Years 7 – 9 the MacKillop Way

The transition from childhood to young adulthood presents many challenges, not only physically, but emotionally and spiritually as well. During this period of early adolescence, the obvious physical change is accompanied by mental development, which allows teenagers to learn, interact socially, and react to – and think about – situations with an emerging maturity, and with this, greater self-regulation, responsibility and independence.

The needs of young people in early adolescence

In the 7-9 Phase, Learning and Teaching is grounded in an understanding of the developmental, social and emotional needs of students in their early adolescence. Learning is optimised when young people

> → feel safe, respected and valued, have a sense of belonging;
> → are in an environment in which mistakes are regarded as both permissible and integral to the learning process;
> → are supported and challenged personally and academically and believe that they can achieve success
> → are afforded opportunities to make choices and decisions that facilitate their growth towards responsible independence

Consequently, MacKillop Catholic College offers a specially tailored curriculum in an innovative learning environment aimed at nurturing our students holistically and engaging them in interactive and collaborative approaches to their studies through a relevant and student-centred curriculum.

The 7-9 Learning and Teaching Philosophy

The 7-9 program has a mission to encourage our students to learn and grow in ways that reflect and acknowledge their growth as young adolescents, whilst instilling a love of learning. Years 7, 8 and 9 are recognised as years of discovery and exploration in which students build on the experiences and learning of their primary years and prepare for the rigours and opportunities afforded by the QCE phase (Years 10-12).

The approach to learning and teaching in this phase is dynamic, deliberate, and meaningful, informed by research, and responsive to the diverse needs and interests of our students. It encourages them to find their voices and individuality, whilst recognising that they are members of a global community which will rely on their skills and knowledge as future leaders. The days where classrooms comprised of four walls, thirty desks, and an all-knowing teacher as the sole vessel of knowledge are long past, and contemporary best practice reflects this. Thus, learning from the perspective of a student in a classroom, comes not just through transmission of knowledge from above, but through a multiplicity of interactions. Knowledge is not imparted to the student as a direct facsimile of the teacher's syllabus, but rather, it is mediated by, negotiated with, and embodied in the students' past experiences and prior knowledge, making everyone's learning unique (Clarke and Collins, 2007). MacKillop's approach to curriculum reflects this, and seeks out purpose, transfer, and authenticity across all learning areas. Fundamental to this, is the adoption of the integrated curriculum model, which seeks to break down the perceived walls between disciplines, and seeks out common material and opportunities for organic alignment. This is does not negate or devalue discipline specific skills or knowledge, but rather brings them into the 'real world', which is naturally integrated and is not divided into clear cut silos of knowledge. This is the MacKillop difference, and builds critical and creative thinkers who are excellent communicators and collaborators, the key skills necessary to thrive in a rapidly evolving world.

Learning needs to be challenging, relevant, flexible and engaging if students are to be motivated and truly immersed in learning. Therefore, the curriculum goals of Year 7-9 are to:

- → Incorporate flexibility – to cater for different levels of ability and learning styles
- → Develop academic rigour – to prepare them for the demands of future pathways
- → Provide intellectual curiosity, challenge, and flexibility – to question, extend their minds and transfer knowledge and skills to unfamiliar contexts
- → Be authentic – to make their own connections and provide relevance in real world contexts
- → Explore integrated, cross-curricular and transdisciplinary learning – to make both explicit and implicit connections between learning areas
- → Offer choice – to provide a measure of control over their own learning, to offer opportunities to explore individual talents and interests

Adolescent learners today are not only technologically savvy, they expect technology to be an integral part of their learning experiences at school. The College's Digital Resources Program supports the philosophical and pedagogical approaches adopted in the 7 to 9 curriculum, and this, in conjunction with state of the art Innovative Learning Environments, provides flexibility in the way curriculum is delivered, as well as providing diversity and choice in the way students opt to learn. Young people in the 21st century need to develop a set of skills, behaviours and dispositions that apply across discipline content and equip them to be lifelong learners who can work with confidence in a complex, information and technology-rich, globalised world, and MacKillop Catholic College provides these important foundations.

The Curriculum

A relevant curriculum is fundamental to the engagement of any learner, and is crucial in nurturing intellectual curiosity. The three faculties of Humanities, STEM and The Arts, have designed real world and authentic programs that are underpinned by the curriculum prescribed by the Australian Curriculum which has been developed to ensure consistent high standards for what all young Australians should learn as they progress through schooling. Learning is designed to push young people beyond their comfort zone, and challenge them as young men and women facing the realities of a globalised 21st century world.

Across these years of study, students will complete a range of core subjects in accordance with the regulations of the Australian Curriculum and the Queensland Curriculum and Assessment Authority, as well as other compulsory subjects and electives. In Year 9, a broader range of subject offerings and specialisations will become available, as student independence and responsibility are increased.

Core subjects

→ Religious Education
→ English/Humanities
→ Mathematics/Science

Compulsory Year Long Subjects
→ MAPS
  → **M**indset – adopting a positive approach to learning
  → **A**cademic Fitness – responding to academic tasks and using the right tools for learning, study and revision
  → **P**ersonal Bests – setting goals and reflecting on learning with a dedicated mentor
  → **S**ocial and Emotional Learning
→ Instrumental Music Program
→ Japanese
→ Physical Education

Over the course of the year, students will engage with the specialist disciplines of :
→ Technologies
→ The Arts

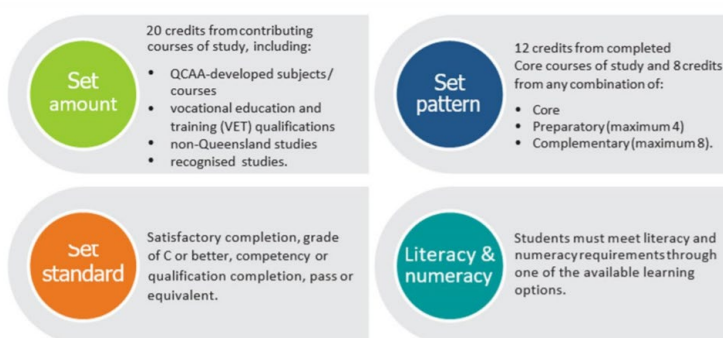|	Year 7	Year 8	Year 9
Core	→ English/Humanities/ Religion → Math/Science	→ English/Humanities/ Religion → Math/Science	→ English/Humanities/ Religion → Math/Science
Compulsory Year long	→ MAPS → Instrumental Music → Physical Education → Japanese	→ MAPS → Physical Education → Japanese	→ MAPS → Big History → Physical Education
Specialist Semester based	→ Technology and Design → The Arts	→ Technology and Design → The Arts	→ Technology and Design → Business and Economics → The Arts
Specialist Year long			→ Japanese

The QCE Phase (Year 10-12)

The QCE Phase of Learning, comprising of Years 10-12, marks the final step towards the completion of secondary schooling. During this time, students are exerting a greater independence over their learning choices, and exploring those subjects that they enjoy, are good at, and provide stable foundations for future pathways. Students at MacKillop Catholic College are afforded the opportunity to complete their QCE through academic, vocational, or combined pathways, and all students can complete a course of study that is aligned with their future ambitions, whether they be university, trade or employment.

Our QCE program provides courses of study, resources, programs and support structures to assist students to develop into capable and confident young people who are optimistic, self-aware and adaptable, with a strong sense of compassion and social justice.

What is the QCE?

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. To be awarded a QCE, a student must complete a significant amount of learning, to a set standard and in a set pattern, while meeting literacy and numeracy requirements.

Set amount — 20 credits from contributing courses of study, including:
- QCAA-developed subjects/ courses
- vocational education and training (VET) qualifications
- non-Queensland studies
- recognised studies.

Set pattern — 12 credits from completed Core courses of study and 8 credits from any combination of:
- Core
- Preparatory (maximum 4)
- Complementary (maximum 8).

Set standard — Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent.

Literacy & numeracy — Students must meet literacy and numeracy requirements through one of the available learning options.

In order to afford all students with the opportunity of successfully obtaining a QCE, MacKillop provides a curriculum that offers a range of subjects that cater to the diverse needs, interests and abilities of the range of students. This includes Essential, General, and Extension subjects.

The new QCE system continues Queensland's decades-long tradition of involving teachers in all stages of the assessment process.

This involvement enables quality learning experiences for all students and strengthens our culture of high expectations.

Year 10 is the start of the senior phase of learning. In Year 10, students make important decisions about their senior secondary schooling and education, training and career goals.

Schools work with students and their parents/carers to develop a senior education and training (SET) Plan. This process can support students to reflect on and make important decisions about:

- ✓ structuring their learning in Years 11 and 12 around their abilities, interests and ambitions
- ✓ mapping their pathway to a QCE or, if eligible, a QCIA.

Year 10 is the final year of the Australian Curriculum, which forms the foundation knowledge and skills required for senior schooling.

The MCC Year 10 program ensures students:

- ✓ complete the P–10 Australian Curriculum prerequisite knowledge and skills
- ✓ receive the necessary advice, guidance and preparation to start senior studies

MCC supports students' preparation for senior studies by:

- ✓ identifying opportunities within the Year 10 Australian Curriculum to introduce concepts and skills that provide a foundation for the corresponding senior syllabus (for Years 11 and 12)
- ✓ selecting and modifying the assessment techniques and conditions from the senior syllabus to gather evidence of student learning in the corresponding Year 10 Australian Curriculum achievement standard and standards elaborations
- ✓ building understanding and skills necessary for success in the senior syllabus by identifying the underpinning factors and their alignment to the corresponding General Capabilities in the Year 10 Australian Curriculum
- ✓ addressing students' individual needs through differentiation.

Schools also open online learning accounts for students. See Senior pathway planning for more information.

When designing a course of study for Years 11 and 12, students may choose from a range of subjects and programs that includes:

- 46 General subjects (including 5 General (Extension) subjects) and 19 alternative sequences

- 23 Applied and 2 Applied (Essential) subjects

- 4 Short Courses

- 22 Senior External Examination subjects (for students unable to access certain General subjects at their school and a small number of mature age students)

- Recognised studies beyond the traditional Queensland curriculum that meet QCAA criteria and standards

- Vocational Education and Training (VET) courses

- School-based apprenticeships and traineeships

- University subjects.

General and Applied subjects are organised into four units and General (Extension) subjects into two units. Units 1 and 2 are foundational learning, for students to begin engaging with the course subject matter and to experience the objectives of the syllabus and assessment techniques. Units 3 and 4 consolidate student learning, with the assessment results for these units contributing to the final subject result and tertiary entrance rank. Typically, students begin senior studies in Year 11, however, the scope for Flexible delivery as outlined by QCAA enables MacKillop to provide opportunities for students to undertake Variable Progression, Accelerated Completion and Extended Completion in order to ensure the best learning experience and possible outcome for the students.

Subject results in General subjects are based on student achievement in four summative assessments: three internal assessments and one external assessment that QCAA sets and marks.

For most General subjects, the internal assessment contributes 75% to the final subject result, except in mathematics and science subjects, where it contributes 50%.

Subject results in Applied subjects are based on student achievement in four equally-weighted internal assessments. For Essential English and Essential Mathematics, one of these assessments is externally set but school-administered.

Internal assessment instruments for all General subjects, and for the Applied Essential English and Essential Mathematics subjects, are endorsed by the QCAA before being used for summative purposes in schools. Separate quality assurance procedures are used for other Applied subjects.

QCAA confirms the grades awarded by schools in General subjects by reviewing a selected sample of student work for every subject in every school. Separate quality assurance procedures are used to review results awarded by schools for Applied subjects.

External assessment is included in all General subjects, but is not used to scale a student's internal assessment result. Instead, the external assessment result is added to the internal assessment result to arrive at a final subject result.

In General subjects, the final subject result is expressed as a numerical value and an A–E grade. In Applied subjects, only A–E grades are used.

Students become eligible for a QCE when they have accrued the set amount of learning, at the set standard, in a set pattern, while meeting literacy and numeracy requirements.

For students seeking to continue their studies after school, their final results from a combination of five General subjects, or four General subjects and one Applied subject or vocational qualification, are used by QTAC to calculate an Australian Tertiary Admission Rank (ATAR) for tertiary selection purposes.

Information on the ATAR is available on the QTAC website

The table below is an indicator of what subject offerings may look like.

Note well:

- → In Year 10 – 12, all students must study English and Mathematics
- → In Year 11 and 12, all students will study Faith in Action
- → Some subjects in Year 11 and 12 cannot be undertaken unless a parent subject is also being studied (Specialist Mathematics, English and Literature Extension, Music Extension)
- → Demonstrated language mastery to a Year 10 level must be evident before a student can undertake a QCAA language subject
- → Subjects marked with a ^^ in Year 10 are prerequisites for their 11 and 12 companions (e.g. Extension Mathematics at Year 10 to be eligible for Special Mathematics in Year 11)
- → Subjects marked with a ^ are recommended if taking their 11 and 12 companion (e.g. Literature)

Area	Year 10	Year 11	Year 12
English	Core → English Specialist → Literature^ → English Extension^	General Subjects → English → Literature → EAL/D Applied Subjects → Essential English	General Subjects → English → Literature → EAL/D → English and Literature Extension Applied Subjects → Essential English
Mathematics	Core → Mathematics Specialist → Mathematics Extension^^	General → General Mathematics → Mathematics Methods → Specialist Mathematics Applied → Essential Mathematics	General → General Mathematics → Mathematics Methods → Specialist Mathematics Applied → Essential Mathematics
Sciences	Core → Biology/Chemistry OR → Physics/Chemistry Specialist → Scientific Investigations	General → Agricultural Science → Biology → Chemistry → Earth & Environmental Science → Marine Science → Physics → Psychology Applied → Agricultural Practices → Aquatic Practices → Science in Practice	General → Agricultural Science → Biology → Chemistry → Earth & Environmental Science → Marine Science → Physics → Psychology Applied → Agricultural Practices → Aquatic Practices → Science in Practice

Area	Year 10	Year 11	Year 12
The Arts	Specialist → Visual Art and Design → Musical Theory and Practice → Film, Television and Media Studies → Drama Theory and Practice → Dance Theory and Practice	General → Dance → Drama → Film, Television & New Media → Music → Visual Art Applied → Arts in Practice → Dance in Practice → Drama in Practice → Media Arts in Practice → Music in Practice → Visual Arts in Practice	General → Dance → Drama → Film, Television & New Media → Music → Music Extension → Visual Art Applied → Arts in Practice → Dance in Practice → Drama in Practice → Media Arts in Practice → Music in Practice → Visual Arts in Practice
Languages	Specialist - Japanese^^	General Japanese NB: Other languages are available for study via Cairns School of Distance Education where Year 10 level mastery has been proven	General Japanese NB: Other languages are available for study via Cairns School of Distance Education where Year 10 level mastery has been proven
Humanities and Social Sciences	Core - History: The Making of the Modern World - Religious Education Specialist - Ancient and Medieval History^ - Aboriginal and Torres Strait Islander Studies^ - Geography^ - Business and Economics^	General → Aboriginal & Torres Strait Islander Studies → Accounting → Ancient History → Business → Economics → Geography → Legal Studies → Modern History → Philosophy & Reason → Study of Religion Applied → Business Studies → Religion & Ethics → Social & Community studies → Tourism	General → Aboriginal & Torres Strait Islander Studies → Accounting → Ancient History → Business → Economics → Geography → Legal Studies → Modern History → Philosophy & Reason → Study of Religion Applied → Business Studies → Religion & Ethics → Social & Community studies Tourism

Area	Year 10	Year 11	Year 12
Technologies	Specialist - Food Technology - Design Technology^ - Digital Technology^ - Construction and Engineering - Textiles	General → Aerospace Systems → Design → Digital Solutions → Engineering → Food & Nutrition Applied → Building & Construction skills → Engineering Skills → Fashion → Furnishing Skills → Hospitality Practices → Industrial Graphics Skills → Industrial Technology Skills → Information & Communication Technology Skills	General → Aerospace Systems → Design → Digital Solutions → Engineering → Food & Nutrition Applied → Building & Construction skills → Engineering Skills → Fashion → Furnishing Skills → Hospitality Practices → Industrial Graphics Skills → Industrial Technology Skills → Information & Communication Technology Skills