculum Level Descriptors

Year 9
In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE – 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacrament of Penance, and personal and communal prayer experiences. They are introduced to two forms of biblical criticism, form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing and Christian Meditation.

Students learn about the divergent understandings of God (Allah, God, *G*d) in the monotheistic religions of Islam, Christianity and Judaism. They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

Year 10
In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the ‘Other’ which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church’s action in the world today, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, sent to carry on Jesus’ mission in the world. They participate respectfully in a variety of personal and communal prayer experiences, including prayers for justice, peace and the environment. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer and prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Prayer of St Teresa.

Assessment
Learning achievements are statements of what learners know and can do with what they know. They are demonstrable and therefore evidence of the knowing and doing which can be observed. Learning achievements can be demonstrated as part of learning activities as well as part of more formally constructed assessment instruments. Teachers collect evidence of demonstrations of a learning achievement in order to make judgments about student progress. For students, core learning achievements are for the simultaneous planning of learning activities and assessment tasks. The College is not assessing students’ religious commitment.
9RE1

Prerequisite: 9RE1

Content: 8RE2

1. Why be Marist? A religious response to the making of the modern world.

   Students investigate Marist Spirituality and Mission as a response to the human quest for meaning and transformation in the modern world. They examine Christian beliefs and Church teachings on The Incarnation, Resurrection and Ascension of Jesus as foundational beliefs of Christianity and the vocation of all lay people, through their baptism, share in a Christian vocation (Latin vocātiō – ‘calling’). A Christian vocation calls all people to develop to their fullest potential, in order that they may be empowered to share their own individual gifts, talents, abilities and blessings as fully as possible, for the sake of others. Students completed case studies of the significant contribution of a vocational life such as that of Mary of the Cross, St Mary Mackillop.

2. Where is God in a multifaith world?

   Christianity, Judaism and Islam are monotheistic religions that share a belief in the one God (Allah, God, G*d). The three monotheistic religions have divergent understandings of God that are reflected in their beliefs and practices. Students study their sacred texts and examine and discuss the understanding of God/Allah/G*d in the monotheistic traditions that is reflected in the core beliefs and practices of the religion. Students engage in a depth study of the text and formation of the Pentateuch as well as the key themes of creation, sin, covenant, law and promise, worship and Chosen People.

3. Where are the voices that challenge?

   Students identify how prophetic voices challenge and call members of the Church to fulfil Jesus’ Mission. They commence with the Prophets, examine Parables and ways the structures and practices of the Church interact with society to proclaim beliefs and teachings. Students investigate the key themes of Catholic Social Justice as a response to the human quest for meaning and transformation culminating in an examination of modern prophetic voices.

Roles for 21st Century Learning: Reflected Self Directed Learner, Effective Communicator, Active Investigator.

Assessment:

- Folio
- Multimodal
- Narrative Writing

ICT Component: Web quest, PowerPoint presentation, CD-Rom data based research, digital video and still recording and editing, Microsoft Word/One Note, using interactive online texts.

9RE2

Prerequisite: 9RE2

Content: 9RE1

4. Personal Moral Integrity – Why be moral?

   Students develop and justify strategies for maintaining moral integrity in response to personal, social and cultural expectations. They investigate the capacity of a variety of models of moral living to shape and inform Christian moral decision-making. They study the experience of sin throughout human history which points to the presence of good and evil in an imperfect world. The significance of the Sacraments of Penance and Anointing of the Sick which call believers to conversion and loving trust in God’s healing grace.
5. Being Catholic in Australia – Why make the world a better place?
Students examine ways Christian beliefs and Church teachings have been interpreted and applied across cultural and historical contexts. They investigate the development of Catholicism within Australia and the social and cultural influences which shaped it. In a time of great challenge and change (c.1750 CE – c.1918 CE), the Church had to respond to many internal and external threats to its physical existence, cultural influence, political influence, social structure, roles and relationships and economic power. The power of prayer in times of challenge and change involves talking and listening to God, either alone or gathered as community. Believers pray with the help of word, music, action, silence, images, symbols and nature.

Believers pray, drawing on the richness of Scripture, the Catholic tradition and the wider Christian tradition, including the prayers and writings of Christian spiritual fathers and mothers (e.g. Catherine McAuley, Nano Nagle, Edmund Rice, Don Bosco) to nurture their spiritual life.

**Roles for 21st Century Learning**
Reflected Self Directed Learner, Quality Producer, Leader and Collaborator.

**Assessment**
- Personal Reflection
- Web page or Brochure
- Film Analysis

**ICT Component**
Web quest, PowerPoint presentation, CD-Rom data based research, Microsoft Word/One Note using interactive online texts.

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### 10RE1 Religion & Ethics Units

#### Prerequisite
9RE2

#### Content
1. Heroes and Role Models - How can I live the life of a true hero?
Heroes represent the human yearning for hope that transcends people’s immediate lives and contributes to their sense of meaning and purpose. In this unit, students will explore heroes and role models as important elements of the story of all communities. Students will investigate heroes and role models in a range of contexts including the saints in the Catholic Christian tradition.

2. Founders & Followers - What insights can other world religions offer me?
In this unit, students will learn about two other world religions, Buddhism and Islam. Students will have the opportunity to take a wider look at the role of religion in the world by exploring key beliefs and practices of these two religions. They will learn about the Catholic teaching on other faiths and the Vatican II Statement on The Relation of the Church to Non-Christian Religions.

#### Roles for 21st Century Learning
Reflected Self Directed Learner, Designer and Creator, Active Investigator, Leader and Collaborator.

#### Assessment
- Written Task - Persuasive
- Individual Multimodal - Spoken Task

#### ICT Component
These units are related to and useful for senior studies in the Authority Registered Subject (SAS) Religion & Ethics in Years 11 and 12 and engages students via online learning delivered by Brisbane Catholic Education.
### RELIGIOUS EDUCATION

#### 10RE2 Religion & Ethics Units

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>10RE1</th>
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</table>
| Content | 3. The Australian Scene – Can Religion Advance Australia Fair?  
Attitudes to religion and spirituality in Australia are diverse. This unit will allow students to investigate cultural and religious diversity and critique the apparent contradictions and stereotypes that are present in Australia.  

4. Spirituality and Ritual – What’s in it for me?  
In this unit, students will learn about spirituality and ritual in the Catholic Christian tradition. They will have the opportunity to explore, experience and express their own spirituality, and to learn about the spirituality of others. |
| Roles for 21st Century Learning | Reflected Self Directed Learner, Community Contributor, Active Investigator, Leader and Collaborator. |
| Assessment | • Written Task – Argumentative Essay  
○ Reflective essay in response to stimulus material |
| ICT Component | These units are related to and useful for senior studies in the Authority Registered Subject (SAS) Religion & Ethics in Years 11 and 12 and engages students via online learning delivered by Brisbane Catholic Education. |

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#### RECS1 & RECS2 Leadership for Life and Spirit

| Prerequisite | This is a unit designed for students who wish to be part of the College’s Senior Ministry Program. To participate in this program, students will either be invited or they can apply to the Head of KLA Religious Education.  
Students who participate in RECS1 (Semester 4) will also complete RECS2 in the second semester of Year 10. A small number of Year 10 students may enter RECS2 after completion of 10RE1 if class numbers permit. |
| Content | The academic course complements the experience of ministry within the College and is designed to prepare students for leadership. In RECS1 students study models of ministry within the Church and are invited to participate in the College’s Middle School ministry program. In RECS2 they look at their own skill-base as a leader and are given opportunities to explore and develop their own leadership styles. |
| Roles for 21st Century Learning | Active investigator, designer and creator, quality producer, leader and collaborator. |
| Assessment | A wide range of academic and practical assessment instruments are used including group multimodal presentations; reflective journaling activities; and leadership of small group liturgical experiences. |
| ICT Component | Completion of RECS1 and RECS2 is preparation for involvement in the College’s senior ministry program which involves leadership in College liturgies; planning and implementing retreat experiences for students in the Junior School; and leadership involvement in the various outreach ministries of the College. ICT skills include data based research, PowerPoint or Prezi, Microsoft Word/One Note. |
SCIENCE COURSE PROGRESSION

Semesters 1 and 2 (Year 8)

SEM 1

8SCI1

SEM 2

8SCI2

Semesters 3 to 6

SEM 3

9SCIA

9SCIB

SEM 4

9SCIB

9SCIA

SEM 5

10SCIM

10SCIA

10SCIB

SEM 6

10SCIB

10SCIA

10SCIM

Key

Progresses
Overview

The College offers Science units for students in Years 9 to 10 to support the rationale and aims of the Australian Curriculum (Science). Specifically these units are designed and taught to engender in students:

- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

(Australian Curriculum Online)

In terms of the strands of the curriculum, Science Inquiry Skills and Science as a Human Endeavour, the units also aim to teach and provide students with the abilities to:

- Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies
- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence
- Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems
- Formulate questions or hypotheses that can be investigated scientifically
- Understand that Science knowledge, including models and theories, are contestable and are refined over time through a process of review by the scientific community
- Use scientific knowledge to evaluate whether they should accept claims, explanations or predictions

An important aim of our science education is to bring students to an awareness and appreciation of the fact that advances in science leads to knowledge and emerging technologies which can significantly affect people’s lives, including generating new career opportunities.
Assessment in Middle School Units

Students will be given the opportunity to demonstrate what they know and can do as described by the learning achievements of each unit. Teachers will track a student’s progress through his responses to various class activities during the unit. There are four main types of assessment task used, namely: experimental investigations (EI), non-experimental investigations (NEI), stimulus-response tasks (SRT) and knowledge and process examinations (K&PE).

How to Read the Flow Chart

After Semesters 1 and 2 (Year 8), there are two units 9SCIA and 9SCIB. Students need to complete 9SCIA and 9SCIB in Year 9 before having the option of choosing further Science units. The units 10SCIA and 10SCIB provide students with the required prerequisite for senior studies in Biology, Chemistry and Physics.
9SCIA Biology & Physics

Prerequisite 8SCI1 and 8SCI2

Content This unit will cover concepts and important ideas in the spheres of biological and physical sciences. In the Biology unit, students will learn about:

- Multi-cellular organisms and how they rely on coordinated and interdependent internal systems to respond to changes to their environment
- Ecosystems and the fact that they consist of communities of interdependent organisms and abiotic components of the environment; and that matter and energy flow through these systems

The physical science unit will cover the important concept of energy and students will learn about the forms of energy and the ways they can be transferred through different mediums, and transformed. This will involve looking at heat, electrical and light energy and how these forms of energy are used in society today. During this unit students work through parts of the STELR program, which is a government funded initiative designed to develop the understanding that renewable energy technologies can play a key role in reducing global warming.

This section of the unit will allow students to delve deeper into the interrelationships that exist between science and technology and give examples of developments in science that have affected society.

9SCIB Chemistry & Earth Science

Prerequisite 8SCI1 and 9SCI2

Content This unit will cover concepts and important ideas in the spheres of Chemical and Earth & Space Sciences. In the chemistry unit students will learn that:

- All matter is made of atoms which are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms
- Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed
- Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer

The Earth & Space Science unit looks at the theory of plate tectonics which identifies the major plates of the earth’s crust and explains global patterns of geological activity and continental movement. The theory provides an explanation for the existence of “the ring of fire” and the awesome volcanoes, earthquakes and mountains found there.
SCIENCE

10SCIM  Everyday Science

Prerequisite  9SCIA and 9SCIB

Content  While most students in Year 10 will study 10SCI1 and 10SCI2 in their fifth and sixth semesters of middle school, there will be some students who will be advised to follow this modified Year 10 Science unit. This one semester unit is designed to cover the essential key concepts in the areas of Biological, Chemical, Physical and Earth & Space Sciences. It will provide students with a wider experience of science in a number of contexts and is meant as a culminating experience for those who will not be pursuing any of the sciences in Years 11 and 12.

Students will explore science concepts involved in:
  •  marine science
  •  weather
  •  physics of boats
  •  cooking

In line with the Australian Curriculum: (Science) the unit encourages students to develop questions and hypotheses and independently design and carry out appropriate methods of investigation. In the designing and undertaking of these investigations students are encouraged to take into account the need for accuracy, safety, fairness, ethical actions and collaboration. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language and representations appropriate to the content.

10SCIA  Biology & Chemistry

Prerequisite  10SCIA will provide students who may be thinking of studying Chemistry and/or Biology in Years 11 and 12 with a solid foundation. The unit will cover concepts about:
  •  the origin of the universe and the evolution of life on Earth
  •  the transmission of heritable characteristics from one generation to the next through DNA and genes
  •  the theory of evolution by natural selection which explains the diversity of living things and which is supported by a range of scientific evidence
  •  the basis of the periodic table and how this organiser is used to distinguish between elements, and
  •  the knowledge of chemical change to predict the products of chemical reactions

In line with the Australian Curriculum: (Science) the unit encourages students to develop questions and hypotheses and independently design and carry out appropriate methods of investigation. In the designing and undertaking of these investigations students are encouraged to take into account the need for accuracy, safety, fairness, ethical actions and collaboration. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language and representations appropriate to the content.
### 10SCIB Physics & Earth Science

<table>
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<tr>
<th>Prerequisite</th>
<th>9SCIA and 9SCIB</th>
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<tr>
<td>Content</td>
<td>10SCIB will provide those students who intend studying Physics in Senior with a solid foundation. It covers concepts of Physical and Earth &amp; Space Sciences. In the first part of the unit students will investigate the science of motion and forces. They will analyse the forces and energy involved in the motion of everyday objects such as vehicles on a racetrack or carriages on an amusement park ride. On a much larger scale, the unit also considers the energy, forces and motion of the planets in our solar system, stars and galaxies as well as the Big Bang theory and how it can be used to explain the origin of the universe. The unit then explores the energy budget of our planet and challenges students to consider ways of harnessing energy more efficiently, whilst minimising the impact on the environment. They will also investigate alternative energy sources and be challenged to design an energy efficient model house. In line with the Australian Curriculum: (Science) the unit encourages students to develop questions and hypotheses and independently design and carry out appropriate methods of investigation. In the designing and undertaking of these investigations students are encouraged to take into account the need for accuracy, safety, fairness, ethical actions and collaboration. They identify where digital technologies can be used to enhance the quality of investigations and they communicate using scientific language and representations appropriate to the content.</td>
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Semesters 1 and 2 (Year 8)
Year 8 Technology provides foundation skills and knowledge for all Technology KLA units

Semesters 3 to 6

**Key**
- Red: C Standard or Better
- Blue: B Standard

ETA → CTA
ETB → CTB
CTC (Year 10 Only) (Preparation for CPC10111 Certificate I Construction)

9TS (Year 9 Only)
GCA
GCB

10TS (Year 10 Only) (Preparation for Technology Studies)
GCC (Preparation for Senior Graphics)

IPTA
IPTB (Preparation for IPT)
Overview

Technology involves envisioning and developing products to meet human needs and wants, capitalise on opportunities and extend human capabilities. Products of technology include artefacts, processes, systems, services and environments.

The Technology KLA reflects the dynamic and innovative nature of technology. It provides students with opportunities to respond to design challenges in a diverse range of contexts by working technologically.

The Technology KLA contributes to lifelong learning by developing:

• A knowledgeable person with deep understanding
• A complex thinker
• An active investigator
• A responsive creator
• An effective communicator
• A participant in an interdependent world
• A reflective and self-directed learner

Technology subject areas currently on offer in the middle school units are as follows:

• Information Processing and Technology (IPT)
• Graphical Communication (GC)
• Engineering Technology (ET)
• Construction Technology (CT)
• Technology Studies (TS)

After completing Semesters 1 and 2 (Year 8), all students must undertake a minimum of two further units from the Technology area. Students may choose to select these two units from the range offered or to specialise in one subject area.

Reading the Flow Chart

Students must read the flow chart in conjunction with the unit descriptors that follow.

• Students who have completed IPTA at C Standard or better may attempt IPTB.
• The Graphics units are sequential and students considering Senior Graphics should try to complete three units, as these constitute the minimum knowledge/skill base for all senior work.
• In both Engineering Technology and Construction Technology each unit is sequential and must be taken in order, with exception of CTC. CTC is intended for Year 10 students considering undertaking a CPC10111 Certificate I in Construction (VET) in Senior.
• 9TS Junior Technology Studies 1 for Year 9 only. 10TS Preparation for Technology Studies 2 is for Year 10 only and a student must have attained a B standard in 9TS.

Progression

Unless stated otherwise, students may progress to the next level unit if they receive C Standard or better for the prerequisite unit. Students may repeat units, if class numbers permit.
Information and Processing Technology (IPT)

Subject Area Overview

Information and communication in the 21st century are increasingly interlinked and mediated by technology. Information and communication technology enables individuals to access, construct and publish information for particular purposes and audiences.

Our society relies on the exchange of information and knowledge creation. Active and informed participants in this society need to be flexible and self-directed, work to patterns of logic, combine analysis with intuition, exercise discretion, behave ethically and work collaboratively.

Information and communication technology education draws on the disciplines of computer science, informatics, graphic design, communication and commerce.

The subject area involves inquiry and problem-based learning or project-based collaborations that focus on student-centred learning in authentic tasks.

Information and communication technology education has its own characteristic knowledge, practices and dispositions. It also incorporates some knowledge, practices and dispositions from the Key Learning Areas of Technology, The Arts, and Studies of Society and Environment.

Learning Achievements

In this subject area, students acquire knowledge, practices and dispositions necessary to:

• understand and appreciate the nature of information and communication
• technologies that enable the presentation and communication of information
• critically evaluate information and communication mediated by technology
• make informed decisions in responding to information and communication
• technology challenges
• select and use techniques to respond creatively and productively to information and communication challenges
IPTA  Information Technology

Prerequisite  Nil

Content  In this unit, students will focus on the nature of the software development cycle, the logic of information processing sequences and the nature of the computer as a system. On completion of this unit, students will be able to explain the logic of algorithms for an information processing sequence of their own design. Students will use Gamemaker to solve a series of Programming and Multi-Media challenges set by the teacher.

Level Statement  Students understand the nature and structure of information. They apply their knowledge to challenges as they make judgments about the effectiveness of solutions. They investigate sources of information as they become discriminating users of information.

Central content
• The logical nature of algorithms
• Linear and iterative sequencing of steps to complete a task
• Non-linear sequencing to engage a variety of tasks
• Nature of variables
• How to construct information processing sequences from algorithms
• The Software Development Lifecycle - problem definition, solution specification, selection and application of appropriate design methodology, implementation of the design, testing for errors, product/process evaluation and documentation of solution.
• Algorithm design methodology e.g. structured design charts, pseudocode, Nassi Schneiderman diagrams.
• Rules or syntax of selected programming language or software application
• Operational interfaces and file management
• Debugging strategies

Assessment
• Assignments
• Presentations
• Design challenges

Links to Senior Studies  This unit is useful but not necessary for success in:
• IPT
<table>
<thead>
<tr>
<th><strong>IPTB</strong></th>
<th><strong>Preparation for Senior IPT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite</strong></td>
<td>IPTA at C Standard or better.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>This unit covers techniques for designing and developing machine interfaces and control structures. This is achieved through using Microsoft Excel and Microsoft Access as the main tools. As this unit goes far beyond the basics of these programs it must be assumed that students have successfully completed unit IPT1 (Information Technology). The unit deals not only with the problem solving characteristics of the programs but endeavours to put a human face on the solutions to the real world problems identified.</td>
</tr>
<tr>
<td><strong>Level Statement</strong></td>
<td>Students construct interfaces and applications and justify decisions made on human, technical and ethical grounds. They understand the principles of complex systems and propose ways to manage and monitor systems.</td>
</tr>
</tbody>
</table>
| **Assessment** | • Assignments  
• Presentations  
• Design challenges |
| **Links to Senior Studies** | This unit is useful but not necessary for:  
• IPT |
Graphical Communication (GC)

Subject Area Overview

Our Graphical Communication units focus on the nature of graphical communication and the coding systems and standards used in graphical representations. Students learn to convey meaning to others when they create graphical representations that effectively use the elements and principles of design, graphical construction and presentation techniques.

Students can expect to study areas such as:

- Elements and principles of design
- Graphical communication design
- Nature of graphical information
- Techniques for manipulating graphical information

Why Study Graphics?

Graphics has a particular contribution to lifelong learning. Students develop the knowledge, practices and dispositions necessary to use graphical construction and presentation techniques to effectively communicate design ideas and procedures to others. Students convey meaning to others when they create graphical representations that effectively use the elements and principles of design, and graphical construction and presentation techniques.

GCA Graphical Communication 1

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Graphics makes a particular contribution to lifelong learning. Students develop the knowledge, practices and dispositions necessary to use graphical construction and presentation techniques to effectively communicate design ideas and procedures to others. Students convey meaning to others when they create graphical representations that effectively use the elements and principles of design, and graphical construction and presentation techniques.</td>
</tr>
<tr>
<td>Topics may include:</td>
<td></td>
</tr>
<tr>
<td>- Geometrical constructions</td>
<td></td>
</tr>
<tr>
<td>- Developments and packaging</td>
<td></td>
</tr>
<tr>
<td>- Technical drawing and machine components</td>
<td></td>
</tr>
<tr>
<td>- Architectural drawing and the environment</td>
<td></td>
</tr>
<tr>
<td>- Systems, diagrams, and charts</td>
<td></td>
</tr>
<tr>
<td>- Mechanisms</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment tasks used to determine a student's Level of Achievement may include: design folios, class work folio, and exams.</td>
</tr>
<tr>
<td>Links to Senior Studies</td>
<td>This unit provides foundation knowledge for:</td>
</tr>
<tr>
<td>- Senior Graphics</td>
<td></td>
</tr>
<tr>
<td>- Technology Studies</td>
<td></td>
</tr>
<tr>
<td>ICT Component</td>
<td>Computer Aided Design Applications</td>
</tr>
</tbody>
</table>
# TECHNOLOGY

## GCB
### Graphical Communication 2

**Prerequisite**
GCA at C Standard or better.

**Content**
This unit will continue from GCA with the following content:

- Elements and principles of design.
- Graphical communication design.
- Nature of graphical communication.

Techniques for manipulating Graphical Information.

This unit is organised into units of work covering some or all of the following:

- Geometrical constructions.
- Developments and packaging.
- Technical Drawing and machine components.
- Systems, Diagrams and Charts.
- Mechanisms

**Assessment**
Assessment tasks used to determine a student's Level of Achievement may include; design folios, class work folio, and exams.

**Links to Senior Studies**
This unit provides foundation knowledge for:

- Senior Graphics
- Technology Studies

**ICT Component**
- Computer Aided Design Applications

## GCC
### Preparation for Senior Graphics

**Prerequisite**
GCB at C Standard or better.

**Content**
This unit will explore our accumulated graphics knowledge in a variety of technical situations. The students will be exposed to a variety of technical drafting techniques and processes that will broaden their knowledge and skills in the subject area of Graphical Communication. This unit will prepare students for Senior studies in Graphics. Topics include:

- Presentation methods
- Orthographic projection (architectural focus)
- Pictorial drawing
- Computer Aided Drafting

**Assessment**
Assessment tasks used to determine a student's Level of Achievement may include; design folios, class work folio and exams.

**Links to Senior Studies**
This unit provides foundation knowledge for:

- Senior Graphics

and is useful for:

- Technology Studies

**ICT Component**
- Computer Aided Design Applications
Technology Engineering Technology (ET)

Subject Area Overview

Our Engineering Technology subjects provide opportunities for students to gain an understanding of concepts, issues, and technologies associated with various engineering disciplines in a broad sense. Students can expect to study areas such as:

- Engineering materials
- Systems and processes
- Manufacturing concepts
- The Design Process
- Safety
- Use of tools, equipment and machinery.

ETA Engineering Technology 1

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>This subject focuses on the design and manufacture of products. Students will create products that meet human needs and wants within an engineering context. They will investigate the use of control systems and the characteristics and properties of typical engineering materials. Topics may include: container design, energy and motion, structures, manufacturing concepts, working to specifications and industrial systems.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment tasks used to determine a student's Level of Achievement may include; design folios, class work folio, and exams.</td>
</tr>
<tr>
<td>Links to Senior Studies</td>
<td>This unit provides foundation knowledge for: MEM10105 Certificate I in Engineering Technology Studies</td>
</tr>
<tr>
<td>ICT Component</td>
<td>Online Workplace Health &amp; Safety Course</td>
</tr>
</tbody>
</table>

ETB Engineering Technology 2

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>ETA at C Standard or better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>This subject focuses on the design and manufacture of products. Students will create products that meet human needs and wants within an engineering context. They will investigate the use of control systems and the characteristics and properties of typical engineering materials. Topics may include: container design, energy and motion, structures, manufacturing concepts, working to specifications, industrial systems and processes, product design and manufacture.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment tasks used to determine a student's Level of Achievement may include; design folios, class work folio, and exams.</td>
</tr>
<tr>
<td>Links to Senior Studies</td>
<td>This unit provides foundation knowledge for: MEM10105 Certificate I in Engineering Technology Studies</td>
</tr>
<tr>
<td>ICT Component</td>
<td>Online Workplace Health &amp; Safety Course</td>
</tr>
</tbody>
</table>
Construction Technology (CT)
Subject Area Overview

Our Construction Technology subjects provide opportunities for students to design and create products that meet human needs and wants, solve problems, and capitalise on opportunities. They will gain understandings of the characteristics of materials and the skills to select and process materials to meet design challenges. Students will learn to identify and control potential hazards and risks in a workshop environment and effectively communicate design concepts.

Students can expect to study areas such as:

- Safety in workshop and industrial environments
- Nature of industrial materials
- Techniques for manipulating industrial materials
- Technology practice

### CTA Construction Technology 1

**Prerequisite**
Nil

**Content**
This subject focuses on the design and manufacture of products. Students will create products that meet human needs and wants. When designing and creating products, students will give consideration to such concepts as form, function, aesthetics, ergonomics and suitability of materials.

Topics may include: container design, energy and motion, structures, manufacturing concepts, vehicle design and working to specifications.

**Assessment**
Assessment tasks used to determine a student’s Level of Achievement may include; design folios, class work folio, and exams.

**Links to Senior Studies**
This unit provides foundation knowledge for:
- CPC10111 Certificate I in Construction
- Technology Studies

### CTB Construction Technology 2

**Prerequisite**
CTA at C Standard or better.

**Content**
This subject focuses on the design and manufacture of products. Students will learn about types of production and produce a range of set products using batch lot production techniques and processes. This will be done in the context of starting our own enterprise with products available for sale.

Students will then be asked to design a product suitable for sale through our enterprise. Students will be encouraged to design suitable manufacturing aids and processes to increase efficiency of production.

**Assessment**
Assessment tasks used to determine a student’s Level of Achievement may include; design folios, class work folio, and exams.

**Links to Senior Studies**
This unit provides foundation knowledge for:
- CPC10111 Certificate I in Construction
- Technology Studies
CTC Pathways to Construction

**Prerequisite**
This unit is for Year 10 students only, who are seriously considering an apprenticeship in the construction industry.

**Content**
Opportunities exist for young people seeking a career in this exciting industry. This course aims to provide students with an overview of the careers available in construction and opportunities to develop some trade specific skills involving teamwork and group participation in projects.

Students will also experience production of individual workshop based projects. The course leads directly into the senior program, CPC10111 Certificate I in Construction, which in turn is a base course for many apprenticeships and careers in the building and construction industry. Students will study for the Safety Induction Certificate and be granted a ‘White Card’ upon successful completion which will entitle them to enter any construction site in Queensland.

**Typical tasks may include:**
- Researching careers in the construction industry
- Skill exercises
- Individual projects
- Group work
- Interpreting construction plans
- Field trip
- 30215 QLD Course in General Safety Induction

**Assessment**
Assessment tasks used to determine a student’s Level of Achievement may include: design folios, class work folio, and exams.

**Links to Senior Studies**
This unit provides foundation knowledge for:
- CPC10111 Certificate I in Construction
### 9TS  Junior Technology Studies

**Prerequisite**  
Year 8 Technology at A Standard. Available to Year 9 students only. Intended for students considering studying Technology Studies in Senior School. Demonstrated ability to work independently.

**Rationale**  
The application of technology involves the development of knowledge and understanding of science concepts and the creativity to utilise these underpinnings to devise solutions to challenges. It involves being able to envision and develop products to meet human needs and wants, resulting in the extension of human capabilities.

**Unit Focus**  
During this unit students will explore and investigate a range of scientific principles and concepts and then use their knowledge and understanding of these principles to solve “design challenges” and construct devices using a variety of techniques and materials.

**Assessment**  
Assessment tasks used to determine a student’s Level of Achievement may include; design folios, class work folio, and exams.

**Links to Senior Studies**  
- Technology Studies

### 10TS  Preparation for Technology Studies

**Prerequisite**  
9TS at B Standard or better. Ability to work independently.

**Content**  
Technology Studies is a course of study which investigates the nature and functions of available resources through the application of inquiry, design, and problem-solving methodologies. It requires students to identify and understand a problem or a need, select appropriate resources and strategies that may solve that problem or need, implement a plan and evaluate the outcomes.

Students will be exposed to a range of intellectual challenges while developing practical skills associated with hand and power tools, machinery and equipment.

Technology Studies involves students in designing engineered products, systems or environments where safety is a mandatory aspect of the course. (QSA Technology Studies Subject Guide).

**Areas of study will include:**
- Design Process
- Tools
- Safety
- Processes
- Materials
- Systems

**Assessment**  
Assessment tasks used to determine a student’s Level of Achievement may include; design folios, class work folio, and exams.

**Links to Senior Studies**  
- Technology Studies
## THE ARTS COURSE PROGRESSION

### Semesters 1 and 2 (Year 8)

<table>
<thead>
<tr>
<th>Course</th>
<th>8ART</th>
<th>8DR</th>
<th>8MUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
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<tr>
<td>DR</td>
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<tr>
<td>MUS</td>
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</tbody>
</table>

### Semesters 3 to 6

<table>
<thead>
<tr>
<th>Course 1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>5th Year</th>
<th>6th Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTA</td>
<td>ARTB</td>
<td>ARTC</td>
<td>DRA</td>
<td>DRB</td>
<td>DRC</td>
</tr>
<tr>
<td>ARTD**</td>
<td>DRC**</td>
<td>MEDA</td>
<td>MEDB</td>
<td>MEDE</td>
<td>MEDF**</td>
</tr>
<tr>
<td>MUSA</td>
<td>MUSB</td>
<td>MUSE*</td>
<td>MEDD</td>
<td>MUSD</td>
<td>MUSEF**</td>
</tr>
</tbody>
</table>

**Key**

- **C** Standard or better
- **Progresses**
- **Only available in Semester 6**
- **Only available in Semester 5 or 6**
Overview

The Arts Key Learning Area at Marist College Ashgrove comprises courses of study in Drama, Media, Music and Visual Arts. In each of these subjects, learning achievements are organised to describe understandings of the knowledge, skills, techniques, technologies and processes specific to each Arts discipline.

In each Arts area the students seek and critically appraise information, make choices, acquire and apply knowledge, skills and practices specific to each Arts discipline, come to understand and value the processes of lateral thinking and apply strategies to their own problem solving. By their very practical nature, The Arts units demand a hands-on approach to creative thinking and active investigation. During the making, devising and presenting learning activities, the students become self-directed learners managing their time in order to complete projects successfully. Above all they focus on the use of their senses as they learn to convey ideas and feelings as they improvise, produce, present and compose and reflect to express personal meaning.

Technology is integrated with and enhances learning experiences in all areas of The Arts. In particular, technology is embedded so that students can construct, investigate and research varying perspectives of different art forms. By engaging in the active use of technology the students will develop critical literacy and creative problem solving skills and become active and interactive learners.

After Year 8 students are expected to complete a minimum of two more units in the Arts KLA. They have the choice of selecting from Drama, Media, Music and Visual Arts.

Whilst ‘dabbling’ in The Arts units is an option it is strongly recommended that students, who intend to study specific Arts subjects in Years 11 and 12, specialise in these specific areas to better equip them for senior study.

Assessment in the Arts

Assessment focuses on students’ demonstrations of learning achievements. Teachers make judgments about these demonstrated learning achievements based on criteria drawn from them. Student folios and some DVD footage are used to record and store evidence of demonstrated outcomes.

Assessment within each Arts area is purposeful. Necessarily it is contextualised which allows for students to see it as an integral part of the learning process. A variety of assessment techniques is used to accommodate different learning styles.

Visual Art

Visual Art focuses on students making, displaying and appraising images and objects. They engage in experiences to develop personal expression, aesthetic judgment and critical awareness. Students make images and objects by designing and creating two-dimensional and three-dimensional forms using a variety of materials, processes and functions. Students enjoy exhibitions of their artwork in personal and public contexts and learn to interpret and critically evaluate their own artwork and that of others.
THE ARTS

Drama
Drama focuses on students using their imaginations and being creative as they express and communicate understandings through role play, improvisation, relationships, situations and contexts. Students develop confidence and self-awareness as they work collaboratively and individually to prepare, critically respond to and present drama.

Media
Media focuses on students producing and responding to meaning in media texts. Engaging in these processes students develop an understanding of media languages, technologies, audiences, institutions and representations. Students of Media become more active and critical media users equipped with the ability to communicate through various technologies combining still and moving images, words and sound.

Music
Music focuses on students making music and developing the ability to think and express themselves in sound. Students learn to aurally and visually identify, respond to and use the elements and patterns of music. By playing musical instruments, listening, improvising and composing students express and communicate ideas and feelings.
# THE ARTS / VISUAL ART

## ARTA  Introductory Visual Art: The Figure

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students will undertake a variety of practical studies all based on the Human form. Drawing, painting, 3D studies, lino printing and photography are the major components of this unit. Students will also be introduced to digital imaging.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Art Folio, Research Assignment, Visual Diary.</td>
</tr>
</tbody>
</table>

## ARTB  The Captured Image

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>ARTA at C Standard or better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students will learn about processes associated with capturing images in a variety of ways and manipulating these through a range of different mediums. Students will explore and develop the techniques necessary for mastering silk screen and lino printing, photography and computer assisted processes. A variety of equipment is used and artistic, accurate documentation is necessary.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Art Folio, Research Assignment, Visual Diary.</td>
</tr>
</tbody>
</table>

## ARTC  Landscape and Architecture

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>ARTA at C Standard or better.</th>
</tr>
</thead>
</table>
| Content      | The course has two components:  
A: The ‘scape – students complete a collection of mixed media responses (e.g. drawing, printing and 3D) in order to complete a major work based on their findings.  
B: Habitat – students will present a folio covering experimental exercises and major concepts leading to the design and construction of a simple dwelling. |
| Assessment   | Art Folio, Research Assignment, Visual Diary. |

## ARTD  Extension Visual Art: Youth Culture

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>ARTB or ARTC at C Standard or better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>A71 allows students to specialise in painting, sculptural forms and computer graphics. Exploration and experimentation with techniques, processes and styles will enable the students the scope to explore their personal interests and the culture of their generation. Students will record their Body of Work in a digital folio in preparation for the Senior Visual Art program.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Art Folio, Research Assignment, Visual Diary.</td>
</tr>
</tbody>
</table>
## DRA  Child’s Play

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students will be introduced to the conventions of Theatre for Young People (TYP). This unit focuses on issues relevant to a younger audience and involves working with the Junior School students in Years 5-7 to develop original scripts for young people. Students will engage in online research to make themselves aware of the concerns of young people. They will use this research to support field research into the target audience as they meet and engage with students from Years 5-7. Students will experiment with different styles of realism and non-realism as they engage in workshops to explore the use of different dramatic conventions, character types, scenarios and stylistic characteristics of TYP. Using their knowledge of TYP conventions and forms of performance, students will devise individual scripts within a group context, using accepted script conventions and format. Students will meaningfully reflect on their learning using blogging to evaluate the successes of the devising and performing process.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Students will individually write at least one scene of a script suitable for an audience of students in Years 5 – 7. As a class group the boys will perform the devised Theatre for Young People script to an audience of Junior School students. Students will submit blog entries based on the process of devising and presenting a Theatre for Young People performance.</td>
</tr>
</tbody>
</table>

## DRB  This is Our Life (Semester 5 only)

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Preferably the successful completion of at least DRA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students will learn and practice explicit performance skills appropriate to Documentary Drama. They will focus on a teen issue using a real document and devise their own Documentary Drama performance. This gives the students an opportunity to critically examine their own lives and how they are represented in our society. They will learn to negotiate group relationships through forming and devising their own documentary drama script. They will further develop and fine tune their understanding of their chosen adolescent issue and will continue to maintain reflective writing practices in the form of a blog.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Throughout the unit students will critique, reflect upon and evaluate their own work in the form of a weekly blog. The blog will focus on the process of devising, presenting and working as a group member in a Documentary Drama. In groups of 3-4, students choose a social issue that relates to their lives and use this to create a script for their Documentary Drama. They must incorporate at least two conventions of the style and include a linking device. Students will explore the issue from a number of different perspectives. Using voice, movement and stage design, students perform, in groups, their Documentary Drama.</td>
</tr>
</tbody>
</table>
## THE ARTS / DRAMA

### DRC

**To be or Not to be an Actor**  
(Semester 4 & 6 only)

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Preferably the successful completion of at least DRA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The students will learn specific performance skills and conventions applied to Realism including the Stanislavski System. They will be explicitly taught the skills related to script interpretation and character development and will be involved in workshops focusing on voice and movement. Students develop script writing skills appropriate to the monologue form. They develop knowledge in relation to the director’s role and practice the skills of a director. Students participate in the rehearsal process and fine tune realism performance skills. Students will rehearse and perform presenting tasks. They will develop oral communication skills and show explicit knowledge of stage design, elements of drama, directing and acting skills.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Using realism performance skills and the elements of drama students will perform a published monologue. They will create a monologue for a character based on a stimulus applying the conventions of script writing and characterisation. Using acting and performing skills students will perform a published duologue. Applying directing skills to create a vision for a scripted duologue text, they will present their director’s vision to the class.</td>
</tr>
</tbody>
</table>

### DRD

**All the World’s a Stage**  
(Semester 6 only)

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Successful completion of at least DRB or DRC.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students will be introduced to the styles and conventions of Collage Drama. Students will learn and practice explicit performance skills appropriate to Collage Drama. They will learn to negotiate group relationships through forming and devising their own Collage Drama script. They will further develop and fine tune their understanding of their chosen adolescent issue and will continue to maintain reflective writing practices in the form of a blog. They will visit a live performance delivered by professional actors in a Brisbane theatre company. Students will rehearse, fine-tune and perform their Collage Drama. They will be responsible for the design, lighting, sound and other technical requirements of their performance which will be to a public audience.</td>
</tr>
<tr>
<td>Assessment</td>
<td>In groups, students write a script suitable for inclusion in a Collage Drama Performance. Students will write a review of a live professional performance. Students will perform their Collage Drama script to a general public audience.</td>
</tr>
</tbody>
</table>
## THE ARTS / MEDIA

### MEDA  Year 9 Introductory Media

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Nil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students will explore the construction of film, still image and newspapers through the use of various codes, styles of reporting and production techniques.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Storyboard, Oral Presentation, Production of News Reports and Basic News Website.</td>
</tr>
</tbody>
</table>

### MEDB  Year 9/10 Media - Advertising

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>MEDA at a C Standard or better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students will explore the construction and development of Animation and public service advertising. The marketing process, use of stereotypes and use of genre conventions in both products will also be examined. This unit serves as an introduction to the process of video production.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Proposal for a Public Service Advertisement, group production of a Public Service Advertisement, analytical oral covering animation.</td>
</tr>
</tbody>
</table>

### MEDC  Year 9/10 Media – Music Video

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>MEDA at C Standard or better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students will explore the construction and development of Music Video and Computer Games as well as their influence on contemporary culture. The marketing process and use of stereotypes in both products will also be examined. This unit also serves as an introduction to the process of video production.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Essay covering computer games, proposal for a music video clip and group construction of a music clip.</td>
</tr>
</tbody>
</table>

### MEDD  Year 10 Media – Narrative Film

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>MEDB or MEDC at C Standard or better.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students study the history and development of film making and video technology and the production process involved in narrative video production. Specific emphasis is placed on narrative film genres and how their common codes and conventions are used to create meaning for specific audiences.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Film Analysis, Genre Film Proposal, Group Video Production.</td>
</tr>
</tbody>
</table>
## THE ARTS / MEDIA

<table>
<thead>
<tr>
<th>MEDE</th>
<th>Year 10 Media – TV Genres</th>
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</thead>
<tbody>
<tr>
<td><strong>Prerequisite</strong></td>
<td>MEDB or MEDC at C Standard or better.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Students will explore the development of the broadcast media in Australia, including Television and Radio, with an emphasis on the development of formats, genres and styles and common practices used within the industries to target specific audiences.</td>
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<tr>
<td><strong>Assessment</strong></td>
<td>TV show proposal, Group Video Production and a spoken film review.</td>
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<thead>
<tr>
<th>MEDF</th>
<th>Year 10 Extension Unit</th>
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<tbody>
<tr>
<td><strong>Prerequisite</strong></td>
<td>MEDD or MEDE at C Standard or better.</td>
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<tr>
<td><strong>Content</strong></td>
<td>In this extension unit students design a major multimedia project proposal which is produced after teacher approval. The project is required to be an extension task which challenges conventions and extends knowledge acquired in previous units. The project is to be determined by the students and approved by the teacher.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>To be determined after students submit a detailed proposal to teacher.</td>
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</table>

[Image of people filming]
# THE ARTS / MUSIC

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Prerequisite</th>
<th>Content</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>MUSA</strong></td>
<td>Building Blocks of Music I</td>
<td>8MUS at C Standard, no prior instrumental experience necessary.</td>
<td>Students will develop skills in three main areas: composition, performance and listening. Throughout this unit, students focus on the primary chords of music. Students will learn to identify, read, write and perform music containing these chords.</td>
<td>A composition, a solo or ensemble performance and an exam.</td>
</tr>
<tr>
<td><strong>MUSB</strong></td>
<td>Building Blocks of Music II</td>
<td>8MUS at C Standard with some prior instrumental experience.</td>
<td>Students will develop skills in three main areas: composition, performance and listening. Throughout this unit, students focus on the style of jazz and its associated genres. Students will learn to identify, read, write and perform music within these genres.</td>
<td>A composition, a solo or ensemble performance that will include improvisation and a listening exam.</td>
</tr>
<tr>
<td><strong>MUSC</strong></td>
<td>Film Music and Music Through the Ages</td>
<td>MUSA or MUSB at C Standard or better.</td>
<td>Students will develop skills in three main areas: composition, performance and listening. Throughout this unit, students focus on the genre of film music and will also learn about and be able to recognise music from the Baroque period up until the present day. Students will learn to identify, read, write and perform music within these genres.</td>
<td>A composition, a solo or ensemble performance and a listening exam.</td>
</tr>
<tr>
<td><strong>MUSD</strong></td>
<td>Songwriting and Music of Our Time</td>
<td>MUSA or MUSB at C Standard or better.</td>
<td>Students will develop skills in three main areas: composition, performance and listening. Throughout this unit, students focus on various genres, including music of the stage, popular song writing and music from the twentieth century and present day. Students will learn to identify, read, write and perform music within these genres.</td>
<td>A composition, a solo or ensemble performance and an exam.</td>
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</tbody>
</table>
## MUSE (Music Technology and Recording Techniques)

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>MUSC or MUSD at B Standard or better. This unit is offered in Semester 5 and 6.</th>
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<tbody>
<tr>
<td>Content</td>
<td>Students will develop skills in three main areas: composition, performance and listening by using the latest developments in Music Technology. Throughout this unit students will learn how to manipulate various music software and hardware packages.</td>
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<tr>
<td>Assessment</td>
<td>A recording project, a computer generated composition and a research project.</td>
</tr>
</tbody>
</table>

## MUSF (Music Extension (Semester 6 only))

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>MUSE at B Standard or better.</th>
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<tbody>
<tr>
<td>Content</td>
<td>This unit is designed for students who have a keen interest in Music and wish to continue their music studies after completing U71. Students will continue to develop their skills in composition, performance and listening while further exploring the latest music technologies.</td>
</tr>
<tr>
<td>Assessment</td>
<td>A composition, small group performance and research project.</td>
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MARIST COLLEGE ASHGROVE

MIDDLE SCHOOL

UNIT SELECTION FORM

Semester Planner

You must do a total of **28 units** (i.e. 7 Units Per Semester).

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Notes: ........................................................................................................................................................................

Student Signature: ___________________________________________