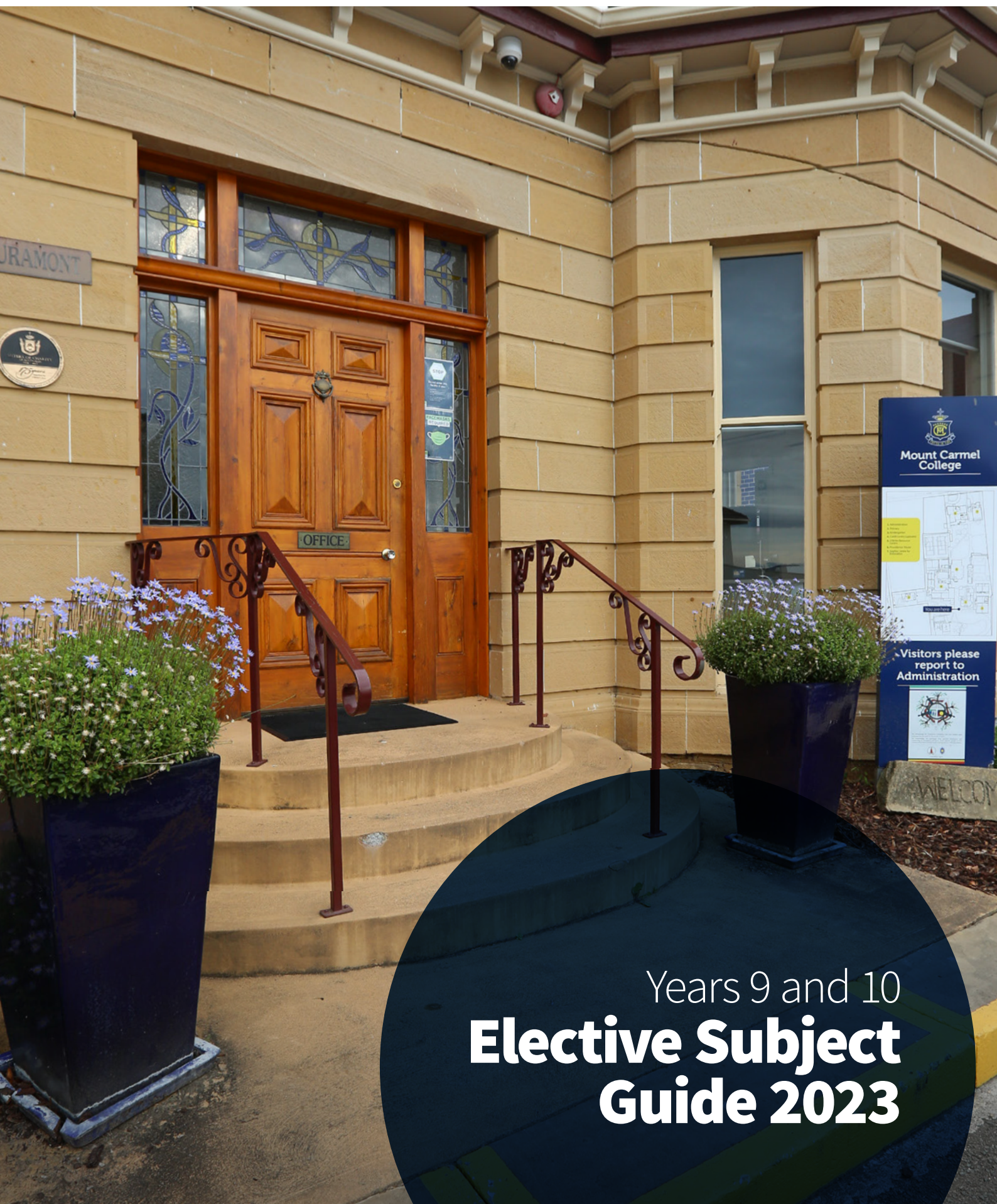




**Mount
Carmel
College**

Courage.
Compassion.
Justice.



Years 9 and 10
**Elective Subject
Guide 2023**



Learning at Mount Carmel College

Dear Students,

This subject guide is produced to provide you with information about the curriculum at Mount Carmel College in Years 9 and 10.

The values of our College are Courage, Compassion and Justice and these values are developed through the interactions and the curriculum you are offered.

As young women of the future, you are guided towards becoming independent learners; self-directed, emotionally intelligent and spiritually centred.

Contemporary education is about producing just, caring and responsible citizens.

It is important that you choose subjects that develop our natural gifts, as well as aiming for improvements in areas of challenge. During this stage of your schooling, you are encouraged to try a range of subjects and to discover where your strengths and interest lie.

Explore, discover and enjoy.

Fiona Nolan
Principal

Contents

- 4 Curriculum in Years 9 and 10
- 5 Elective Subject Selection Process
- 6 Inclusion, Differentiation and Student Support
- 7 2023 Elective Subjects

9 The Arts

- 10 Dance
- 11 Drama
- 12 Music
- 13 Visual Arts

14 English

- 15 English Extended

16 Health and Physical Education

- 17 Athlete Development
- 18 Outdoor and Environmental Studies
- 19 Sport Science

20 Humanities and Social Sciences

- 21 Child Studies
- 22 Global Worlds
- 23 Introduction to Sociology and Psychology
- 24 Legal Studies and Business

25 Languages other than English (LOTE)

- 26 Japanese

27 Science and Mathematics

- 28 Mathematics Methods
- 29 STEM

31 Technologies

- 31 Design and Technologies: Food Studies
- 32 Design and Technologies: Textiles
- 33 Digital Technologies

34 Theology and Spirituality

- 35 Service Learning

36 Vocational Education and Training (VET)

- 37 Introduction to Community Services (Child Care)
- 38 Introduction to Construction
- 39 Introduction to Hospitality



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

Curriculum in Years 9 and 10

The Years 9 and 10 curriculum offers a breadth of opportunity for all students in a wide range of learning areas including Theology and Spirituality, English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Languages (Japanese), Technologies and The Arts.

Following the rich foundational experience provided in Years 7 and 8, learning is deepened in Years 9 and 10 where you have the opportunity to focus on areas of interest, take on new challenges, explore strengths and develop a deeper understanding of yourselves as learners.

Courses in Years 9 & 10 are aligned to the Australian Curriculum and the Tasmanian Years 9 to 12 Curriculum Framework. The Years 9 to 12 Curriculum Framework has been developed to increase engagement and provide students with clear pathways through and beyond these senior years of schooling. The Framework identifies five focus areas that reflect different modes of learning and support a range of different pathways. Students are encouraged to consider all five focus areas when planning their pathway through Years 9-12. You will see these focus areas identified at the end of each elective subject outline.

These links to the Tasmanian Department of Education documents provide an explanation of each focus area.

- **Discipline-based Study**
- **Professional Studies**
- **Work-based Learning**
- **Personal Futures**
- **Transdisciplinary Projects**

Compulsory Subjects

In Years 9 and 10 all students study six compulsory subjects:

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

Electives

In addition to the above compulsory subjects, you are asked to select three elective subjects each year. You are encouraged to participate in a wide range of offerings, making an informed and balanced selection from across the Learning Areas. A number of electives can be chosen in both Years 9 and 10, and many of these run as two-year alternating programs. You may choose to complete one or two years of the program as each year covers different content. You are, however, encouraged to participate in a diverse set of electives as this will enable you to gain an appreciation of the variety of learning opportunities available to you and may assist in establishing preferred pathways into Senior Secondary education and beyond.

Compulsory subjects in Years 9 and 10 provide a firm foundation for Senior Secondary subjects. In most cases not studying a particular Year 9 or Year 10 elective will not prevent you from studying that subject or related subjects at Senior Secondary level. In a few cases, continuing subjects through Years 9 and 10 is advisable if you wish to choose them in Years 11 and 12. Please read the subject information in this Guide or seek advice from Heads of Department or subject teachers in relation to particular pathways.

Vocational Education and Training (VET)

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

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

Please note that VET Introduction to Hospitality and VET Introduction to Community Services - Childcare are taught at Mount Carmel. VET Introduction to Construction will be taught at GYC (offsite).

Students enrolling in courses delivered at GYC will be required to pay a supplementary levy of \$200 to subsidise the associated additional transport costs.

Elective Subject Selection Process



While you will be offered the full 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 2023.

When making elective subject selections, please nominate five subjects, in preferential order. You should give careful consideration to the order of all five preferences as these determine subject lines. The fourth or fifth options may be used to finalise your subject allocations if the first three preferences cannot be accommodated.

Handwritten signatures of Ms Valery Kullrich and Ms Julia O'Rourke.

**Ms Valery Kullrich
and Ms Julia O'Rourke**

Co-Directors of Teaching and Learning

Inclusion, Differentiation and Student 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 Extended Learning Policies of the College. The Student Support and Extended Learning team provides support for teachers and students to allow all to engage with the curriculum at an optimal level and fully participate in school life. The College offers assistance for students who may require extra support to develop their literacy, numeracy or general learning skills.

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

Tools For Transition

The course, *Tools for Transition*, is an elective offered to selected students. It is designed to meet the needs of these students and includes the following content:

- Organisation skills
- General living skills
- Everyday activities using literacy and numeracy
- Social and emotional skills
- Independent travel and organisation
- Transition to College skills
- Additional time and support for subject specific tasks and homework

The course is practical and hands on, involving both classroom learning and out of class experiences. Students can participate in this course in both Years 9 and Year 10 if they so wish.

Extended Learning

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

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

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



2023 Elective Subjects

Subject	Page	Additional Information
Athlete Development	17	<p>This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating theory program. Students must be competing in a recognised sporting competition in the year/s they undertake this elective.</p> <p>Students selecting this course will be required to complete an additional written application.</p> <p>Students enrolling in this course will be required to pay a supplementary levy of \$100 to subsidise activities.</p>
Child Studies	21	<p>This course is a one-year course which students may choose only once in Year 9 or 10. It is a prerequisite for Introduction to Community Service - Child Care (VET) in Year 10.</p>
Dance	10	<p>This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.</p>
Design and Technologies - Foods Studies	31	<p>This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.</p>
Design and Technologies - Textiles	32	<p>This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.</p>
Digital Technologies	33	<p>This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.</p>
Drama	11	<p>This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.</p>
English Extended	15	<p>This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.</p>
Global Worlds	22	<p>This elective is a one-year course which students may choose only once in Year 9 or 10.</p>
Introduction to Community Service - Child Care (VET)*	37	<p>VET courses are open to students in Year 10.</p> <p>Students selecting this course must have completed Child Studies in Year 9 as a prerequisite.</p> <p>There is a supplementary levy of \$90 for this course, to subsidise the cost of the First Aid training provider.</p>
Introduction to Construction (VET)*	38	<p>VET courses are open to students in Year 10.</p> <p>A component of this course will be delivered on site at GYC College. Students enrolling in this course will be required to pay a supplementary levy of \$200 to subsidise the associated additional transport costs.</p> <p>Students selecting this course will be required to discuss this with one of the Co-Directors of Teaching and Learning at Mount Carmel prior to confirming enrolment.</p>

Introduction to Hospitality (VET)*	39	VET courses are open to students in Year 10. Students enrolling in this course will be required to pay a supplementary levy of \$50 to subsidise the activities.
Introduction to Sociology and Psychology	23	This elective is a one-year course offered to students in Year 10 only.
Japanese	26	This elective is offered to students in both Years 9 and 10. Students may choose to complete one or two years of the program.
Legal Studies and Business	24	This course is a one-year course which students may choose only once in Year 9 or 10.
Mathematics Methods	28	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.
Music	12	This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.
Outdoor and Environmental Studies	18	This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program. Students selecting this course will be required to complete an additional written application and may be required to attend a suitability interview. There is a supplementary levy of \$500 for this course, to subsidise the activities and training. Student's participation in this course will be reviewed after four weeks, to ensure full commitment to the program.
Service Learning	35	This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.
Sport Science	19	This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.
STEM	29	This elective is offered to students in both Years 9 and 10 and runs as a two-year alternating program. Students may choose to complete one or two years of the program.
Tools for Transition		This elective is offered to selected students in Years 9 and 10.
Visual Art	13	This elective is offered to students in both Years 9 and 10. Students may choose to complete one or two years of the program.

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The Arts



The Arts

Dance

Who could choose this subject?

This course is designed to cater for any student who wishes to dance; no matter the level of experience. All students who have completed Year 8 Dance can access this course and they can expect to build on the skills they have learnt previously. This course is highly differentiated and caters for students who wish to pursue a career in dance as well as those who just want to move and be creative.

This course will include:

Year B (2023)

- Ongoing development of technique and skills.
- Improvisation skills
- Choreography for film (Making a dance music video.)
- Free-From choreography
- Increase Body Awareness
- Exploration of the cultural and historical role of dance around the world
- Viewing live performances
- Solo/Duo Performances
- Written Reviews

Year A (2024)

- Ongoing development of technique and skills
- Participation in the bi-annual school musical
- Exploration of rhythm and body percussion
- Free-From choreography
- Exploration of the cultural and historical role of dance around the world
- Viewing live performances
- Solo/Duo Performances
- Written Reviews

Assessment in this course could include:

- Live Performance
- Video Performance
- Written reflection
- Written submission
- Technical execution

This course could lead to:

- **Level 2 - Dance DNC215120**
- **Level 3 - Dance Choreography and Performance DNC315120**

Transferable skills:

- Verbal and non-verbal communication
- Relationship building, teamwork and collaboration
- Focus, memory and rapid recall
- Creative and lateral thinking
- Problem solving
- Greater self-awareness and self expression
- Physical fitness, mental wellbeing and resilience
- Pattern Recognition
- Musical Understanding

This subject aligns with the 9-12 Curriculum Focus Area:

Discipline-based Study

The Arts

Drama

Who could choose this subject?

This course is for students who enjoy Drama and want to improve their Drama skills. All students who have completed Year 8 Drama can access this course. With an openness to experiencing all aspects of theatre and performance, students will develop at their own pace and experience success at their own level.

This course will include:

Year B (2023)

- Whole class production - musical
- Character development and portrayal - original script
- One act play
- Monologue performance - from given scripts
- Ongoing theatre experience and review

Year A (2024)

- Whole class production - play
- Small screen acting - creating a scene for television
- Script writing and performance
- Duologue performance - from given scripts
- Children's Theatre - performance for Primary School classes
- Ongoing theatre experience and review

Assessment in this course could include:

- Performances in a range of styles and groupings (solo/small and large group)
- Script writing
- Analysis of live theatre
- Written reflections and journaling

This course could lead to:

- **Level 2 - Drama Foundations SDS215117**
- **Level 2 - Technical Theatre Production SDT215120**
- **Level 3 - Drama SDD315120**
- **Level 3 - Theatre Performance SDP315120**

Transferable skills:

- Verbal and non verbal communication
- Relationship building, teamwork and collaboration
- Focus and time management
- Self confidence
- Literacy skills and public speaking skills
- Creative thinking and problem solving
- Greater self awareness and empathy for others
- Risk taking, adaptability and resilience
- Appreciation of Theatre and The Arts

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

The Arts

Music

Who could choose this subject?

This course is for students who would like to make music! All students who have completed Year 8 Music can access this course. With a willingness to practise and an openness to learning about a wide range of styles and ways of making music, students will experience success at their own level.

This course will include:

Year B (2023)

- Practical Study 1 - negotiated choice of piece
- Like a Version - making arrangement choices in songs
- Practical Study 2 - student choice of piece
- Practical Study 3 - learning a 'set' of songs or pieces
- Musical Theatre - music analysis project
- Film Music - composition project
- Balinese Gamelan - class activities and small research project
- Musicianship - learning about the theory of music

Year A (2024)

- Practical Study 1 - negotiated choice of piece
- Like a Version - making arrangement choices in songs
- Practical Study 2 - student choice of piece
- Practical Study 3 - learning a 'set' of songs or pieces
- Improvisation in music - small research project and class activities
- Minimalism - composition project
- Six Degrees of Separation - music analysis project
- Musicianship - learning about the theory of music
-

Assessment in this course could include:

- Music performances and/or recordings
- Music compositions
- Guided music research and analysis
- Musicianship quizzes

This course could lead to:

- Level 2 - Music Technology Projects - Foundation AUD215120
- Level 2 - Contemporary Music MSC215117
- Level 2 - Music Studies MSS215120
- Level 3 - Music Technology Projects 1 (UTAS) FCJ110
- Level 3 - Music Technology Projects 2 (UTAS) FCJ111
- Level 3 - Music MSM315120
- Level 3 - Song Writing (UTAS) FCA118
- Level 4 - Music Foundation Practical Study (UTAS) FCP113
- Level 4 - Music Advanced Practical Study (UTAS) FCP120

Transferable skills:

- Critical and creative thinking
- Research and lateral thinking
- Planning and time management
- Communication and performance
- Memorisation and concentration
- Fine-motor skills
- Understanding and appreciating diversity
- Collaboration
- Thinking in and understanding patterns
- Self-expression and resilience
- Marketing and ICT skills

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

The Arts

Visual Arts

Who could choose this subject?

This course is designed for those who have a passion for art and would like to learn a broad range of technical skills which they can apply to their own ideas for creating dynamic and individual art works. This course is aimed at encouraging students to develop their own style and practice in preparation for pre-tertiary studio-based Art subjects.

This course will include:

Drawing (all students)

Then either:

Independent Studio Practice (Year 10 students who completed Year 9 Art)

Or, for all other students:

- Painting
- Sculpture/Ceramics
- Mixed Media

Assessment in this course could include:

- Making and appreciating artworks through an ongoing journal practice
- Producing a body of work each term focussing on a theme and material
- Researching artists and finding connections to your own work
- Self reflection
- Documentation of your work
- Ongoing class exercises in skills development

This course could lead to:

- Level 2 - Visual Art and Visual Art (Photography) ART215117
- Level 3 - Art Production and Art Production (Photography) ART315117
- Level 3 - Art Studio Practice and Art Studio Practice (Photography) ART315214
- Level 3 - Art Theory and Criticism ARA315116

Transferable skills:

- Creative and critical thinking
- Practical and technical knowledge of tools and materials
- Increased visual-spatial awareness
- Strength in problem solving
- Greater self-awareness and empathy for others
- Developing a rigorous process based on a reflective practice
- Valuing diversity
- Confidence in self-expression
- Experience in exhibiting finished works

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

English

We tried to look just happy and excited then, because the last thing I wanted was for anyone to think we were suspicious or scared or worried or hiding something – but I was frightened too, and I grabbed Raphael and made sure we joined in the pushing and shoving, like we hadn't a care in the world. When we saw Rat, we waved: he was squatting close by, smoking, and he would look over at me sometimes, but nobody looked at him, because Rat is grey as trash, and he has only the clothes he wears, which are so filthy he can move around and no one sees him.

After a while the police gathered all us kids together and got us working – they'd got extra hooks from somewhere, and as we were on level ground it wasn't a hard job: we just ripped and ripped, and spread it all out.

There were about a hundred of us.

The people in McKinley have toilets, so there wasn't any stupp – McKinley trash is good-quality trash: food, newspaper, a lot of plastic and glass, but the police wouldn't let us take anything, because as far as they were concerned, we were looking for just one thing.

Then someone found a handbag, and there was real excitement, lots of shouting: it was blue, and old, with one stringy little handle, so it was thrown back, everyone very disappointed, and the police just watched us work, looking grim and their patience running out.

By mid-afternoon, I guess, we'd finished, and I don't think a pile of rubbish had ever got a better looking at: the men on the trash piles had finished as well, and everyone was ordered down. Of

course, we all would have worked for the rest of the day, and the of the week – we were hoping to string it out and get five hundred out of it – but the police were smart, and could see that even in a mountain of rubbish, you can pick through what's up top pretty fast, and you can see what's new and what isn't.

I saw the boxer policeman was back – the big guy who'd made the speech yesterday – and he was talking it all over with the managers and two men in suits by one of the big black cars. There was a lot of arguing going on, a lot of calls being made, and I could see the managers weren't happy – I think because the line of loaded trucks was getting longer and longer, and the drivers were finally getting itchy, drinking tea all day and not knowing when they were going home. And you could see what the problem was: if the police allowed these trucks to unload new, fresh trash, the precious bag was going to be buried even further down, if it was there. But on the other hand, this was the city dumpsite, and how long can you close down a dump when all these millions of people are sending stuff to it? How long before the city stops?

But what must have been burning them up was that no one could be sure the bag had ever got here. After all, kids go through the trash straight out of the bins, in McKinley same as everywhere. Sometimes you see them in the street, sorting on the pavements. Also, like I said, kids get up inside the carts before they've even reached the dump – so they could not know the bag had even got to the dumpsite. It was strange to think there were just three boys in the world who knew exactly where it was.

English

English Extended

(formerly English Pathways)

Who could choose this subject?

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

This course will include:

Year B (2023)

- Writers and their Craft- author study and creative writing
- Single text study
- Adaptation study- novel to film
- Independent Study/Project

Year A (2024)

- Flash Fiction- Creative Writing
- Novel Study- Contemporary
- Comparative film study- classic vs contemporary
- Journalism- print and multimedia

Class activities include:

- Creative writing in a range of genres, both fiction and non-fiction texts
- Undertake an independent study
- Write a formal essay
- Explore elements of print and media Journalism
- Reflective writing
- Multimodal, visual and oral presentations

Assessment in this course could include:

- Essay writing
- Creative responses
- Reflective writing
- Multimodal, oral and visual presentations

This course could lead to:

- Level 2 - English Applied ENA215114
- Level 2 - English Foundations ENG215117
- Level 3 - English Literature ENL315114
- Level 3 - English Writing ENW315114
- Level 3 - English ENG315117

Transferable skills:

- Critical and creative thinking
- Planning and time management
- Creative writing
- Reading comprehension
- Proof-reading and editing skills
- Formal essay writing

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study



Health and Physical Education



Health and Physical Education

Athlete Development

Who could choose this subject?

This course is aimed at students who want to develop their own personal athletic potential. You will need to be competing in a sporting competition, possess a high level of motivation to improve/maintain elements of your current fitness level, be willing to develop and implement (under guidance) an individual training program and keep a training diary.

This course will include:

Year B (2023)

Theory:

- Basic Physiology
- Injury Prevention
- Training Diary

Practical:

- Strength and Conditioning
- Measuring performance & Competition preparation

Year A (2024)

Theory:

- Goal setting
- Recovery Methods
- Training Diary

Practical:

- Fitness testing
- Technical training
- Coaching/Umpiring

Assessment in this course could include:

- Maintaining a training diary
- Practical lesson participation and reflection
- Research and presentation
- Independent training program development and implementation
- Fitness testing
- Theory tests

This course could lead to:

- Level 2 - Athlete Development ATH215118
- Level 2 - Sport Science - Foundation SPT215118

Transferable skills:

- Goal setting
- Planning and time management
- Higher order thinking
- Organisational skills
- Physical fitness

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Health and Physical Education

Outdoor and Environmental Studies

Who could choose this subject?

Students choosing this course will be required to possess a reasonable level of fitness, be highly motivated and an independent learner. They would enjoy physically demanding challenges, be comfortable in the water and enjoy being active outside in all seasons and weather conditions. Students also need to be prepared to attend weekly excursions and two multi day camps during the year.

This course may include:

Year B (2023)

- Rafting Journey
- Walking Journey
- Coasteering
- Snorkelling
- Bushwalking and Navigation
- Climbing
- Cycling
- Stand Up Paddle Boarding
- Sailing
- Surfing

Year A (2024)

- Sea Kayak Journey
- Walking Journey
- Coasteering
- Snorkelling
- Bushwalking and Navigation
- Climbing
- Cycling
- Sailing
- Stand Up Paddle Boarding
- Surfing

Class activities include:

Theoretical study to assist planning, outdoor pursuits, environmental awareness, problem solving and team building exercises.

Note: Practical assessment a heavier weighting

Assessment in this course could include:

- Participation, application and competency in outdoor activities
- Following safety procedures
- Written reflections on learning and experience
- Demonstrating environmental awareness in action and written reflection

This course could lead to:

- **Level 1 - Outdoor Experiences OXP105118**
- **Level 1 - Fitness Experiences HPE105118**
- **Level 2 - Outdoor Education OXP215118**
- **Level 3 - Outdoor Leadership OXP315118**

Transferable skills:

- Teamwork and collaboration
- Self reliance and resilience
- Leadership
- Organisational skills
- Planning and time management
- Managing risks
- Oral and written communication

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Health and Physical Education

Sport Science

Who could choose this subject?

This course is aimed at students who have an interest in understanding the science behind human movement and sporting performance. You will need to have an interest in sport, be able to engage in practical lessons and be willing to further develop your science and numeracy skills.

This course will include:

Year B (2023)

- Body Systems
- Exercise Physiology
- Fitness Assessment Understanding
- Sports Injuries, Assessment and Management
- Sports Nutrition
- Investigative study - Year 9 students

Year A (2024)

- Skill Acquisition
- Sports Psychology
- Coaching Children
- Sports Analysis (Biomechanics)
- Investigative study - Year 9 students

Class activities include:

Theoretical learning mixed with limited practical activities.

Assessment in this course could include:

- Tests
- Lab reports
- Presentations
- Coaching
- Research scenarios
- Investigative study

This course could lead to:

- **Level 2 - Sport Science - Foundation SPT215118**
- **Level 3 - Sport Science SPT315118**

Transferable skills:

- Teamwork and collaboration
- Written and oral communication
- Data collection and analysis
- Analytical and interpretive skills
- Problem solving
- Planning and time management

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Humanities and Social Sciences



Humanities and Social Sciences

Child Studies

Who could choose this subject?

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. Students have the opportunity to work and develop relationships with students in the Early Years.

This course will include:

- Families and preparing for parenthood
- Pregnancy, labour and birth
- Caring for the newborn
- Child development and play
- Children and culture
- Child health and safety
- Practical work in Kinder – Year 2 classes
- Caring for the 'Real Care Baby infant simulator'
- Guest speakers

Assessment in this course could include:

- Practical work in the Early Years
- Reflective journal
- Designing a picture book
- Case studies
- Planning and designing a playground
- Comparing and contrasting cultural practices

This course could lead to:

- Level 1 - Focus on Children BHC115116
- Level 1 - You, Your Family and Community BHY105116
- Level 2 - Working with Children BHC215116
- Introduction to Community Services - (Childcare) Year 10 VET at MCC
- CHC22015 Certificate II in Community Services
- CHC30121 Certificate III in Early Childhood Education and Care
- CHC50113 Diploma of Early Childhood Education and Care

Transferable skills:

- Oral and written communication
- Teamwork and collaboration
- Problem solving
- Adaptability
- Active listening skills

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Humanities and Social Sciences

Global Worlds

Who could choose this subject?

This subject is designed to provide students with an understanding of past and current global events and issues. It will explore how global events have and will continue to shape the ever-changing world in which we live.

This course will include:

- Political ideologies and Superpowers
- Cold War including the Space Race and Arms Race
- North Korea
- Conflict in the Middle East
- Migration
- Global food production
- Globalisation and impact of information technology on place and space
- Tourism, current situation and effects on the future of places

Assessment in this course could include:

- Case studies
- Debates
- Infographic
- Research projects
- Essay
- End of unit tests

This course could lead to:

- Level 2 - History and the Environment HAE215120
- Level 3 - Australia in the Asia Pacific AAP315116
- Level 3 - Geography GGY315120
- Level 3 - Modern History HSM315117

Transferable skills:

- Understanding of global perspectives
- Generating conclusions and alternative solutions
- Skills in critically evaluating information
- Ethical decision making
- Research and analysis skills
- Writing accurately, clearly and concisely in a variety of styles

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Humanities and Social Sciences

Introduction to Sociology and Psychology

Who could choose this subject?

This subject is for those who want to gain a better understanding of human behaviour. The aim of this course is to give students an understanding of the different theories, methods and language used in both sociology and psychology. This subject provides a pathway for those wishing to study the behavioural sciences at college.

This course will include:

Semester One - Sociology

- Become familiar with three key theories
- Research ethics
- Culture and protest culture
- Socialisation
- Social class in Australia
- Institutions: School and Family
- Crime and Deviance

Semester Two - Psychology

- Become familiar with branches of psychology
- Research methods and ethics
- How the brain works
- Sleeping and Dreaming
- Emotions
- Memory
- Personality

Assessment in this course could include:

- Observations
- Written Reports
- Debates
- Class presentations
- Comparison and contrast exercises
- End of unit tests and quizzes

This course could lead to:

- **Level 2 - Introduction to Sociology and Psychology BHX215118**
- **Level 3 - Sociology BHS315116**
- **Level 3 - Psychology BHP315116**

Transferable skills:

- Research and analysis skills
- Skills in critically evaluating information
- Ethical decision making
- Writing accurately, clearly and concisely in a variety of styles
- Planning and time management

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Humanities and Social Sciences

Legal Studies and Business

Who could choose this subject?

This subject gives students the opportunity to explore and develop an understanding of Australia's legal and political system. They will examine Australia's legal system and different political parties. Students will also learn about the Australian economy and the nature of small businesses.

This course will include:

- Learning how Australia's legal system works
- Describing the role of the courts and police
- Investigating the different political parties
- Developing an awareness of local, national and global legal issues
- Understanding how businesses organise and manage themselves
- Appreciating the nature of business marketing
- Group investigations and presentations
- Guest speakers

Assessment in this course could include:

- Research assignments
- Case studies
- Essays
- Debates
- Developing a business plan

This course could lead to:

- Level 1 - Civics and Citizenship CVC115122
- Level 2 - Legal Studies Foundation LST215117
- Level 2 - Business Studies Foundation BST215116
- Level 3 - Business Studies BST315116
- Level 3 - Legal Studies LST315117

Transferable skills:

- Critical thinking
- Collating information and drawing conclusions from a variety of sources
- Effective decision making, considering alternative solutions
- Developing and refining research skills
- Write accurately, clearly and concisely in a variety of styles

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Languages other than English (LOTE)



Languages other than English (LOTE)

Japanese

Who could choose this subject?

Any student, currently in Years 8 or 9, with an interest or passion for the Japanese language and culture is invited to study this subject. It provides an opportunity for continued language learning, and can also act as a platform for further study in Year 11 or 12.

This course will include:

Students will use both adapted and authentic spoken and written texts to obtain and share information in the areas of listening, speaking, reading and writing. Themes such as self and family, directions and travel, daily life and future aspirations are explored, as platforms to develop these skills.

Students undertake a range of hands-on learning activities using the target language. This may include, but is not limited to, scavenger hunts, card or board games, creating picture books or manga comics, designing travel itineraries, engaging in cultural practices, sampling Japanese food, or film-making. There are also opportunities for cultural exchanges in Hobart or Japan.

Assessment in this course could include:

- Picture book or manga comic design
- Film-making
- Conversational tests
- Writing and speaking tasks
- Writing and listening tests

This course could lead to:

- **Level 2 - Japanese Foundation JPN215114**
- **Level 3 - Japanese JPN315114**

Transferable skills:

- Understanding of global perspectives
- Intercultural communication skills
- Analytical and critical literacy skills
- Self-directed learning skills
- Responsibility as a global citizen
- Verbal and written communication skills
- Culturally aware and inclusive
- Access to opportunities in a globalised economy

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study



Science and Mathematics





Science and Mathematics

Mathematics Methods

Who should choose this subject?

This course is aimed at students who enjoy the challenge of mathematics and seek to study this at a high level in Years 11 and 12. Maths Methods is the pathway to Mathematics Methods 4 in Year 11 and Mathematics Specialised in Year 12.

This course will include:

- Linear, Quadratic and Cubic Functions
- Exponential and Logarithmic Functions
- Trigonometric Functions
- Differential Calculus
- Probability and Combinatorics

Class activities include:

- Mathematics theory and proofs
- Numerical, algebraic and worded problems
- Use of Technology to solve complex problems

Assessment in this course could include:

- Assignments
- Tests
- Investigations

This course could lead to:

- **Level 3 - Mathematics Methods MTM315117**
- **Level 3 - General Mathematics MTG315120**
- **Level 3 - Physical Science PSC315118**
- **Level 4 - Mathematics Methods MTM415117**
- **Level 4 - Mathematics Specialised MTS415118**
- **Level 4 - Physics PHY415115**
- **University High Achievers Program**

Transferable skills:

- Mathematical communication
- Problem solving
- Time Management
- Appropriate use of technology

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Science and Mathematics

STEM

Who could choose this subject?

This course is aimed at students who enjoy the “why?” and “how?” of the natural and constructed world and hands-on learning. Students who enjoy Science, Mathematics, the range of technology options and engineering challenges will use the design cycle and the full scientific method to pose questions and experience different ways of finding solutions to problems in our world.

This course will include:

Year B (2023)

S - Marine Science and Microbes
T - Artbots and Working with Plastics
E - Theme Park Design and Robotics
M - Puzzlemania and Escape Rooms

Year A (2024)

S - Forensics and Scientific Investigations
T - Housing and Design Introduction
E - Bridge Design and Renewable Energies
M - History of Numbers and Beauty in Maths

Assessment in this course could include:

- Design and creation of objects and artefacts
- Scientific investigations
- Multimodal presentations

This course could lead to:

- Level 2 - Physical Science PSC315118
- Level 2 - Life Sciences LSC215118
- Level 2 - Transdisciplinary Science TDS215122
- Level 2 - Engineering & Design EDN215122
- Level 2 - General Mathematics MTG215114
- Level 3 - Environmental Science ESS315118
- Level 3 - Biology BIO315116
- Level 3 - Physical Science PSC315118
- Level 3 - General Mathematics MTG315120
- Level 3 - Housing & Design HDS315118

Transferable skills:

- Critical and creative thinking
- Project management
- Group work
- Scientific investigation and communication

This subject aligns with the 9-12 Curriculum Focus Area:

- Transdisciplinary Projects

Technologies



Technologies

Design and Technologies: Food Studies

Who could choose this subject?

The Technologies program at Mount Carmel College has been designed to build student capacity in a range of fundamental 21st-Century skills (including problem-solving, creativity and innovation, and design thinking) in a project-based learning environment. The Food Studies strand of this program will appeal to students who are interested in applying their creativity and work ethic in the food industry, who can work effectively both individually and collaboratively, who are problem-solvers and detail-oriented, and who love bringing people together through food.

This course will include:

Year B (2023)

- Food service
- Food for specific needs
- Food for special occasions
- Food trends.

Year A (2024)

- Nutrition
- Food equity
- Food product development
- Food in Australia

Class activities include:

A range of real world topics are explored, including food equity and food waste which are issues that affect the population on a global and local scale. Students will gain an understanding of the relationship between nutrition and health as they plan meals and adhere to national food selection tools such as the Australian Guide to Healthy Eating and the Australia Dietary Guidelines. Students will investigate the latest food trends and advancements in food technology as applied to food product development, production and preparation.

Assessment in this course could include:

- Understanding of nutrition, food safety and hygiene
- Costing recipes and preparing food for service
- Catering for a number of school events
- Project-based learning, combined with theory assessments.
- Creation of designed solutions for products, services and environments within the foods context
- Individual and collaborative work to manage design projects while considering the sustainability, economic and ethical impacts of decisions

This course could lead to:

- **Level 1 - Food and Cooking Essentials FCE11011**
- **Level 2 - Food and Hospitality Enterprise FHE215116**
- **Level 2 - Food Cooking and Nutrition FDN215118**
- **Level 3 - Food and Nutrition FDN315118**

Transferable skills:

- Project management
- Innovative and creative thinking
- Problem-solving/solution-seeking
- People-focused design
- Evaluation and ethical decision-making

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Technologies

Design and Technologies: Textiles

Who could choose this subject?

The Technologies program at Mount Carmel College has been designed to build student capacity in a range of fundamental 21st-Century skills (including problem-solving, creativity and innovation, and design thinking) in a project-based learning environment. The Textiles strand of this program will appeal to students who are interested in applying their creativity and work ethic in the fashion industry, who can work effectively both individually and collaboratively, who are problem-solvers and detail-oriented, and who love creating confidence through designing the perfect look. It builds upon the practical skills and knowledge gained in Design and Technology in Year 7 and 8.

This course will include:

- Design
- Fashion illustration
- Australian and international designers
- Textile art
- E-textiles and computer aided design (CAD)
- Properties and performance of textiles and materials
- A range of current issues within the Textile Industry, including the impact of fast-fashion on the environment, sustainability and ethical and unethical production practices

Class activities include:

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

Assessment in this course could include:

- Project-based learning
- Theory assessments
- Constructing items such as clothing, accessories and textile art in response to design briefs
- Understanding of the elements and principles of design and learning how to apply these to projects
- Students will be given the opportunity to enter Wool4School, an annual nationwide design competition run by The Woolmark Company

This course could lead to:

- **Level 2 - Design and Production DAP215116**

Transferable skills:

- Project management
- Innovative and creative thinking
- Problem-solving/solution-seeking
- People-focused design
- Product evaluation
- Ethical decision-making

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Technologies

Digital Technologies

Who could choose this subject?

The Technologies program at Mount Carmel College has been designed to build student capacity in a range of fundamental 21st-Century skills (including problem-solving, creativity and innovation, and empathetic design) in a project-based learning environment. The Digital strand of this program is for students who like learning new skills and using digital technologies to make and create. We teach some core technical skills that everyone needs, but there is also plenty of room for individual projects. To be successful in this course you will use digital technologies to not only solve existing problems but also make something completely new and exciting.

This course will include:

Topics change each year depending on student preferences, but usually include:

- Making movies
- Creating and printing 3D objects
- Programming games
- Entering technology competitions
- Using a laser cutter
- Using computers to solve real world problems

Assessment in this course could include:

- Making a range of artistic and functional items (eg. games, movies, or 3D objects)
- Analysing a societal problem and coming up with a technological solution
- Researching and reviewing technology
- Practice and skill assessments

This course could lead to:

- **Level 2 - Computer Graphics and Design CGD215118**
- **Level 2 - Computer Applications ICT205114**
- **Level 2 - Design and Production DAP215116**
- **Level 2 - Engineering Design EDN215122**
- **Level 2 - Music Technology Projects - Foundation AUD215120**
- **Level 3 - Computer Graphics and Design CGD315118**
- **Level 3 - Computer Science ITC315118**
- **Level 3 - Information Systems and Digital Technologies ITS315118**
- **Level 3 - Housing and Design HDS315118**

Transferable skills:

- Present information in a variety of ways
- Solve problems using “out of the box” thinking
- Make for a purpose
- Work within the limits of our tools
- Collaboration and teamwork

This subject aligns with the 9-12 Curriculum Focus Area:

- Discipline-based Study

Theology and Spirituality



Theology and Spirituality

Service Learning

Who could choose this subject?

This course is aimed at students who have a passion to make a difference in our world; students who will ‘welcome in’ and ‘reach out’ to others. Students who choose this course should enjoy building relationships with others and planning and participating in outreach activities. The term ‘service’ means that students are actively involved in outreach in the community and intrinsic to Christian service learning is the opportunity to grow by reflecting on experiences of service.

This course will include:

Year B (2023)

- Intergenerational Service: Personal histories of residents in aged care.
- Helping in an Emergency: Disaster Relief and Humanitarian Aid
- Activism: Social Justice Art

Year A (2024)

- Education: breaking down the barriers
- Hunger and Homelessness: Feeding 5000
- Creation: Animal and/or Environmental Ethics

Class activities include:

- Planning and participating in visits to community organisations
- Researching social issues and responses
- Awareness campaigns and fundraising
- Class discussions
- Reflective Journaling

Assessment in this course could include:

Compiling a folio documenting service learning, including:

- Research and planning prior to service action
- Written case studies
- Recorded interviews
- An awareness campaign

Keeping a reflective journal which includes:

- Written reflections that connect classroom learning with the service action
- Making connections between personal virtues and community
- Reflections on personal growth from service experience

This course could lead to:

- **Level 1 – Community Access CAC110112**
- **Level 1 – You, Your Family and the Community BHY105116**
- **Level 2 – Community Service Learning CSL205118**
- **CHC24015 Certificate II in Active Volunteering**

Transferable skills:

- Project management
- Problem solving through collaboration and negotiation
- Effective communication
- Relationship building, and teamwork
- Greater self-awareness and empathy for others
- Adaptability
- Valuing diversity

This subject aligns with the 9-12 Curriculum Focus Area:

- Personal Futures



Vocational Education and Training (VET)



Vocational Education and Training (VET)

Introduction to Community Services (Child Care)

Who could choose this subject:

Students choosing this course should have a desire to work with children, have good communication skills, be willing to put theory into practice, have a friendly, accepting and welcoming personality, and be co-operative and willing to work as part of a team.

Students at Mount Carmel can enrol in the following four units of competency:

- HLTFSE001 Follow basic food safety practices
- HLTWHS001 Participate in Workplace Health and Safety
- SITXCOM001 Source and Present Information
- HLTAID011 Provide first aid (provision by outside provider)

This course will include:

- Gaining an induction into the and industry
- Working towards completing four units from the CHC Community Services Training Package
- Learning how to interact with children
- Developing an understanding of children's needs, development and abilities
- Participating in an industry work placement
- Completing a first aid course

Class activities include:

- Assessment and research tasks
- Presentations
- On the job scenarios
- Group work.

Assessment in this course could include:

Theory assessments and tasks based upon your ability to demonstrate the skills and knowledge that are needed to work in the and industry.

Students will receive a *Statement of Attainment* listing the units satisfactorily completed.

Units completed in this course may contribute to:

CHC22015 Certificate II in Community Services if students choose to enrol in the full qualification either at Guilford Young College or any other Registered Training Organisation in the future.

This course could lead to:

- CHC30121 Certificate III in Early Childhood Education and Care
- CHC50121 Diploma of Early Childhood Education and Care
- Level 2 - Working with Children BHC215116

This course could lead to:

The four units in this course could contribute to Certificate II in Community Services choose to enrol in the full qualification either at Guilford Young College or any other Registered Training Organisation in the future.

Certificate III in Early Childhood Education or Working with Children Level 2 (TASC)

Transferable skills:

- Written and verbal communication skills
- First Aid
- Research skills
- Team work
- Planning and time management

This subject aligns with the 9-12 Curriculum Focus Area:

- Work-based Learning

Vocational Education and Training (VET)

Introduction to Construction

Who could choose this subject?

This course is designed for students wishing to train for or gain employment in one of the building trades. Industry employers are seeking motivated students with sound literacy, numeracy and technical skills. The units included in this course provide an excellent introduction to vocational training for the construction industry.

This course will include:

Mount Carmel College students can enrol in the following units of competency.

- CPCCWHS2001 – Apply WHS requirements, policies and procedures in the construction industry
- CPCWHS1001 – Prepare to work safely in the construction industry
- MEM16006 – Organise and communicate information

Class activities will include:

Using a variety of tools for the job and reading, calculating and measuring for construction plans or projects.

Students will develop the following skills:

- Communication skills
- Safe use of hand and power tools
- How to read plans
- Measuring skills
- How to work in a team environment

Assessment in this course could include:

Practical and theory tasks that provide opportunity to demonstrate the skills and knowledge that are needed to work in the construction industry.

Students will receive a Statement of Attainment listing the units satisfactorily completed.

Units completed in this course may contribute to:

CPC20220 Certificate II in Construction Pathways if students choose to enrol in the full qualification either at Guilford Young College or any other Registered Training Organisation in the future.

This course could lead to:

- CPC20220 Certificate II in Construction Pathways

Transferable skills:

- Literacy and numeracy skills
- Communication skills
- Team work
- Safe work practices according to WHS principles and procedures

This subject aligns with the 9-12 Curriculum Focus Area:

- Work-based Learning

Vocational Education and Training (VET)

Introduction to Hospitality

Who could choose this subject?

This course is designed to provide students with an understanding of what the hospitality industry is about and the many career pathways it offers. This course provides an excellent introduction to vocational training for the hospitality industry.

This course will include:

Mount Carmel College students can enrol in the following units of competency:

- SITHFSA005 – Use hygienic practices for food safety
- SITHWHS005 – Participate in safe work practices
- SITHCCC025 – Prepare and present sandwiches
- SITHCCC025 – Prepare and present simple dishes

Class activities include:

A mixture of theory and practical classes covering:

- Safe work practices
- Teamwork
- Food preparation
- Food hygiene
- Attractive arrangement of food
- Cleaning, kitchen and storage areas
- Students will utilise the commercial kitchen bay
- Students will also visit industry kitchen premises such as restaurants, hotels, cafeterias, canteens and other catering operations

Assessment in this course could include:

Practical and theory tasks that provide opportunity to demonstrate the skills and knowledge that are needed to work in the hospitality industry.

Students will receive a Statement of Attainment listing the units satisfactorily completed.

Units completed in this course may contribute to

SIT10222 Certificate I in Hospitality if students choose to enrol in the full qualification either at Guilford Young College or any other Registered Training Organisation in the future.

This course could lead to:

- **SIT20416 Certificate II Kitchen Operations**
- **SIT20316 Certificate II Hospitality**
- **SIT30816 Certificate III Commercial Cookery**
- **SIT40416 Certificate IV Commercial Cookery**

Transferable skills:

- Basic hygiene procedures
- Planning and time management
- Team work
- Logical and time efficient workflow
- Literacy and numeracy skills
- Safe work practices according to WHS principles and procedures

This subject aligns with the 9-12 Curriculum Focus Area:

- Work-based Learning



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