As young women of the future, our students are guided towards becoming independent learners and spiritually centred.
Dear Parents and Carers,

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

As young women of the future, our students are guided towards becoming independent learners: self-directed, emotionally intelligent and spiritually centred. Education in the 21st Century is about producing just, caring and responsible citizens. We encourage our students to develop their natural gifts, as well as aiming for improvement in areas of challenge.

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

Susan Ryan  
Principal
Students will have opportunities to develop their values, knowledge and skills so that they can make meaning of the world.
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Mount Carmel College 2017 3
Pastoral Care

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

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

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

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

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

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

The Learning Support and Enrichment team performs a range of testing programs to identify students who may benefit from educational support or extension. This testing enables us to differentiate the curriculum as required to cater for individual needs and ensure that your daughter can achieve to her academic potential.

Gifted Education

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

Gifted and talented students are identified using a range of testing and observation methods. These students are then supported and extended in specific areas to match their learning profiles, interests and needs. Some opportunities for acceleration and extension include the Mathematics Methods course, Science and Engineering Challenge, Debating, UTAS Mathematics extension courses and a variety of competitions and events for enrichment.

The College prides itself on catering for all its students, in particular students with special learning needs.
As a part of this new initiative, students in Year 9 and 10 will also have an opportunity to be involved in a ‘Growth Project’. These activities will not be assessed but will allow students to take part in pursuits that help them grow as a young person.

Students will take part in a ‘Personal - Growth Project’ and a ‘Service - Growth Project’ in Semester 1 and Semester 2 and each student will be able to select from a range of activities based on their interest and predicated within the mission of the College to allow students to develop personally but to also think of others within our local and global community.

Under the Service banner, students can select from mentoring, community outreach, and environmental efficacy and under the Personal banner mindfulness, extreme sports, personal projects and stage crew members will be offered.

Growth Project – Personal

Drama Production Technical Crew (GP-DP1)

This Growth Project is aimed at students who wish to work as back stage crew members for the Drama Production. The group will design and create all technical components including set, audio and visual projection, lights, props, posters, program, front of house design and some costumes. Closer to the performance, the group will design and implement the organisation of the back stage team including set changes and stage management.

Celebration Evening Dance (GP-CD2)

Students will be involved in the development of basic dance skills and the making and refining of dance sequences. This is a second semester course and is designed for students who wish to be involved in the Celebration Evening dance.

Creative Project (GP-CR1/GP-CR2)

This Growth Project will offer opportunities and encourage students to explore their creativity through involvement in both individual and group undertakings. Projects will focus on self-expression and the development of skills in composition and design elements to be then utilised in projects of both an individual and group nature. Projects could, for example, involve working in the area of ceramics with the goal to ultimately create a group ceramic tile mural to be a permanent fixture in the College environment.

The aim of this Growth Project is to create opportunities for participants to explore, develop and more fully appreciate their own creativity, recognising its significance in all aspects of each one’s development and life.

Mindfulness (GP-MI1/GP-MI2)

In our modern, busy lives, we constantly multi task. It’s easy to lose awareness of the present moment as when we become lost in our efforts to juggle school, home, outside school activities, socialising and other conflicting demands. This Growth Project is designed to expose students to a range of opportunities to engage with activities such as yoga, meditation and physical fitness.
Mindfulness is a way of paying attention to, and seeing clearly whatever is happening in our lives. It will not eliminate life's pressures, but it can help us respond to them in a calmer manner that benefits our heart, head, and body. It helps us recognise and step away from habitual, often unconscious emotional and physiological reactions to everyday events. It provides us with a scientifically researched approach to cultivating clarity, insight, and understanding. Practicing mindfulness allows us to be fully present in our life, improving our quality of life.

Positive health outcomes can be achieved when students are engaged with a range of physical and social/emotional pursuits. The aim of this Growth Project is to provide students with an opportunity to identify their personal preference in terms of their own and physical wellbeing.

**Extreme Sports (GP-ES1/GP-ES2)**

Students will be exposed to a range of activities that push and challenge their individual physical fitness, resilience and teamwork in this Growth Project. It allows students to experience activities such as indoor rock climbing, sailing, kayaking and mountain bike riding.

Preference for this Growth Project will be given to students who do not study Outdoor Education as an elective in 2017 and an additional levy will be charged to complete this Growth Project.

**Growth Project – Service**

**Community Outreach (GP-C01/GP-C02)**

This Growth Project is designed to give students the opportunity to participate in the service of others and other outreach organisations. Students will have a chance to make a real difference by assisting those who are marginalized in our community such as the disadvantaged, sick or elderly citizens.

**Environmental Efficacy (GP-EE1/ GP-EE2)**

This Growth Project is designed to develop skills, knowledge and values that promote behaviour in support of a sustainable environment. Students will engage with a range of opportunities to develop their own awareness and understanding of environmental initiatives around the College and within our local community.

**Mentor Us (GP-MU1/GP-MU2)**

For students who enjoy working with younger children and feel that they would be a good mentor/tutor, this Growth Project would be ideal. The project is about fostering connection across the College between year levels, and providing support to younger students. Some of the initiatives to be undertaken in this project will include assisting in the Primary/Kindergarten classrooms, reading programs, games sessions and small group Art projects.

**Community Mentor (GP-CM1/GP-CM2)**

In this Growth Project, students will spend time with people in our community offering support and guidance, while building confidence through positive relationships and shared experiences. These experiences will include mentoring projects such as reading programs, The Migrant Resource Centre, The Human Library and the Clemente group. Students will be given the opportunity to develop confidence, leadership skills, work experience and establish supportive connections with the wider community. This Growth Project will appeal to students who are interested in social justice and helping others.

The Growth Project will allow students to develop personally and also to think of others within our local and global community.
An Introduction to our Curriculum

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

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

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

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

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

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

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

Mrs Kim Schade
Director of Teaching and Learning
Learning, Teaching and Assessment

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

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

### Principles

01. Maintaining the Catholic ethos is essential to the College, underpinning, permeating and informing all aspects of learning, teaching and assessment.

02. Parents/care-givers are recognised as partners and core contributors to the learning of students.

03. Students will have opportunities to develop their values, knowledge and skills so that they can make meaning of the world. In particular, literacy and numeracy skills are recognised as being fundamental.

04. Teaching will reflect an understanding of how students learn and will incorporate strategies which are both proven and innovative.

05. Students will have opportunities to experience success through meaningful engagement and rich learning tasks and will be encouraged to become independent and self-managing learners.

06. Assessment must be meaningful and authentic in order to inform learning and teaching. Assessment as learning, of learning and for learning are of equal value.

07. It is important to acknowledge that a student’s health and well-being impact on his/her learning.

08. Learning, teaching and assessment practices aim to ensure justice, equity and support for all students.

09. Central to teaching and learning is the development of thinking skills. This is promoted by challenging students to be creative, critical and reflective.

10. An interdisciplinary approach to learning, based on natural and appropriate integration of topics, serves to engage students and motivate them to achieve deeper levels of understanding.

11. Appropriate information and communication technologies are embedded in all teaching, learning and assessment practices.
Mount Carmel College and the Australian Curriculum

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

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

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

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

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

These elements ensure that our students are able to learn across disciplines and build new expertise, as well as function effectively in the work places of the 21st Century. The implementation of the Australian Curriculum will have an impact on the English, Mathematics, Science and Technology, Languages Other Than English (LOTE), Health and Physical Education, Geography, The Arts and Humanities and Social Sciences programs in the College for 2017.

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

Each learning area or subject includes:

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

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

For more information see: www.australiancurriculum.edu.au/Curriculum/Overview
Assessment and Reporting at Mount Carmel

**Assessment**

In 2017 we will plan, teach and assess using the Australian Curriculum in the Arts, English, Mathematics, Geography, Economics and Business, Health and Physical Education, History and Science and Technology. Mount Carmel’s implementation of the Australian Curriculum is an opportunity to strengthen assessment and reporting practices and to introduce standards-based assessment.

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

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

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

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

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

**Reporting**

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

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

- The Mid-Year Report provides ratings against Strands, comments on student application, effort and work habits and an A-E rating for the student.
- The end of Year Report provides final ratings against the Subject Strands and a final A-E result for each subject studied.

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

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

**Subject Selection**

**Compulsory Subjects**
In Years 9 and 10 all students study six compulsory subjects:
- English
- Health & Physical Education
- History
- Mathematics
- Science
- Theology and Spirituality.

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

It should be noted, however, that in most cases not studying a particular elective will not preclude the study of that subject or related subject at Senior Secondary level. Maintaining a high level in the compulsory subjects is fundamental in providing options for study at Senior Secondary level. Some subjects, such as Music, Languages other than English and Mathematics may require particular attention in Years 9 & 10 to ensure that the preferred pathway is feasible. Teachers will be able to advise parents and students on subject pathways.

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

Possible 2017 Year 9 and 10 elective subjects are:
- Art, Craft and Design
- Fashion and Design
- Chinese
- Japanese
- Sport Science
- Drama
- Music
- Food Studies
- Legal Studies and Business
- Child Studies (Year 9)
- Mathematics Methods (Year 10)
- Science & Mathematics Extended (Year 9)
- Vocational Education & Training
- Introduction to Sociology and Psychology (Year 10)
- Outdoor and Environmental Studies
- Geography
- Writers Workshop.

While students may be offered this range of subjects in the initial stages of the subject selection process, some subjects may not attract sufficient student interest to make them viable in 2016.

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

In order to accommodate student selections, some elective subjects may be taught in combined Year 9 and 10 classes.
Years 9 & 10 Electives

Food Studies (9 ALF & 10 ALF)

The Year 9 and 10 Food Studies course provides students with a wide range of practical problem solving experiences, in order to develop further skills, techniques and processes, when working in the area of food. There is a strong focus on nutrition throughout the course, particularly the link between food, health and well-being. Students will be encouraged to think creatively, show initiative and apply problem solving skills to a number of design challenges. There are many opportunities to be creative, as students learn through “hands on” experiences. A few examples of the Units covered in Year 9 and 10 Food Studies include; Food for Health, Around the World with Food, Food For Pleasure or Profit, Breads and Pastries, selections from the Café Menu and Fun with Cakes. Throughout the course, students also develop their knowledge of food and nutrition in the wider community and explore consumer issues and career opportunities related to the Hospitality Industry. This Course is suited to students who enjoy working with and learning about food and nutrition, as well as students who wish to learn more about improving their own personal health and well-being, both now and into the future.
Fashion and Design  
(9 ALT & 10 ALT)

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

Working on individual design projects, students will be guided through a range of practical skills, including construction techniques, machine use, pattern selection and fabric choice. They will learn to apply decorative features, fasteners and embroidery, and progress to using more advanced skills. Students will be encouraged to produce a portfolio of their work and undertake a project management approach. The course provides pathways into further education and training or employment in textile-related fields.
Art, Craft & Design
The Visual Arts link social, cultural and spiritual action and belief and inform our relationships with other people and our environment. The study of Art, Craft and Design offers the opportunity both for the promotion and recognition of individuality of thought, interpretation and expression, and for communication of ideas. Students gain an awareness of self as well as satisfaction through producing visible expressions of their thoughts and feelings and recognising a sense of style.

Years 9 & 10 Electives
Art Craft & Design (9 AC & 10 AC)
No previous experience is required to undertake this course. Art, Craft & Design consists of a choice of studio-based units – e.g. drawing, painting, design, sculpture, printmaking, ceramics.

This course provides students with the opportunity to further develop their artistic skills through making and appreciating art works.

Students will produce works reflecting a continuing development in the broad areas of technical skills acquisition and the ability to be creatively expressive. Students work towards a more studio-based approach to their studies, where specialisation allows for extensive experimentation, generation of ideas, individuality of interpretation of subjects and exploration of the potential of materials, techniques and processes at the student’s own pace.

Study of Art, Craft and Design in Years 9 and 10, provides a sound foundation for further study in Years 11 and 12.
Drama
Drama deals with the art of communication, exploring both verbal and non-verbal expression through spoken language, emotional representation, movement and gesture to discover what it is to be human. Drama is social in nature, based on a philosophy of co-operation with others. Drama at the College is learning through fun and action, providing students with life-enriching skills and opportunities which can build self-esteem and expand awareness of the ability to communicate effectively.

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

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

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

Music (9 MS & 10 MS)

In Years 9 and 10, students engage in music making through a variety of contexts. As composers, students create, shape, refine, record and notate musical ideas in a range of forms and styles including Film Music, Jazz, Ceremonial Music, 20th Century Art Music and Music from other Cultures. As performers, they demonstrate skills and knowledge in their chosen instruments (including voice), both as soloists and ensemble members, performing repertoire relevant to their instrument and prior experience. As audience members, students respond to music, demonstrating a command of the language and concepts of music. Through research and critical study they develop a rich knowledge of the contemporary and historical contexts of musical works and practices, including the investigation of an area of particular interest to the individual student.

Whilst learning an instrument or voice with a private music teacher is encouraged and is of great benefit to students undertaking this course, it is not a mandatory requirement.
English programs at Mount Carmel College aim to promote the development of students as effective and confident thinkers and communicators. Drawing on the Australian Curriculum, English is organised into three inter-related strands – Language, Literature and Literacy – that support students’ knowledge, understanding and skills in listening, reading, viewing, speaking and writing.

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

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

**Writers’ Workshop (9/10 WW)**

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

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

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

Writers’ Workshop is a course for students who enjoy creative writing and using their imagination. It best suits students who have strong literacy skills and who can work independently to meet set goals and submission dates.
Health and Physical Education

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

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

Years 9 & 10 Electives

Year 9 Sport Science (Exercise Physiology) (9 SP)
This course provides students with the opportunity to develop an understanding of the basic structure and function of the human body plus the importance of physical fitness and nutrition in sports performance. Units in this course include: Body Systems, Physical Fitness, Nutrition, First Aid and Sports Injuries.

Year 10 Sport Science (Human Performance) (10 SP)
This course provides students with the opportunity to develop an understanding of the factors that influence human performance in sport and recreational activities. As part of this course, students may be interested in improving their own performance levels or coaching junior teams. Units of work include: Skill Acquisition, Coaching Children in Sport, Biomechanics, Performance Analysis, Energy Systems and Sport Psychology.
Outdoor and Environmental Studies provides a context for students to develop self-reliance, interdependence and leadership and to understand and explore human-nature relationships in theory and through self-reflection.

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

Aspects of this course are inherently physically challenging and include exposure to the elements through kayaking, white water rafting, bushwalking, climbing and other outdoor pursuits. Further to this, some basic outdoor clothing will be required by students, including warm insulating layers, a waterproof outer shell and sturdy and durable footwear.

Students enrolling in this course will be required to pay a supplementary levy of $200 - $300 to subsidise the activities and training. This levy is dependent on student numbers and will be finalised in December, 2016. Applications to enter the class need to be submitted in writing on the pro-forma provided and students may be required to attend an interview to assess their suitability for this course. This interview will take into account the student’s participation in HPE classes in previous years.

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

This elective is offered for both Grade 9 & 10 students in 2017. This course will continue as outlined below. There will be an opportunity for all Grade 9 students who choose this elective to continue with their development of their knowledge of the outdoor environment in 2018. The 2018 course offered to students that have completed OE in 2017 will be an extension of this curriculum offering, and will better prepare any student who wishes to pursue this subject further at college.

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

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

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

**History**

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

History creates a sense of wonder and curiosity about the past and students are encouraged to think critically and creatively, as well as developing skills in acquiring, interpreting and conveying information. There is an emphasis on developing skills of investigation, collaboration and communication. Students deal with real and significant issues and are actively involved in solving problems and making choices.

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

The teaching program at Mount Carmel College follows the Australian Curriculum. Each grade undertakes three depth studies per year. From Years 7 to 10, students are exposed to a number of different and diverse topics including Ancient History, Medieval Europe, Colonial Australia and World Wars One and Two.

History courses aim to develop tolerance and respect for difference and a sense of responsibility as a member of the global community and environment. Through a comprehensive and diverse approach using inquiry techniques, History broadens students’ understanding of their place in the world as well as their own community.

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

In 2017, within each year level in Years 7-10, teaching and learning reflects the overview and depth of studies for each year level as described by the Australian History Curriculum. This allows students to both develop historical knowledge as well as developing skills in the methodology of historical inquiry. Student learning ranges from Pre and Ancient History, the development of the modern world and Australia’s relationship with the modern world.
Geography (9/10 GEO)

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

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

The curriculum consists of seven geographical concepts. These area:

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

In 2014 Mount Carmel College adopted the Australian Curriculum: Geography in Years 7 and 8 only. In 2017 Geography will be offered as an elective subject for students in Years 9 and 10. Students would study both environmental geography and human geography. It is anticipated that this will be a combined class consisting of both students from Years 9 and 10. Geography students would study units such as:

- **Biomes and food security** – how the environment impacts on food and fibre production.
- **Geographies of interconnections** – an examination of how the choices and actions of people impact on places and the environment.
- **Environmental change and management** – an in-depth study of a specific environment.
- **Geographies of human wellbeing** – a study into the different concepts and measure of human wellbeing between places.

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

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

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

An Introduction to Sociology and Psychology provides a pathway for those students wishing to study the behavioural sciences at college and university. It also provides a pathway for those who wish to undertake vocational courses in areas such as aged care and child care.
Sociology
Sociology is the study of society and how well we interact together. It includes studying the social interactions between different groups, societies and cultures. Some of the questions sociologists try to answer include:
• How do societies control love and marriage?
• Does Facebook cause loneliness?
• Why do we watch reality TV?
• How involved are Australian men in the tasks of child care and housework?
Possible units of study include: race and ethnicity, the impact of social media, class conflict and inequalities, crime and deviance, gender, the changing role of families, youth cultures, social movements and religion and cults.

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

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

Child Studies (9 CS)
The aim of Child Studies is for students to become knowledgeable in child development from preconception through to and including the early years. Students will develop the skills needed to positively influence the development and wellbeing of children.

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

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

Child Studies has a realistic infant simulator allowing students to experience the reality of caring for a newborn.
**Legal Studies and Business (9/10 LS)**

Now known as Legal Studies and Business, this subject has been re-designed to meet the current and future needs of students. Students will now study both Legal Studies and Business, and will be available at both Years 9 and 10. A number of contemporary issues, events and case studies will be studied. Students will be required to think critically and reflectively about a number of issues.

Students will learn about the way the Australian legal system works and shapes their lives. They will discuss the Australia’s court system, including its role in applying and interpreting Australian law. It is envisaged that students will have the opportunity to visit the Hobart Magistrates Court. Students will examine how laws are made and changed, and will become familiar with legal terminology and processes. Possible topics to be studied: Criminal and civil law, Family law, Employment and the law, Human Rights and Technology and the law.

Students will also focus on the way people in business organise, manage and facilitate the production of goods and services in the Australian economic system. They will discuss the decisions that governments and businesses make, and how these impact on us. Students will be learn to appreciate the role and nature of business. Possible topics to be studied: Types of Businesses, Starting a Small Business, Marketing and Business Structure.
Languages other than English (LOTE)

**Chinese (9 CM)**
As Australia’s economic, cultural and educational engagement with Asia continues to grow, Chinese is increasingly being recognised as a significant language for young Australians to learn. With Chinese speakers in almost every country in the world, and an especially strong community in Australia, the opportunity to study Chinese provides valuable future employment and cultural possibilities.

As this is the second year that Chinese has been available at the College, this course will expand on the skills and knowledge developed in Year 8. It is anticipated that in 2017 there will be the option for Year 10 students to further expand this learning, through a continuing course, providing a pathway to Chinese in Years 11 and 12.

Students will be immersed in the sights and sounds of Chinese, as they interact with people in both local and global settings. A range of learning activities such as plays, stories, calligraphies, creating emails and posters, and viewing audio visual texts, will be undertaken with the aim of nurturing global awareness and a respect and understanding of different perspectives.

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

**Japanese (9 JP & 10 JP)**
The courses in Years 9 and 10 build on the skills and knowledge developed in Years 7 and 8. Students will use both adapted and authentic spoken and written texts to obtain and give information in the areas of listening, speaking, reading and writing. Topics and themes such as self and individuals, daily/school life, food and drink, shopping, hobbies and interests, festivals and religion, entertainment and future aspirations are explored in order to develop these skills.

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

Students will also undertake hands-on learning activities such as cooking, singing, filmmaking, writing magazine articles, planning and conducting an excursion with Japanese exchange students, audio-visual e-communications and, where possible, a trip to Japan (optional).
Years 9 & 10 Electives

**Year 9 Science & Mathematics Extended (9 SME)**

This optional Year 9 subject provides interested students with the opportunity for extension and enrichment in Mathematics and Science. It is recommended that students should be achieving at a higher level in Year 8 Mathematics and Science to choose this course. Students will study the following Science and Mathematics units:

- Independent Project Work and Environmental Sustainability, which are linked to Permaculture and Organic Gardening
- Relationships and Functions
- Algebra.

The Science units build on the content taught in core Science by placing a greater emphasis on identifying issues, problems and themes close to the interests of students and the needs of society. Students studying this course further develop the skills of practical work, communication of data, planning investigations and explaining scientific knowledge.

The Mathematics units provide an opportunity to enhance problem-solving skills and to further develop skills in algebra. Whilst these units will provide a broader experience in Mathematics, they are also seen as highly advantageous to students who may choose the Mathematics Methods elective in Year 10.

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

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

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

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

- realise that Mathematics is relevant to them personally and to their community
- gain pleasure from Mathematics and appreciate its fascination and power
- realise that Mathematics is an activity requiring the observation, representation and application of patterns
- acquire the mathematical knowledge, ways of thinking and confidence to use Mathematics to:
  - conduct everyday affairs such as monetary exchanges, planning and organising events, and measuring
  - make individual and collaborative decisions at the personal, civic and vocational levels
  - engage in the mathematical study needed for further education and employment
- develop skills in presenting and interpreting mathematical arguments
- possess sufficient command of mathematical expressions, representation and technology to:
  - interpret information in which Mathematics is used
  - continue to learn Mathematics independently and collaboratively
  - communicate mathematically to a range of audiences
- appreciate:
  - that Mathematics is a dynamic field with its roots in many cultures
  - its relationship to social and technological change.
As a result of learning Mathematics in school, all students should gain pleasure from Mathematics and appreciate its fascination and power.
We live in a society in which scientific knowledge is increasing at a very rapid rate. In Science syllabuses, an understanding of the impact of science on our lives now and in the future is fostered by studying topics related to work, the environment and daily life.

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

Year 9 Elective
Year 9 Science & Mathematics Extended (9 SME)
Please see under Mathematics Years 9 & 10 Electives (page 26) for details of this course.
Theology and Spirituality

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

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

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

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

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

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

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

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

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

Religious Education at Guilford Young College

Students are required to complete a minimum of 150 hours of contact time of Religious Education. The classroom component of Religious Education will be completed by most students in Year 11. Most students will choose to do Religion & Philosophy TQA 2 but those who have particularly strong results in Year 10 Religious Studies, English and/or Society & History may choose to do Religion and Philosophy TQA 3 in Year 11 or Year 12.
Mount Carmel College is part of the Southern Tasmanian Catholic College Trade Training Centre. Guilford Young College (GYC) is the Registered Training Organisation (RTO) – Provider No:1129, and issues all statements and certificates for students enrolled in this course.

**SIT10216 Certificate I in Hospitality**

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

- SITHCCC002 – Prepare Simple Dishes
- SITHCCC003 – Prepare Sandwiches
- SITHWHS001 – Participate in Safe Work Practices

There is a mixture of theory and practical classes covering:

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

Students who select this option will be required to complete a short expression of interest to enrol in this course. The form will be available at the College Office. A supplementary levy of approximately $40 will be required for this course.

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

Students will develop skills in:

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

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