



# CURRICULUM HANDBOOK

## YEAR 9 & 10

 *In the Mercy Tradition*



*Let Your Light Shine!*

HERBERTON



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## Mercy Traditions

Caring, security, friendliness, honest endeavour and dedication describe the atmosphere of Mercy that has been lovingly nurtured at Mount St Bernard College since its establishment in 1921. The values of Mercy education – love, respect, service and compassion; honouring the dignity of the Human Person expressed in a preferential option for the poor – have endured as proud traditions and are at the heart of the life of the College.

The Sisters of Mercy began the Herberton Convent in 1910. In 1921, the original Sisters of Mercy Boarding School, St Mary's, was moved from Cooktown to Herberton, and the new school, named Mount Saint Bernard College in honour of Father Doyle was opened.



In its first year of operation some of the forty-six boarders were primary school students who attended St Patrick's Primary school while the remainder were secondary students and were taught in Mount St Bernard College. In the early years the college catered for the primary education of boys as well as girls until St Patrick's Catholic Primary School closed in 1977.

Throughout the twentieth century, Mount St Bernard College has responded to the changing needs and aspirations of students and their families. The College even hosted Cooktown's St Mary's School during a period of World War II evacuation. At every stage, MSB has provided opportunities for quality Catholic education to the young people of Far North Queensland and beyond.

In 2006, the Sisters of Mercy gifted Mount St Bernard College to the Catholic Diocese of Cairns. MSB now under the stewardship of the Cairns Diocese's Catholic Education Services and the Mercy charisms of service; faith, hospitality and social justice continue to be nurtured and lived out by a professional and dedicated staff.



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## Mission Statement

Our Mission at Mount St. Bernard Catholic College is to develop a community of faith and a Christian way of life through educating the whole person.

Our Mission flows from the Mission of Christ, which was to know and reveal God's unconditional love and forgiveness. In our community, then, we live out Christ's Mission of fostering a community of love.

As **MEMBERS** of this community of faith, all of us (staff, students, and parents/carers) carry out our Mission by living the Catholic ethos of the College and giving witness to being a faith community, which encourages all to foster Gospel values and the celebration of Christian fellowship.

As **STUDENTS** within this community, we:

- Actively participate in the life of the College
- Accept that we have a responsibility for our own learning
- Make a commitment to a full and positive participation in College life
- Accept and commit ourselves to the College code of conduct
- Develop relationships with staff and fellow students that are based on Gospel values

As **PARENTS/CARERS** within this community, we:

- Recognise that we have a crucial role in the educative process
- Seek to involve ourselves in the whole range of school activities
- Develop our relationships with the College Administrators, staff and other parents/carers
- Seek to become involved in the College curriculum

As **STAFF MEMBERS** within this community, we:

- Carry out our Mission by providing a service that responds to the individual needs and potential of each student
- Recognise the importance of self in the Mission of the Catholic School
- Undertake to engage in professional and self-development
- Assist each other to integrate Christian values across all aspects of the curriculum
- Respond to emerging developments in the trends in education

As **ADMINISTRATORS** within this community, we:

- Provide leadership and make decisions that are creative, shared and based on the Mission Statement
- Devise and develop processes that respect the needs and enhance the talents of all members of the College community



## College Crest and Motto

Our College motto *Luceat Lux Vestra* – ‘Let your Light Shine’ – is drawn from the gospel story of Jesus encouraging his followers not to hide their goodness, but rather let others see the good things God does through them. The MSB light shines most brightly through our students.



## Year 9 – 10 Curriculum Overview

The arrangement of courses at Mount St Bernard College comprises both Core subjects and Elective subjects. We consider that skills in Information Technology are vital for a rich life in both work and leisure, and therefore have embedded competencies in this area across our entire curriculum, in alignment with National Certification, which may build into a Certificate I in ICT during year 10. Credits gained from certificate courses in year 10 will be banked in Student’s Learning Accounts and count towards their Queensland Certificate of Education.



## Planning a Course of Study

### Interest

- Choose subjects that you enjoy and that interest you.
- You are more likely to study and achieve well in areas that you are interested in.
- Read the subject descriptors carefully and talk to subject teachers to assist you in your decision-making.

### Ability

- It is important to know what you are capable of.
- The best indicators of your ability and likely performance are your current results.

### Future Options

- Some senior subjects require specific subjects to be studied in years 9 and 10.
- Many senior subjects can be studied irrespective of junior electives studied – If you have any concerns, the Deputy Principal can provide you with the relevant information.

### Other factors

- Do not choose an elective to be with friends – choose based on your own interests and abilities.
- Do not try to get or avoid a particular teacher – there is no guarantee the same teacher will take the subject each year.
- Perception of workload – both practical and academic areas all require homework.
- Idea that a subject is easy – what is easy for one student can be difficult for another.

### Organisational considerations

In order to timetable effectively elective subjects will be organised in groups. Therefore students will only be able to access one elective subject per group. Mount St Bernard College will make every effort to arrange elective offerings into groups that satisfy the requests of as many students as possible.



## Year 9 Information

In term 3 students are asked to choose two elective subjects to complement their core areas of learning. Please carefully read the elective subject information and discuss possible choices with teachers before making decisions. The information on the previous page will provide a structured guide in your decision making process.

Mount St Bernard College expects that students will look seriously at their choices and commit to deep learning and skill formation within the elective areas offered.

Students in years 9 & 10 will be acquiring foundational skills across the General Capabilities through their study of core and elective subjects. These include Literacy, Numeracy, ICT, Critical & Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding. These skills set students up for applying the 21st Century Skills required across Senior Curriculum Areas.

## Year 10 Information

Year 10 is a transition year from middle schooling into the senior phase of schooling. Consequently time in year 10 is allocated towards career development and planning – the Senior Education and Training Plan (SET Plan) will be developed and agreed to by all stakeholders, students will choose their subjects and Vocational options for year 11 and 12 (while some year 10 students will engage in Vocational education beginning in year 10), and students will experience Work Experience Placement. Students will also be registered for a Learning Account with the Queensland Curriculum and Assessment Authority.

### Senior Education and Training Plan (SET Plan):

Year 10 career planning will assist students to develop their SET Plan. This plan will state the student's Intended Learning Options (ILO), along with their intended course of study – ATAR, VET, or a combination. This plan will be completed by the end of year 10, will map the student's senior learning- what, where and how, will be agreed to by the student, parents and the school, and be reviewed over the senior phase of learning. The SET Plan will structure each student's learning around their abilities, interests and future goals, and act as a map through senior. It is a flexible tool to assist in student's goal setting and can be reviewed and altered to suit changing circumstances.

### Registration of Young People:

All young people must be registered with the Queensland Curriculum and Assessment Authority (QCAA) in year 10, or in the year before turning 16. Once registered, students can access their Learning Account through the internet to track their learning. Students will need their Learner Unique Identifier (LUI) number and password to access this site, which will be given to them during year 10.

The Learning Account records all learning undertaken along with student achievement. Credits are not banked for subjects receiving less than a passing grade, or competency. Each learning provider is responsible for reporting student information to the QCAA, who updates the Learning Accounts. Therefore, subjects studied through TAFE and other Learning Providers will be reported directly to the QCAA and not the school. It is the student's responsibility to check their Learning Account regularly and report any anomalies.



# CORE SUBJECTS



## **ENGLISH**

### **WHY STUDY ENGLISH?**

English enables students to acquire proficiency in and understanding of English in its many facets.

The Junior English Work Program is consistent with the federally mandated ACARA program, designed to challenge students and improve their outcomes at all levels of ability. The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. English aims to develop students' ability to communicate appropriately and effectively in both spoken and written genres, and exposes students to a broad range of written, spoken and multi-modal texts. Studying English allows students to have the necessary skills needed to develop positive attitudes to and strategies for engagement in lifelong learning.

### **COURSE CONTENT – What will I be Studying?**

The 7-10 English Teaching, Learning and Assessment Program has been developed as a four year course (Years 7 - 10) that takes into account the needs of students from a variety of cultural, social, linguistic and economic backgrounds. The program also requires students to examine, understand and create various text types including news articles, poetry, documentaries, films, internet resources, novels and plays.

Throughout the course students are required to complete a series of written, spoken and multi-modal assessment tasks. These tasks will ultimately prepare them for Year 11 and 12 subjects. Proficiency in English opens the door to a range of ATAR, Vocational and Employment Pathways in a student's senior years of high school, and assists students in attaining their Queensland Certificate of Education [QCE].

#### **Year 9 students study the following units:**

- Creative writing
- Debating and propaganda
- Film study
- Slam Poetry
- Novel study
- Drama study

During Year 10, students are required to complete a series of written and spoken assessment tasks. These tasks have been specially designed to prepare students for their senior English education.

#### **Year 10 students study the following units:**

- 'So Much to Tell You' – play study
- Science fact and fiction - novel or film
- Poetry
- Drama study – Shakespeare





## **ASSESSMENT – How will I be assessed?**

Assessment is continuous and ongoing throughout the course, requiring students to demonstrate increasing independence as learners and developing those skills needed in Years 11 and 12. Students will be assessed in a variety of contexts, responding in spoken, written and multi-modal formats.

## **CAREER PATHWAYS – Where can this Lead?**

English establishes the basic skills necessary for studies in Years 11 and 12 as well as developing essential communication skills to enhance employment opportunities when they finish their high school education. English is a mandatory subject for all students from year 7 – 12, as it is vital that students obtain the necessary skills in speaking, listening, reading and writing, needed throughout their lives.

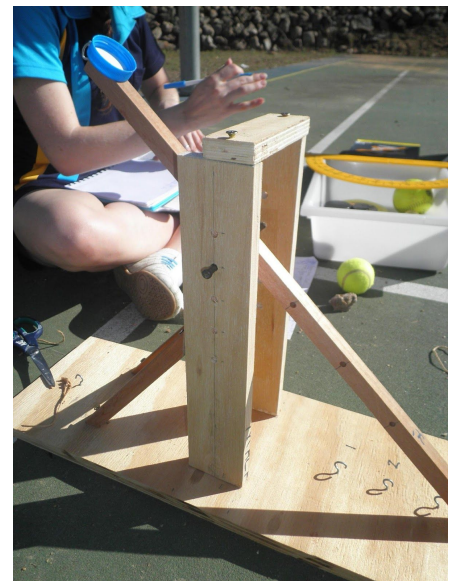
# **MATHEMATICS**

## **WHY STUDY MATHEMATICS?**

Mathematics is an integral part of a general education. In order to function in today's society students must possess basic numeracy skills and be able to apply them, especially in financial contexts. Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems and is an essential component for effective participation in a rapidly changing society.

Mathematics raises students' competence in and confidence with the mathematics needed to make informed decisions to ensure scientific literacy and to function effectively in a technologically skilled workforce. Students are encouraged to study the power of mathematics through problem solving and applications in life-related contexts.

In Mathematics, skills are developed which form the basis for further study in senior maths. These senior maths subjects develop skills that are needed in the traditional careers of Engineering or the Physical Sciences, but also as tools in fields as diverse as Agriculture, Food Technology, Geography, Biology, Economics and Management.





## COURSE CONTENT – What will I be studying?

The course covers five strands. Each of the five strands have a strong emphasis on thinking, reasoning and working mathematically enhances understandings of knowledge, procedures and strategies associated with:

### 1. Number

Number concepts  
Addition and subtraction  
Multiplication and division

### 2. Patterns and Algebra

Patterns and functions  
Equivalence and equations

### 3. Measurement

Length, mass, area and volume  
Time

### 4. Chance and Data

Chance  
Data

### 5. Space

Shape and line  
Location, direction and movement

## ASSESSMENT – How will I be assessed?

Students will be assessed in a variety of ways. Students shall be required to do at least one assignment each semester, as well as undertake written tests. Assignments may vary in nature. For example they may be investigative reports, producing designs as Excel charts, exploring algebraic functions using Excel, researching and presenting of statistical data.

## CAREER PATHWAYS – Where can this lead?

Mathematics is a key learning area and can be a necessary prerequisite for some university courses, particularly in the sciences, medicine and engineering. This must be confirmed by consulting the relevant institution's handbook.

Mathematics also provides students with some of the necessary "life skills" involving use of maths in the real world, particularly in the finance area.

# SCIENCE

## WHY STUDY SCIENCE

Students use their scientific knowledge, curiosity and intuition to test and confirm their understandings, and to investigate the world. They understand that science is a body of knowledge, developed through human observations and inferences that may reflect diverse values and beliefs. They understand that scientific knowledge is dynamic, and that theories are reviewed in the light of new evidence. They understand that science is a way of thinking and working, and they apply their scientific knowledge to make responsible and informed decisions about real-world issues. They recognise that science has a rich history and has evolved into a large number of increasingly overlapping fields that provide career opportunities.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They develop their ability to work scientifically through active participation, both individually and collaboratively, in genuine endeavours that help to construct personal scientific understandings. They identify problems and issues, and design and conduct scientific investigations. They reflect on their learning and investigations to evaluate the influence that people and culture have on applications of science.

Students select and use a range of tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within scientific contexts.



## **COURSE CONTENT – What will I be studying?**

The following 5 headings summarize topics and issues to be covered in year 9 and 10 science. Area (a) is enmeshed into the other four areas. As years 7 – 10 progress, the diversity, challenge and complexity of topics and issues, increase.

### *(a) Science as a human endeavour*

Responsible and informed decisions about real-world issues are influenced by the application of scientific knowledge.

### *(b) Earth and beyond*

Events on earth and in space are explained using scientific theories and ideas, including the geological and environmental history of the earth and the universe.

### *(c) Energy and change*

Forces, energy and the physics involved are identified and analysed to help understand and develop technologies, and to make predictions about events in the world.

### *(d) Life and Living*

Biological Organisms interact with their environment in order to survive and reproduce.

### *(e) Natural and processed materials*

The chemical and physical properties of materials are determined by their structure and inform their interaction with other materials.



## **ASSESSMENT – How will I be assessed?**

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding
- Investigating
- Communicating
- Reflecting.

Assessment is enmeshed in the learning process through the 'ways of working' set out below. Assessment items include: Extended experimental investigations, projects, oral presentations, written tasks, supervised assessment under test conditions, outdoor ecological / field studies, and extended responses to scientific stimulus material.

## **CAREER PATHWAYS – Where can this lead?**

Apart from the general life skills of interpreting, analysing, experimenting and concluding, which science emphasizes, the following career pathways are possible for those with an aptitude for science. These range from unskilled to university trained positions: Pharmacist, nurse, marine scientist, photographer, herd tester, farm manager, pest and weed controller, food processing technician, medical doctor, industrial / civil engineer, ambulance officer, fitness instructor, zookeeper, veterinarian, ecologist, fruit / vegetable / flower grower, health worker, medical research biologist, industrial chemist, surveyor, audio / visual technician, architect, physiotherapist, radiographer, geophysicist, space scientist / astronomer, For more possibilities see website: [www.myfuture.edu.au](http://www.myfuture.edu.au) .



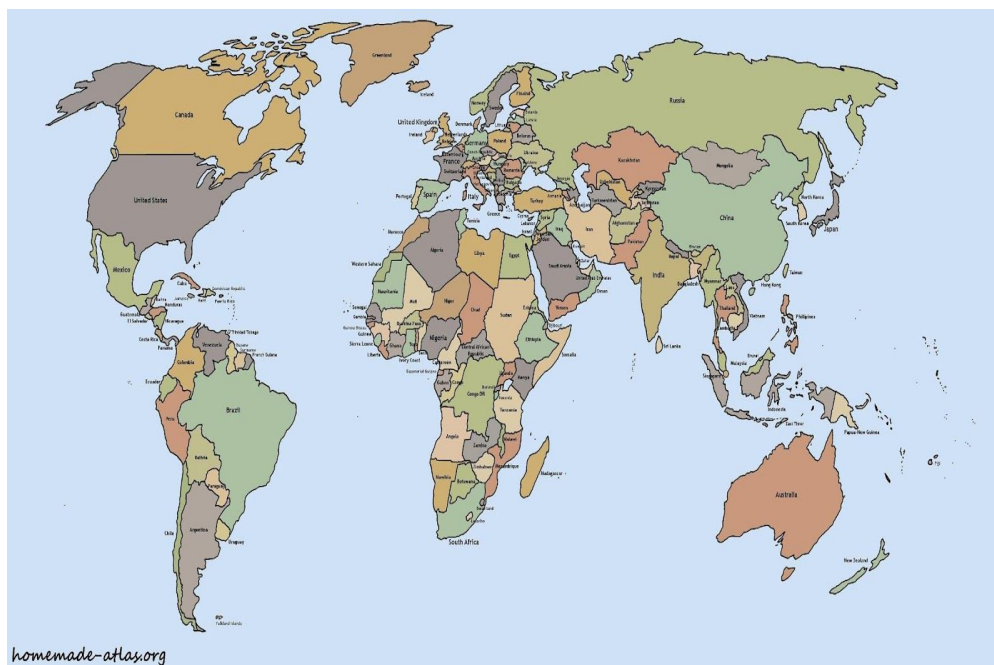
## **HUMANITIES & SOCIAL SCIENCE**

### **WHY STUDY HUMANITIES & SOCIAL SCIENCE?**

Humanities & Social Science is a compulsory subject from Years 7- 10 at Mount St Bernard College. It develops key skills and knowledge of social, academic and practical importance. Based on the Australian Curriculum, Humanities & Social Science comprises of a semester of History and a semester of Geography and Civics & Citizenship in both years 9 and 10.

Humanities & Social Science aims to develop knowledge, comprehension, reading, writing and analytical skills, which can be applied to both practical environments and the world. Units of work include: Industrial Revolution, Australian Nation, World Wars, Landforms, Biomes, Human Wellbeing, Rights & Freedoms, and Popular Culture.

Humanities & Social Science engages a range of learning opportunities, including History excursions to significant sites and Geography field trips. Guest speakers are also engaged to bring the program to life.



### **ASSESSMENT – How will I be assessed?**

Students will be assessed using a variety of instruments ranging from short answer exams, essays, response to stimulus exams, document interpretations, map studies, research projects, source analyses and evaluations and multi modal presentations. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement.

### **CAREER PATHWAYS – Where can this lead?**

Humanities & Social Science develops reading and communication skills. Students who study this subject gain skills necessary in professions such as advertising, law, teaching, journalism, media and business and administration.



## **RELIGIOUS EDUCATION**

### **WHY STUDY RE?**

RE is a compulsory subject at Mount St Bernard College. This subject seeks to develop the student's knowledge about world religions by critically analysing their messages and history through the use of sources including religious texts like the Christian Bible and Islamic Koran. The course requires that students investigate and analyse the impact of religion on Australian and global societies.

The **year nine religion** course examines the role of religion in modern Australia, the origins of the modern Catholic Church and how Christianity has influenced western society from public opinion to the writing of laws. Units of work include *Biblical Criticism, Social Justice, Morality and Church History*.

The **year ten religion** course seeks to compare and contrast Christian values with those of other religions in particular religions that also originated in Asia and the Middle East. It examines the need humans have to believe in the supernatural and how this leads to social conventions like charity and community groups. Units of work include *Hebrew Scriptures, World Religions, Representations of God and Jesus in the scriptures* and *Spirituality and the Human Quest for Meaning*.

Religion is an engaging course that develops the student's ability to comprehend, analyse and evaluate written sources.



### **ASSESSMENT – How will I be assessed?**

Students will be assessed using a variety of instruments. It will range from quizzes to exams, essays and projects. Assessment is designed to offer students a variety of creative and challenging tasks that allows them to display their knowledge and allows the teacher to diagnose areas for improvement. Assessment is fair and informs curriculum.

### **CAREER PATHWAYS – Where can this lead?**

Religious Education develops reading and communication skills. Students who study RE gain skills necessary in professions such as psychology, sociology, media and business, and gain life skills that enhance working relationships particularly in team situations.



## HPE

### HEALTH AND PHYSICAL EDUCATION?

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

Students use the essential processes of Ways of Working to develop and demonstrate their Knowledge and understanding. They individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts.

Students select and use tools and technologies, including information and communication technologies (ICTs). They routinely demonstrate an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts.





## **COURSE CONTENT – What will I be studying?**

### **Year 9 Overview:**

Students will be studying and investigating theoretical content such as:

- Sustainable Health and Wellbeing Unit.
- Drugs in Sport and Society Unit
- Respectful relationships Unit
- Sport in Media Unit.

Combined with Practical performance units of the following:

- Team Sports and Athletics
- Net Games
- Expedition Preparation & European Handball
- Stick sports

### **Year 10 Overview:**

Students will be studying and investigating theoretical content such as:

- I can influence others unit.
- Fitness and your body unit.
- Looking after myself and others unit.
- Cultural connections Unit

Combined with Practical performance units of the following:

- Team Sports and Athletics.
- Expedition Refresher & Fitness Activities.
- Touch Rugby
- Soccer

## **ASSESSMENT – How will I be assessed?**

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and understanding
- Investigating
- Planning
- Research Task
- Collection of work
- Exam
- Practical Performance
- Implementing and applying
- Reflecting

These elements are assessed through the written, spoken, and practical mediums.



## **CAREER PATHWAYS –**

### **Where can this Lead?**

Health and physical education can lead to further education in the fields of individual performance, in education, fitness industry, TAFE courses and/or community sport. Career pathways in health and physical education are physical education teacher primary and secondary, community sports clinic officer, PCYC facility manager and/or sport coaching.





# ELECTIVE SUBJECTS

Elective Offerings Year 9	
Visual Art	Music
Drama	Digital Technology
Business Education	Industrial Technology & Design (wood & metal)
Sport & Recreation	Food Technology and Design
Elective Offerings Year 10	
Sport and Recreation	Music
Business	Digital Technology
Information Technology & Design	Certificate III Engineering Pathways (VET)
Food Technology & Design	Drama
Visual Art	



## DRAMA

### WHY STUDY DRAMA?

In Drama, students will learn a variety of skills relevant to many different aspects of life. Students learn to work effectively in a group, speak and act confidently in front of an audience, create and structure stories and explore relevant social issues with depth and perception. They will also develop specific subject knowledge, including an understanding of different theatrical forms, styles and techniques, and theatre history. Drama can enhance a student's performance in other subjects, particularly English, as it teaches skills in oral presentation and creative problem solving. Drama is an excellent choice of subject for students who are creative and motivated but find written work and exams challenging. Students are able to develop sophisticated skills in creating, telling and structuring stories through verbal and physical acting. That doesn't mean it is an 'easy' option though – a high level of initiative, excellent problem solving skills and a commitment to hard work are expected. But most of all, Drama is fun – a chance to be active and express yourself.

### COURSE CONTENT – What will I be studying?

This Drama course is primarily performance based; students need to be prepared to participate in acting exercises but less confident students are welcome as they will be taught the skills to act in front of an audience. Individual creativity is encouraged as most task content is flexible/negotiable within a set task format.

#### Units may include:

**Improvisation and devised Drama** - Students participate in class improvisation activities and write and prepare their own dramas based on relevant social issues.

**Monologues** - Students individually prepare and perform a long solo speech, using Stanislavski's techniques.

**Physical comedy** - Students learn the techniques of traditional styles of comedy, such as **Commedia Dell'Arte** and also develop contemporary performance techniques.

**Scripted Drama**- Students participate in a major performance for an audience.

**Brecht and documentary theatre** - Students learn about the history and theory of Brecht's style of theatre and develop their own performances to address a contemporary issue.

**Boal and the Theatre of the Oppressed** - Students use Boal's techniques to create 'invisible theatre' (e.g. a flash mob) and use forum theatre to solve problems.

**Scripted Drama** - Students participate in a major performance for an audience.



## ASSESSMENT

- Devised Performances
- Performance of monologue
- Written process journal and reflections
- Written/oral reviews of performances
- Continuous assessment based on improvisation and other classroom exercises
- Participation in production – choice of acting or technical work

## CAREER PATHWAYS – Where can this lead?

A course of study in Drama can lead to further education and employment in the fields of theatre and the broader arts industry, and in education. The knowledge, understanding and skills built in Drama connect strongly with careers in which it is important to understand different social and cultural perspectives on a variety of subjects and issues, and to communicate meaning in imaginative, aesthetic and artistic ways. Skills in presentation and public speaking are sought after in most fields and essential in the media, public relations and all forms of education and training.



## **TEXTILE AND FOOD TECHNOLOGY**

### **WHY STUDY TEXTILE AND FOOD TECHNOLOGY?**

Textile and Food Technology provides the context for students to develop a unique repertoire of knowledge, practices and dispositions. Students also have opportunities to develop these outcomes from the key learning areas of Health and Physical Education, Technology, and Social Science in Textile and Food Technology contexts.

### **COURSE CONTENT- What Will I Be Studying?**

The central focus of Textile and Food Technology is the wellbeing of people within their personal, family, community and work roles. Textile and Food Technology encourages personal independence, living effectively within the wider society, and promoting preferred futures for self and others in contexts related to food and nutrition, human development and relationships, living environments and textiles. Textile and Food Technology is an interdisciplinary study drawing on the fields of nutrition and dietetics, textiles and fashion, architecture and the built environment, human development, relationships and behaviour.



### **ASSESSMENT- How Will I Be Assessed?**

#### **The process of assessment involves:**

- Providing students with opportunities to demonstrate what they know and can do with what they know
- Gathering and recording evidence of students' learning
- Using the evidence to make overall judgments about students' learning.

### **CAREER PATHWAYS- Where Can This Lead?**

The study of Textile and Food Technology in middle schooling is a useful but not essential prerequisite to the study of Hospitality in the senior phase. The study of Textile and Food Technology in years 9 and 10 will provide students with valuable life skills and processes in a variety of areas including food, health and nutrition, along with textiles and community topics.



## **INDUSTRIAL TECHNOLOGY**

### **WHY STUDY INDUSTRIAL TECHNOLOGY?**

In Industrial Technology students will progressively develop discipline-specific skills and knowledge from Years 7 - 10. This means that the student will be able to experience, explore and learn fundamental wood-working skills and technical knowledge.

The second level of the program will focus on the correct methods used in the use of wood / metal working materials, hand tools, machines and equipment. While participating in the course the student will learn how to measure, cut, make and join timber / metal components together for their own projects.

### **COURSE CONTENT- What Will I Be Studying?**

This subject will be offering woodwork and a selection of plastic and metal units in semester units.

The students will be introduced to learning processes of creating a design brief for each project undertaken. They will also be introduced to developing a design brief portfolio for their own records.

It is essential that students completing this subject wear closed toe leather shoes and safety glasses as per the College Uniform Policy.

### **ASSESSMENT- How Will I Be Assessed?**

Students are assessed through a variety of methods including: Portfolios, exams, completed projects, observation and oral responses.

### **CAREER PATHWAYS- Where Can This Lead?**

Students will be exposed to Occupational Health and Safety, when operating some basic machines, power tools and likewise sharpening various hand tools. Industrial Technology provides a practical and safe forum for students to acquire positive skills with hand tools, power tools and equipment. These skills will form a solid basis for students wishing to move into trades as well as a practical application of theoretical information learned within other subjects. Students wishing to pursue further study into areas such as engineering and construction will learn practical application skills within this subject and senior Manufacturing – Industrial Technology Studies.

## **VISUAL ART**

### **WHY STUDY VISUAL ART?**

In Years 9 and 10, build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints. They refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience. They identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints. They research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints. Students adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.

### **COURSE CONTENT – What will I be studying?**

**This Visual Art course** explores a variety of art movements, artists, materials, art making processes and art exhibitions.



**Units may include:**

**Drawing** – students develop their drawing techniques through experimentation with design elements. They use a variety of drawing materials such as conte crayons, oil pastels, watercolour pencils, pencil, graphite, charcoal and soft chalks. This exploration will result in a folio of drawings.

**Sculpture** – This unit develops processes used in creating three dimensional forms. Concepts are related to their research on the 'Pop Art' movement and the 'Trash to Treasure'. Experimentation with a variety of sculptural materials is necessary to develop their awareness of environmental suitability and limitations in sculpture. A variety of materials such as ghost nets, wood, wire, plaster, modroc, sculptamold, fibre etc will be used in the final production of a sculptural piece.

**Painting** – Students are exposed to a wide range of painting styles and are encouraged to develop their skills in painting techniques through consistent experimentations. A resolved painting based on the concept of their research into the 'Surrealist' and 'Abstract Expressionist' art movements.

**Photography** – This unit covers the history of both International and Australian photography and introduces students to the disciplines of basic black and white photographic techniques and processes.

**ASSESSMENT – How will I be assessed?**

**Making and Responding** - Year 9 & 10 develop and refine drawing, painting and sculptural techniques. They explore processes to represent ideas and concepts to create artworks. They are encouraged to manipulate art making materials, techniques and processes. The **Visual Diary** is a vital part of artistic development as it is a record of developing ideas, inspiration, processes, experimentation and resolution of artistic concepts. Students communicate their artistic intentions about their artwork/s by producing an artist statement. Year 9 & 10 showcase their artwork/s at MSB's Got Style (art exhibition). Students write an assignment to identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints.

**CAREER PATHWAYS – Where can this lead?**

Tertiary studies, vocational education or work experience in the area of visual arts can lead to and benefit careers in diverse fields such as:

- advertising, e.g. art director, brand specialist, content marketer, photographer, graphic artist
- arts administration and management, e.g. art project manager, agent, events and festivals manager
- communication, e.g. writer, communication strategist, journalist, sign writer, art editor, blogger/vlogger, web content producer
- creative industries, e.g. visual artist, illustrator, photographer, screenwriter
- design, e.g. architect, fashion designer, environmental designer, fashion marketer, graphic designer, industrial designer, interior designer, stage designer, textiles designer
- education, e.g. specialist classroom teacher, lecturer, private teacher
- galleries and museums, e.g. curator, registrar, exhibition designer, director, public programs officer, conservator
- film and television, e.g. animator, storyboard artist, post-production specialist, art director, production buyer, concept artist, costume designer, camera operator, Foley editor, producer
- public relations, e.g. campaign manager, publicist, creative director



- science and technology, e.g. visual translator, medical illustrator, computer game developer/programmer, digital communication specialist, digital content producer, multimedia designer, web designer, computer graphics modeller, forensic photographer.

## **DIGITAL TECHNOLOGY**

### **WHY STUDY DIGITAL TECHNOLOGY?**

Digital Technology provides an opportunity for students to develop and demonstrate the knowledge and practices necessary to operate effectively in information rich environments. Students make creative, innovative and socially responsible uses of information communication technology and create products for themselves and others.

### **COURSE CONTENT: What will I be studying?**

Digital Technology focuses on digital design processes and computational thinking. Students create, edit, format and present a range of mediums, including digital stories, t-shirts, stationary and magazines. Theoretical knowledge includes accessing and constructing digital information, digital communication and publishing. As students move into Year 10, they will be working on manipulation of images and animations, editing of sound and video, website construction and software development.

### **ASSESSMENT – How will I be assessed?**

The process of assessment involves:

- providing students with opportunities to demonstrate what they know and what they can do with what they know
- students develop design briefs and document their design process and development
- gathering and recording evidence of students' learning in folios
- using evidence to make overall judgments about students' learning

### **CAREER PATHWAYS – Where can this lead?**

Digital Technology is a useful but not an essential prerequisite to the study of Information Communication Technology (Applied) in Years 11 and 12. It also provides students with opportunities to understand and be empowered to live and work successfully in a knowledge-based economy and globalised society.

## **BUSINESS EDUCATION**

### **WHY STUDY BUSINESS EDUCATION?**

Through Business Education, students develop an awareness of business within the home, school, local, national and global communities. They develop knowledge, practices and dispositions to critically analyse business situations, confidently meet their own and others' needs and wants, capitalise on business opportunities, make informed decisions and participate responsibly in business situations.

### **COURSE CONTENT – What will I be studying?**

Business Education focuses on the global economy and economic systems, personal and business financial risk management and the changing roles of Australians in the workplace. Business skills including developing questions, gathering evidence, analysing evidence and developing and presenting conclusions are taught to support business knowledge.



## **ASSESSMENT – How will I be assessed?**

The process of assessment involves:

- Providing students with opportunities to demonstrate what they know and what they can do with what they know
- Gathering and recording evidence of students' learning
- Using the evidence to make overall judgements about students' learning.

## **CAREER PATHWAYS – Where can this lead?**

Business Education in middle schooling is a useful prerequisite to the study of business subjects in the senior phase. Business Education is important for students in the senior years of schooling as it is at this time that they gain a degree of independence in accumulating and managing finances, make decisions about goods and services and acquire legal rights and responsibilities as citizens.

# **Sport & Recreation**

## **WHY STUDY Sport and Recreation?**

Recognition of the need for people to be physically and socially active, has led to increasing development of a sport and recreation industry that aims for a healthier community.

Sport & Recreation a unique opportunity for students to experience the challenge and fun of active participation in physical activity while developing a variety of personal attributes including resilience and teamwork.

Students will engage in a variety of physical activities that may include fitness, touch, basketball, outdoor education amongst others.

## **COURSE CONTENT – What will I be studying?**

### **Year 9**

This subject will be offering practical and theory components in coaching and officiating units during the semester.

The students will be introduced to coaching styles and create a game of their choice and then instruct class through their game written. Unit two, Officaiting, students will develop an understanding of referees roles and responsibilities of a game. They will learn about the rules, positioning, hand signals and communicating skills needed as a referee. They will demonstrate their knowledge as students will referee a game of their choice with all that is required for that referee in their game.

### **Year 10**

Students will be learning about sport officials and bronze star units during the semester.

The students will be introduced to sporting officials roles and responsibilities in a collection of work. Unit two - Bronze Star, students will learn about aquatic safety, first aid and be able to perform basic aquatic rescues. Students will complete a workbook and will be taken to Atherton pool for their practical component of bronze star certificate if completed.





### **ASSESSMENT- How Will I Be Assessed?**

Students are assessed through a variety of methods including: Written plans, practical performance and course booklets.

### **CAREER PATHWAYS – Where can this lead?**

Sport and Recreation can lead to further education in certificate II in Sport and Recreation in senior years and senior physical education. Career pathways in sport and recreation are in the fields of teaching, sports clinic officer, coaching and/or sports facility manager.

## **Music**

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (attending concerts, listening to iPods, watching movies and turning on the radio), performing (learning an instrument, playing in a band, singing in a group) or composing (writing popular songs), music is an integral part of everyday life.

A study of music assists students in understanding and heightening the enjoyment of the Arts in their lives and the music heritage of a range of cultures. Students have the opportunity to develop their understanding of a variety of musical styles and contexts.

### **COURSE CONTENT – What will I be studying?**

#### **Performance skills**

Students will have the opportunity to learn to play a new instrument or develop existing skills. They are expected to participate in performances for audiences and join class ensembles.

#### **Theory and analysis**

This part of the course includes music theory and notation, analysis of music and Music history.

#### **Composition**

Students will create compositions using traditional notation and digital platforms.

### **ASSESSMENT – How will I be assessed?**

Students are assessed against three strands:

- Performing
- Creating
- Reflecting

### **CAREER PATHWAYS – Where can this lead?**

Studying Music in Year 9 or 10 will allow students to enter the Music in Practice course in Year 11. After school, opportunities are available for further study at TAFE or university or careers as a performer or technician.



## **MEM20413 Certificate II in Engineering Pathways**

### **Why study Engineering Pathways?**

MEM20413 Certificate II in Engineering Pathways is intended for people interested in exposure to an engineering or related working environment with a view to entering into employment in that area.

This qualification will equip graduates with trade like knowledge and skills, which will enhance their prospects of employment in an engineering or related working environment. MEM20413 Certificate II in Engineering Pathways is designed to develop skills that are essential for employment and skills that relate directly to metals and engineering. The units studied provide relevant and useful practical skills which enhance the technical skills and employability of the student.

MEM20413 Certificate II in Engineering Pathways may be offered to overseas students studying at Mount St Bernard College

### **Areas of study**

To be awarded a MEM20413 Certificate II in Engineering Pathways, students will have to achieve the units included in the packaging rules

### **Packaging Rules**

The minimum requirements for achievement of the Certificate II in Engineering Pathways are completion of a minimum of twelve (12) units of competency

4 Core Units

8 Elective Units



<b>CORE UNITS</b>	
MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices
<b>ELECTIVE UNITS</b>	
MEM16006A	Organise and communicate information
MEM1800C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE003A	Use oxy – acetylene and soldering equipment
MEMPE004A	Use fabrication equipment
MSAPMSUP106A	Work in a team
SISCAQU002	Perform basic water rescues



## Prerequisites

There are no prerequisites for this subject

## Entry Requirements:

There are no specific entry requirements for the training however all students must create a Unique Student Identifier Number (USI) to participate in the course

## Special subject advice

This is a practical based subject. Students should have a high degree of interest in engineering and demonstrate a willingness to participate in all practical based activities.

## Course requirements

Students are required to provide and wear steel capped safety boots and industrial clothing – long sleeved shirts and trousers at all times. PPE for eye and ear protection will be provided in the workshop.

## Assessment/workload

This is a competency based course with most of the units covered through practical projects or student demonstration. The students are assessed as either competent or not yet competent Mount St Bernard College has access to basic engineering equipment and facilities, as well as sufficient open plan workshop facilities where long-term projects, perhaps spanning the duration of the learning, can be completed.

The learning program should be centred around the major project.

## Associated Costs

There is a levy of \$95 per term to cover excursions workshop equipment, tools, materials, consumables and certificates. This course is Nationally Accredited and meets the AQF guidelines. Students must have ear and eye protection

## Certification possible

Students will have their results recorded on their Senior Statement at the end of Year 12.

Students who successfully complete all units will receive a MEM20413 Certificate II in Engineering Pathways which will also contribute 4 credit points towards the QCE (preparatory)

The training package MEM20413 Certificate II in Engineering Pathways for outlining 'Units of Competency' can be accessed via the website <https://training.gov.au>