



Marymount College
Burleigh Waters

Year 9 Guide

2025
Marymount College



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How to use this guide

Subject Type

Core or Elective

CORE SUBJECT	<p>English</p> <p>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.</p> <p>Each of the program's four units is designed to develop students' knowledge, understanding and skills in preparation for the senior ATAR system.</p> <ul style="list-style-type: none">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.	<p>Topics Studied</p> <ul style="list-style-type: none">Character ImaginingHuman NatureThe BardMedia Spotlight <p>Assessment</p> <ul style="list-style-type: none">Written imaginative examWritten analytical assignmentWritten analytical examSpoken persuasive assignment <p>Pathways</p> <p>All aspects of the Year 10 program are designed in preparation for the senior QCE and ATAR system.</p> <ul style="list-style-type: none">LiteratureGeneral EnglishEssential English	<p>Topic Studied</p> <p>What topics are included in this subject.</p> <p>Assessment</p> <p>How students will be assessed.</p> <p>Pathways to Year 11 & 12</p> <p>What senior subjects can this subject can lead to.</p> <p>Extension Activities</p> <p>Some subjects have optional extension activities students can become involved in.</p>
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The subject selection process

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.

When selecting electives, be guided by your interests and abilities and be flexible in your choices.

- Choose 4 electives and 2 reserve electives.
- We then place the subjects in groups to create a timetable.
- It's possible that clashes will appear on the timetable, or it may not be possible to run a course if an insufficient number of students choose to study it. In these cases, the next reserve elective will be allocated.

Wes Guthrie

Assistant Principal Junior Curriculum

Your options in Year 9

	Core (full year)	Elective (semester)
	Students will study ALL of these subjects for the full year	Students will choose FOUR of these subjects to study for one semester each
English	<ul style="list-style-type: none"> English 	
Humanities and Social Sciences	<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"> Specialised Sports Program Physical Education
Languages		<ul style="list-style-type: none"> French Spanish
Mathematics	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Extension Mathematics
Science	<ul style="list-style-type: none"> Science 	
Technologies		<ul style="list-style-type: none"> Digital Technologies Design and Technologies - GRAPHICS Design and Technologies: Engineering Principles and Systems - METAL Design and Technologies: Materials and Technologies - WOOD Design and Technologies: Food Specialisation - FOOD Design and Technologies: Food and Fibre - TEXTILES Design and Technologies: Food and Materials - DAIRY Design and Technologies: Food and Materials - POULTRY STEAM
The Arts		<ul style="list-style-type: none"> Dance Drama Media Arts Music Visual Art



How to choose your subjects



Seek information

What topics are covered in each subject? How is the subject 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? Ask Curriculum Leaders and teachers if for more details.



Be honest with yourself

Structure your choices around your abilities, interests and ambitions. Be honest about your abilities and realistic with your career aims.



Think ahead

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 8-10.



Be an individual

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

Help is available

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.

Curriculum Leaders

Reach out to Curriculum Leaders with questions about course content.

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. The Library offers students a welcoming environment in which to study and read.

Careers Centre

The Careers Centre 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.

For students in Years 7-9 the Careers Centre can provide resources and information about career pathways that may assist their junior subject selections.

For students in Year 10 and above, assistance is available when applying for a part-time job, finding a vocational qualification, initiating School Based Apprenticeships and Traineeships (SATs) and researching tertiary courses and career options.

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

2024 College Counsellors

- Cintia May
- Angela Jeffery
- Heather Clark

Core Subjects



Students will study six core subjects for the full year.



■ 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.

Areas For Study

- Key themes of the Pentateuch: dignity of the human person, sin, forgiveness, good and evil.
- Parables and Miracles
- Jesus: healing ministry, Incarnation, Resurrection and Ascension
- Modern Ministry: continuing the work of Jesus today

Assessment Types

- Written response in exam conditions
- Oral presentation
- Investigation and report
- Journal entries

Pathways to Year 11 & 12 Subjects

- Religion & Ethics
- Study of Religion

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, and spelling. 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.

Topics Studied

- Knights and Dames: Narrative
- *The Princess Bride*: Novel Study
- What Matters? Persuasive Speech
- *10 Things I Hate About You*: Media Essay

Assessment

- Written imaginative exam
- Written analytical exam
- Spoken persuasive assignment
- Written analytical assignment
- Reading comprehension multiple choice exams

Pathways to Year 11 & 12 Subjects

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

- Literature
- English
- Essential English

History

Year 9 History is a core subject that is studied for the whole year.

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 from 1750 to 1918.

Topics Studied

The Making of the Modern World

- Making and transforming the Australian nation 1750 - 1914
- World War One 1914 - 1918

Assessment

Students will undertake two pieces of assessment in Semester 1 and two pieces of assessment in Semester 2 from the following options:

- Source Analysis Exam
- Independent Source Investigation
- Short Response Exam
- Responses to Historical Sources Exam

Pathways to Year 11 & 12 Subjects

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

■ Health & Physical Education

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.

Topics Studied

- Youth and the Media
- Volleyball
- Mindfulness
- Racquet sports
- Drugs and Safe Partying
- Netball
- Relationships
- Hitting and Striking

Assessment

- Practical Assessment of Performances in Physical Activities (50% of Course)
- Theory Assessment is a combination of written tasks and presentations completed in class.

Pathways to Year 11 & 12 Subjects

- Physical Education
- Health
- Sport and Recreation

■ Mathematics

Year 9 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.

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

■ 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.

Students will complete a project for their major Science night where they will get to choose a topic that fits into one of five categories given. These projects will be presented to the College community on the night. They use appropriate language to communicate scientific ideas, methods and findings.

Topics Studied

- Physical science
- Biological science
- Earth and Space science
- Chemical science

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

Elective Subjects



Students will study
four elective subjects
for one semester each.



Extension Mathematics

The Year 9 Extension Mathematics is organized around the interaction of the 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. This Mathematics curriculum for the Extension course is positioned to expand and develop further analytic, critical and creative thinking skills. This course is designed to strengthen the skills students need for advanced Mathematics courses such as Mathematical Methods or Specialist Mathematics in Years 10, 11 and 12.

Year 9 Extension Mathematics will focus on more mathematical processes such as proof, further algebra, induction, logic, deduction, and inference. The aim of this course is not solely content, but the thinking and reasoning skills required for high levels of mathematics. The course is designed to engage students in much broader fields of mathematics. These students would have opportunities to participate in Mathematics Competitions.

Topics Studied

- Abstract and Advanced Algebra
- Mathematical Proofs
- Statistical Inference
- Logic
- Applications of Vectors and Matrices

Assessment

- Term/Semester Tests
- Problem Solving and Modelling Tasks

Pathways to Year 11 & 12 Subjects

- Mathematical Methods
- Essential Mathematics
- Specialist Mathematics

Specialised Sports Program (SSP)

The Specialised Sports Program 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 be developed. 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 sporting organisations are used throughout the course to foster the development of student interests and needs.

In this course students will practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They will apply movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students will further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges. Students refine and consolidate their leadership, teamwork and collaborative skills through participation in their chosen specialised sport.

Objectives

- Provide support of current sporting commitments
- Emphasise the importance of pursuing academic success
- Develop team, social and leadership skills
- Provide a pathway into Marymount College representative teams (QISSN, QISSRL, Q Cup, Catholic Cup, Basketball, Touch and Oz Tag All Schools competitions)
- Following term Athletic Development Principles
- Engage with sporting organisations
- Support and develop Fundamental Motor Skills

Sports

- Basketball
- Rugby League
- Soccer/Futsal
- Netball
- Oz Tag
- AFL

Course Outline

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

Topics Studied

Fundamental Movement Skills and Sports Nutrition

Assessment

- Practical Assessment (67% of the 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 written tasks completed in exam conditions providing pathways to Year 10, 11 & 12 Subjects Physical Education, Health and Sport and Recreation

Pathways to Year 11 & 12 Subjects

- Physical Education
- Health
- Sport and Recreation

Physical Education

The knowledge, understanding and skills taught through elective Physical Education enable students to explore and enhance their health and physical activity in a range of contexts. This course has been designed for students who have a specialised interest in the strands of Movement and Physical activity providing a foundation of skills aligning to senior syllabus of Physical Education. Students engage in learning how the body systems and movement concepts of sports performance are relevant to their engagement and performance in physical activity.

In Physical Education, students develop the skills of critical thinking, creative thinking, communication, personal and social skills, collaboration and teamwork, through rich and diverse learning experiences about, through and in physical activity. Through their purposeful and authentic experiences in physical activities, students gather, analyse and synthesise data to devise strategies to optimise engagement and performance. They evaluate and justify strategies about and in movement by drawing on informed, reflective decision-making.

Physical Education fosters an appreciation of the values and knowledge within and across disciplines, and builds on students' capacities to be self-directed, work towards specific goals, develop positive behaviours and establish lifelong active engagement in a wide range of pathways beyond school.

In this course students will practise and refine more specialised movement skills and complex movement strategies and concepts in different movement environments. They will apply movement concepts and strategies to evaluate and refine their own and others' movement performances.

Students will further investigate techniques to assess the quality of movement performances. They adapt and improvise their movements to respond to different movement situations, stimuli and challenges.

Course Outline

- Practical – 3 lessons per fortnight
- Theory – 3 lessons per fortnight

Topics Studied

- The Body Systems
- Sports Performance
- Specialised Movement Skills – Multi sports
- Strength and Conditioning

Assessment

- Practical Assessment (50% of the course) based on 3 Criteria: Acquired skills, Application of skills in Tactical and sStrategic play, Game Play.
- Theory (50% of course). Assessment is a combination of written tasks completed in exam conditions.

Pathways to Year 11 & 12 Subjects

- Physical Education
- Health
- Sport and Recreation

■ Economics and 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.

Topics Studied

- Business Environments
- Marketing Management - including the marketing strategies of a new imported product of the students choice
- Economics and Globalisation - including an excursion to Tommerups Dairy Farm

Assessment

- Short Response Exam (Economics & Globalisation)
- Digital multi-modal presentation (Marketing)

Pathways to Year 11 & 12 Subjects

- Accounting
- Business
- Economics
- Business Studies
- BSB30120 Certificate III in Business
- BSB50120 Diploma of Business

The BSB30120 Certificate III in Business and BSB50120 Diploma of Business qualification are delivered by Marymount College on behalf of Prestige Service Training RTO Number 31981 Southport Central, Building 3G, Level 4, 27 Garden Street, Southport, QLD 4215
Ph: 1300 368 097

■ 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

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

Digital Technologies

Mechatronics and Robotics

Robots of today are already 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.

To be able to make a difference in the world is being a creator, not a user of technology. Learning in Digital Technologies: Mechatronics and Robotics 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.

2D / 3D Character Design, Modelling and Animation

Bring yourself into the world of animation by designing and creating your own characters and worlds, bringing them to life! Designing monsters for a movie set used to take months

through the use of 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

- VEX V5
- Mechatronics
- Python libraries
- Adobe Character Animate
- 2D / 3D character design
- Augmented reality
- Blender
- Unity

Assessment

- Project(s)

Pathways to Year 11 & 12 Subjects

- Digital Solutions
- ICT30120 Certificate III in Information Technology

The ICT30120 Certificate III in Information Technology qualification is delivered by iVet for Marymount College.

iVet Institute
RTO 40548
admin@ivet.edu.au
ivet.edu.au
Ph: 1300 303 715

STEAM

In this unit students use two different real world scenarios to explore and investigate the diverse knowledge, processes and skills used throughout the STEAM learning disciplines and the benefits of working them in close proximity. By presenting students these scenarios whilst gathering data, researching problems and experimenting with solutions students are acquiring 21st century skills that better prepare them for workplaces of the future. Problems include solving some challenges presented in the United Nation's goals to make the world a better place. Class activities are often hands-on, finding and using evidence, collaborating on projects and thinking critically.

Topics Studied

- Wildlife conservation
- Biodiversity and ecosystems
- Data collection
- Artificial intelligence
- Forensic science
- Processing evidence

Assessment

- Project(s)

Pathways to Year 11 & 12 Subjects

- Biology Chemistry Physics
- Digital Solutions
- Design
- Math Methods
- General Mathematics

■ Design and Technologies - Graphics

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

Students 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.

Topics Studied

- Architectural Design
- Industrial Design
- Graphic Design

Assessment

- Design Folios
- Short Response Exam

Pathways to Year 11 & 12 Subjects

- Design
- CPC10120 Certificate I in Construction/
CPC20220 Certificate II in Construction
Pathways
- MEM20422 Certificate II in Engineering
Pathway

The CPC10120 Certificate I in Construction/
CPC20220 Certificate II in Construction
Pathways and MEM20422 Certificate II in
Engineering Pathways qualifications are
delivered by Blue Dog Training for Marymount
College.

Blue Dog Training RTO Number: 31193

www.bluedogtraining.com.au 07 3166 3960

■ Design & Technologies: Engineering Principles & Systems- Metal

Design & Technologies: Engineering and Materials 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 a 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.

Note: The availability of this subject is dependent on the Metal work room being available. Priority is given to Year 10-12 subjects. Students will be advised in September if the subject is not running.

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

- Design
- CPC10120 Certificate I in Construction
- MEM20413 Certificate II in Engineering Pathways

The CPC10120 Certificate I in Construction and MEM20413 Certificate II in Engineering Pathways qualifications are delivered by Blue Dog Training for Marymount College.
Blue Dog Training RTO Number: 31193
www.bluedogtraining.com.au 07 3166 3960

■ Design and Technologies: Materials and Technologies - Wood

Design and Technology: Materials and Technologies 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.

Topics Studied

- Passive Speaker Design
- Native Animal Nesting Box Design

Assessment

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

Pathways to Year 11 & 12 Subjects

- Design
- CPC10120 Certificate I in Construction/
CPC20220 Certificate II in Construction
Pathways
- MEM20422 Certificate II in Engineering
Pathway

The CPC10120 Certificate I in Construction/
CPC20220 Certificate II in Construction
Pathways and MEM20422 Certificate II in
Engineering Pathway qualifications are
delivered by Blue Dog Training for Marymount
College.

Blue Dog Training RTO Number: 31193

www.bluedogtraining.com.au 07 3166 3960

■ Design and Technologies: Food Specialisation - Food

Design and Technologies: Food and Materials 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. Food Specialisation education is about developing the students knowledge of:

- Food in Australia & Internationally
- Food equity
- Food for special needs
- Food product development
- Food for special occasions
- Food selection and healthFood trends

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

- Nutrition
- Meal Planning
- Design process

Assessment

- Folio
- Practical: Continuous practical lessons, Taco + Bento Box Design Briefs

Pathways to Year 11 & 12 Subjects

- Food & Nutrition
- SIT30622 Certificate III in Hospitality

SIT30622 Certificate III in Hospitality is delivered by Marymount College on behalf of Prestige Service Training. A Marymount College teacher will deliver the training on site at Marymount College.

Prestige Service Training

RTO Number 31981

Southport Central, Building 3G, Level 4,
27 Garden Street, Southport, QLD 4215

Ph: 1300 368 097

■ Design and Technologies: Food and Fibre Production–Textiles

Design and Technologies (Food and Fibre) 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.

Topics Studied

My GC Style

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

Assessment

- Folio
- Garment: Skirt or shorts
- Story boards.

Pathways to Year 11 & 12 Subjects

- Fashion

■ Design and Technologies: Food and Materials–Dairy

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 design and grow a **3 Sisters Garden**. This is an ancient method of farming used by First Nations people of the Americas. They will investigate production techniques with the goal to maximise yields while exploring their relevance to modern agricultural systems. Students will evaluate the management plans they design and suggest improvements.

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

Topics Studied

- Animal growth and development
- Calf nutrition
- Cows Create Careers
- Plant growth and development

Assessment

- Journal showing Calf management plan
- Plant production folio (**3 Sisters Garden**)
- Written Test

Pathways to Year 11 & 12 Subjects

- Agricultural Science
- Food and Nutrition
- SIT30622 Certificate III in Hospitality

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Prestige Service Training

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■ Design and Technologies: Food and Materials–Poultry

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.

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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
- SIT30622 Certificate III in Hospitality

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Dance

Want to be...confident, coordinated, creative, communicative, critically aware?

Studying Dance helps engage, inspire and enrich students to promote “positive artistic, creative, cognitive, aesthetic and cultural benefits that can impact students’ lifelong health, wellbeing and social inclusion.” (Australian Curriculum v9)

The Year 9 Dance unit, ‘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. Eisteddfods and competitions in Brisbane and the Gold Coast allow for the extension of performance skills and are a great way to develop confidence and enhanced teamwork.

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.

Students have the opportunity participate in:

Excursions to professional performances

- QPAC (Brisbane)
- HOTA

Competitions and performances (not compulsory)

- Gold Coast Eisteddfod

- Starbound
- Beenleigh Eisteddfod

Workshops

- Professional artists
- Choreography development

Topics Studied

- Production elements (make up, costume, lighting, and 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

Extension Activities

Marymount College’s Extension Dance Program allows for experienced dancers to strengthen their performance skills by participating in intensive workshops and challenging routines. Selecting this elective, and participating in at least 2 hours of dance weekly at a studio, qualifies students to audition for the Extension Dance Team.

Pathways to Year 11 & 12 Subjects

- Dance
- CUA30120 Certificate III in Dance

Drama

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

In Drama students are able to explore intellectual, social, physical, emotional and moral domains through learning which involves thought, feeling and action. Drama fosters self-discipline, confidence and teamwork and develops skills in interpreting, researching, negotiating, problem solving and decision making.

Drama 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.

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

Media Arts

The Genre of Teen Film & Television

Being a teenager certainly comes with a lot of drama. But it also brings comedy, romance and more than a dash of mystery.

In this unit you will analyse and evaluate how teens are represented in film and television. Examine how social values and beliefs, codes and conventions contribute to construct the teenage character and their identity. You will look at your own sense of identity, relating to your life experiences to determine if your 'voice' is reflected in and through film and television. You will analyse the technical and symbolic elements in contribute to representation, stereotypes and identity .

There are four facets to this course: script development, cinematography, editing and analytical writing. You will become confident users in Adobe Premiere Pro and filming using Canon DSLR cameras. Through collaboration and teamwork, you will integrate technical and symbolic elements into your own three-minute group film, as part of an assessment. This unit is designed to be a personal journey to reflect, analyse and create.

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 todays globalised society.

Topics Studied

Representation of Teens in Film & Television

- Identity and self
- Stereotypes
- Social beliefs and values reflected in Film & Television

'Making A Teen Short Film'

- Technical and symbolic elements that shape teen representations in film & television.
- Ethical responsibilities in filmmaking and representations of teen characters in film & television.
- Story structures
- Genre conventions of Films and Television

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

Extension Activities

Students have the opportunity to attend the After School Film Club to work on creating films for film festivals, viewing and appreciating films as well as writing film reviews.

Pathways to Year 11 & 12 Subjects

- Film, Television & New Media
- Media in Practice

■ Music

Year 9 Music is offered to students of all ability levels. It is designed to foster creativity and enjoyment by connecting students' own experiences with music in their lives to meet curriculum elements.

The semester long unit has been constructed with a sequence of musical learning in mind which leads directly into Year 10 Music and beyond. Success in the subject of Music does not rely on a skill set that students bring to the class; rather, each student can achieve great academic success by adopting a growth mindset, engaging with the classroom activities, and by constantly challenging themselves. Through the syllabus objective of composing, students learn basic skills in technology to compose a 12 bar Blues piece of music with typical instrumentation and lyrics. The performance objective allows students to demonstrate skills that are developed across the unit an instrument of their choice. Musicology assesses theoretical knowledge covered across the unit. Students who are a part of the co-curricular instrumental ensemble program are able to receive assessment credit from ensemble performances.

Learning an instrument or already in a Marymount Ensemble or Band? The classroom subject Music is a perfect companion for students who are already involved in music in other areas of their lives; whether this be currently learning an instrument, or involved in an ensemble or band.

There are many benefits to studying the subject for students who are already in an ensemble or band. These include, but are not limited to:

Increased support for student learning from Marymount College Music staff

A wider cross-section of Music curriculum is covered by involvement in both Classroom and Ensemble/Band, which can greatly benefit student results all the way through until Year 12 ATAR Music

Classroom Music provides a creative and structured outlet to offset an academic plan with other STEM subjects.

Students who have studied subjects such as Mathematical Methods, Specialist Mathematics, Chemistry, and Physics that have studied Music and Music Extension greatly appreciated this balance in their subject load.

Concepts Covered

- Common chords used in Blues music
- Learn style characteristics of the Blues and how it relates to Contemporary Music
- Construction and design analysis of song writing
- Composing and performing technologies
- Audio software and manipulation
- Skills development on students' choice of instrument

Assessment

- Performance - Student choice of song on any instrument
- Compose a 12 Bar Blues song and include typical Blues lyrics, style characteristics, structure, and instrumentation with opportunity to extend high achieving music students.
- Musicology - Demonstration of theoretical skills and knowledge

Extension Activities

Students studying music are encouraged to develop their skills and knowledge through participation in the co-curricular music ensemble program. Information about ensembles groups and performance opportunities is available on the College website under Extra-Curricular > Music Program.

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

Learning an instrument or already in a Marymount Ensemble or Band?

The classroom subject Music is a perfect companion for students who are already involved in music in other areas of their lives; whether this be currently learning an instrument, or involved in an ensemble or band.

■ Visual Arts

Making My Mark

This course provides students with the opportunity to make their own mark by developing their inherent imagination, creative problem solving and arts making skills. Students express themselves through investigating different drawing techniques, exploring a range of painting, sculptural and ceramic processes while working with a variety of subject. The emphasis is on building a creative enjoyable environment while building practical and creative thinking skills.

This course is predominantly practical with a theory component which allows students to analyse and respond to different artworks. It will allow students to adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make artworks that are cross-media and cross-form

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 National Curriculum.

Topics Studied

- Drawing
- Painting
- Mixed media
- Sculpture/3D

Assessment

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

Extension Activities

Students are encouraged to pursue their interests in Visual Art by visiting local galleries, participating in workshops by visiting artists and receiving extra support at lunchtimes 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.

Pathways to Year 11 & 12 Subjects

- Visual Arts
- Visual Arts in Practice

■ French

At Marymount College, we offer Spanish and French as our languages subjects, both of which rank among the top five most spoken languages globally. Whether you are choosing to study the language of love, French, or the language of passion, Spanish, you will unlock endless opportunities for future employment, experiences and global communication, while developing proficiency. Start your linguistic journey today!

In Years 9 and 10, language learning builds on each student's prior learning and experiences. Students use Spanish or French to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Spanish or French in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers using authentic and purpose-developed resources.

Topics Studied

Term 1: My personal world

- Introducing self and others (significant people)
- Expressing feelings and emotions
- My likes and dislikes/my favourite activities
- Describing personality and physical traits

Term 2: My significant others/my community

- My family or significant others
- Friends and relationships, new friends
- My community at home and school

Term 3: A day in our lives

- Food and meals
- My school
- Life in my community
- Weekends
- Visitors and travel

Term 4: Culture

- Customs and festivals/celebrations
- Language contribution to culture/identity
- Extension of topics that interest you

Assessment

- Mid-term short quizzes
- Multimodal presentation (assignment)
Term 1 and Term 3
- Written/spoken conversation in Term 2 and 4

Pathways to Year 11 & 12 Subjects

- French

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- Mid-term short quizzes
- Multimodal presentation (assignment) Term 1 and Term 3
- Written/spoken conversation in Term 2 and 4

Pathways to Year 11 & 12 Subjects

- Spanish

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