



MARYMOUNT

College

YEAR 9



**SUBJECT
SELECTION
HANDBOOK
2021**

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“The College Vision is Life long, life-giving learning. This involves learning 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. ”

PRINCIPAL’S MESSAGE

The majority of Year 9 study is in the core curriculum: English, Health and Physical Education, Humanities, Mathematics, Religion and Science. This means that selection of elective subjects for Year 9 allows students to study four electives for a semester each, based on their interests and abilities.

Subject information is intended to help parents and students as they make the difficult selection of their four choices in order of preferences. We hope to be able to give the majority of students their first two choices. However, a number of students will need a third choice. A very small number may need a further choice.

Please peruse these pages carefully and look for elements that appeal to your interests across three or four subjects and then rank them in the order of your interest. Don’t hesitate to ask for help from our staff. They have many years of experience and are only too happy to be of assistance.

Best wishes for the rest of the year.

Chris Noonan

Principal



“Our 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.”

ASSISTANT PRINCIPAL’S MESSAGE

Many students in Year 8 have thought about their future, but are still uncertain about courses or careers they would like to follow after they have finished school. It is wise, therefore, when looking at subject choice, to keep your options open. This means choosing a selection of subjects, which make it possible for you to continue thinking about your career path over the next year before making more definite choices as you approach Year 10.

After students have made their choices, the school places the courses in groups to create a timetable. In doing so, some students may find that the courses they would like to do will be taught at the same time. Also, it may not be possible to run a course if too few students choose to study it. In these cases, the students’ next preference will be allocated.

As an overall plan, it is suggested that you choose subjects:

- You enjoy, in which you have already had some success
- Which will develop skills, knowledge and attitudes useful throughout your life
- Which will assist you in making career choices.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided and ask for help along the way, you should come up with a list of subjects which meet your needs

Katrina Nicholson

Assistant Principal Junior Curriculum

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Year 9 Subjects

Students will study the SIX core subjects and choose FOUR electives to study over two semesters.

	Core (full year)	Elective (semester)
English	<ul style="list-style-type: none"> English 	
Humanities	<ul style="list-style-type: none"> Religious Education History 	<ul style="list-style-type: none"> Economics and Business Geography
Health & Physical Education	<ul style="list-style-type: none"> Health & Physical Education 	<ul style="list-style-type: none"> HPE Movement and Physical Activity (Advanced Sports Program)(full year)
Languages		<ul style="list-style-type: none"> French (full year) Japanese (full year)
Mathematics	<ul style="list-style-type: none"> Mathematics 	
Science	<ul style="list-style-type: none"> Science 	
Technologies		<ul style="list-style-type: none"> Digital Technologies 1: Mechatronics and Robotics Digital Technologies 2: Character Design & Virtual Reality Design and Technologies Design and Technologies (Engineering and Materials) Metal Design and Technologies (Materials and Technologies) Wood Design and Technologies (Food and Materials) Food Design and Technologies (Food and Fibre) Textiles Design and Technologies (Food and Fibre) Agriculture 1 Design and Technologies (Food and Fibre) Agriculture 2
The Arts		<ul style="list-style-type: none"> Dance 1 - Stylin' Dance 2 - The Greatest Show Drama 1 - Drama in Action Drama 2 - Drama in Production Media Arts 1- Hollywood Heroes Media Arts 2 - Hollywood Genres Music (full year) Visual Art 1- Inspired Visual Art 2 - Fragmented

Choosing Subjects

CORE SUBJECTS

Term 1	Term 2	Term 3	Term 4
←		Religious Education	→
←		English	→
←		Mathematics	→
←		Science	→
←		History	→
←		Health & Physical Education	→
Elective 1		Elective 2	
Elective 3		Elective 4	

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 the senior years.

For example: Music 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.

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.

Student Services

CAREERS OFFICE

The Careers Office is situated in the P&F Courtyard and is accessible to all students and 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.

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. Appointments can be made directly with the counsellor before and after school, during recess and lunch time, or through SAO.

Group workshops and relaxation classes are also available by request. A number of books, pamphlets and audio tapes are also available for use by the students



BE PREPARED TO ASK FOR ASSISTANCE

Course selection is an important time for students and one that needs the advice and support of parents and teachers. Please feel free to contact the College for assistance.

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. We encourage them to be critical thinkers, making informed decisions. The Library offers students a welcoming environment in which to study and read.

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.

Religious Education



There are two distinct complementary dimensions –classroom teaching and learning of religion, and the Catholic Christian ethos and religious life at the school. This includes the formal in-class work and the broader religious life of the College (Reflection Days off campus, Liturgies, Prayer Life, Traditions, Feasts and Celebrations).

Religious Education is a compulsory subject and is studied for three periods per week. Students are expected to complete set tasks in keeping with the roles for lifelong learners and our aim is to develop students' religious literacy. The Religious Education program at Marymount College has been prepared in accordance with Archdiocesan guidelines and approved by the Archdiocesan Accreditation panel.

A Religious Education program is not static. It continues to develop to meet the students' needs. Resources, teaching methodology, emphasis within the program, assessment techniques and criteria, will mature over implementation time.

Students are required to demonstrate overall performance according to set standards. The demonstration of learning outcomes for each strand studied is monitored and recorded in student folios during the four strands studied during the four terms of the school year. These are inter-related and their content is taught in an integrated way.

The four strands are:

- Beliefs
- Church
- Christian Life
- Sacred Texts.

Students at Marymount College are expected to participate fully in the Religious Education Program.

Topics Studied

- Making sense of Jesus
- Learning from the Past
- Let There Be Light
- Restoring the Balance

Assessment

- Creating a Storybook
- Writing Journal Entries
- Response to Stimulus Exam
- Oral Presentation.

Pathways to Year 11 & 12 Subjects

- Religion & Ethics
- Study of Religion
- 10741NAT Certificate III in Christian Ministry and Theology
- 10742NAT Certificate IV in Christian Ministry and Theology

Topics Studied

- Poetry to Prose: Imaginative
- Social Justice: Persuasive
- Speculative Fiction: Analytical
- Modernising Shakespeare: Analytical

Assessment

- Written imaginative (exam conditions)
- Spoken persuasive (assignment)
- Written analytical (assignment)
- Multiple choice comprehension (exam conditions)

Pathways

All aspects of the Middle Years English program are designed in preparation for the senior QCE and ATAR system.

- Literature
- General English
- Essential English



The Year 9 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 years of schooling.

- Students examine a range of contemporary literature, including poetry and dystopian fiction, as well as media material that is directly relevant to their present and future lives.
- An increased level of challenge is built into tasks throughout each year as students move through their middle years of schooling. These tasks are purposefully aligned with the text structures and cognitive demands of the senior ATAR system.
- Technical control of language is emphasised through a strong focus on grammar, vocabulary, spelling and expression. Students learn how to master writing for a particular purpose and audience.
- Comprehension is an integral part of the English program in the middle years, with students developing their skills in literal, inferential and evaluative understanding.
- The English program is designed to assist students to become self-directed learners. Feedback is purposefully shaped to help them develop independence in editing and refining ideas.

History



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. History is a core subject of the Australian Curriculum.

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
- Communicate effectively in written and spoken forms across a range of genres.

Year 9 History focuses on key events that shaped Australia and the Modern World.

Topics Studied

The Making of the Modern World

- The Industrial Revolution
- The History of Australia 1750 – 1918
- World War One

Assessment

Students will undertake three pieces of assessment in Semester I and two pieces of assessment in Semester II from the following options:

- Assignment
- Short Answer Test
- Source Study Test
- Research Task
- Short Response Test

Pathways to Year 11 & 12 Subjects

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

Economics and Business

Topics Studied

- Business Environments
- Marketing Management:
- including the creation of a chocolate product
- Economics and Globalisation - including an excursion to Tommerups Dairy Farm

Assessment

- Short Response Exam
- Marketing Report
- Product Creation

Pathways to Year 11 & 12 Subjects

- Accounting
- Business
- Economics
- BSB20115 Certificate II in Business
- BSB30115 Certificate III in Business
- BSB50215 Diploma of Business



Economics and Business focuses on developing an awareness of the role of business and commerce in society and the technology on which business heavily relies.

It has been designed for students who wish to gain a wider education by developing skills, understanding and abilities relating to the world of business. Business impacts on and presents a range of challenges to individuals, members of groups and organisations in their roles as citizens, consumers, workers or entrepreneurs. These challenges include:

- Participating as a responsible citizen in business environments
- Making consumer decisions to meet the needs and wants of self and others
- Managing and processing information
- Owning or managing a business enterprise or venture.

In today's commercially oriented world, the need for business understanding is more vital than ever. 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.

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

Geography



Geography is offered as two stand-alone elective units. Students may choose to study one unit alone in either semester or choose Geography in both semesters.

Geography helps students to 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

- Biomes and Food Security. Includes a Field Trip paddling in kayaks up Currumbin Creek
- Geographies of Interconnections. Investigating how people are connected socially, environmentally and economically in the 21st Century

Assessment

Assessment may take the following forms:

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

Pathways to Year 11 & 12 Subjects

- Biology
- Economics
- Geography
- Legal Studies
- Marine Science
- Modern History

Health and Physical Education

Topics Studied

- Touch Football
- Netball
- Multicultural Games
- Fitness Training
- Mind Matters
- No Train, No Gain
- Excellence in Health
- Respectful Relationships

Assessment

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

Pathways to Year 11 & 12 Subjects

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



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, and 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. Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

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 - Body Systems
- Term 2 - Biomechanics
- Term 3 - Sports Nutrition
- Term 4 - Drugs in Sport

Assessment

- Practical Assessment 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, Multi-modal presentations, assignments and analytical application

Pathways to Year 11 & 12 Subjects

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

French

Topics Studied

- School Life in France
- Daily Routines
- Your House
- A French Town
- Shopping
- Leisure Activities
- Daily Meals
- Sport
- Body Parts Description of Oneself

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 Year 11 & 12 Subjects

- French

Note: This course is for the full year



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.

Improved brain development

- Faster rates of development in cognitive functioning
- Improved brain functionality
- Better analytical skills which transfer across all subjects
- Improved skills of observation and ability multi-task.

Higher academic performance

- Students who study languages tend to score better on standardised tests than their monolingual peers, particularly in categories of maths, reading and vocabulary.

Improved literacy

- 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.

Increased opportunities in the Global Economy

- Emotional intelligence increases employability. Culture is a key component in relating to and interacting with others.
- Global integration and international mobility have increased rapidly in the past decade – communication, travel and business between countries is more common.

(BCE Briefing Paper No. 1 2018)

Japanese



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.

Improved brain development

- Faster rates of development in cognitive functioning
- Improved brain functionality
- Better analytical skills which transfer across all subjects
- Improved skills of observation and ability multi-task.

Higher academic performance

- Students who study languages tend to score better on standardised tests than their monolingual peers, particularly in categories of maths, reading and vocabulary.

Improved literacy

- 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.

Increased opportunities in the Global Economy

- Emotional intelligence increases employability. Culture is a key component in relating to and interacting with others.
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(BCE Briefing Paper No. 1 2018)

Topics Studied

- Food and drink
- Month, dates, & days of the week
- Hobbies
- Daily routines and activities

Assessment

- Reading exam
- Writing exam
- Listening exam
- Speaking exam
- Multi-modal projects
- Hiragana & Katakana tests

Pathways to Year 11 & 12 Subjects

- Japanese

Note: This course is for the full year

Mathematics

Topics Studied

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

Proficiency Strands

- Understanding
- Fluency
- Problem Solving
- Reasoning

Assessment

- Unit Tests
- Assignments

Pathways to Year 11 & 12 Subjects

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics



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 will use online programs to support their classroom activities and provide alternative learning experiences.

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. The more mathematically able classes will be exposed to content and experiences in all strands which will develop understanding and higher order thinking processes necessary for the more difficult mathematics subjects in senior school.

Teachers set homework and class tasks as part of the ongoing assessment of the progress and application of the individual.

In Year 9 classes are created based on Year 8 Semester 2 results. Results of assessment in Year 9 Mathematics will give the information required to guide placement of students in Mathematics classes in Year 10.

Science



In Science, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems.

They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

By the end of Year 9, students use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas.

Topics Studied

- Physics – Waves & Particles
- Biology - Ecosystems
- Earth science – The changing earth
- Chemistry – The patterns of Chemistry

Assessment

- Topic exams
- Experimental lab reports
- Major science project for Science night
- Multi-modal presentations
- In class tasks

Extension Activities

- Science Night
- Griffith Uni Science Competition
- STAQ Science Competition
- Griffith University Trivia Challenge

Pathways to Year 11 & 12 Subjects

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

Digital Technologies 1: Mechatronics and Robotics

Topics Studied

- Mechatronics
- Robotics

Assessment

- Projects

Pathways to Year 11 & 12 Subjects

- Digital Solutions
- ICT30115 Certificate III in Information, Digital Media and Technology



Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.

It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Think of the movie Transformers. If these machines were real, a Mechatronic Engineer would have been behind the design, build and coding of them. Robots today are making pizzas, performing surgery, performing repetitive tasks and getting close to the danger in bomb disposal situations. Uber is already using automated systems to drive passengers to their destinations and Guzman and Gomez are using drones for delivery in Canberra.

Automation and robotics have enormous potential to help people. Think of the possibility of an exoskeleton for a person currently confined to a wheelchair to help them move again or combining robotics with AI to cure blindness.

Making a difference in the world is being a creator, not a user of technology.

Digital Technologies 2: Character Design & Virtual Reality



Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions.

It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

Bring yourself into the world of animation by designing and creating your own characters and worlds, bringing them to life!

Designing monsters for the movie set used to take months and animatronics. It's now possible to create your character on the screen, adjust the way it moves in just minutes.

Using Photoshop and Character Animate, we'll produce monsters and give them a monster-world to interact within.

You are in control of the character and where they live, how they move and what the world looks like.

Topics Studied

- Character Design
- Virtual Reality

Assessment

- Projects

Pathways to Year 11 & 12 Subjects

- Digital Solutions
- Information and Communication Technology

Design and Technologies

Topics Studied

- Architectural Design
- Industrial Design
- Graphic Design

Assessment

- Design Folios
- Short Response Exam

Pathways to Year 11 & 12 Subjects

- CPC10111 Certificate I in Construction
- UEE22011 Certificate II in Electrotechnology (Career Start)
- MEM20413 Certificate II in Engineering Pathways



Design and Technologies enables students to become creative and responsive designers. They will 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.

Students will develop the knowledge, understanding and skills required to become discerning decision-makers.

In the development of a solution to a design problem, students will learn to sketch and draw freehand. They will develop spatial cognition and visualisation, produce graphical representations in both 2-dimensional and 3-dimensional formats and use existing and emerging technologies.

Studying Design Technologies will motivate students and engage them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work.

Student will use 3D Printers, Laser Cutters, C.A.D software and other emerging technologies to produce effective and meaningful solutions to identified problems or opportunities in personal, family, community and global context.

Design and Technologies (Engineering and Materials) Metal



Design & Technologies (Engineering and Materials 1) students will gain experience in Workshop Safety and understand the basis of 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.

During the course participants will be building products using Galvabond, Tin Plate, Mild Steel and Aluminium. Students will also experience creating some Thermo Plastics projects. The course will allow the use of variety of machinery, hand and power tools. Gaining experience in marking and cutting out, 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, and then suggest ways to improve for next time.

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Topics Studied

- Carry all
- Dice (welded)
- Sliding Lid Toolbox

Assessment

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

Pathways to Year 11 & 12 Subjects

- CPC10111 Certificate I in Construction
- UEE22011 Certificate II in Electrotechnology (Career Start)
- MEM20413 Certificate II in Engineering Pathways
- Design

Design and Technologies (Materials and Technologies) Wood

Topics Studied

- Waste Paper Basketball Hoop
- Instrument Case
- CO Dragster Design
- LED Desk Lamp
- Project may vary

Assessment

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

Pathways to Year 11 & 12

Subjects

- CPC10111 Certificate I in Construction
- UEE22011 Certificate II in Electrotechnology (Career Start)
- MEM20413 Certificate II in Engineering Pathways



Design and Technologies (Engineering and Materials 2) students will gain experience in Workshop Safety and understand 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.

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

Students will explore a Design problem and will 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.

Design and Technologies (Food and Materials) Food



Design and Technologies (Food and Materials 1) teach the interaction between personal, social, cultural and environmental factors influences health behaviours, including nutrition and physical activity choices.

Food habits change as a result of economic, social, cultural, technological and environmental factors. In Australia, consumers are confronted by an increasing array of food products designed to complement our changing lifestyles. Making informed food decisions requires an explicit understanding of nutrition principles in both theory and practice, and this is embedded in this course. This is essential to the development of sound food habits and contributes significantly to the well-being of all Australians. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Topics Studied

- Cultural Food Around the World

Assessment

- Test
- Design Brief Folio
- Practical Activities

Pathways to Year 11 & 12 Subjects

- Certificate II in Hospitality
- Certificate III in Hospitality
- Food & Nutrition

Design and Technologies (Food and Fibre) Textiles

Topics Studied

Sew Many Threads

- Functional Properties of Cotton Textiles
- Environmental and sustainable issues in relation to the cotton industry in Australia
- Pencil Case
- Day wear Unit based on fast/slow fashion
- Produce a wrap skirt and Folio

Assessment

- Research Assignments
- Practical Activities
- Process Journal

Pathways to Year 11 & 12 Subjects

- Fashion



Design and Technologies (Food and Materials 2) 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 education is about developing the students:

- Technical skills
- Ability to communicate
- Ability to manage resources
- Skills in design
- Ability to create solutions to practical problems
- Ability to think critically and solve problems
- Textile Technology and Fashion.

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

Design and Technologies (Food and Fibre) Agriculture 1



Students will study the dairy industry and design a management plan for the rearing of three dairy calves. This will involve problem solving using the design process to research and develop practical strategies and solutions. They will create a learning journal to guide them in this process.

Students will also develop a plant production plan as they participate in the University of Queensland Sunflower growing competition. They will investigate production methods with the goal to maximise yields. Students will evaluate management plans designed and suggest ways for improvement.

Food and fibre are the human-produced or harvested resources used to directly sustain human life and are produced in managed environments such as farms or harvested from wild stocks. Challenges for world food and fibre production include an increasing world population, an uncertain climate and competition for resources such as land and water. Students need to engage in these challenges by understanding the processes of food and fibre production and by investigating innovative and sustainable ways of supplying agriculturally produced raw materials.

Design and Technologies (Food and Materials 3) is an elective within the Design & Technologies subject area of the Australian Curriculum.

Topics Studied

- Animal growth and development
- Calf nutrition
- Cows Create Careers
- Plant growth and development
- UQ sunflower growing competition

Assessment

- Journal showing Calf management plan
- Plant production folio (sunflowers)
- Written Test

Pathways to Year 11 & 12 Subjects

- Agricultural Science
- Food and Nutrition
- SIT20316 Certificate II in Hospitality *with option of* SIT30316 Certificate III in Hospitality (Traineeship)

Design and Technologies (Food and Materials 3) is a study of the economic, social, cultural, technological and environmental factors involved in the production of plants and animals. There are no prerequisites for this course. An outcome of this study is the recognition of the role food and fibre plays in the Australian economy in both professional and recreational pursuits.

Design and Technologies (Food and Fibre) Agriculture 2

Topics Studied

- Animal growth and development
- Incubation
- Hydroponic production and marketing
- Conducting an agribusiness

Assessment

- Journal showing poultry management folio
- Hydroponic Business Plan
- Written Test

Pathways to Year 11 & 12 Subjects

- Agricultural Science
- Food and Nutrition
- SIT20316 Certificate II in Hospitality *with option of* SIT30316 Certificate III in Hospitality (Traineeship)

Design and Technologies (Food and Materials 4) is a study of the economic, social, cultural, technological and environmental factors involved in the production of plants and animals. There are no prerequisites for this course. An outcome of this study is the recognition of the role food and fibre plays in the Australian economy in both professional and recreational pursuits.



Students will study the poultry industry and design a management plan for the incubation and rearing of layer chicks to 3 weeks old. This will involve problem solving using the design process to research and develop practical strategies and solutions. They will create a learning journal to guide them in this process.

Students will also develop a hydroponic business plan as they conduct an agribusiness. They will investigate production methods with the goal to run a successful business. Students will evaluate management plans designed and suggest ways for improvement.

Food and fibre are the human-produced or harvested resources used to directly sustain human life and are produced in managed environments such as farms or harvested from wild stocks. Challenges for world food and fibre production include an increasing world population, an uncertain climate and competition for resources such as land and water. Students need to engage in these challenges by understanding the processes of food and fibre production and by investigating innovative and sustainable ways of supplying agriculturally produced raw materials.

Design and Technologies (Food and Materials 4) is an elective within the Design and Technologies subject area of the Australian Curriculum.

Music



Music is offered to students of all ability levels. It is designed to introduce students to the elements of music terminology and performance techniques. Students are introduced to the world of music through a study of a variety of music styles.

Music is a sequential course that builds self-discipline, confidence, creativity, teamwork, coordination, literacy and numeracy skills. The program focuses on introducing and developing rhythm and aural skills, music literacy and the ability to sing and play in increasingly complex parts. Beginning with the most accessible instrument we all have – the voice – students will develop their musical literacy through a study of folk songs before applying these to instrumental performance and various musical styles.

Students studying music and extension music are encouraged to develop their skills through participation in the co-curricular music program.

Note: Music is a full year course.

Topics Studied

- CANTABILE (in a singing style)
- CON SPIRITO (With Spirit)
- ANIMATO (with animation)
- MAESTOSO (with majesty and grandeur)

Assessment

- Singing
- Playing
- Reading
- Writing
- Aurally and visually responding to music

Pathways to Year 11 & 12 Subjects

- Music
- Music Extension

Dance 1: Stylin'

Topics Studied

- Performance and choreography in various styles:
- Hip hop
- Street dance
- Commercial
- Contemporary
- Comparison of dance elements and contexts

Assessment

Making

- Performance of dances in various styles
- Choreography of movement sequences and dances (within a group)

Responding

- Written tasks and design folios

Pathways to Year 11 & 12**Subjects**

- Dance (General)
- CUA30113 Certificate III in Dance

Note: STYLIN' and THE GREATEST SHOW can be studied in isolation, however selecting both courses allows students to participate in a wider variety of performance opportunities and develop their skills to a higher degree.



Do you want to be... confident, coordinated, creative, communicative, critically aware?

Stylin' focuses on contrasting styles of dance, including street dance and contemporary genres. This unit empowers students with the ability to be more confident and creative by exploring the expressive capacity of their bodies.

Eisteddfods and competitions in Brisbane and the Gold Coast allow for the extension of performance skills developed through practical classes and assessment routines. Excursions to view the work of professional companies provides students with an insight into the inspiring heights that this unique art form can take.

Students improve their fitness, expressive and presentation abilities to ensure a healthy body and mind. In this way, the study of Dance heightens students' personal and physical wellbeing, improving self confidence and fostering their creative problem-solving abilities.

It is not necessary for students to have studied dance prior to choosing this subject and an average level of general coordination is recommended, as a minimum.

Dance 2: The Greatest Show



Do you want to be... confident, coordinated, creative, communicative, critically aware?

The Greatest Show takes dance 'on tour' and produces a series of entertaining concerts for Prep/Year 1 students at Marymount Primary and other schools.

Production elements including costume, make up, lighting, prop and set design are studied and students create a design folio to accompany their creation for the concert. Choreography skills are refined as students are able to select their own style to construct a dance for a group of performers. Performing a series of concerts in front of a live, enthusiastic audience is an opportunity for the strengthening of students' performance skills.

Excursions to view the work of professional companies provides students with an insight into the inspiring heights that this unique art form can take.

Students improve their fitness, expressive and presentation abilities to ensure a healthy body and mind. In this way, the study of Dance heightens students' personal and physical wellbeing, improving self confidence and fostering their creative problem-solving abilities.

It is not necessary for students to have studied dance prior to choosing this subject and an average level of general coordination is recommended, as a minimum.

Topics Studied

THE GREATEST SHOW

- Production elements
 - Make up
 - Costume
 - Lighting
 - Prop and set design
- Elements of dance
- Performance skills (inc. jazz)

Assessment

Making

- Performance of dances in various styles
- Choreography of movement sequences and dances (within a group)

Responding

- Written design folio

Pathways to Year 11 & 12 Subjects

- Dance (General)
- CUA30113 Certificate III in Dance

Note: STYLIN' and THE GREATEST SHOW can be studied in isolation, however selecting both courses allows students to participate in a wider variety of performance opportunities and develop their skills to a higher degree.

Drama 1: Drama in Action

Topics Studied

- Mask Work
- Physical Theatre
- Comedy
- Transformational Theatre
- Improvisation

Assessment

- Performances
- Assignment
- Short Answer Tests
- Research Task

Pathways to Year 11 & 12 Subjects

- Drama
- Drama in Practice

Note: Drama in Action and Drama Production can be studied in isolation, however students will benefit in studying both courses to extend their skills and abilities to explore the full range of styles.



Drama in Action takes theatre making beyond the scope of words on the page. Working with a range of physical theatre styles and forms, students will use their voices and bodies to create cutting edge work.

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.

Drama enables students to participate in dramatic play, drama and formal theatrical performances. Students make, create and re-create drama through improvisation, role-play, characterisation and interpretation of texts as they plan, rehearse and present their drama to others. Students also reflect on their own drama and the dramatic work of others.

Drama also builds on:

- Creativity, the ability to respond to situations and seek solutions
- Confidence, the ability to act and react to situations and people
- Critical thinking, the identification and evaluation of evidence to guide decision making
- Collaboration, the ability to work with others on a shared event
- Communication, the expression of ideas to others (within the class and to the audience)
- Culture, the exploration of difference and unity, be that historical or geographical.

Drama 2: Drama in Production



In Drama in Production students will study both scripted and student devised Drama to develop and refine their acting skills. They will use group work, creativity and innovation to breathe life into people's stories and shape theatre for social change.

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.

Drama enables students to participate in dramatic play, drama and formal theatrical performances. Students make, create and re-create drama through improvisation, role-play, characterisation and interpretation of texts as they plan, rehearse and present their drama to others. Students also reflect on their own drama and the dramatic work of others.

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- Critical thinking, the identification and evaluation of evidence to guide decision making
- Collaboration, the ability to work with others on a shared event
- Communication, the expression of ideas to others (within the class and to the audience)
- Culture, the exploration of difference and unity, be that historical or geographical.

Topics Studied

- Gothic Theatre
- Collage Drama
- Political Theatre
- Script interpretation
- Devising and creating original work
- Stage craft

Assessment

- Performances
- Assignment
- Short Answer Tests
- Research Task

Pathways to Year 11 & 12 Subjects

- Drama
- Drama in Practice

Note: Drama in Action and Drama Production can be studied in isolation, however students will benefit in studying both courses to extend their skills and abilities to explore the full range of styles.

Media Arts 1: Hollywood Heroes

Topics Studied

- Hollywood Heroes

Assessment

Responding:

- Investigating, analysing, deconstructing or comparing media text

Making Tasks:

- Preproduction- Using industry preproduction formats to design storyboards, three column scripts, treatments or screenplays for media products
- Production: Filming and editing media products

Pathways to Year 11 & 12 Subjects

- Film, Television & New Media
- Media in Practice



Superhero films are one of the most enduring genres of cinema, and their popularity is only increasing in the 21st century. In this course you will learn how different cultures and societies play a role in the formation of superhero narratives, the shifting nature of masculinity and femininity in the superhero world and the state of the genre today.

Come 'up, up and away' with us in this exciting media unit that explores why the superhero sub-genre is a multibillion-dollar industry for Hollywood. In this action-packed unit you will explore the superhero and the super villain and why these two archetypal characters are pulling in the big crowds and gaining cult status among audiences.

There are four facets to this course: script development, cinematography, editing, analytical writing and special effects. You will become confident users in Adobe Premiere Pro and Adobe After Effects. Through collaboration and team-work, you will develop a superhero short film that is sure to entertain family and friends.

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.

Media Arts 2: Hollywood Genres



Do you enjoy scary movies? Join us for this course as we explore all the thrills and chills that make scary movies. Suspenseful films, like thrillers and horror, have been a popular genre for film makers for decades. We look at how suspense is created and why it is an important narrative tool.

There are four facets to this course: script development, suspense analytical writing, cinematography and lighting, sound development and editing. You will learn how to script and shoot your very own suspenseful short film, apply lighting to create a dramatic and stylised look to your film, as well as the development of scary soundscapes to really give your audience a thrill.

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.

Topics Studied

- Hollywood Genres

Assessment

Responding:

- Investigating, analysing, deconstructing or comparing media text

Making Tasks:

- Preproduction- Using industry preproduction formats to design storyboards, three column scripts, treatments or screenplays for media products
- Production: Filming and editing media products

Pathways to Year 11 & 12 Subjects

- Film, Television & New Media
- Media in Practice

Visual Arts 1: Inspired

Topics Studied

- Drawing
- Painting
- Digital Art
- Photography

Assessment

- Practical Folio of artwork involving researching, developing, and resolving
- Visual Diary
- Theory Assignment or Response to Stimulus

Pathways to Year 11 & 12 Subjects

- Visual Arts
- Visual Arts in Practice



Course 1 : “Inspired” provides students with the opportunity to develop their inherent imagination, creative problem solving and their arts making skills in relation to:- drawing techniques, photography and exploring a range of painting processes. This course is predominantly 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. Creative 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 the skills in line with the 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.

Visual Arts 2: Fragmented



Course 2: 'Fragmented' provides students with the opportunity to develop their inherent imagination, creative problem solving and art making skills in relation to the exploration of mixed media, ceramics and printmaking. The course is predominately practical with a theory component which allows students to analyse and respond to different artworks.

Visual art enriches students' experiences while at school, developing critical thinking skills that prepare them for life. Art encourages self-expression and creativity, building confidence, establishing a sense of identity and personal aesthetic. Fragmented will allow students to adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make artworks that are cross-media and cross-form. 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

- Drawing
- Mixed media experimentation
- Ceramics
- Sculpture
- Printmaking
- Painting

Assessment

- Practical folio of artworks involving - researching, developing and resolving
- Visual diary
- Theory assignment or response to stimulus exam

Pathways to Year 11 & 12 Subjects

- Visual Arts
- Visual Arts in Practice



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