Mercy traditions • Spirited learning • Building futures

MOUNT ST BERNARD COLLEGE

CURRICULUM HANDBOOK

YEAR 9 & 10

In the Mercy Tradition

Let Your Light Shine!

HERBERTON

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WELCOME TO THE 2027 MOUNT ST BERNARD COLLEGE COURSE GUIDE

At Mount St Bernard College you will be provided with the opportunity to find your pathway to success. Remember that you are the reason that the College offers a wide range of subjects and co-curricular activities to develop your many talents. There are a range of program, and elective choices open to you to help you build on your own abilities and strengths. This Course Guide will assist you in the course selection process and it is important that you take the time to read it before selecting your course of study.

Our Academic and Careers staff will support you as you plan a rewarding program to achieve your goals. Evaluate the information provided as you work through your selection of subjects. The subjects you decide to study are very important in preparing you for either your QCE or VET pathways. Seek further advice if needed.

What should you consider when choosing subjects?

- Consider prerequisites for post-school pathways - the Careers Advisor can help you with this
- Make your subject choices after careful consideration and discussion with your parents/guardians/carers and the College's Academic or Careers staff
- Consider the subjects you enjoy and that you do well in
- Consider what will keep you interested and engaged in learning.

AN INCLUSIVE EDUCATION

As part of our Mount St Bernard College vision, we 'affirm the uniqueness of every human being'. Students have varying cognitive, social, emotional and physical needs according to their different capacities, qualities and aptitudes. The College takes account of this in dedicating itself to the education of each student in a Catholic environment. The comprehensive and systematic curriculum provides for these varying needs. The range of options offered allows each student to pursue an educational course, which will more than adequately prepare them for their lives after secondary school. Our futures orientated curriculum focuses on giving students the capacity for lifelong learning as well as a thorough grounding in foundation knowledge and skills and the capacity to be adaptable and flexible in a changing world.

PRINCIPALS WELCOME

Dear Students,

This curriculum guide provides you with course information about programs of study for all year levels in 2027. For students currently in Years 9 and 10, you have a chance to make decisions about your subject choices, with the opportunity to find your pathways to success.

In Year 9 and 10, students will undertake core subjects and select elective subjects. The elective subjects are designed to be undertaken for 2 years to prepare you for a smooth transition into your Senior Education. It is recommended that students select subjects they are interested in and consider which subjects will best support them to prepare for their future. The Careers Advisor can assist students with this important decision making through the SET Planning process.

In Year 9 and 10 students are encouraged to develop important life skills, such as time management, organisation, problem solving, teamwork and persistence and committing themselves to their subject choices assists in this important development.

Mount St Bernard College is proud to promote striving for excellence. We believe that the College Mission to provide quality contemporary education. It is up to you to decide where you want to go from here.

Best wishes with your choices.

Mrs Narelle Hunt
Principal

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 is 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.

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.

PLANNING A COURSE OF STUDY

Students in Years 9 & 10 study a combination of core subjects studied by all students and two elective subjects of their choosing (see next page for more detailed information).

When choosing elective subjects, students need to consider the following:

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.

YEAR 9 AND 10 SUBJECT SELECTION INFORMATION

	YEAR 9	YEAR 10
Core	English	English
	Mathematics	Mathematics
	Science	Science
	History	Careers
		History
	Religious Education	Religious Education
	Health and Physical Education	Health and Physical Education
	Activities	Activities
	Assembly	Assembly
Electives	Digital Technologies	Digital Technologies
	Design Technologies Food Specialisation	Design Technologies Food Specialisation
	Design Technologies Materials and Technologies	Design Technologies Materials and Technologies
	Music	Music
	Drama	Drama
	Visual Art	Visual Art
	Cultural Connections	Cultural Connections
	STEM	STEM

In Term 4 of Year 8 and 9, students are asked to choose two elective subjects to study in semester 1 of the following year and 2 *different* elective subjects to study in semester 2.

Students are requested to carefully read the elective subject information and discuss choices with teachers before making decisions. The information on the previous page will provide a structured guide in the 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.

CORE SUBJECTS

ENGLISH

WHY STUDY ENGLISH?

The English curriculum helps students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural, and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.

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 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.

- Writer
- Journalist
- Reporter
- Research Assistant
- Social Media Manager
- PR Associate
- Librarian
- Columnist
- English Teacher

MATHEMATICS

WHY STUDY MATHEMATICS?

Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics, and probability. It develops the numeracy capabilities that all students need in their personal, work, and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and aesthetic, and the Mathematics curriculum develops students' appreciation of the power of mathematical reasoning as they develop mastery of the content in mathematics. It provides students with learning opportunities to develop mathematical proficiency, including a sound understanding of and fluency with the concepts, skills, procedures, and processes needed to interpret contexts, choose ways to approach situations using mathematics, and to reason and solve problems arising from these situations. The curriculum clarifies the links between the various aspects of mathematics as well as the relationship between mathematics and other disciplines.

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 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.

- Acoustic consultant
- Actuarial analyst
- Actuary
- Astronomer
- Chartered accountant
- Chartered certified accountant
- Data analyst
- Data scientist
- Investment analyst
- Research scientist (maths)
- Secondary school teacher
- Software engineer
- Sound engineer
- Statistician

SCIENCE

WHY STUDY SCIENCE

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

COURSE CONTENT – What will I be studying?

The following five 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 embedded 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
- Ambulance Officer
- Fitness Instructor
- Zookeeper
- Health Worker
- Medical Research Biologist
- Chemist
- Radiographer
- Geophysicist
- Space Scientist / astronomer

RELIGIOUS EDUCATION

WHY STUDY RE?

Religious Education (RE) seeks to develop the student's knowledge about world religions by critically analysing their messages and history using 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.

Through religious education, students will learn about different religions and their traditions, practices and beliefs, thus promoting their tolerance and mutual respect in a diverse society.

COURSE CONTENT – What will I be studying?

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.

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.

HEALTH AND PHYSICAL EDUCATION (HPE)

WHY STUDY HPE?

Health and Physical Education enables students to develop skills, understanding and willingness to positively influence the health and wellbeing of themselves and their communities. In an increasingly complex, sedentary, and rapidly changing world, it is critical for every young Australian to flourish as a healthy, safe, active and informed citizen. It is essential that young people develop their ability to respond to new health issues and evolving physical activity options.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts, and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practise personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

In Health and Physical Education, students develop personal and social skills through interacting with others in classroom and movement contexts. They use health and physical activity resources to enhance their own and others' wellbeing. Health and Physical Education addresses factors that influence the health, safety, relationships, wellbeing and physical activity patterns of individuals, groups and communities. Students develop the understanding to challenge discrimination, assumptions and stereotypes. They gain skills to take positive action regarding diversity, inclusion, consent and respect in different social 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
- Sport Coach

HUMANITIES & SOCIAL SCIENCE

WHY STUDY HUMANITIES & SOCIAL SCIENCE?

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues and building their capacity to be active and informed citizens who understand and participate in the world.

The Humanities and Social Sciences subjects in the Australian Curriculum provide a broad understanding of the world we live in, and how people can participate as active and informed citizens with high-level skills needed now and in the future. They provide opportunities for students to develop their own personal and social learning, and to explore their perspectives as well as those of others.

COURSE CONTENT – What will I be studying?

In History students will be investigating the Making and Transforming of the Australian Nation between 1750-1914 and then go on to understanding how Modern Australia was built after the Second World War in 1945. They will also cover World War 1 and World War 2.

In Geography, students will be covering the following subject areas:

- Biomes &Food Security
- Environmental Change and Management
- Geography of Human Well Being

ASSESSMENT – How will I be assessed?

Students will be assessed using a variety of instruments ranging from to 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, business, and administration.

ELECTIVE SUBJECTS

DIGITAL TECHNOLOGIES

WHY STUDY DIGITAL TECHNOLOGIES?

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework, considering Safety by Design principles. Digital Technologies can also play an important role in responding to the diversity of learners and in ensuring the participation of all students in the learning process. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

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, stationery 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 provides students with opportunities to understand and be empowered to live and work successfully in a knowledge-based economy and globalised society.

- Software engineering /programming
- User experience
- Digital product management
- Web design / development
- Graphic design
- Data analysis / science
- Robotics / automation
- Digital marketing

DESIGN TECHNOLOGIES FOOD SPECIALISATIONS

WHY STUDY Design Technologies Food Specialisation?

Studying Design Technologies with a focus on both Food Specialisations equips students with a comprehensive understanding of the entire food system, from production to consumption. Students learn to critically analyse how food and fibre are produced in managed environments and explore sustainable practices that can improve these processes. In addition, they delve into how the properties of foods influence preparation and presentation techniques, particularly in designing solutions that promote healthy eating.

This course fosters a unique combination of knowledge and skills, enabling students to investigate and identify opportunities for innovative solutions in food production and specialisation. They gain experience in generating, testing, and refining design ideas, as well as implementing these ideas safely and effectively. Through collaborative and individual projects, students develop the ability to manage resources, time, and costs.

COURSE CONTENT- What Will I Be Studying?

In this course, students will study both **Food and Fibre Production** and **Food Specialisations**:

1. **Food and Fibre Production:**

Students analyse how food and fibre are produced in managed environments, focusing on the sustainability of these practices

2. **Food Specialisations:**

Students investigate how the properties of foods influence the preparation and presentation techniques when designing solutions for healthy eating.

In the context of Food Specialisation and Food and Fibre Production, students will analyse needs and opportunities for sustainable food solutions and investigate appropriate materials, tools, and processes. They will develop and refine design ideas, focusing on sustainability and health, and communicate these ideas using technical terms and digital tools. Students will safely select and justify materials and processes to implement their designs.

ASSESSMENT- How Will I Be Assessed?

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

CAREER PATHWAYS- Where Can This Lead?

The study of Food Specialisations and Food and Fibre Production 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.

- Food Microbiologist
- Food Safety & Quality Assurance Manager
- Food Toxicologist
- Research & Development Manager
- Food Engineer
- Food Chemist
- Sensory Scientist
- Market Researcher
- Nutritionist
- Packaging Technologist
- Public Health Official
- Food Product Marketer
- Food Consultant.

DESIGN TECHNOLOGIES MATERIALS AND TECHNOLOGIES

WHY STUDY DESIGN TECHNOLOGIES MATERIALS AND TECHNOLOGIES?

Design Technologies enables students to become creative and responsive designers. When students consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate, generate, evaluate, iterate and improve design ideas, processes and solutions. They plan and produce (make) designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to design and produce innovative designed products, services and environments.

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. Design Technologies 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.

- Trades & Services
- Construction
- Engineering
- Manufacturing
- Mining
- Transport Logistics
- Defence, Emergency & Security
- Agribusiness & Farming
- Warehousing

MUSIC

WHY STUDY MUSIC?

Music has the capacity to motivate, inspire and enrich the lives of all students. Students participate in music learning individually and collectively as listeners, composers and performers. Music learning is embodied learning. It has a significant and unique impact on the creative, sensorimotor, cognitive, emotional, sociocultural and personal competencies of students.

Music is a significant element in the diversity and continuity of local and global cultures, particularly the cultures of First Nations Australians. Through music, First Nations Australians express connection to Country/Place, challenge the impact of other cultures on their ways of knowing, being, doing and becoming, contribute to the global music community, and advocate for change.

Students' active participation in music, through continuous and developmentally sequential music learning, encourages skills and aesthetic knowledge of increasing depth and complexity over time. Practical engagement with music develops capabilities that can be gained in no other way.

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 allows 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.

- Music Producer
- Recording Engineer
- Session Musician
- Artist Manager
- Music Teacher
- Tour Manager
- Booking Agent
- Composer
- Music Arranger

DRAMA

WHY STUDY DRAMA?

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places and communities.

Drama is directly linked to play, the root of all creativity in children. At its core, Drama is about taking on roles and "standing in the shoes" of another and imagining and communicating with the world through different perspectives. Taking on roles involves an act of the imagination that relies on a learner's ability to empathise and understand others. Actively taking on roles in a range of contexts, situations, and across different times and places fosters students' development of personal, cultural and social understandings as they imagine, empathise and communicate through deep experiential learning. Drama is a powerful form of communication involving affective, sensory and aesthetic modes.

In Drama, students work individually and collaboratively as artists and audiences to create, perform and respond to drama. It is an active, embodied and aesthetically rich subject that engages students cognitively and affectively as they learn in, through and about drama.

COURSE CONTENT – What will I be studying?

In the drama course, students experience the following drama styles:

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.

VISUAL ART

WHY STUDY VISUAL ART?

Visual arts contribute to the fields of art, craft and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning.

Visual arts processes and practices provide insights into the impacts culture can have on ways of knowing, doing and being in Australia and the world. Investigating these impacts is integral for fostering students' ability to discern and understand the unique ways visual arts practice and process can be both related and distinct to learning about culture.

Visual arts are central to the diverse and continuing cultural practices of First Nations Australians. Through visual arts, First Nations Australian artists articulate and express connection to, and responsibility for, Country/Place.

Learning about visual techniques, technologies, skills and media of First Nations Australian and local and global artists, craftspeople and designers supports students to develop their own artworks with integrity and understanding of distinctions between art and culture. Students explore different perspectives to develop and expand perceptual, conceptual and cultural understanding, critical reasoning and practical skills. From this, students develop confident and proficient practices to achieve a personally responsive and distinctive visual aesthetic.

COURSE CONTENT – What will I be studying?

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

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?

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. 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.

CULTURAL CONNECTIONS

WHY STUDY CULTURAL CONNECTIONS?

Cultural Connections provides students with the opportunity to explore identity, culture and community. It supports students to develop a strong sense of self, respect for others, and an understanding of the diverse cultural backgrounds within the school and broader community. The subject values and celebrates Aboriginal and Torres Strait Islander perspectives and knowledge, while fostering pride, belonging and connection.

Through shared learning experiences, students build relationships, strengthen cultural awareness and develop the skills needed to engage respectfully and confidently in a diverse world.

COURSE CONTENT – What will I be studying?

Students engage in a range of activities that explore culture, identity and community connections. Learning is flexible and responsive to students and community context.

Students may explore:
- Personal and cultural identity
- Language and storytelling
- Community connections and relationships
- Cultural traditions, practices and knowledge
- Respectful communication and understanding perspectives

Students participate in activities such as:
- Creating personal or class cultural projects
- Sharing stories and experiences
- Working collaboratively on group tasks
- Engaging with cultural knowledge and community voices
- Reflecting on their learning and identity

ASSESSMENT – How will I be assessed?

Students are assessed through participation, projects, reflections and practical activities. Assessment focuses on engagement, personal growth and the ability to work respectfully with others.

CAREER PATHWAYS – Where can this lead?

Cultural Connections supports pathways that value communication, relationships and cultural understanding, including:
- Community and youth work
- Education and teaching
- Health and wellbeing services
- Public service and leadership roles

The skills developed are transferable across all areas of life and work.

STEM (AGRICULTURAL & AQUATIC PRACTICES)

WHY STUDY STEM?

STEM (Agricultural and Aquatic Practices) provides students with the opportunity to explore real-world applications of science, technology and sustainability through hands-on learning. This subject introduces students to key concepts in agriculture and aquatic systems, supporting an understanding of how food and resources are produced and managed.

Students develop practical skills, problem-solving abilities and an awareness of sustainable practices. The subject is designed to give students a foundation and a "taster" for senior subjects in Agricultural Practices and Aquatic Practices, supporting informed subject selection and future pathway planning.

COURSE CONTENT – What will I be studying?

Students engage in practical and inquiry-based learning experiences across agricultural and aquatic contexts.

Students may explore:
- Basic agricultural practices, including plant and animal care
- Aquatic environments and water-based systems
- Sustainable farming and environmental management
- Food production and resource management
- Safety and responsible use of tools and equipment

Students develop skills in:
- Working practically in outdoor and applied settings
- Observing, recording and analysing data
- Applying scientific understanding to real-world situations
- Understanding the impact of human activity on environments

Learning activities may include:
- Hands-on agricultural tasks (e.g. gardening, livestock care where applicable)
- Exploring aquatic systems and environments
- Simple investigations and experiments
- Group projects focused on sustainability and production

ASSESSMENT – How will I be assessed?

Students are assessed through a variety of methods including practical tasks, projects, investigations and short responses. Assessment focuses on both practical skills and understanding of concepts.

CAREER PATHWAYS – Where can this lead?

This subject provides a foundation for further study and careers in:
- Agriculture and farming industries
- Environmental and conservation work
- Aquaculture and marine industries
- Horticulture and land management

It also supports pathways into senior Agricultural Practices and Aquatic Practices subjects.