LEAD BY EXAMPLE

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Inspired by Marcellin Champagnat and Maximilian Kolbe

Year 9 and 10

Subject Selection Handbook




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The contents of this guide have been compiled from the most recent information available at the time of printing and sourced from ACARA Syllabuses and BCE documentation. However, we are constantly striving for whole school improvement and regularly evaluate our programs and structures, therefore, please be aware that subject programs or offerings described in this guide may change based on current needs, and improvement changes. Any significant changes will be clearly communicated to the College community as soon as possible. Sally Carr, Assistant Principal (July 2025)

Quick Guide to Subject Selection for 2026: Year 10

Core Subjects (all year)

Religious Education (RE)

English

Mathematics

Science

Core Subjects (semester rotation)

Health & Physical Education (HPE)

History

Electives

Choose 6 Electives (and 2 reserves). Electives are usually a

Elective offerings for 2026 are based on uptake by students' preferences at subject selection. Other choices may have to be made once timetable is built.
Timetables are clarified in Term 4 and sent in January 2026.

HUMANITIES

Law & Society

Multiple pathway opportunities: for students planning to study Humanities General subjects (Legal Studies, Modern History, Study of Religion) or Applied subjects (Social & Community Studies, Religion & Ethics) in Years 11&12.

SCIENCE

Advanced Sciences

Multiple pathway opportunities: *for students planning to study Science General subjects (Biology, Chemistry, Physics) in Years 11&12.*

TECHNOLOGIES

- **Interactive Design** (human-centred design solutions, laser cutting, 3D printing, clients) - pathway to Senior Design (General)
- **Introduction to Hospitality Practices** (preparing food for clients) - pathway to Certificate III in Hospitality, including Coffee Barista and RSA Licence
- **Introduction to Industrial Engineering** (woodwork, workshop skills, metalwork) - pathway to Certificate II in Engineering/Certificate III in Aviation, CASA Licencing and Industrial Technology Skills (Applied)
- **Digital Technologies** (EV3 Robotics, micro-drones, web development) - pathway to Certificate II in Engineering/Certificate III in Aviation, CASA Licencing and Information & Communication Technology (Applied)

THE ARTS

- **Drama**
- **Media Arts**
- **Music**
- **Visual Arts**

VOCATIONAL EDUCATION & TRAINING (VET)

- **Certificate I in Employment Pathways** (opportunity to bank 2 QCE credits for senior)
- **Certificate II in Active Volunteering** (includes volunteering hours) – to be confirmed

EdEn (Educational Enhancement) (core)

- Wellbeing
- Study Skills & Independence
- Career Education
- Incursions & Excursions – industry links
- SET Planning (Senior Education & Training Plan)
- Pathway Prep Programs (PPP) – Scholar, Industry Recruit, Senior Prep, Supported (Semester 2)

For more information

- Refer to the **subject information guides** and **subject selection demonstration videos** on BCE Connect App.
- Attend the **Careers Market** in Careers Week - Week 5 in Term 2
- Join us for the **Imaginari Showcase Open Evening** in Term 2 Week 6 to visit interactive subject displays and see student work
- Attend **Pathways Evening** in Week 9 Term 2

Guide to Subject Selection for 2026: Year 9

Core Subjects (all year)

Religious Education (RE)

English

Mathematics

Science

Core Subjects (semester rotation)

Health & Physical Education (HPE)

History

Electives

Choose 6 Electives (and 2 reserves)

Elective offerings for 2026 are based on uptake by students' preferences at subject selection. Other choices may have to be made once timetable is built.
Timetables are clarified in Term 4 and sent in January 2026.

HUMANITIES

- **Law & Society**
- **Geography**

Multiple pathway opportunities: for students planning to study Humanities General subjects (Legal Studies, Modern History, Study of Religion) or Applied subjects (Social & Community Studies, Religion & Ethics) in Years 11&12.

STEM

- **STEM** (Science, Technologies, Engineering, Math)

TECHNOLOGIES

- **Interactive Design** (human-centred design solutions, laser cutting, 3D printing, clients)
- **Fashion Design** (sustainable use of fibre, Wool for School Challenge)
- **Food Design** (healthy choices, cooking skills)
- **Engineering Design** (CO^2 car design, laser cutting, 3D printing)
- **Digital Design** (robotics, microbits, coding, web design)

Multiple pathway opportunities: Senior Design (General), Certificate II in Engineering/Certificate III in Aviation (Build & Fly Drones/CASA Licencing), Certificate III in Hospitality, Industrial Technology Skills (Applied), Information & Communication Technology (Applied).

THE ARTS

- **Drama**
- **Media Arts**
- **Music**
- **Visual Arts**

EdEn (Educational Enhancement) (core)

- Wellbeing
- Study Skills & Independence
- Career Education: Become Project
- Incursions & Excursions – industry links
- Pathway Introduction

EdEn Extension Program (application process)

- STEM (Science, Technologies, Engineering, Math) - Interactive Projects
- EdEn Teams & Competitions (2025 examples: Brainways, Eco Marines, Math Tournament, Geography Competition)
- Mathematics Extension Elective

For more information

- Refer to the **subject information guides** and **subject selection demonstration videos** on BCE Connect App
- Attend the **Careers Market** in Careers Week - Week 5 in Term 2
- Join us for the **Imaginari Showcase Open Evening** in Term 2 Week 6 to visit interactive subject displays and see student work
- Attend **Pathways Evening** in Week 9 Term 2

Guide to Subjects for 2026 v1.2: Year 8/Year 7

Years 8 Core Subjects	Technologies Integrated Program	Arts Integrated Program	Humanities Program	Educational Enhancement (EdEn)
All Year Religious Education (RE) Math English Science History & Geography **Semester** Health & Physical Education (HPE)	**Semester** Technologies: Design Process Materials	**Semester** The Arts: Visual Art Media Drama	**Semester** Economics & Business Civics & Citizenship French Language & Culture	**All Year** • Thinking skills • Project learning skills • Design process skills • Wellbeing strategies e.g. working with others • Learning strategies • Study Habits • Building independence • Literacy and Numeracy interventions • Extension opportunities • Career Education • Building capabilities to build agency: ACARA General Capabilities and 21st century skills • Introduction to Pathways
Years 7 Core Subjects	**Technologies Integrated Program**	**Arts Integrated Program**	**Humanities Program**	
All Year Religious Education (RE) Math English Science History & Geography **Semester** Health & Physical Education (HPE)	**Semester** Technologies: Design Process Materials Digital Technologies	**Semester** The Arts: Visual Art Media Music	**Semester** Economics & Business Civics & Citizenship French Language & Culture	

Year 7 and Year 8 timetables are built to ensure students meet the requirements for learning time in all curriculum areas in the Australian Curriculum. Students experience many electives. Timetable structure is subject to change in the building and staffing processes. Timetables and rotations are clarified in Term 4 and sent in January.*

Integrated Curriculum

Unlocking Creativity Through Integrated Arts

At our school, we believe that learning is most powerful when it is connected and meaningful. Our integrated Arts curriculum exemplifies this by blending disciplines to deepen understanding and spark creativity. In Year 7, students explore the synergy between **Visual Arts and Music**, discovering how rhythm, texture, and emotion transcend mediums. Year 7 also have a fantastic Arts Nexus Immersion Day. In Year 8, the journey continues as **Visual Arts and Drama** come together, allowing students to bring stories to life through both visual expression and performance. This cross-disciplinary approach not only enhances artistic skills but also fosters critical thinking, collaboration, and confidence. By experiencing the arts in an integrated way, students gain a richer, more holistic understanding of the world—and their place in it.

Innovating Through Integrated Technologies

Our Technologies curriculum empowers students to become creative problem-solvers and future-ready thinkers through hands-on, integrated learning. In **Year 7**, students explore the exciting intersection of **Digital Technologies and Design Technology** by programming **micro:bits** and applying their skills to build functional **LED light systems**. This fusion of coding and making encourages innovation, logical thinking, and real-world application.

In **Year 8**, students take their skills to the next level through the **DeLorean Project**, a dynamic design-thinking journey where they identify "futuristic" real-world problems, develop solutions, and bring their ideas to life through **prototyping and 3D printing**. This project-based approach nurtures creativity, resilience, and entrepreneurial thinking—skills essential for the future. The DeLorean Project is also integrated across the curriculum with Mathematics and English.

EdEn Extension Program (application process)

STEM (Science, Technologies, Engineering, Math) - Interactive Project
EdEn Teams & Competitions (2025 examples: Brainways, Eco Marines, Math Tournament, Geography Competition

For more information in 2026

Refer to the **subject information guides** and **subject selection demonstration videos** on BCE Connect App.
Attend the **Careers Market** in Careers Week - Week 5 in Term 2
Join us for the **Imaginari Showcase Open Evening** in Term 2 Week 6
Attend **Pathways Evening** in Week 9 Term 2 (Year 10 and pathways to senior; and sessions for Yrs8&9)

Strategies for Choosing Subjects

Students are advised to select subjects and courses based on the following criteria:

- The subjects are of interest, success happens in them and there is a willingness to work hard in them. For example, Extension Mathematics requires hard work (even for a student who likes the subject) to be successful.
- What may interest them or may lead to possible career directions. For example, thinking about becoming a carpenter suggests that a course in Woodwork would be advantageous.
- The match to the learning style that happens within the subject area. For example, extensive reading and synthesis may suit some students, while designing and making may suit others.
- The skills development that will build for Year 11 and 12 courses. For example, it is particularly important if Biology is being considered in Year 11 and 12 that Biology is studied in Year 10.

Students are advised to research each subject carefully by reading the outlines, looking at the texts and materials used, examining projects produced in those subjects, talking to current teachers of that subject, and asking students who may have studied it previously about their experiences.

It is important to read the learning requirements of each course being offered to make these determinations.

Reflecting on your current evidence of Learning

To assist in reflecting upon individual strengths, interests and career connections, students are asked to complete the
following activities to prepare them for subject selection.

List your Semester One subjects and results. Consider whether you worked to the best of your ability in these subjects and whether each subject is relevant to future directions.

Subject	Result	Does my result reflect my best effort?	How does this link to future pathway options?
English			
Maths			
Religion			
Science			
Humanities			
Technologies			

MMCP Subject Progressions and Pathways Year 7- 12

QCE General Subject *QCE Applied Subject ^Vocational Education & Training (VET) Subject

Learning Area	Years 7&8	Year 9	Year 10	Years 11&12
English	English	English (Core)	English (Core)	Essential English*
				English#
Mathematics	Mathematics	Mathematics (Core)	Mathematics (Core)	Essential Mathematics*
				General Mathematics#
				Mathematics Methods#
Religious Education	Religious Education	Religious Education (Core)	Religious Education (Core)	Religion and Ethics*
				Study of Religion#
Science	Science	Science (Core)	Science (Core)	Biology#
				Chemistry#
		STEM (Project)	Advanced Science	
				Physics#
Humanities	History Geography Civics & Citizenship French Economics & Business	History (Core)	History (Core)	Social and Community Studies*
		Law and Society	Law and Society	Modern History#
				Legal Studies#
		Geography	22523VIC Certificate I in Employment Pathways^	BSB30120 Certificate III in Business^
				BSB50120 Diploma of Business^
Physical Education	Health & Physical Education	Health & Physical Education (Core)	Health & Physical Education (Core)	Physical Education#
				Sport and Recreation*
The Arts	Integrated Arts Projects: Visual Arts Drama Music Media	Music	Music	Music#
				Music in Practice*
		Visual Art	Visual Art	Visual Arts in Practice*
		Drama	Drama	Drama in Practice*
		Media Arts	Media Arts	Media in Practice*
				Film, Television and New Media#
Technologies	Integrated Design Projects: Interactive Design Digital Technologies Engineering Design Food & Fibre	Digital Design	Digital Technologies	Information Communication Technology*
		Engineering Design	Introduction to Industrial Engineering	Dual Qualification: MEM20422 Certificate II in Engineering Pathways^ AVI30419 Certificate III in Aviation (Remote Pilot)^ (plus CASA Licence)
				Industrial Technology Skills*
		Interactive Design	Interactive Design	Design#
		Food Design	Introduction to Hospitality Practices	SIT30622 Certificate III in Hospitality^
		Fashion Design	Possibly in 2027: Fashion Design	Possibly in 2028: Fashion* &/or Certificate II in Applied Fashion Design and Technology^

Senior Pathways

QCE – Combination Pathway

QCE – ATAR Pathway

Queensland Certificate of Education (QCE)

QCE Requirements

All MMCP students are working towards attaining a Queensland Certificate of Education (QCE), the combination of senior subjects chosen will provide the opportunity to collect 20 credits, provided four requirements are met.

Set Amount	**20 credits** from contributing courses of study, including: • QCAA-developed subjects or courses • vocational education and training (VET) qualifications • other courses
Set Pattern	Minimum of 12 credits from **completed core** courses and 8 credits from any combination of **preparatory** and **complementary**
Set Standard	Satisfactory completion, grade of C or better, competency or qualification completion, pass or equivalent
Literacy & Numeracy	You must meet literacy and numeracy requirements: • Most students will study and pass in a unit for senior English and Mathematics subjects and meet the requirements that way • For other students, there are other learning options available such as the short course in Numeracy & Literacy
Academic Integrity	Students must complete the QCAA Academic Integrity module before starting senior studies.

English 09ENG

Subject Area	**English**	Length	**2 Semesters**

Year 9 English focuses on developing students' skills in analysing and creating various types of texts. It emphasizes critical thinking, interpretation, and communication through the exploration of different themes and contexts in literature and language.

Pathways to senior subjects

- Essential English (Applied)
- General English
- Short Course in Literacy

Learning Experiences

Students will:

- Engage in close reading and analysis of a range of literary texts, such as novels, plays, films, poems, and short stories.
- Explore and interpret non-literary texts, including media articles, speeches, advertisements, and visual texts.
- Refine and develop their own reading, writing and communication skills.
- Deepen understanding of narrative techniques, themes, and character development.

Assessment

Students will:

- Create original short stories.
- Deliver multimodal presentations.
- Write analytical essays.
- Design celebrity interviews.

Resources required

Student supplied laptop & stationery.
College supplied texts and study materials.

Religious Education 09RE

Subject Area	**Religious Education**	Length	**2 Semesters**

Religious Education seeks to develop the religious literacy of students in light of the Catholic, Christian traditions, so that they might participate critically and authentically in contemporary culture.

Pathways to senior subjects

- Study of Religion
- Religion and Ethics (Applied)

Learning Experiences

Students will:

- Students evaluate and draw conclusions about the significance of foundational beliefs in the lives of believers.
- They consider and decide how the application of Biblical criticism helps the reader's understanding, interpretation and use of Old Testament and New Testament texts.
- They analyse perspectives on the understandings of God (YHWH, God, Allah) in the monotheistic religions (Judaism, Christianity, Islam).
- They examine three foundational beliefs of Christianity: the Incarnation, Resurrection and Ascension of Jesus.
- Students demonstrate an understanding of the co-existence of good and evil in the world throughout human history.
- They propose their own interpretation about the experience of sin in the world.
- They analyse the causes and effects of events and developments in the Church from c. 1750 CE – c. 1918 CE and draw conclusions about their importance.
- They analyse perspectives in the writings of various religious and lay leaders at that time.
- They evaluate the impact of Catholic social teaching on an individual's moral behaviour and on the Church's response to emerging moral questions.
- Students consider ways in which believers live their Christian vocation.
- They evaluate and draw conclusions about the three forms of penance (prayer, fasting and almsgiving) and the celebration of the Sacraments of Healing (Penance and Anointing of the Sick), in the lives of believers past and present.
- They distinguish between the participation of believers in the priestly, prophetic and kingly work of Jesus Christ.
- Students differentiate ways in which believers nurture their spiritual lives through personal and communal prayer experiences including the prayers and writings of Christian spiritual fathers and mothers; prayers for forgiveness and healing especially the Penitential Act; Christian Meditation and meditative prayer practices, especially praying with labyrinths.
- They participate respectfully in a variety of these prayer experiences.

Assessment

Students will:

- Extended written response
- Written profile piece
- Social justice awareness campaign
- Combination response exam

Resources required

Student supplied laptop & stationery.
College supplied texts and study materials.

Mathematics 09MATH

Subject Area	**Mathematics**	Length	**2 Semesters**

Our Junior Model for Mathematics Education seeks to instill a sense of ownership over students learning, through the explorations of age-appropriate content, and deeper learning through project based rich learning. Students will engage in grade level curriculum and individualized content at their level, demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability.

Pathways to senior subjects

- Essential Mathematics (Applied)
- General Mathematics
- Maths Methods

Learning Experiences

Students will:

- Recognise and use rational and irrational numbers.
- Apply exponent laws and expand binomial products.
- Factorise monic quadratic expressions and solve quadratic equations.
- Find distances, gradients, and midpoints on the Cartesian plane.
- Use mathematical modelling to solve problems in financial and applied contexts.
- Understand the effects of parameter variation on functions and relations.
- Apply formulas for surface area and volume of right prisms and cylinders.
- Solve problems involving ratio, similarity, and scale.
- Use Pythagoras' theorem and trigonometric ratios for right-angled triangles.
- Analyse distributions of numerical data sets and interpret summary statistics.
- Assign probabilities to compound events and conduct experiments or simulations.
- Express numbers in scientific notation and use the enlargement transformation.
- Design and test algorithms based on geometric constructions or theorems.

Assessment

Students will:

- Complete written investigation
- Engage in short response examinations.
- Compile Portfolios of work, including Rich Learning Projects, & classwork.

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Science 09SCI

Subject Area	**Science**	Length	**Semesters 2**

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. 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 concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

Pathways to senior subjects

- Biology
- Physics
- Chemistry

Learning Experiences

- Study a range of topics relating to Biology, Chemistry, Physics and Earth Science.
- Explain the role of publication and peer review in the development of scientific knowledge.
- Explain the relationship between science, technologies and engineering.
- Analyse different ways in which science and society are interconnected.
- Plan and conduct reproducible investigation to test or identify relationships and models.
- Use a range of different scientific equipment to plan and conduct scientific investigations following safe protocols.
- Address ethical and intercultural considerations when generating or using primary and secondary data.
- Construct representations to organise, process and summarise data and information.
- Analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies.
- Analyse the impact and assumptions and sources of error in methods and evaluate validity of conclusions and claims.
- Construct logical argument based on evidence to support conclusions and evaluate claims

Assessment

- Complete written exams

- Complete written assignment
- Complete student experiments
- Complete research tasks
- Compile portfolios of work

Resources required

Student supplied laptop, writing book, calculator & stationery

09 STEM

Subject Area	**STEM**	Length	**1 Semester**

Year 9 STEM offers students an engaging and practical approach to learning that integrates Science, Technology, Engineering, and Mathematics. In Year 9, STEM focuses on real-world problem-solving, collaborative projects, and inquiry-based learning that help students develop critical thinking, creativity, and technical skills. Students are taught a range of underpinning skills and knowledge to allow them autonomy to tackle authentic challenges and create innovative solutions to identified real-world problems.

Pathways to senior subjects

- Biology
- Physics
- Chemistry
- Mathematics
- Engineering

Learning Experiences

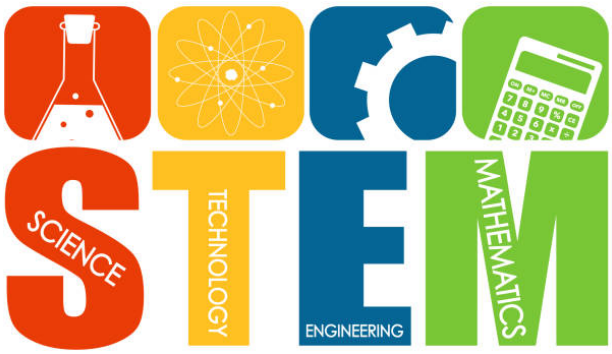
- Use scientific and engineering design processes to investigate real-world problems and develop solutions.
- Apply knowledge of science, technology, engineering, and mathematics to analyze and solve authentic challenges.
- Plan and conduct safe, reproducible investigations, and evaluate the validity of conclusions and claims.
- Analyse data, identify patterns, and draw evidence-based conclusions.
- Work effectively in teams to design, build, and test models or prototypes.
- Communicate scientific and technical information clearly using appropriate language and formats.
- Explain how scientific, technological, and engineering advancements impact society and the environment.
- Evaluate ethical, cultural, and environmental considerations in STEM projects.
- Use digital tools, laboratory equipment, and engineering materials safely and effectively.
- Use digital tools, laboratory equipment, and engineering materials safely and effectively.

Assessment

- Project based learning portfolio of work

Resources required

Student supplied laptop, writing book, calculator & stationery


SCIENCE
TECHNOLOGY
ENGINEERING
MATHEMATICS

History 09HIS

Subject Area	**Humanities**	Length	**1 Semester**

Year 9 History explores how key events and ideas shaped modern Australia. Students investigate the causes, experiences and impacts of World War I, including the ANZAC legacy. They also examine how migration, Federation, and social change transformed Australia into the nation it is today. This subject develops historical thinking, empathy, and an understanding of the people and forces that continue to influence our national identity.

Pathways to senior subjects

- Modern History
- Social and Community Studies (Applied)

Learning Experiences

Students will:

- Explore the historical significance of the period of the early modern world up to 1918.
- Explore the causes and effects of events, developments, turning points or movements globally, in Australia and in relation to the First World War or in an Asian context.
- Describe the social, cultural, economic and/or political aspects related to the changes and continuities in a society or a historical period.
- Explore the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on the historical events.

Assessment

Students will:

- Argumentative essay on selected social group from Australian history
- Engage in short response examinations - source analysis World War I

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Geography 09GEO

Subject Area	**Humanities**	Length	**1 Semester**

Year 9 Geography covers both the physical and human components of Geography. Students explore how the world's environments support life and how people are connected through food, trade, technology and travel. Students investigate global food security, human impact on biomes, and the challenges of sustainably feeding a growing population. They also examine how global interconnections influence culture, wellbeing and identity. This subject builds critical thinking, spatial awareness and a deeper understanding of our place in a changing world.

Pathways to senior subjects

- Modern History
- Legal Studies
- Social and Community Studies (Applied)

Learning Experiences

Students will:

- Explore how peoples' activities or environmental processes change the characteristics of places.
- Explore the effects of human activity on environments, and the effects of environments on human activity.
- Explore the features of biomes' distribution and identify implications for environments.
- Analyse the interconnections between people and places and environments.
- Identify and explore how these interconnections influence people, and change places and environments.
- Analyse strategies to address a geographical phenomenon or challenge using environmental, social or economic criteria.

Assessment

Students will:

- Complete written assignments
- Compile Portfolios of work

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Law & Society 09CIV

Subject Area	**Humanities**	Length	**1 Semester**

Law & Society seeks to explore how Australia's society is structured, the rule of law, and Australia's relationships with other countries. We also seek to understand how citizens participate in our democracy and how laws are made and applied. Through real-world issues and case studies, students consider the rights and responsibilities of individuals, the importance of justice, and how they can contribute to a fair and inclusive society. This subject builds students' ability to critically think about our society and their place in it, their ethical and moral reasoning, and the duty of active citizenship – skills essential for navigating and shaping the world around us.

Pathways to senior subjects

- Modern History
- Legal Studies
- Social and Community Studies (Applied)

Learning Experiences

Students will:

- Analyse the role of the Australian Constitution, the federal system of government, and the process and reasons for constitutional change.
- Explore policy development and legislative processes in Australia's democracy.
- Identify the key features and jurisdictions of Australia's court system and explore the role and processes of courts and tribunals.
- Identify the reasons individuals and groups participate in and contribute to civic life nationally and globally.
- Explore the influence of the media on reflections of identity and diversity.

Assessment

Students will:

- Complete written assignments
- Compile Portfolios of work

Resources required

Student supplied laptop & stationery (pencil/pen & notebook)
College supplied texts and study materials

Music 09MUS

Subject Area	**The Arts**	Length	**1 Semester**

In Year 9, Music builds on student's prior learning and experiences as they develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national, and global contexts. This awareness of diverse music practices, genres and/or styles informs their own music practices.

Pathways to senior subjects

- Music
- Music In Practice (Applied)

Learning Experiences

Students will:

- Explore and respond to examples of music throughout the development of rock genres including rock'n'roll, the British invasion, folk and protest music, disco, glam rock, grunge, Australian rock, and house music.
- Explore and respond to
    - music and music practices and contexts from a range of cultures, times, and places; for example, through listening and evaluating their own music practices or analysing performances and compositions created or presented by others
    - ways in which music created and/or performed by First Nations Australians celebrates and challenges multiple perspectives of Australian identity
- Develop practices and skills
    - Build and extend creative practices for listening, including aural skills, vocal and/or instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music: duration/time (for example, beat and rhythm, tempo, pulse, simple/compound metre, syncopation), pitch, dynamics and expression, form and structure, timbre and texture
    - build and extend critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, considering how to apply knowledge of music genres/styles or structures in compositions, developing interpretations of music composed by others or evaluating their own performances
- Compose in genres/forms such as song writing, solo and/or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo and/or ensemble music works for performance, using aural skills and/or available digital tools as appropriate
- Present performances to audiences; for example, a specific target audience

Assessment

Students will:

- Compose pieces using Garageband
- Perform in a group or individually
- Complete music theory and history (musicology) tasks

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Visual Arts 09VAR

Subject Area	**The Arts**	Length	**1 Semester**

Students continue to build upon their prior learning and experiences as they develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices, and arts spaces in local, regional, national, and global contexts.

Pathways to senior subjects

- Visual Arts in Practice (Applied)

Learning Experiences

Students will:

- Explore and respond to
  - artworks and visual arts practices from across cultures, times, places and/or other contexts; for example, through exploration of works in physical or virtual spaces or engagement with artists
  - ways artworks created by First Nations Australians celebrate and challenge multiple perspectives of Australian identity
  - Develop practices and skills by
  - building and extending creative practices and skills for visual arts practice, developing ideas and intentions, creating representations, and developing skills and techniques in specific visual arts processes
  - building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, considering how to apply knowledge of visual arts practices in their work.
- Create artworks to communicate ideas, perspectives and meaning in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms to communicate ideas and intentions using visual arts practices and materials.
- Presenting artworks and practices to audiences; for example, curating exhibits of their work, as individual artists or by working collaboratively. This can include designing and preparing a space or developing supporting material such as artist statements.

Assessment

Students will:

- Complete artwork and Visual Diary
- Written assignments

Resources required

Student supplied laptop & stationery
College supplied texts and art materials

Drama 09DRA

Subject Area	**The Arts**	Length	**1 Semester**

Year 9 Drama builds upon knowledge and understanding learned in Year 7 and 8 Drama with a focus on performance skills and the elements of Drama. Over the course of semester, students will interpret, workshop and analyse scripted texts that explore human relationships and social / political issues.

Pathways to senior subjects

- Drama in Practice (Applied)

Learning Experiences

Students will:

- Investigate and explore the dramatic styles of Melodrama and Collage/Documentary Theatre
- Consider and interpret the different types of roles, relationships and situations reflected in building on their understanding of role, character and relationships
- Use voice and movement to sustain character and situation
- Shape drama for audiences using linear and non-linear dramatic forms and production elements
- Develop skills in using tactics to overcome obstacles in achieving character intentions
- Apply the conventions of Melodrama in devising and rehearsing scenes.
- Explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- Consider social, cultural and historical influences of drama
- Analyse and evaluate the effectiveness of live recorded theatre and own performances.

Assessment

Students will:

- Complete performances of scripted text
- Complete actor's log
- Engage in reflective and analytical writing

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Media Arts 09MED

Subject Area	**The Arts**	Length	**1 Semester**

In Year 9, Media Arts builds on student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences.

Pathways to senior subjects

- Film, Television & New Media (ATAR)
- Media Arts in Practice

Learning Experiences

Students will:

- Explore and respond to
    - ways in which media arts works from across cultures, times, places and/or other contexts communicate ideas, perspectives and meaning, and the relationships the works create between makers, audiences and institutions.
    - ways media arts works created and distributed by First Nations Australians celebrate and challenge multiple perspectives of Australian identity.
- Develop practices and skills to
    - build and extend creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms, genres and styles, and available technologies.
    - build and extend critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others.
- Create (produce) media arts works using production processes in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms.
- Present/screen/distribute media arts works they have produced to audiences, in informal and/or formal settings; for example, audiences that are known to the students and/or unfamiliar audiences.

Assessment

Students will:

- Develop video editing skills making film trailers
- Experiment with camera techniques making a short PSA (Public Service Announcement) film.

Resources required

Student supplied laptop & stationery
Education Perfect supplied to all students.

Health and Physical Education 09HPE

Subject Area	**Health and Physical Education**	Length	**1 Semester**

Year 9 Health and Physical Education supports students to refine and apply strategies for maintaining respectful relationships and evaluating behavioural expectations in different leisure, social, movement and online situations.

Pathways to senior subjects

- General PE
- Certificate III in Sport and Recreation (VET)

Learning Experiences

Students will:

- Critically analyse contextual factors that influence identities, relationships, decisions and behaviours
- Analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing
- Evaluate the outcomes of emotional responses to different situations
- Access, synthesise and apply health information from credible sources to propose and justify responses to health situations
- Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.

Assessment

Students will:

- Decisions and Looking After Each Other: Multimodal
- Respectful Relationships: Exam (2 x extended response to stimulus)

Resources required

Student supplied laptop & stationery
College supplied texts and study materials
Sports uniform and hat

Digital Design 09DIGI

Subject Area	**Technologies**	Length	**1 Semester**

Year 9 Digital Design uses the design process to solve problems to everyday digital problems in low fidelity prototype form, then go onto to realise their prototype using the design process, code and micro drones, students present data as images and moving components and create a game for others to play.

Pathways to senior subjects

- Information Communication Technology (Applied)
- Design (General)
- Certificate III in Aviation – Dron Pilot (VET)

Learning Experiences

Students will:

- investigate how hardware and software manage, control and secure access to data in networked digital system
- Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data
- Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics
- Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics
- Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language
- Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities

Assessment

Students will:

- Design an interactive game prototype folio
- Develop a working game prototype using Game Maker

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Food Design & Fashion Design

Subject Area	**Technologies**	Length	**1 Semester**

In Year 9 Food Design and Fashion Design, students are involved in the design and development of products that meet human needs, wants and opportunity. Technologies processes and production skills help people to safely create solutions for a range of purposes and involve investigating and defining, generating and designing, producing and implementing, evaluating, and collaborating and managing. Food and Textiles provides opportunities for students to apply technology skills to design and create unique food and textile products for authentic needs and opportunities.

Pathways to senior subjects

- Certificate III Hospitality (VET)
- Fashion

Learning Experiences

Students will:

- Investigate ethical and sustainable production and marketing in food and fibre
- Explain how products and services evolve
- Consider preferred futures and impact of emerging technology in food and fibre industries
- Investigate and make judgements related to food safety
- Creation of food solutions for healthy eating

Assessment

Students will:

- Design a solution for Fast Fashion in the Denim Industry
- Plan and generate a healthy café menu and café menu item

Resources required

Enclosed leather top shoes
Student supplied laptop & stationery
College supplied texts and study materials

Interactive Design

Subject Area	**Technologies**	Length	**1 Semester**

In Year 9 Interactive Design, students use a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas to everyday human cantered design problems, through prototyping, 3D printing and drawing visualisation.

Pathways to senior subjects

- Design (General)

Learning Experiences

Students will:

- use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities
- consider desirable sustainable patterns of living, and contribute to preferred futures for themselves and others.
- work independently and collaboratively to develop knowledge, understanding and skills to respond creatively to current and future needs and opportunities
- investigate, design, plan, manage, create and evaluate solutions
- make informed and ethical decisions about the role, impact and use of technologies in their own lives, the economy, environment and society for a sustainable future
- analyse and evaluate needs, opportunities or problems to identify and create solutions

Assessment

Students will:

- Compile a folio of drawings, 3D printed, and laser cut prototypes as solutions to given human centred design problems. Solution could include Fashion items, Architectural solutions, and Product designs

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Engineering Design

Subject Area	**Technologies**	Length	**1 Semester**

In Engineering Design students will use design and technologies knowledge and understanding, processes and production skills and design thinking to engineer design solutions to identified needs or opportunities of relevance to individuals and regional and global communities.

Pathways to senior subjects

- Industrial Skills (Applied)
- Design (General)
- MEM20413 Certificate II in Engineering Pathways (VET)

Learning Experiences

Students will:

- Work independently and collaboratively
- investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions, such as, a prototype CO2 powered vehicle.
- Analyse factors including social, ethical and sustainable considerations that impact designed solutions
- Apply design thinking to refine a prototype
- Design a product with meets the community, national or global need or opportunity.
- Use a range of technologies

Assessment

Students will:

- Design, make and prototype a model cO2 powered car and a folio of design and production

Resources required

Student supplied laptop & leather shoes
College supplied PPE and materials

Religious Education 10RE

Subject Area	Religious Education	Length	2 Semesters

Religious Education seeks to develop the religious literacy of students in light of the Catholic, Christian traditions, so that they might participate critically and authentically in contemporary culture.

Pathways to senior subjects

- Study of Religion
- Religion and Ethics

Learning Experiences

Students will:

- Describe how the mystery of God can be named, encountered and better understood.
- Describe how humans express an understanding of God or the 'Other' as revealed in creation.
- Differentiate between the core beliefs and practices of the major world religions (Judaism, Christianity, Islam, Hinduism and Buddhism) and describe and identify how these reflect the human understanding of God or the 'Other'.
- Identify different representations of God from a range of sacred texts for a modern Australian context.
- Use evidence from Old Testament and New Testament texts to differentiate between representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context.
- Analyse perspectives in a range of Christian spiritual writings searching for the mystery of God in the midst of world events and the course of human history.
- Evaluate and draw conclusions about the ways in which the Church has responded to a range of emerging threats to human and environmental ecology.
- Consider the significance of various sources that guide the Church's action in the world, including the teaching of Jesus and the early Church; the principles of Catholic social teaching and the reasoned judgements of conscience.
- Create responses to a contemporary moral question using evidence from these various sources to support their responses.

Assessment

Students will:

- Complete written assignments
- Research tasks
- Engage in short response examinations
- Compile portfolios of work
- TED Talk

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

English 10ENG

Subject Area	**English**	Length	**2 Semesters**

Year 10 English focuses on expanding students' critical literacy skills through the analysis of a wide range of texts, including literary, non-literary, and multimodal texts. It also aims to enhance students' communication skills by emphasizing effective writing, speaking, and listening practices in various contexts.

Pathways to senior subjects

- Essential English (Applied)
- General English

Learning Experiences

Students will:

- Analyse and evaluate texts, themes, and ideas from various contexts.
- Develop and refine critical and creative thinking skills.
- Create, present, and evaluate imaginative, informative, and persuasive texts.
- Explore and analyse the ways texts reflect personal, cultural, and social identities.
- Understand and apply knowledge of language forms and features.

Assessment

Students will:

- Create persuasive letters.
- Deliver multimodal presentations.
- Write analytical essays.
- Write creative short stories.

Resources required

Student supplied laptop & stationery.
College supplied texts and study materials.

Mathematics 10MATH

Subject Area	**Mathematics**	Length	**2 Semesters**

In Year 10 Mathematics, our aim is to ensure that students, become confident, proficient and effective users and communicators of mathematics. Develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems, and reason with number, algebra, measurement, space, statistics and probability. Through a strong partnership, we can fine tune necessary study habits to engage students effectively in the senior curriculum having success in their chosen pathway.

Pathways to senior subjects

- Essential Mathematics (Applied)
- General Mathematics
- Maths Methods

Learning Experiences

- recognise the effect of approximations of real numbers in repeated calculations.
- make and test conjectures involving functions and relations using digital tools.
- interpret networks used to represent practical situations and describe connectedness
- use mathematical modelling to solve problems involving growth and decay in financial and other applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations, numerically and graphically.
- solve problems involving simultaneous linear equations and linear inequalities in 2 variables graphically and justify solutions.
- apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles.
- use mathematical modelling to solve practical problems involving proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings.
- use deductive reasoning, theorems and algorithms to solve spatial problems.
- plan and conduct statistical investigations involving bivariate data.
- represent the distribution of data involving 2 variables, using tables and scatter plots, and comment on possible association.
- analyse inferences and conclusions in the media, noting potential sources of bias.
- compare the distribution of continuous numerical data using various displays, and discuss distributions in terms of centre, spread, shape and outliers.
- apply conditional probability to solve problems involving compound events.

Assessment

- Unit based Exams.
- Semester based Exams
- PSMT's – Problem Solving and Modelling Task's.

Resources required

- Student supplied laptop & stationery
- College supplied texts and study materials

Science 10SCI (core)

Subject Area	**Science**	Length	**2 Semesters**

In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

Pathways to senior subjects

- Biology
- Physics
- Chemistry

Learning Experiences

- Study a range of topics relating to Biology, Chemistry, Physics and Earth Science.
- Explain the role of publication and peer review in the development of scientific knowledge.
- Explain the relationship between science, technologies and engineering.
- Analyse different ways in which science and society are interconnected.
- Plan and conduct reproducible investigation to test or identify relationships and models.
- Use a range of different scientific equipment to plan and conduct scientific investigations following safe protocols.
- Address ethical and intercultural considerations when generating or using primary and secondary data.
- Construct representations to organise, process and summarise data and information.
- Analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies.
- Analyse the impact and assumptions and sources of error in methods and evaluate validity of conclusions and claims.
- Construct logical argument based on evidence to support conclusions and evaluate claims.

Assessment

- Complete written exams
- Complete written assignment
- Complete student experiments
- Complete research tasks
- Compile portfolios of work

Resources required

- Student supplied laptop, writing book, calculator & stationery

Advanced Sciences

Subject Area	Science Elective (Biology/Chemistry)	Length	**1 Semester**

This course covers both Biology and Chemistry topics. The first term will cover some key concepts in Cell Biology and Genetics. Cell biology focuses on the structure, function, and behaviour of cells, which are the basic building blocks of life. Genetic principles play a crucial role in understanding the inheritance of traits, genetic disorders, population genetics, and the study of DNA and its manipulation in genetic engineering. Students will conduct experiments, analyse data and respond to questioning based on these topics.

The unit for Chemistry is covered in the second term. In this Unit students will complete a student experiment. This will involve conducting an experiment to explore a particular concept or principle. This hands-on approach will give students an opportunity to observe chemical reactions, collect data, and draw conclusions based on their observations. Students will report on their findings in a Scientific report.

Overall, this course provides a well-rounded understanding of key biology and chemistry concepts, combining theoretical knowledge with practical skills. It will equip students with a strong foundation in these sciences and prepare them for further studies in Senior Biology and Chemistry.

Pathways to senior subjects

- Senior Biology and Senior Chemistry

Learning Experiences

Students will:

- Familiarise themselves with the Assessment Tasks given in Senior Science to prepare them for the study of Science in Year 11 and 12.
- Be able to complete extended practical investigations, following safety protocols and using a range of technical scientific equipment.
- Be able to pose questions, plan and conduct investigations, collect, analyse and interpret evidence and communicate findings.
- Develop critical and creative thinking skills to draw evidence-based conclusions using scientific methods.
- To be able to analyse data and using scientific language and apply mathematical skills to answer directed questions.
- Be able to write and communicate effectively using scientific language and terminology and follow QCAA guidelines on report writing.

Assessment

Students will:

- Complete a data test – Biology
- Write a report – Student Experiment - Chemistry

Resources required

Student supplied laptop & stationery

Resources required

Student supplied laptop, writing book, calculator & stationery

History 10HIS

Subject Area	**Humanities**	Length	**1 Semester**

History explores the development of Australia as an emerging nation, the impacts of the World Wars and Australia becoming the nation we know today.

Pathways to senior subjects

- Modern History
- Legal Studies
- Social and Community Studies (Applied)

Learning Experiences

Students will:

- Explore the historical significance of the period between 1918 and the early 21st century.
- Explore the causes and effects of events, developments, turning points or movements in 20th century Australia and internationally, leading up to and through the Second World War, and the post-war world.
- Describe social, cultural, economic and/or political aspects, including international developments, related to the changes and continuities in Australian society over this historical period.
- Explore the role of significant ideas, individuals, groups and institutions connected to the developments of this period and their influences on Australian and global history.

Assessment

Students will:

- Complete written assignments
- Engage in short response examinations

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Geography 10GEO

Subject Area	**Humanities**	Length	**1 Semester**

Geography explores both physical and human geographies. Students will learn about the impact human activity has on the environment, as well as ways to live a more sustainable life.

Pathways to senior subjects

- Modern History
- Legal Studies
- Social and Community Studies (Applied)

Learning Experiences

Students will:

- Explore how the interactions of people and environmental processes at different scales change the characteristics of places.
- Explore the effects of human activity on environments, and the effect of environments on human activity, over time.
- Evaluate the implications of a distribution.
- Evaluate the extent of interconnections occurring between people and places and environments.
- Analyse changes that result from these interconnections and their consequences.
- Evaluate strategies to address a geographical phenomenon or challenge, using environmental, social and economic criteria.

Assessment

Students will:

- Complete written assignments
- Engage in short response examinations

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Law & Society

Subject Area	**Humanities**	Length	**1 Semester**

Law & Society seeks to explore how society is structured, the role of rules and laws, and learn about Australia's relationships with other countries.

Pathways to senior subjects

- Legal Studies
- Modern History
- Social and Community Studies (Applied)

Learning Experiences

Students will:

- Compare the key features and values of Australia's system of government to those of another system of government.
- Describe the Australian Government's role and responsibilities at a regional and global level.
- Explore the role of the High Court of Australia.
- Explore how Australia's international legal obligations influence the law and government policy.
- Identify and explore challenges to a resilient democracy and a cohesive society in Australia.

Assessment

Students will:

- Complete written assignments
- Engage in short response examinations

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Music 10MUS

Subject Area	**The Arts**	Length	**1 Semester**

In Year 10, Music builds on student's prior learning and experiences as they develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national, and global contexts. This awareness of diverse music practices, genres and/or styles informs their own music practices.

Pathways to senior subjects

- General Music
- Music In Practice (Applied)

Learning Experiences

Students will:

- Explore and respond to examples of music through the study of World music
- Explore and respond to examples of music throughout the history of musical theatre including operetta, vaudeville, Broadway, and beyond.
- Listen and evaluate their own music practices or analysing performances and compositions created or presented by others.
- Build and extend creative practices for listening, including aural skills, vocal and/or instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music: duration/time (for example, beat and rhythm, tempo, pulse, simple/compound metre, syncopation), pitch, dynamics and expression, form and structure, timbre and texture
- Build and extend critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, considering how to apply knowledge of music genres/styles or structures in compositions, developing interpretations of music composed by others or evaluating their own performances
- Compose in genres/forms such as song writing, solo and/or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo and/or ensemble music works for performance, using aural skills and/or available digital tools as appropriate
- Present performances to audiences; for example, a specific target audience.

Assessment

Students will:

- Compose pieces using Garage band
- Perform once each term in a group or individually
- Complete music theory and history (musicology) tasks

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Visual Arts 10VAR

Subject Area	**The Arts**	Length	**1 Semester**

In Year 10, Students continue to build upon their prior learning and experiences as they develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices, and arts spaces in local, regional, national, and global contexts.

Pathways to senior subjects

- Visual Arts in Practice (Applied)

Learning Experiences

Students will:

- Explore and respond to
  - artworks and visual arts practices from across cultures, times, places and/or other contexts; for example, through exploration of works in physical or virtual spaces or engagement with artists
  - ways artworks created by First Nations Australians celebrate and challenge multiple perspectives of Australian identity.
- Develop practices and skills by
  - building and extending creative practices and skills for visual arts practice, developing ideas and intentions, creating representations, and developing skills and techniques in specific visual arts processes
  - building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, considering how to apply knowledge of visual arts practices in their work.
- Create artworks to communicate ideas, perspectives and meaning in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms to communicate ideas and intentions using visual arts practices and materials.
- Present artworks and practices to audiences; for example, curating exhibits of their work, as individual artists or by working collaboratively. This can include designing and preparing a space or developing supporting material such as artist statements.

Assessment

Students will:

- Complete artwork and a Visual Diary
- Written assignments

Resources required

Student supplied laptop & stationery
College supplied texts and art materials

Drama 10DRA

Subject Area	**The Arts**	Length	**1 Semester**

In 10 Drama, students will engage with contemporary scripted texts and consider the key themes and issues prevalent in the texts and their relevance to a contemporary young audience. They will consider their own interpretations of each focus play and workshop ways to communicate a key dramatic meaning to a young audience. Students will develop an understanding of Contemporary Theatre conventions.

Pathways to senior subjects

- Drama in Practice (Applied)

Learning Experiences

Students will:

- Students analyse the elements of drama, forms and performance styles
- Develop an understanding of Contemporary Theatre through Australian Gothic and comic conventions
- Evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.
- Use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
- Develop and sustain different roles and characters for given circumstances and intentions.
- Perform devised and scripted drama in different forms, styles and performance spaces.
- Collaborate with others to plan, direct, produce, rehearse and refine performances.
- They select and use the elements of drama, narrative and structure
- Refine performance and expressive skills in voice and movement to convey dramatic action.

Assessment

Students will:

- Complete a Dramatic Project
- Complete a performance of a scripted text

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Media Arts 10MED

Subject Area	**The Arts**	Length	**1 Semester**

In Year 10, Media Arts build on student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences.

Pathways to senior subjects

- Film, Television & New Media
- Media Arts in Practice (Applied)

Learning Experiences

Students will:

- Explore and respond to
    - ways in which media arts works from across cultures, times, places and/or other contexts communicate ideas, perspectives and meaning, and the relationships the works create between makers, audiences and institutions.
    - ways media arts work created and distributed by First Nations Australians celebrate and challenge multiple perspectives of Australian identity.
- Develop practices and skills to
    - build and extend creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms, genres and styles, and available technologies.
    - build and extend critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others.
- Create (produce) media arts works using production processes in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms.
- Present/screen/distribute media arts work they have produced to audiences, in informal and/or formal settings; for example, audiences that are known to the students and/or unfamiliar audiences.

Assessment

Students will:

- Write a case study examining representations of people, places and concepts in film.
- Develop and refine camera and editing techniques making a video advertisement.

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Health and Physical Education 10HPE

Subject Area	**Health and Physical Education**	Length	**1 Semester**

Health and Physical Education supports students to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They will also propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

Pathways to senior subjects

- Physical Education (General)
- Sport & Recreation (Applied)

Learning Experiences

Students will:

- Synthesise health information from credible sources to propose and justify strategies to enhance their own and others' health, safety, relationships and wellbeing.
- Propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others.
- Evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships.
- Evaluate and refine their own and others' movement skills and performances, and apply movement concepts in challenging or unfamiliar situations.
- Adapt and transfer movement strategies to unfamiliar situations to achieve successful outcomes
- Apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts

Assessment

Students will:

- Healthy Habits for Healthy People: 600-800 word - Investigation Task
- Active and Healthy Communities – Examination (Multiple-choice, short and extended response)

Resources required

Student supplied laptop & stationery
College supplied texts and study materials
Sports uniform and hat

Digital Technology 10DIGI

Subject Area	**Technologies**	Length	**1 Semester**

In Year 10 Digital Technologies students develop and modify innovative digital solutions, decompose real-world problems, and critically evaluate alternative solutions against stakeholder elicited user stories. They use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects.

Pathways to senior subjects

- Certificate III in Aviation
- ICT (Information Communication Technology) Applied

Learning Experiences

Students will:

- write and edit programs to solve problems using algorithms and data structures in general-purpose and object-oriented programming languages, such as Python, JavaScript or C#
- Debug a program by locating an error, modifying the program, and verifying that the changes made are correct, for example identifying the line in the code where an error occurs by reading an error message, printing out the variables to deduce what is causing the problem, and testing any fixes by entering data that could create similar errors
- Protype a user experience and an interactive interface application to control and fly a drone within Australian aviation standards
- Work independently and collaboratively to design and implement solutions to digital problems

Assessment

Students will:

- Use text-based coding languages to generate an interactive Webpage
- Design and implement code commands to control, fly and land a drone

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Introduction to Hospitality Practices

Subject Area	**Technologies**	Length	**1 Semester**

In Year 10 Introduction to Hospitality Practices strand students use the design process to development products that meet human needs, wants and opportunity. The subject provides opportunities for students to apply technology practice to design, test and create their own unique food and menu products for authentic needs and opportunities.

Pathways to senior subjects

- Certificate III Hospitality (VET)

Learning Experiences

Students will:

- Work independently and collaboratively to prepare menu items for healthy eating and sustainable food practice
- analyse and make judgements on how the sensory and functional properties of food influence the design and preparation of sustainable food solutions for healthy eating
- Experiment with food preservation methods such as freezing and dehydrating to determine changes to food structure and how these impact on designing healthy food solution
- Reflecting on food trends and how they may influence choosing food or designing food solutions for healthy eating for example choosing organic ingredients or plant-based foods to reduce environmental impacts
- Practice Workplace Healthy and Safety routines for an industry standard kitchen

Assessment

Students will:

- Design and create a healthy family meal, and meal menu card (similar to Hello Fresh/Marley Spoon)
- Practice a variety of cooking, preparation and preservation techniques using the dehydrator, food processor, oven, stove and freezer
- Design and create an Easter/Christmas gift basket/box to demonstrate food preservation

Resources required

Students must always wear enclosed sturdy leather shoes within the kitchen. Student supplied laptop & stationery
College supplied texts and study materials

Interactive Design

Subject Area	**Technologies**	Length	**1 Semester**

In Year 10 Interactive Design students analyse how people in design and technologies occupations consider ethical, security and sustainability factors to innovate and improve products, services and environments for use in their everyday life. Students engage with the Design Process to analyse the impact of innovation, enterprise and emerging technologies to use computer aided drawing, sketching, laser cutters and 3 D printers to prototype solutions.

Pathways to senior subjects

- Senior Design (General)

Learning Experiences

Students will:

- analyse needs or opportunities for designing; develop design briefs; and investigate, analyse and select materials, systems, components, tools and equipment to create designed solutions
- apply innovation and enterprise skills to generate, test, iterate and communicate design ideas, processes and solutions, including using digital tools, laser cutter and 3D printers
- develop design criteria independently including sustainability to evaluate design ideas, processes and solutions through low fidelity prototyping of products, services and environments.
- Explore design areas such as Architecture, Fashion Design, Product Design and Interior Design

Assessment

Students will:

- Produce low fidelity prototypes to design problems, such as print design for fabric, floor plans for a holiday bungalow and 3D models of fashion items and flexible furniture solutions.

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

Introduction to Industrial Engineering

Subject Area	**Technologies**	Length	**1 Semester**

In Year 10 students use design and technologies knowledge and understanding, processes and production skills to analyse and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to control engineered systems and solutions.

Pathways to senior subjects

- Industrial Technology Skills (Applied)
- MEM20413 Certificate II in Engineering Pathways (VET)
- Design (General)

Learning Experiences

Students will:

- Work independently and collaboratively
- Problem-solve contemporary life issues by making connections with specialised occupations
- Use a range of technologies including graphical representations
- Produce rendered illustrated view for marketing
- Investigate and make judgements on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions.
- They critically analyse factors (including social, ethical and sustainability considerations) that impact on designed solutions for global preferred futures and apply design thinking as they design and refine a prototype solar powered vehicle

Assessment

Students will:

- Apply the design process to produce a mechanical toy, a computer aided engineering solution, a 3D printed prototype phone holder and Recycling solution for waste plastics.

Resources required

Student supplied laptop & stationery
College supplied texts and study materials

22523VIC Certificate I in Employment Pathways 10EMP

Subject Area	**Vocation Education**	Length	**1 Semester**

This certificate is an excellent qualification that assists students to gain vital foundation skills and knowledge to succeed in the workplace and understand the mechanics of competency-based assessment.

The course allows students to experience vocational training for the first time and to access a nationally recognised qualification as well as gain invaluable insight into employability skills and career planning.

It provides an excellent pathway to work experience, career development, time management, organisational skills and health and safety of self and others.

A Language, Literacy and Numeracy (LLN) Screening process is undertaken at the time of initial enrolment to ensure students have the capacity to effectively engage with the content and to identify support measures as required.

Pathways to senior subjects

- Any of the **VET** qualifications offered in year 11 and 12.

Structure & Assessment

- There are seven units of competency included to complete the qualification.
- Students will use an online learning platform for all learning materials and assessment tasks.
- Competency based assessment has continual assessment for each individual unit of competency. All tasks need to be satisfactorily completed to be deemed competent in each unit of competency.

Resources required

- Student supplied laptop.
- Study material supplied on the online learning platform.

Service Agreement

- This is a 6-month course. Students are enrolled into the 22523VIC Certificate I in Employment Pathways with IVET Institute: RTO ID: 40548

QCE Points

- **2** on completion of the qualification

Units of Competency:

VU22786	Develop personal effectiveness
FSKOCM007	Interact effectively with others at work
FSKWTG009	Write routine workplace text
FSKLRG007	Use strategies to identify job opportunities
VU22788	Develop an action plan for career planning
VU22787	Prepare for employment
BSBWHS201	Contribute to health and safety of self and others

LEAD BY EXAMPLE

Mt Maria College Petrie

Inspired by Marcellin Champagnat and Maximilian Kolbe

Resilience, High Expectations and Perseverance