



MARYMOUNT

*College*

**YEAR 10**



**SUBJECT  
SELECTION  
HANDBOOK  
2022**

## OUR MISSION



# MARYMOUNT

# College



*Marymount College is a Catholic educational community committed to lifelong life-giving learning, where gospel values are reflected in all aspects of College life.*

*We embrace the person and vision of Jesus Christ in a supportive school environment.*

*Our College Motto, Deus Meus Et Omnia reminds us that our gifts and talents come from God for the good of all. It also reminds us to live life to the full according to the Gospel of Jesus and to learn, grow and develop throughout our lifetime.*

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# INTRODUCTION



Mr Chris Noonan  
**Principal**



Mr Peter Shaw  
**Assistant Principal  
Senior Curriculum**



Mr Jason Hamilton  
**Head of Careers/VET**



Miss Lauren Mitchell  
**Inclusive Education  
Coordinator**

**Selection of subjects for Year 10 is a chance to adjust for changing interests and reassessment of abilities since choices were made last year.**

The key message is that Year 10 is Senior School and mastery of the academic demands here, particularly in the core subjects, is vital to success in Year 11 and 12.

Consequently, your attention is called to the prerequisites for achievement in Year 10 subjects, should you wish to study particular subjects in Year 11 and 12.

Best wishes for the rest of the year.

Chris Noonan  
**Principal**

**Year 10 is a transitional year to Senior School, and is designed to provide a broad, flexible and developmental subject offering to meet the students' increasingly core academic needs, and allow access to a wide elective offering to meet the diverse interests of individual students moving into Senior.**

We teach the foundational knowledge for all students in Religious Education, English, History, PE, Mathematics and Science for VET Pathways and Tertiary Pathways in the Senior Secondary Years. Through the elective subjects we provide foundations in other discipline areas, some of which will become senior subject choices.

Our philosophy is informed by the Learning Framework, Catholic Education, Archdiocese of Brisbane. The over arching goal is to develop reflective and self-directed learners who can shape and enrich our changing world as Catholic Christians now, and in their lives beyond school. The curriculum is in line with the Australian Curriculum (ACARA) and articulates across to the new QCE system, resulting in an ATAR score through QTAC if applicable, and the attainment of the Queensland Certificate of Education.

Peter Shaw  
**Assistant Principal Senior Curriculum**

The College Vision is  
Lifelong, life-giving learning.  
This involves learner choice and  
learner responsibility as they seek  
to be prepared for further academic  
study or a pathway to vocational  
education and training  
beyond Year 10.

## What is a Senior Education and Training (SET) plan?

A SET plan is a confidential document that a student develops, in consultation with their parents/carers and their school, to map their learning pathways.

## What is the purpose of a SET plan?

The purpose of a SET plan is to help students:

- Set and achieve their learning goals
- Include flexible and coordinated pathway options in their course of senior study
- Think about their education, training and career options after Year 12 and make decisions about their learning pathways
- Structure their learning around their abilities, interests and ambitions
- Communicate with their parents, teachers and career guidance officers about their learning pathways and post-school plans.

In their SET plan, students will be able to list a variety of different learning pathways, some of which may be accessed outside the current formal structure of school. This provides more options and flexibility in learning.

## What is involved in developing a SET plan?

Once your child's SET plan has been developed, you, your child and the other people involved in developing the plan should sign and date the plan to show agreement.

## What happens next?

Parents are encouraged to stay involved in the SET planning process so you can support your child through their learning.

It is recommended that students review their SET Plan regularly to make sure their subjects and learning is right for them, and that they can maintain a pathway to the courses and career they want after Year 12. Students can track their enrolments and results in their learning account on the Student Connect website.

If students want to change their subjects or courses, it is important that they discuss this with the school or other learning provider.

## Student learning accounts

In Year 10, schools register students with the QCAA and a learning account is opened for them. All eligible learning towards a QCE is recorded in student learning accounts, as well as where and when the learning took place, and results achieved.

Students can use their learning account to:

- Check their personal details
- View their enrolments and results
- Track their progress towards a (QCE)

## How can students access their learning account?

Each student is assigned a learner unique identifier (LUI) and initial password so they can access their learning account on the Student Connect website. Students need their LUI and password each time they log in. Schools issue students with their LUI numbers in Year 10.

## What can students see in their learning account?

### Personal and enrolment details

Student learning accounts contain personal and enrolment details. Students should check their learning account regularly and advise their school or other learning provider if their contact details or enrolments are incorrect.

At the end of Year 12, QCAA posts student Senior Education Profiles to the address in their learning account, so it's important for students to tell their school or learning provider if they change address.

### Vocational Education and Training (VET) results and QCE-recognised programs

Students studying a VET course or QCE recognised course of study will be able to see the credits from courses in their learning account as soon as the course has been completed and the achievement 'banked' by the learning provider.

### Final results

Students need their LUI and password to login to their learning account and get their results online, before their Senior Education Profile arrives in the post.

## STUDENT SERVICES



### CAREERS CENTRE

**The Careers Centre is situated in the P&F Courtyard and is accessible to all students. The office is open from 8:00am until 4:00pm every school day.**

Staff are available to assist students in all areas of careers and vocational education. This can include applying for a part-time job, finding a vocational qualification, initiating School Based Apprenticeships and Traineeships (SATs) for students in Year 10 and above, and researching tertiary courses and career options.

### LIBRARY AND RESOURCE CENTRE

The Library and Resource Centre provides easily accessible, relevant resources to support student learning.

The Teacher Librarian is available to offer guidance to students in completing their research assignments and locating appropriate resources both digitally online and from the book collection.

### LEARNING SUPPORT CENTRE

Learning Support Centre (LSC) provides support for both gifted students and for any students experiencing difficulties in their studies.

The LSC assists the regular classroom teachers to design, implement and evaluate appropriate curriculum so as to respond to the particular needs of students. Assistance is available, either for directional help, short or long term help. An English as an Additional Language/Dialect (EAL/D) teacher is available to work with students who have a non-English speaking background. The LSC is available to all students so that their learning is enhanced. Students and parents are encouraged to contact the LSC, particularly when they have concerns regarding issues that may affect learning.

### COUNSELLORS

Three professionally qualified counsellors are available to students and their parents wishing to discuss issues of a personal nature. These may include concerns related to family, relationships, health, study, stress, anxiety and future options. It is a completely confidential service which operates on an appointment system. Appointments can be made directly with the counsellor before and after school, during recess and lunch.

# WORK EXPERIENCE

There are two types of work experience offered by the College:

## Work Experience Program

The Work Experience Program is a block week of work experience offered to our Year 10 students towards the end of term 2 prior to the school holidays.

The Program provides an opportunity for our students to get an insight into life beyond school. This assists students when making decisions about possible future career choices and study pathways.

## Ongoing Work Experience

Work experience that we will set all year round for Year 9 -12 students. It can be for a one off placement or 1 day per week for 2-4 weeks depending on the needs of the student and the employer. Year 10 - 12 students who are enrolled in a VET Certificate will be required to undertake periods of structured work placement during exam block and holidays.

## Benefits of Work Experience

Work Experience placements assist students in their transition from school to work and aim to:

- Provide students with an opportunity to relate school studies with a workplace
- Improve students' maturity, confidence and self reliance
- Prepare students for the demands and expectations of the working world
- Help students make informed career decisions by assessing their aptitudes and interests, and exploring potential careers
- Develop employability skills (punctuality, presentation, communication, responsibility...)

## Arranging a Placement

It is important that a student (with support from a parent/carer) secure their own placement, where possible. Students gain experience from this, which builds confidence as it is similar to applying for a job.

## TAFE QLD COURSES

Some TAFE Certificate Qualification courses are open to Year 10 students throughout the year. The TAFE QLD website and Marymount College Careers Centre have relevant information and instructions.

## SCHOOL-BASED TRAINEESHIPS & APPRENTICESHIPS

**Students in Year 10 may combine their studies at school with a School-based Traineeship or Apprenticeship.**

The workplace skills and confidence students gain during their School-based Apprenticeship or Traineeship provide a solid foundation for any career.

Some of the advantages include:

- Variety - The variety provided by School-based Apprenticeship or Traineeship can have enormous benefits for young people who prefer hands-on learning
- Head start in a career - A School-based Apprenticeship or Traineeship can lead directly to full-time employment once a student has left school
- Nationally recognised qualifications - All School-based Apprentices and Trainees participate in vocational training that contributes to a Certificate II, III or higher vocational qualification which counts towards the student's (QCE)
- An ATAR score, leading to entry in a university undergraduate degree is generally not immediately awarded straight after Year 12
- An opportunity to learn and earn - School-based Apprentices and Trainees are paid while they learn

## Attendance

Most students attend workplace training one day per week and school the other four days. The College offers a flexible timetable, which enables students undertaking a School-based Apprenticeship or Traineeship to spend more time studying or in workplace training.

# PREREQUISITES

Students who seek to enrol in Senior General Subjects are required to meet the proposed prerequisite results in subjects studied in Year 10.

These are minimum standards. Students who achieve the standard will be permitted to choose the particular Senior General subject within the online system and entry to the subject will then depend on the Year 11 subject lines for 2022



## SUBJECT SELECTION - PREREQUISITES YEAR 11 2022

Year 10 Subject Result	Subject Selection Outcome			
D or worse in any three subjects Semester 1 Report	=	No ATAR subject selections in this list are possible without an interview with the AP Senior Curriculum ( <i>prior to SET Plan interviews</i> )		
Year 11 Subjects	Year 10 Grade/Subjects Prerequisites			
	ENGLISH	MATHS	SCIENCE	OTHER
Agricultural Science			C	
Ancient History	C+			<b>or</b> C+ History ( <i>elective or Core</i> )
Biology	C	<b>and</b>	C+	
Business	C+ <b>and</b>	C		
Chemistry		B- <b>and</b>	C+	
Dance	C			
Diploma of Business (BSB50120)			*Subject to application interview & prerequisites. Refer to Subject Selection Handbook for details.	
Digital Solutions	C-			
Drama	C			
Economics	C+ <b>and</b>	C+		
Electrotechnology Cert II (UEE22011)		C+		
English	C+			<i>Maintained in Semester II</i>
Film, Television and New Media	C			<b>or</b> C Media Arts
Food & Nutrition	C			
French ( <i>Yr 10 Elective</i> )				C+ French
General Mathematics		C+		<i>Maintained in Semester II</i>
Geography	C+			<b>or</b> C+ Geography
Health	C+ <b>and</b>	C		
Japanese ( <i>Yr 10 Elective</i> )				C+ Japanese
Legal Studies ( <i>Yr 10 Elective</i> )	C+			<b>or</b> C+ Year 10 Civics
Literature	B+			<i>Maintained in Semester II</i>
Marine Science	C		<b>and</b> C+	
Mathematical Methods		B		<i>Maintained in Semester II</i>
Modern History	C+			<b>or</b> C+ History ( <i>elective or Core</i> )
Music ( <i>Yr 10 Elective</i> )	C <b>and</b>			C Yr 10 Music <b>or</b> at least 2 yrs learning an instrument
Physical Education ( <i>Yr 10 Elective</i> )	C <b>and</b>	C		<b>and</b> C+ HPE <b>or</b> ASP
Physics		B- <b>and</b>	C+	
Psychology	C		<b>and</b> C+	
Specialist Mathematics		B+		<i>Maintained in Semester II</i>
Study of Religion	C+			<b>or</b> B- Religion
Visual Art	C			<b>or</b> C+ Visual Art

**You have three opportunities to achieve this result:**

- End of Term 2 ★ Subject to Semester 1 grades, SET Plan (online Subject selections are based on THIS data).
- End of Term 3 or End of Term 4 ★ Subject to prerequisite results being achieved, timetable lines & class availability.

# CHOOSING SUBJECTS



## TO FIND OUT MORE INFORMATION:

- Read the subject descriptions in this booklet
- Ask Heads of Departments and teachers of particular subjects
- Find out about the content (i.e. What topics are covered in the subject)
- How the subject is taught and assessed.  
For example: is there a heavy emphasis on research and assignments or are they practical subjects or is the emphasis on oral work?

Remember too, that your choice of subject now may affect your choice later in Years 11 and 12.

For example: Music, Design and Languages in the Senior years almost always require previous study. Subjects such as Business subjects may be taken for the first time in Year 11, although it is useful **(but not essential)** to have taken related subjects in Years 9 and 10.

### **Make a decision about a combination of subjects that suit you**

It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are not taking it
- You like or dislike certain teachers

Be honest about your abilities and realistic with your career aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult, even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

## FIND OUT ABOUT THE SUBJECTS OFFERED

Even though you have studied a wide range of subjects in Year 8 and 9, it is important to find out as much as possible about the subjects offered in Year 10. Some of the subjects will be new and others with the same name as in Year 9 may be slightly different for higher year levels.

## BE PREPARED TO ASK FOR ASSISTANCE

If you need more help then seek it, otherwise you may regret it later. Talk to your parents, teachers, and staff from the Careers Office, Learning Support Centre and Counsellors.

# YEAR 10 SUBJECTS

Students will study the six core subjects and choose **THREE electives to study for the full year.**

	Core	Elective
English	<ul style="list-style-type: none"> <li>English</li> </ul>	
Humanities	<ul style="list-style-type: none"> <li>Religious Education</li> <li>History (one semester)</li> </ul>	<ul style="list-style-type: none"> <li>Business and Economics</li> <li>Business and Economics (Economics)</li> <li>Civics and Citizenship (Legal Studies)</li> <li>History (Ancient and Modern)</li> <li>Geography</li> </ul>
Health & Physical Education	<ul style="list-style-type: none"> <li>Health &amp; Physical Education (one Semester)</li> </ul>	<ul style="list-style-type: none"> <li>HPE Movement and Physical Activity (Advanced Sports Program)</li> </ul>
Languages		<ul style="list-style-type: none"> <li>French</li> <li>Japanese</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Short Course in Numeracy</li> <li>Mathematics</li> </ul>	
Science	<ul style="list-style-type: none"> <li>Science</li> </ul>	
Technologies		<ul style="list-style-type: none"> <li>Design &amp; Technologies</li> <li>Design &amp; Technologies (Food and Materials) Food</li> <li>Design &amp; Technologies (Food and Fibre) Textiles</li> <li>Design &amp; Technologies (Engineering and Materials) Metal</li> <li>Design &amp; Technologies (Materials and Technologies) Wood</li> <li>Digital Technologies</li> </ul>
The Arts		<ul style="list-style-type: none"> <li>Dance</li> <li>CUA30120 Certificate III in Dance</li> <li>Drama</li> <li>Media Arts</li> <li>Music</li> <li>Visual Art</li> </ul>

## RELIGIOUS EDUCATION



**Students at Marymount College are expected to participate fully in the Religious Education Program. There are two distinct complementary dimensions – Classroom teaching and learning of religion and the Catholic Christian ethos and the Religious Life of the School.**

This includes the formal in-class work and the broader religious life of the College (Reflection Days off campus, Liturgies, Prayer Life, Feasts and Celebrations, Outreach and Social Justice).

Religious Education is a compulsory subject and is studied for six periods per fortnight. Students are expected to complete set tasks encouraging them to be lifelong learners and to develop students' religious literacy. The Religious Education program at Marymount College has been prepared in accordance with Archdiocesan guidelines and approved by the Brisbane Archdiocesan Accreditation panel.

A Religious Education program is not static. It continues to develop to meet the students' needs. Resources, teaching methodology, structure of the program, assessment techniques and criteria, are reviewed and adjusted.

Students are required to demonstrate overall performance according to the year level achievement standard. The demonstration of learning intentions for each strand studied is monitored and recorded in student folios during

A Religious Education program is not static. It continues to develop to meet the students' needs. Resources, teaching methodology, structure of the program, assessment techniques and criteria, are reviewed and adjusted.

the four terms of the school year. The four strands are: Beliefs, Church, Christian Life, Sacred Texts. These are inter-related and their content is taught in an integrated way.

#### **Topics Studied**

- The Mystery of God
- Responding to the Signs of the Times
- Making Amends and Moving Forwards
- Religious Voice in the World

#### **Assessment**

- Folio Construction
- Response to Stimulus Exam
- Extended Response Exam,
- Journal Collection

#### **Pathways to Senior Subjects**

- Religion & Ethics
- Study of Religion

Students examine a range of classic and contemporary literature, as well as media material that is directly relevant to their present and future lives.

**The Year 10 English program is developed in accordance with the Australian Curriculum and is built around the three interrelated strands of Language, Literature and Literacy.**

Each of the program's four units is designed to develop students' knowledge, understanding and skills in preparation for the senior ATAR system.

- Students examine a range of classic and contemporary literature, as well as media material that is directly relevant to their present and future lives.
- The course is designed to further develop students' critical literacy skills, giving them the opportunity to develop and justify their interpretations of texts through analysis of evidence.
- Students create a variety of spoken and written texts to articulate complex and imaginative ideas, learning how to employ a purposeful selection of language features to achieve precision and stylistic effect.
- Comprehension is an integral part of the Year 10 English program, with students further developing their inferential and evaluative understanding.



- The English program is designed to assist students to become self-directed learners. It is anticipated that in Year 10, students are capable of independent drafting, proofreading and editing. Feedback is purposefully shaped to help students refine and extend their ideas.

#### Topics Studied

- Poetry to Prose: Imaginative
- Media representations: Persuasive
- Shakespeare: Analytical
- Writing for a public audience: Analytical

#### Assessment

- Written imaginative (exam conditions)
- Spoken persuasive (assignment)
- Written analytical (exam conditions)
- Written media text (assignment)
- Multiple choice/short answer comprehension (exam conditions)

#### Pathways

All aspects of the Year 10 program are designed in preparation for the senior QCE and ATAR system.

- Literature
- General English
- Essential English



**Health and Physical Education is a core subject of the Australian Curriculum, offered as a semester course. Students will study Health and Physical Education in either Semester 1 or 2.**

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing.

Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.



#### Topics Studied

- Volleyball
- Touch Football
- Introduction to Senior PE
- Introduction to Senior Health

#### Assessment

- Practical Assessment of Performances in Physical Activities (50% of Course)
- Theory Assessment is a combination of content in workbooks, written tests, multimodal presentations and assignments (50% of Course)

#### Pathways to Senior Subjects

- Physical Education
- Health
- Sport and Recreation
- SIS20115 Certificate II in Sport Coaching/  
SIS30315 Certificate III in Fitness

# ELECTIVE SUBJECT

## HPE MOVEMENT AND PHYSICAL ACTIVITY (ADVANCED SPORTS PROGRAM)

The Advanced Sports Program (ASP) has been designed for students who have a high level of involvement in sport and would like to further develop their skills in one of the specialist areas offered in the program.

All Teachers will look to develop the holistic person and provide opportunities where important attributes such as leadership, teamwork and discipline can foster. We firmly believe that the traits needed to be successful in sport carry over into other areas such as academic and career pursuits.

Development Officers and expertise from outside bodies are used throughout the course to foster the development of student interests and needs.

A key feature of this program is that it requires students to have a great attitude towards giving their best effort, not necessarily at being great at their chosen sport.

### Objectives

- Provide support of current sporting commitments
- Emphasise the importance of pursuing academic success
- Develop team, social and leadership skills
- Reward effort and hard work
- Provide a pathway into Marymount College representative sides (QISSN, QISSRL, Q Cup, Touch and Oz Tag All Schools)
- Follow Long Term Athletic Development Principles
- Engage with State Organisations
- Support and develop Fundamental Motor Skills
- Introduction to Strength & Conditioning programs
- Provide opportunities to be lifelong participants in community sport through refereeing/event management.



### Sports

- AFL/Cricket
- Netball
- Rugby League
- Oz Tag

### Course Outline

- Practical - 2 lessons per week
- Theory - 1 lesson per week

### Topics Studied

- Term 1 - Components of Fitness
- Term 2 - Energy Systems
- Term 3 - Training Principles & Periodisation
- Term 4 - Sports Psychology

### Assessment

- Practical Assessment (67% of course) based on 3 Criteria: Acquired skills, Application of Tactics and Strategies, Analysis of Game Play
- Theory (33% of course) Assessment is a combination of theoretical content in class workbooks, written tests, multimodal presentations, assignments and analytical application

### Pathways to Senior Subjects

- Physical Education
- Health
- Sport and Recreation
- SIS20115 Certificate II in Sport Coaching/  
SIS30315 Certificate III in Fitness



**History is a core subject of the Australian Curriculum, offered as a semester course. Students will study History in either Semester 1 or Semester 2**

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

The study of history promotes debate and encourages thinking about human values, including present and future challenges. Historical inquiry develops transferable skills, such as: the ability to ask relevant questions; locate, select and organise sources of information; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations; and communicate effectively in written and spoken forms across a range of genres.

Year 10 History focuses on key events of Twentieth Century Australia and the World.

#### Topics Studied

- The Experiences of Australians during WW2 in the Pacific
- The Atomic Bomb Debate
- The Holocaust
- Rights and Freedoms - USA and Australia

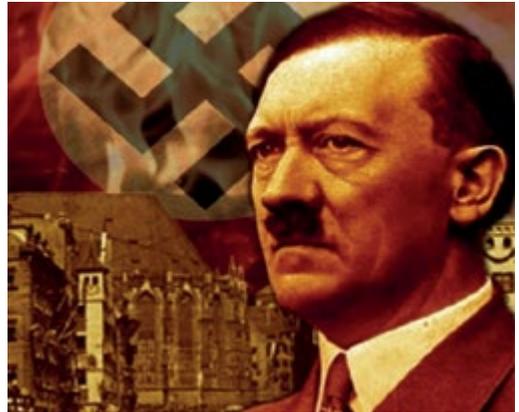
#### Assessment

- Students will undertake two pieces of assessment in the semester.
- Essay in response to historical sources assignment
- Short responses to historical sources examination

#### Pathways to Senior Subjects

- Modern History
- Ancient History
- Legal Studies
- Economics
- Geography

## HISTORY (ANCIENT AND MODERN)



**Ancient History will be studied in Semester 1 and Modern History in Semester 2. It provides students with a sample of both histories, to better inform student choices for senior study, and will focus more precisely on the base content, skills and assessment styles required in Year 11 and 12 Humanities subjects.**

Elective Ancient and Modern History is a whole year elective course, in addition to the core History course studied for a semester in Year 10.

History is the study of the past, in order to understand the present, and plan for the future. Awareness of history is fundamental to the understanding of societies, events, movements and developments that have shaped humanity from earliest times. The study of history develops transferable inquiry skills and the ability to think critically, argue logically, evaluate source integrity and synthesise evidence. History teaches research, essay and referencing skills that will enhance student learning and communication regardless of the subjects they choose at senior level, and provides a vital foundation for further tertiary study.

The Ancient History component focuses on the study of Egypt, Athens and a variety of aspects of life in an Ancient society chosen by the students for research. The Modern History component focuses on the study of Nazi Germany and the key causes and battles of WW2 in Europe.

### Topics Studied

#### S1: Ancient History

- Ancient Egypt
- Ancient Athens
- Significant individuals
- Aspects of Viking society
- Archaeology – Pompeii

#### S2: Modern History

- Nazi Germany
- WW2 in Europe

### Assessment

Students will undertake two assessment pieces in Semester One and two in Semester Two, from the following formats:

- Short responses to historical sources exam
- Research assignment
- Essay in response to sources under exam conditions
- Source interrogation assignment

### Pathways to Senior Subjects

- Ancient History
- Modern History
- Legal Studies
- Study of Religion
- Geography
- Economics

## CIVICS AND CITIZENSHIP (LEGAL STUDIES)



Legal Studies will inspire in students an interest in current affairs and they will develop the inquiry, application, analytical and evaluative skills necessary for senior study.

**To be informed citizens, students need knowledge of their rights and responsibilities under the law, and the way the legal system works. Citizens who are informed will be more likely to think critically, question constructively and help improve laws and legal processes when they go out into the world.**

This course will focus on Criminal Law because it is topical, interesting and the perfect platform to explore a range of legal issues and processes. Legal Studies will inspire in students an interest in current affairs and they will develop the inquiry, application, analytical and evaluative skills necessary for senior study.

Drawing on aspects of the Australian Curriculum Civics and Citizenship course, but focusing on current issues, criminal matters and real criminal cases, students will gain a working understanding of the legal system, including the court system, the right to a fair trial and legal representation, the appeal process and other aspects of the law useful in every day life, including driving laws, police powers, Safe Night Out legislation and aspects of Family Law.

### Topics Studied

- The Legal System
- Introduction to Criminal Law
- Case Studies: Murder, Manslaughter, including significant Queensland cases.
- Crimes and Punishment – including crimes against the person and property
- Defences and Sentencing
- Police Powers
- Driving offences
- Law in a changing society eg. Social media and the law, coward punches and early lock-out laws

### Assessment

Students will undertake four assessment pieces:

- Short answer exams
- Legal issues assignment
- Combination response exam

### Pathways to Senior Subjects

- Legal Studies
- Modern History
- Ancient History
- Economics
- Study of Religion
- Geography

## ECONOMICS AND BUSINESS

Business Education is a subject that provides students with realistic activities, real life experiences through the use of excursions, guest presenters, role plays, movies, realistic activities, etc.



**In today's commercially oriented world, the need for business understanding is more vital than ever. Just reading a newspaper requires knowledge of the workings of business, government and financial institutions.**

Business is multi-faceted. It is represented in every aspect of society including individuals, community and government. It is a dynamic and evolving discipline responsive to environmental changes such as emerging technologies, globalization, sustainability, resources, economy and society. Regardless of the career path chosen, all students will eventually need to deal with the world of business, either through their personal business transactions as a consumer and citizen or through their employment in a business environment.

Business Education is a subject that provides students with realistic activities, real life experiences through the use of excursions, guest presenters, role plays, movies, realistic activities, etc.

Business Education is important for a student's future as they start to become independent. It teaches them to manage finance, make good decisions about goods and services and to be aware of their legal rights and responsibilities as citizens.

All Year 10 Business students will participate in the *Future Anything* program. Working individually or in small groups, students will create a product

or service to take to market under the social enterprise business structure. This will conclude with a showcase event that parents will be invited to attend.

#### Topics Studied

- Human Resource Management
- Business Environments
- Entrepreneurship
- Accounting Fundamentals

#### Assessment

- Multimodal presentation
- Assignment
- Test
- Response to Stimulus
- Business Week
- Case study

#### Pathways to Senior Subjects

- Business
- Economics
- Business Studies
- BSB10120 Cert I in Workplace Skills
- BSB30120 Certificate III in Business
- BSB50120 Diploma of Business

## ECONOMICS AND BUSINESS (ECONOMICS)



This course is designed to be fun and engaging and will help students develop financial and life skills.

**Economics is a study of how to use scarce resources in the best way possible. Households, businesses and governments are confronted with the economic problem of alternative uses of their limited resources.**

This course of study stresses the desirability of understanding the significance of economic events as well as the implications of individual, business and government economic decision making. The emphasis is on the application of economic skills and concepts to the problems and issues facing Australian society. It will help students contribute to economic decision making.

In this course, students will be able to explain why and how governments manage economic performance to improve living standards. They will understand explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short and long term effects of these decisions. They will analyse the intended and unintended effects of personal economic decisions and the potential consequences of alternative actions.

This course is designed to be fun and engaging and will help students develop financial and life skills.

Year 10 Economics students will participate in the ASX Share Market Game. Students will be given

\$50,000 in the simulation and trade in real time with the ASX. They will be taught about stock market investing and how to make informed decisions in that market.

#### Topics Studied

- Markets and Models
- Macroeconomic Management
- Personal Finance
- ASX Share Market Game
- Cost Benefit Analysis

#### Assessment

- Short Response Exam
- Multimodal Presentations
- Research Assignment

#### Pathways to Senior Subjects

- Business
- Economics
- Business Studies
- BSB10120 Cert I in Workplace Skills
- BSB30120 Certificate III in Business
- BSB50120 Diploma of Business

Students will advance their skills in using information technology and media; gathering and analysing written, numerical and visual-spatial data; as well as written and verbal communication.



**Geography is more than a subject – it's a field. The unique nature of this discipline enhances a student's ability to perform in mathematics, science and humanities.**

Of great relevance, the Geographical sciences seek to help students make sense of the world around them and become confident participants in a world where humanity is facing many challenges. Skills taught in Geography prepare students for a wide range of the cognitions that are an essential component in preparation for their senior years of schooling. Students will advance their skills in using information technology and media; gathering and analysing written, numerical and visual-spatial data; as well as written and verbal communication.

Studying Geography means that students are prepared for several career paths, including but not limited to: international relations; the defence forces; investigative journalism; humanitarian affairs; community welfare and development; public health; environmental and marine sciences; the mining industry; engineering; environmental law; studies of the built environment and urban planning; disaster response and management fields; outdoor education; and travel and tourism industries.

#### Topics Studied

- Human Wellbeing – Investigating why we are not all equally healthy and wealthy?
- Environmental Change and Management – sustaining the future. This unit includes a field trip investigating the management of Gold Coast beaches.

#### Assessment

Assessment may take the following forms:

- Short answer test
- Field report
- Data response test
- Essay test

#### Pathways to Senior Subjects

- Humanities: Geography, Modern History, Legal Studies, Business & Economics
- Sciences: Biology, Agricultural Science, Chemistry, Marine Science



“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.”

Nelson Mandela

**Why not learn the language of love! French is spoken by more than 300 million people and spoken on five continents! Learning French will open up the world for you.**

French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.

The study of French provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, Law, Logistics, hospitality, education, marketing, international relations, Defence Force, communications, media, tourism - AND THE LIST GOES ON!!

The benefits of learning a Language for the individual student are significant. Children who have an early start and continue to learn a language maintain advantages in all areas of language, literacy and learning and as a result have the advantage of;

- Improved brain development
- Higher academic performance
- Improved literacy in English
- Enhanced Travel Experiences
- Improved Career Options
- Increased opportunities in the Global Economy

### Topics Studied

- Revision of Year 9
- Work
- Health & Body
- Holiday Plans
- Past Events
- Social & Leisure Activities
- Food & Drinks

### Assessment

Students learn to listen, speak, read and write in the foreign language. Tests in all four skills are conducted throughout the course;

- Listen and understand
- Speak with confidence
- Read simple texts and practical examples of the written language
- Write short answers

### Pathways to Senior Subjects

- French

Learning languages teaches the students about the nature of language – about languages as a concept, communication, context and culture. These insights into language aid and increase literacy skills.



日本語を知る。世界が広がる。

### Learn Japanese and a New World Opens.

The study of Japanese provides students with opportunities for continued learning and for future employment and experience, both domestically and internationally, in areas such as public relations, commerce, Law, Logistics, hospitality, education, marketing, international relations, Defence Force, communications, media, tourism - AND THE LIST GOES ON

The benefits of learning a Language for the individual student are significant. Children who have an early start and continue to learn a language maintain advantage in all areas of language, literacy and learning such as;

- Improved brain development
- Higher academic performance
- Improved literacy
- Increased opportunities in the Global Economy (BCE Briefing Paper No. 1 2018)

### Topics Studied

- School Life
- Your House
- Shopping
- Leisure Activities
- Holidays
- Revision of Year 9
- Describing People
- Time
- Directions

### Assessment

- Listening Exam
- Speaking Exam
- Reading Exam
- Writing Exam
- Multimodal projects/assignments
- Hiragana & Katakana Tests

### Pathways to Senior Subjects

- Japanese

## MATHEMATICS (SHORT COURSE IN NUMERACY)



**The Short Course in Numeracy is developed to meet a specific curriculum need. It is informed by the Australian Core Skills Framework (ACSF).**

In Year 10, it is for those students who are struggling to meet the demands of ACARA. Students will be selected by their Year 9 results. Parents will be informed, and consent given before students begin this course.

In Topic 1, students develop numeracy and learning skills in the contexts of expressing personal identity, achieving personal goals, and understanding and interacting with the wider community. In Topic 2, students develop their skills of numeracy and learning through activities that relate to preparing for and seeking employment, operating in an existing workplace, and/or entering a new work environment.

Students use mathematics to make sense of the world and learn to apply mathematics in a context for a social purpose. Students should come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. It is an active process of gaining understanding and developing skills that draws on students' prior knowledge and experiences as they shape meaning.

When this pathway is chosen students then have the option of not studying mathematics in senior school.

When this pathway is chosen students then have the option of not studying mathematics in Year 11 and 12.

#### Topics Studied

- Personal Identity
- Preparing for Employment

#### Assessment

- Oral Presentation
- Written Presentation
- Exam

#### Pathways to Senior Subjects

- Essential Maths
- When this pathway is chosen students then have the option of not studying mathematics in senior school.

# CORE SUBJECT

## MATHEMATICS

Two to three classes in Year 10 will be extended within the same strands and proficiencies of Year 10, offering these students an experience with concepts required in Year 11 and 12—either General Maths or Mathematical Methods.



**Year 10 Mathematics is organised around the interaction of three content strands and four proficiency strands, following the Australian Curriculum.**

The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. These strands describe how content is explored or developed, that is, the thinking and doing of mathematics.

The mathematics curriculum provides the opportunity to apply mathematical understanding and skills in context, both in other learning areas and in real world contexts.

Students develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives.

Students will require their laptop and a scientific calculator. Protractors and compasses will also be used in some units. Desmos (a software graphing program) and excel will also be utilised.

Two to three classes in Year 10 will be extended within the same strands and proficiencies of Year 10, offering these students an experience with concepts required in senior—either General Maths or Mathematical Methods. Other classes will work towards more streamlined benchmark achievement standards in preparation for a senior Essential Mathematics course.

### Topics Studied

- Financial Maths
- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

### Assessment

- Semester Tests
- Problem solving and modelling tasks

### Pathways to Senior Subjects

- Essential Mathematics
- Mathematical Methods
- Specialist Mathematics



**Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.**

The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical & creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods.

In Year 10, students study 5 strands of science - Biology, Chemistry, Physics, Agricultural Science and Marine Studies. Teachers will rotate through these to get a taste of each in preparation for Year 11 selections.

Extra-curricular activities offered include: Griffith University Engineering Challenge, Brain Bee competition, Chemical Analysis Competition (Titration), Science Trivia Challenge and Science Ambassadors.

#### Topics Studied

- Agricultural Science
- Biological Science
- Chemical Science
- Marine Science
- Physical Science

#### Assessment

- Topic exams
- Data tests
- Student experiments
- Research Investigations

#### Pathways to Senior Subjects

- Agricultural Science
- Biology
- Chemistry
- Marine Science
- Physics
- Psychology
- Aquatic Practices

## DESIGN AND TECHNOLOGIES

Students explore design problems within the framework of a 'graphic design process' where they identify, explore and communicate a graphical solution to a need of the target audience.



**Design and Technologies engages students in solving design problems and presenting their ideas and solutions as graphical products.**

Design and Technologies is an elective subject within the Design & Technologies subject area of the Australian Curriculum.

Students explore design problems within the framework of a 'graphic design process' where they identify, explore and communicate a graphical solution to a need of the target audience.

In the development of a solution to a design problem, students sketch and draw freehand, develop spatial cognition and visualisation, produce graphical representations in both 2-dimensional and 3-dimensional formats and use existing and emerging technologies (CAD) to present solutions graphically.

This course contributes to the development of technological literacy and develops the communication, analytical and problem-solving skills required for a large number of educational and vocational aspirations, including the fields of graphic design, industrial design, built environment design, engineering, urban and regional planning, surveying and spatial sciences and building paraprofessionals.

This subject would benefit students choosing Design and Technologies subjects in Year 11 and 12.

**Topics Studied**

- Built Environment Design
- Architectural Design
  - Industrial Design
  - Graphic Design

**Assessment**

- Design Folios
- Short Response Exam

**Pathways to Senior Subjects**

- CPC10120 Certificate I in Construction
- UEE22011 Certificate II in Electrotechnology (Career Start)
- MEM20413 Certificate II in Engineering Pathways
- MEM30505 Certificate III in Engineering (Technical) CAD

## DESIGN AND TECHNOLOGIES (FOOD AND MATERIALS) FOOD



Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

**The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Design and Technologies (Food and Materials 1) for the individual and society.**

There are increasing community concerns about food issues, including:

- Hygiene and safety
- Nutritional claims and the nutritional quality of food
- Genetic engineering, functional food
- Environmental impact of food production processes

Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

This course is the focused study of food units. There are no prerequisites for any of the units. The units of study teach the interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices.

### Topics Studied

#### Sustainable Farming Methods

- Sustainable Foods
- Techno Foods
- Preservation of Foods
- Local and Seasonal Produce
- Food Systems

#### Assessment

- Research Assignments
- Practical Activities
- Design Brief Folio

#### Pathways to Senior Subjects

- Food and Nutrition
- SIT20316 Certificate II in Hospitality *with option of* SIT30616 Certificate III in Hospitality

## DESIGN AND TECHNOLOGIES (FOOD AND FIBRE) TEXTILES



**Design and Technologies (Food and Fibre) Textiles** is about the wellbeing of people in their everyday living. It aims to provide students with the skills to meet the ever increasingly complex challenges they will find in their personal and family lives.

Textiles is about developing the student's:

- Technical skills
- Ability to manage resources
- Skills in design
- Ability to create solutions to practical problems
- Ability to think critically and solve problems

This unit will allow students to extend their knowledge and understanding of textiles. Students will study various components including; design process, colour mixing, textile products, design challenges, design ideas and creating.

Students will investigate and also gain an understanding on design process from design sketch to final product. There will be a greater focus on the practical aspect of this unit, creating confident and talented textiles students.

### Topics Studied

#### Edgy Street Wear

- Upcycle a denim garment with embellishment
- Functional properties of natural fibres; organic cotton, fleece knit
- Design and produce a Hoodie pullover with personalised embellished motif
- Fashion Illustration

#### Capsule Wardrobe Movement

- Create a client profile
- Identify key classic wardrobe pieces for a client based on fashion style
- Design and produce a day wear garment using traditional construction techniques
- Digital Fashion Illustration skills using Adobe Illustrator and Photoshop

#### Assessment

- Research Assignment
- Practical Activities
- Process Journal

#### Pathways to Senior Subjects

- Fashion



Students will gain experience in marking and cutting out, spot welding, filing and assembling several projects.

**Design and Technologies (Engineering and Materials) Metal students will gain experience in workshop safety and understand the basis of the Queensland Workplace Health and Safety Act.**

They will participate in our College's OnGuard safety program and will gain certificates of completion for a variety of safety units.

This course is an elective within the Design & Technologies subject area of the Australian Curriculum.

During the course participants will be building products using a variety of machinery, hand and power tools. Students will gain experience in marking and cutting out, spot welding, filing and assembling several projects.

Students will explore a number of design problems and will follow the design process to research and develop a practical solution. Creating a working drawing and sequence of production to guide them in making a project. Students will then evaluate the process and the project created, then suggest ways to improve for next time.

#### Topics Studied

- Tool Box
- Bottle Opener Design
- Fabricated Vice
- Brazier

*(Projects may vary)*

#### Assessment

- Design Folios
- Short Response Exam
- Report
- Logbook/Project Evaluation

#### Pathways to Senior Subjects

- CPC10120 Certificate I in Construction
- UEE22011 Certificate II in Electrotechnology (Career Start)
- MEM20413 Certificate II in Engineering Pathways
- MEM30505 Certificate III in Engineering (Technical) CAD

During the course participants will be building timber products using a variety of materials, machinery, hand and power tools.



**Design and Technologies (Materials and Technologies) students will gain experience in workshop safety and the Queensland Workplace Health and Safety Act.**

Students will participate in our College's OnGuard safety program and will gain certificates of completion for a variety of safety units.

This course is an elective within the Design & Technologies subject area of the Australian Curriculum.

During the course participants will be building timber products using a variety of materials, machinery, hand and power tools. Gaining experience in marking and cutting out, assembling, gluing, sanding and finishing several projects.

Students will explore design problems, follow the design process to research and develop practical solutions. Creating working drawings and sequence of production to guide them. Students will then evaluate the process and the project created, then suggest ways to improve for next time.

#### Topics Studied

- Trinket Box
- iPod Dock Design
- Stool

*(Projects may vary)*

#### Assessment

- Design Folios
- Short Response Exam
- Report
- Logbook/Project Evaluation

#### Pathways to Senior Subjects

- CPC10120 Certificate I in Construction
- UEE22011 Certificate II in Electrotechnology (Career Start)
- MEM20413 Certificate II in Engineering Pathways
- MEM30505 Certificate III in Engineering (Technical) CAD

# ELECTIVE SUBJECT

## DIGITAL TECHNOLOGIES



Students explore the ways data is created, stored, and accessed, including relational databases.

### **The area of technology is emerging as a major field of employability in future skills.**

Whether you want to hone your problem-solving skills, work within the fields of AI, web development, engineering, mechatronics or cybersecurity, digital technologies is for you.

The 204 billion mobile app downloaded each year earn over \$US 800 billion per year!

We explore what makes a good user experience and how to integrate this into user interface design for web and mobile apps. Students explore by experimenting with prototyping their web app and presenting to potential users in a rapid testing mode.

This is followed by bringing their app to life using html, css and bootstrap to code and create a functional web app ready use. Students can create professional web apps, consolidating their previous knowledge of software development. Coding knowledge is preferred, but not assumed.

The security of personal, corporate, and public data is paramount as we defend systems from cyber-attack. Students explore the ways data is created, stored, and accessed, including relational databases.

Lastly, we look at unmanned aerial vehicles (UAVs or drones), their current and future applications. Students experiment with programming them to

work autonomously and carry out a prepared task.

Competitions include:

- National Computer Summer School (NCSS) programming competition is provided, which may result in being invited to attend further opportunities with UNSW.
- CyberTaipan CSIRO cybersecurity challenge, based on the US military Patriot Games.

### **Topics Studied**

- Coding (Python, SQL, HTML, CSS)
- Databasing
- Cybersecurity
- UX and UI
- Web design

### **Assessment**

- Projects
- Assignments

### **Pathways to Senior Subjects**

- Digital Solutions

## DANCE



**The study of Dance heightens students' personal and physical wellbeing, improving self-confidence and fostering their creative and problem-solving abilities.**

The Junior Dance course allows students, male and female, to learn about and acquire skills in many aspects of dance. The course is organised around the three central areas of choreography, performance and appreciation.

To enhance their experience with this art form, students are given the opportunity to perform at eisteddfods and school concerts, as well as attending excursions to view the work of professional companies. Choreography is the making of dances and students gain skills in experimenting with the elements of movement to construct movement sequences. Through the study of performance, students develop physical and expressive skills required when dancing in a variety of styles. The appreciation aspect encourages students to learn about the history of dance styles and features of dance in our society.

**It is not necessary for students to have studied dance prior to participating in this subject.**

However, at least an average level of general coordination is recommended. While there is an emphasis on practical work (approximately 70%), the theory component (approximately 30%) is very important.



The study of Dance in Year 10 is not a prerequisite for Senior Dance studies, however, it is considered an advantage.

#### Topics Studied

- Choreography skills, including improvisation, in various styles
- Effective performance skills including: physical technical skills, especially those within a jazz style, conditioning of body for dance performance, expressive skills required for dance presentations, rhythmic aspects of performance
- Production elements to enhance performance (inc. Costume, make-up, hair)
- Creative Arts industry overview and analysis of related careers

#### Assessment

- Performance of routines and dances in various styles (inc. Jazz)
- Choreography of movement sequences using the elements of dance
- Appreciation of theoretical aspects of dance and performance through written and oral tasks

#### Pathways to Senior Subjects

- Dance
- CUA30120 Certificate III in Dance

## CUA30120 CERTIFICATE III IN DANCE

The CUA30120 Certificate III in Dance qualification reflects the role of a person working in a varied context in the live performance industry, using some discretion and judgement and relevant theoretical knowledge.

CUA30120 Certificate III in Dance is an optional course which is studied concurrently with Dance. Students may elect to complete CUA30120 in addition to Dance or as an individual course.

### Aims – What do Students Learn

Code	Competency Name
CUACHR311	Develop basic dance composition skills
CUADAN331	Integrate rhythm into movement activities
CUAIND311	Work effectively in the creative arts industry
CUAPRF317	Develop performance techniques
CUAWHS311	Condition body for dance performance
CUADAN314	Develop dance improvisation skills
CUADAN318	Increase depth of contemporary dance techniques
CUAMWB401	Develop and implement own self-care plan in the creative industries
CUAPRF316	Develop basic musical theatre techniques
BSBPEF201	Support personal wellbeing in the workplace
CUACHR412	Create short dance pieces
CUAMUP311	Prepare personal appearance for performances
CUAWHS211	Develop a basic level of physical fitness for dance performance

### Assessment

Completed over two years

- Demonstration of physical and expressive performance skills in a variety of dance styles
- Completion of work booklets and theoretical assessment tasks
- Practical demonstration of required skills and processes
- Entry Requirement: Audition
- There is no work placement day for Certificate III in Dance

Recommendations: Students should have current or previous extensive dance experience outside of school.

### Other Requirements

Students are required to purchase a Certificate III Dance uniform to be worn on assessments and industry visits.

### Partnership

This qualification is delivered by Marymount College on behalf of Australian Teachers of Dancing. A Marymount College teacher will deliver the training on site at Marymount College.

### RTO Obligation

We guarantee that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students who are deemed competent in all units of competency will be awarded a Qualification and a Record of Results. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### Funding

Eligible students will be able to access Vocational Education & Training in schools (VETiS) funding. VETiS is funded through Queensland Government. For more information on VETiS visit <https://desbt.qld.gov.au/training/providers/funded/vetis>



<b>Subject Code</b>	CUA30120
<b>Certificate Level</b>	III
<b>Registered Training Organisation</b>	Australian Teachers of Dancing Ltd, 27/20-22 Ellerslie Road, Meadowbrook QLD 1800 106 227
<b>RTO Number</b>	0088
<b>Prerequisites</b>	Students should also select Dance
<b>Delivery Location</b>	Marymount College Dance Studio
<b>Course Duration:</b>	2 years
<b>QCE Credits</b>	8 Based on 4 semesters of study at SA or higher
<b>2021 Fee for Service</b>	\$240 per annum charged at \$60 per term
<b>2022 Fee for Service</b>	\$300 per annum charged at \$75 per term

## DRAMA



**In Drama, students engage in aesthetic learning experiences that develop the 21st century skills of critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information and communication technologies (ICT) skills.**

They learn how to reflect on their artistic, intellectual, emotional and kinaesthetic understanding as creative and critical thinkers and curious artists. Additionally, students will develop personal confidence, skills of inquiry and social skills as they work collaboratively with others.

The objectives of the Drama course are to develop students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. The unique learning that takes place in Drama promotes a deeper and more empathetic understanding and appreciation of others and communities. Innovation and creative thinking are at the forefront of this subject, which contributes to equipping students with highly

transferable skills that encourage them to imagine future perspectives and possibilities.

Students will be required to attend several excursions to view theatre performances throughout the year. These performances will be analysed as part of class activities and assessment work.

### Topics Studied

- Semester 1: Play Study, Shakespeare
- Semester 2: Cinematic Theatre, Directing

### Assessment

- Performances
- Assignment
- Short answer tests
- Research task

### Pathways to Senior Subjects

- Drama
- Drama in Practice
- Film, Television and New Media
- English



### 1: Media Stories

Stories are ultimately produced for audiences, and it is audiences who play a key role in creating meaning out of them. By engaging with stories across different platform such as Film, Television, Music Videos, social media and gaming, audiences gain a range of benefits for their own lives.

In this unit, you investigate the ways in which story takes different forms in different contexts across media. You will focus on how representations and languages engage audiences in stories. By investigating the use of story forms in narrative and non-narrative formats, you study that different social and cultural groups can use story forms in different ways. You learn that story forms change and evolve according to contexts of production and use.

### 2: Media Influence

As the media platforms have become increasingly popular, they have also become more significant in providing a platform for individuals voices to be influential in the media. Your world is saturated with media, and it is important for you to gain an understanding of how that world works and be critical consumers and producers of media content.

In this unit you will evaluate how technical and symbolic elements are manipulated in traditional media such as documentaries, short film and music videos and new media such as YouTube, Instagram and Tik-Toc to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences.

Learning in Media Arts involves students making and responding to media arts independently and in small groups, and with their teachers and communities. The subject involves students understanding elements involved in analysing, designing and creating media products. Media Arts emphasise developing creative talents, IT competencies and organisational skills that can be transferred to students working and recreational lives. This subject enables students to acquire 21st Century skills needed in today's globalised society.

**Semester 1:** Media Stories

**Semester 2:** Media Influence

#### Assessment

Responding:

- Case study Investigation
- Responding exam

Making:

- Pre-production: Treatments, Scripts, Shot-lists and Storyboards.
- Production: Filming and editing media productions (Mini-Documentary/ Music Video/ Short film, YouTube Video)

#### Pathways to Year 11 & 12 Subjects

- Film, Television & New Media
- Media in Practice
- Drama

Music is a sequential course that builds self-discipline, confidence, creativity, teamwork, problem solving logic, perspective, spatial awareness coordination, literacy, and numeracy skills.

**Music is offered to students of all ability levels. It is designed to introduce students to the elements of music terminology, performance, and composition techniques. Students study a variety of styles and musical concepts, and assessment tasks are always differentiated to suit individual students' style of music making.**

Semester 1 (Unit 1: Covers) focuses on developing students' understanding of scales and chords, and their prevalence in popular music, closely linked to styles with which students are familiar. The ability to manipulate and modify existing musical ideas is an essential and highly beneficial skill when developing creativity.

Semester 2 (Unit 2: Music of Protest) builds on this knowledge of scales, chords, and chord progressions in order to explore how artists and composers have used musical ideas and concepts to communicate social and civil unrest. Protest music continues to occupy an important role in society.

Numerous scientific studies and research suggest enhanced cognitive benefits and heightened brain development when students study a course in Music. As studies in Music develop all areas of the brain, it is also suggested that other curriculum areas such as Mathematics, the Sciences, Language/English, as well as other Humanities and creative subjects can greatly benefit with Music education.



### Topics Studied

- Continued development of commonly used scales, chords, and chord progressions on students' own choice of instruments
- Study of popular and classical music across a range of styles and genres
- How musicians and artists manipulate music concepts to recreate and cover songs
- The exploration of how music has been used as a vehicle for social change through protest and resistance

### Assessment

- Performance: Own choice of song/work, own choice of instrument
- Composition: Own choice of style and instruments using music concepts learned in class
- Integrated task: Students' choice of performance or composition with an accompanying analysis on a student devised topic
- Exam: Music concepts covered throughout the course

### Pathways to Senior Subjects

- Music – Year 11 and 12 ATAR subject
- Music Extension – Year 11 preparatory subject for year 12 (non ATAR in Year 11)
- Music Extension – Year 12 ATAR subject



**The Visual Arts course in Year 10 provides students with the opportunity to develop their inherent imagination, creative problem solving and arts making skills.**

The subject is predominately practical with a theory component which allows students to analyse and respond to different artworks.

Art develops strategies, skills and a sense of accomplishment that will benefit all areas of life. Students are required to approach tasks from different perspectives, think “outside the box” and foster creative problem solving strategies. Through learning from mistakes and receiving constructive feedback students develop resilience. Creating art is challenging and enjoyable, students learn perseverance, accountability and the importance of maintaining focus and dedication to a task.

Students are encouraged to develop aesthetic sensitivity, knowledge, understanding and skills in line with the National Curriculum.

#### **Visual Art Extension**

The Fairweather Art Group, named after the eccentric and inspiring artist Ian Fairweather who finished his career in SE QLD meet after school on Wednesdays. It is open to all art students and provides opportunities for students to extend their arts practice. It includes visits to local galleries,

workshops by visiting artists and extra support for their own or school art projects. The school also looks for opportunities to enter students work in a range of local and national competitions.

#### **Topics Studied**

- Realism to Abstraction-2D mixed media
- “My Dreams my Nightmares” Surrealism- drawing, painting, digital media, 3D
- Off the Wall - drawing, sculpture, 3D Art
- “Object of My Obsession”  
Exploring different practical and conceptual approaches in art to communicate meaning.

#### **Assessment**

- Practical folio of work involving- researching, developing, resolving
- Visual Diary
- Assignment or response to stimulus exam

#### **Pathways to Senior Subjects**

- Visual Art
- Visual Arts in Practice
- Film, Television and New Media

Visual Art is not a prerequisite but it is an advantage for students wishing to study art in Years 11 and 12.







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