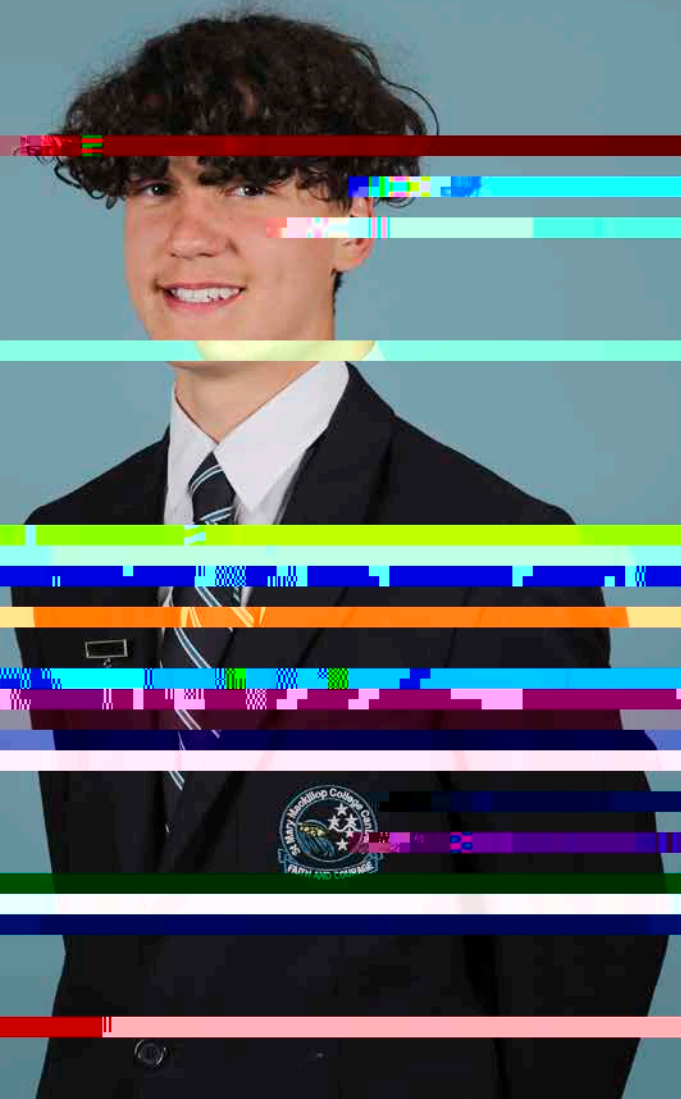
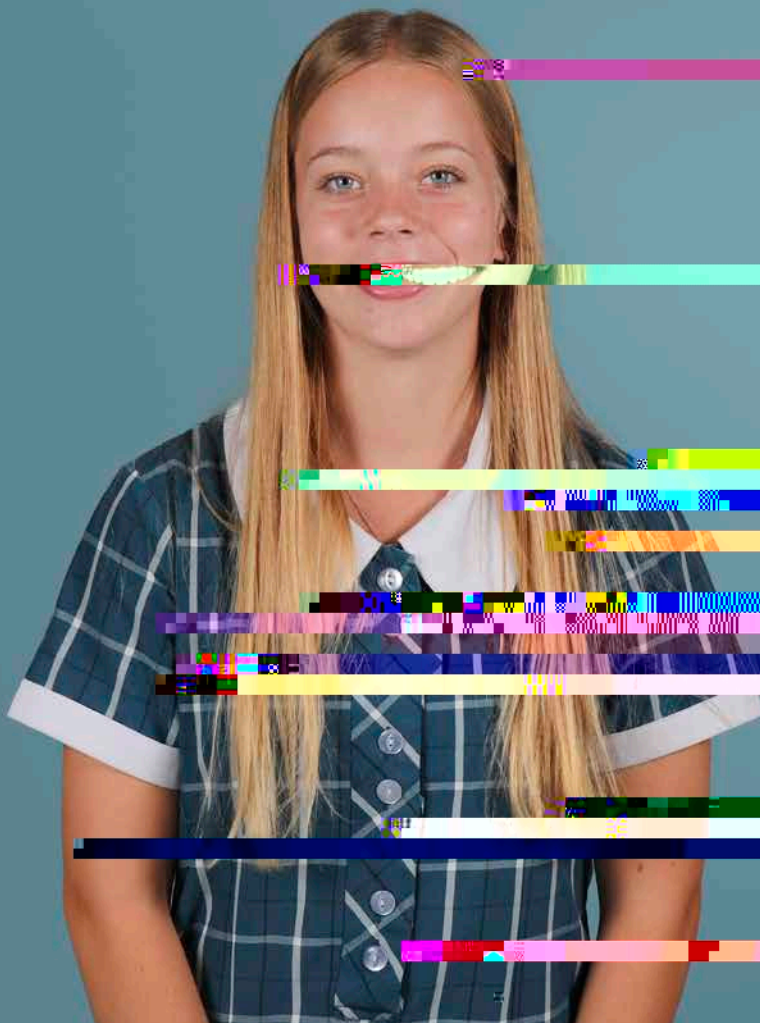




M S Ma Ma K C Ca a



*The Bridging  
School Handbook*

*Years 9 & 10  
Courses for 2024*

# *Contents*



*St Mary MacKillop College is a dynamic  
welcoming community based on the gospel*

# *Introduction*

## **Aim of the Handbook**

*The purpose of this handbook is to provide information to parents/carers and students about the courses of*

# Introduction

## Unit Selection

*When selecting units students should view their selections as a two year package. Students should consider choosing subjects they enjoy and are good at, as well as providing a basis for trying subjects that they are interested in studying at senior level. Selection of subjects should reflect a balance of breadth and depth. Students can study one subject per semester from each area of study. Unit selections should be based on the unit descriptions in this handbook, in consultation with staff and discussion with parents/carers.*

## Support

*Staff provide specialist support for students requiring assistance with basic skills, study skills and learning skills, as well as for those requiring extension activities and challenges beyond the normal requirements of the course. Students with special needs are supported where possible by classroom resourcing.*

*In addition to College recommendations, the concern of parents and carers about a child's progress can result in resource assistance. Parents/carers are invited to make an appointment with the Inclusive Education Coordinator, Caroline Winslade, if their child would benefit from resource assistance.*

*Parents/carers, teachers and students, as well as various diagnostic tools, are used to identify the gifted and talented student. Each discipline area meets the needs of these students through classroom differentiation which includes the use of high engagement strategies.*

## Parent/Carer Interviews

*Formal interviews are held twice per year at mid-semester. These give parents/carers and teachers an opportunity to discuss student progress and needs. They are a valuable means of communication and all parents/carers should avail themselves of these opportunities.*

*Parents are welcome to arrange interviews at any other time or to speak to staff about general progress or concerns they may have.*

*Course  
Overviews &  
Outlines*

# Work Studies

10E

*Work Studies assists students to recognise the links between education, training, work and lifestyle, and the economic and social factors that affect work opportunities. It develops students' skills in accessing work-related information, presenting themselves to potential employers, and functioning effectively in the workplace. Work Studies can equip students to make informed decisions about employment pathways and/or their future study.*

*Students wishing to participate in the Work Experience Program while in Year 10 are required to study this subject. The College's insurance requires students to have been fully prepared for the workplace and the orientation of the course enables students to develop a sound level of knowledge and understanding of Workplace Health and Safety and with workplace behaviour. Please note: Students are required to find their own work experience host employer to simulate the 'real work' context. If students are wishing to undertake work experience in the Construction Industry they must organise and complete the Construction Induction White Card and Asbestos Training prior to the submission of Work Experience Insurance paperwork. Advice is available from the Careers & VET Coordinator regarding training organisations that offer the above training.*

*The course is intended to give students useful experiences against which to test their emerging career. It also allows for students to develop a range of skills and attitudes in actual workplace contexts. The value of these experiences will be reinforced by the content taught within the classroom, which provides both a knowledge base and the opportunity for reflection on work place learning.*

## U:

### C

#### Self-analysis:

- Developing a sense of self
- Assessing personal attributes
- Exploring vocational interest
- Links between education, training and work
- Soft and Hard skills for work

#### Decision-making:

- Decision-making process
- Principles and processes involved in choosing, acquiring, and keeping a job
- Matching strengths, weakness and value to job requirements
- Choosing a job that suits personal attributes, needs, and lifestyle requirements



## J:

- Employment opportunities – sources of employment information
- Assessment of employment opportunities
- Job applications processes
- Interview preparation
- The interview
- Post-interview evaluation
- Legal and ethical issues in the workplace
- Skills of researching, gathering, organising and presenting information
- Investigating a range of jobs

## A

*Assessment tasks will include: portfolio; mock interview; resume; work experience report; application letters; observation reports.*

*The Year 9 Digital Technology units on offer at St Mary MacKillop College give students a range of ICT pathways to explore before deciding if it is the kind of subject area they would like to pursue further in*

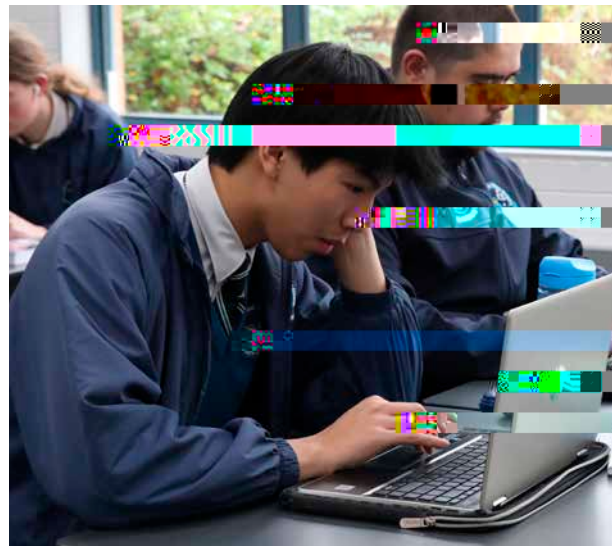


# Year 10 Digital Technology

10E

The Year 10 Digital Technology units on offer at St Mary MacKillop College give students a broad range of ICT pathways to experience before deciding if it is the kind of subject they would like to pursue further in Senior School. "Workplace IT" gives students the opportunity to achieve vocational competencies from Business Services. "Social Media" provides an opportunity for students to gain a practical understanding of social media technologies and "The Gaming Industry" gives students a solid understanding of what it takes to be a game developer.

Studying Digital Technology in Year 10 prepares students for further study of the Year 11 and 12 Computer Science and Information Technology courses or for direct entry into the workforce.



## WU:

### Unit 1

This unit focuses on students attaining their Certificate I in Workplace Skills. This qualification reflects the role of individuals who have not yet entered the workforce and are developing the necessary skills in preparation for work. Students will examine business resources, learn work ready skills, operate digital devices, build communication skills for the workplace, collect and record data, and identify and use specific industry standard technologies.

### Unit 2

Students will explore the impact social media has on their lives. Using common web technologies, students will learn to create dynamic and artistic social media content and develop simple recommendation systems. Students will examine the common methods used to track and provide targeted advertisements to users online.

### Unit 3

In this unit students look at the gaming industry and what it takes to be a game developer. Covering topics such as formulating game ideas, promoting game projects, team management and the creation of the user experience. Students learn to use an industry standard game creation program to turn their ideas into reality.

## Assessment:

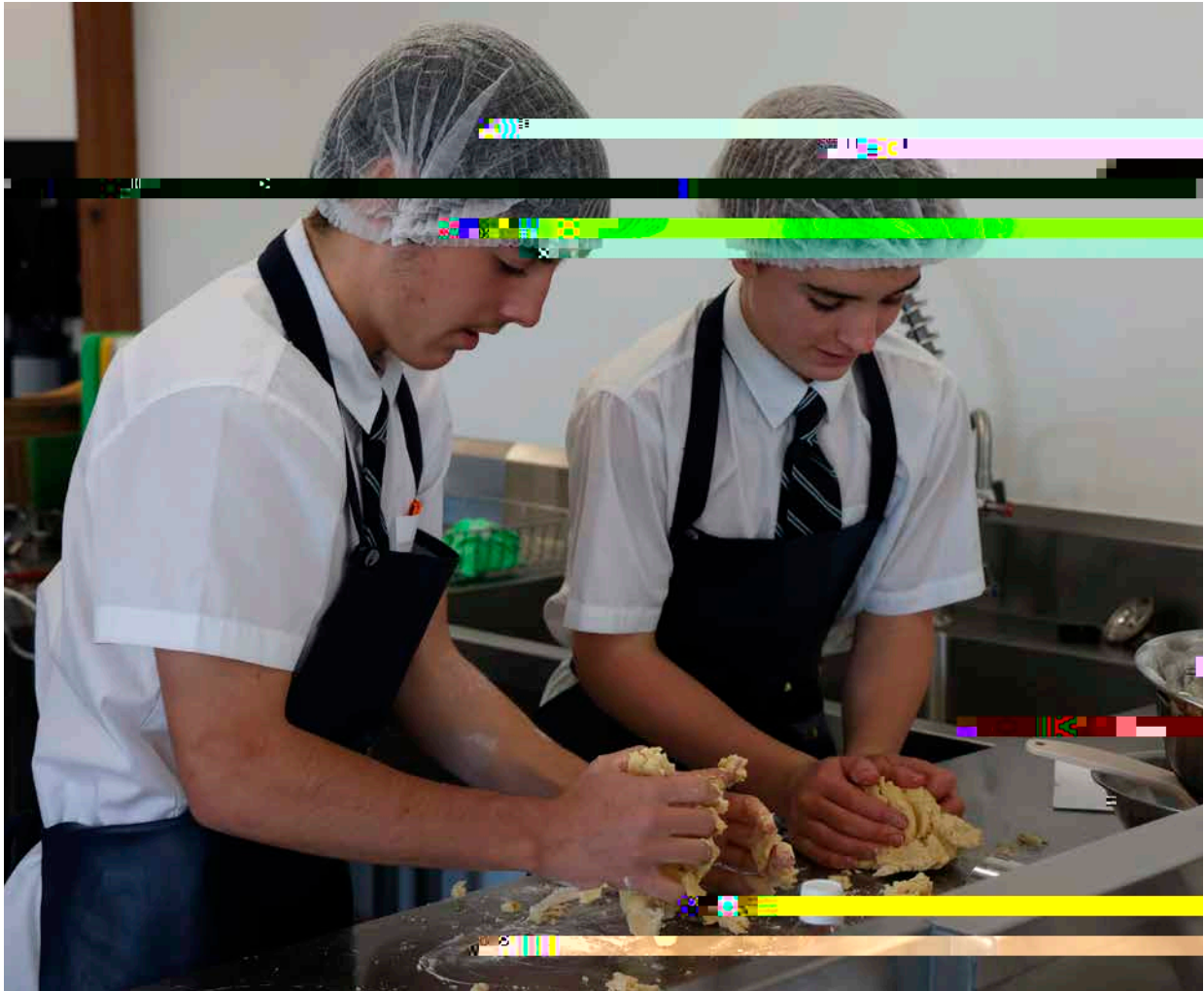
Assessment will be progressive and feedback will occur with each assessment task. A range of strategies will be used and negotiated with students to measure achievement. In all Digital Technology units, these strategies may include: portfolios; in-class tasks; group work; assignments; or practical/theory tests.

## ICT Requirements:

For all Digital Technology units students will require a modern laptop running either Windows or MacOS – a Chromebook is not a suitable device. An external mouse is also strongly recommended. Workplace IT students need to have access to the Microsoft Office Suite for this course.

# *Food Technology*

9/10E



*The central focus of Food Technology is the promotion of health and wellbeing, including types and amounts of foods recommended to eat and food groups that reduce the risk of diet-related conditions and chronic disease. Students are offered a wide range of experiences and opportunities to develop practical and critical thinking skills. The development of both knowledge and an appreciation of the importance of healthy food habits in our lives is a key focus of the units of work. Practical aspects will cover hygienic food handling, factors affecting menu choice, appropriate presentation of food and sensory perceptions that influence food solutions. Students will be required to complete written tasks to develop their critical analysis skills and communicate design ideas with increasing sophistication.*

*Food Technology builds on concepts, skills, and design processes. These units are developed for students who have an interest in Food Technology and who wish to extend practical skills based around the creation of food solutions for healthy eating.*

**Unit 9:****EA 9**

*"World on Your Plate" introduces students to the cultural influences on Australian food and aims to broaden students understanding of how Australian cuisine is developing. Students create food fusion dishes after researching a range of world foods to explore and experiment with national cuisines. Students investigate a range of Indigenous foods and their uses.*

**Unit 10:**

*Students studying "Food by Design" will have opportunities to explore a wide range of activities to redesign foods and develop a love of cooking and enjoy food preparation as well as building their food skills. Sustainable practices will be a focus of the unit. Students may have the opportunity to work as a team to operate and design a food service simulation e.g. a pop-up shop using locally sourced produce.*

**EA 10**

*Signature Dishes will enable students to explore the design process and apply this to recipe development. Emphasis is placed on exploring signature dishes of chefs around the world. Students are exposed to a range of contemporary and diverse ingredients while investigating social, cultural and sustainable factors.*

**Unit 11:**

*In the Café Cooking unit students learn about the many components of café operations including developing the skills of a barista. Students design recipes and analyse café operations of various food enterprises. They learn about food trends, sustainable food practices, contemporary preparation and presentation.*

**Assessment:**

*Assessment tasks will include: practical food preparation; in-class tasks; design tasks.*



*Textiles Technology focuses on the development of critical and creative thinking. Students have opportunities to utilise the design process to plan, experiment and create innovative textiles products with a focus on sustainability.*

Please note students are required to purchase their own fabrics and notions after consultation with their teacher.

**U:**

**EA 9**  
**C**



### **Cultural Studies:** **EA 9**

*Students in Year 9 explore literary texts that support and extend them as independent readers of a range of genres with challenging and complex plot sequences. Students create a range of texts including narratives, procedures, performances, reports, discussions, literary analysis, transformation of texts and reviews.*

### **Humanities:**

*Students will engage with a variety of texts exploring how the human voice is used as a means of raising awareness and protest about particular issues. They will explore themes of cultural significance, relationships and various dilemmas from a variety of perspectives, including Australian literature. Students will develop an understanding of how literature communicates Indigenous, colonial, multicultural, stereotypical and contemporary perspectives and life experience. Students will explore the context and purpose of texts, evaluate representations within texts and develop critical understanding of contemporary works. Students will study at least one novel, a range of short stories, poetry, media, visual and film texts. They will have the opportunity to interpret, evaluate, discuss and perform texts as well as create their own imaginative, informative and persuasive texts. Texts will explicitly highlight persuasive devices, language and literacy features to develop student understanding and use of these concepts, skills and processes.*

### **Human Experience:**

*Students will engage with a variety of texts to explore themes of human experience, interpersonal relationships, moral and ethical dilemmas. This includes the study of a Shakespearean play and exploring the contribution of Shakespeare to the development of the English language and literature. Students will become more familiar with the impact and relevance of Shakespearean texts as well as develop a critical understanding of the appeal and style of genre. In addition to this, students will further explore genre through a variety of texts including a novel study, short stories, poetry and visual texts. Students will have the opportunity to interpret, evaluate, discuss and perform texts as well as create their own imaginative, informative and persuasive texts. Texts will explicitly highlight language and literacy features to develop student understanding and use of these concepts, skills and processes.*

### **EA 10**

*Students in Year 10 undertake a comprehensive program which prepares them for Tertiary studies in*

and visual texts. In this course, students will learn how to critically analyse and appreciate the various forms of literature and to consider the roles that literature and language plays in the development of a personal, community and global awareness.

### Literacy and Media

In this unit students will continue to explore a range of texts types and discover the ways in which literary and visual texts manipulate and persuade audiences to understand, shape opinion, exert influence and manage controversy. Students will read and respond to a variety of literary and visual texts including; novels, films as well as print and digital media. Students will gain knowledge of global, national and local opinions through class discussions, analysis and through the completion of assessment tasks designed to expand students' knowledge.

Students will develop their visual literacy skills, critically reading and viewing texts such as news articles, features, editorials, documentaries and reviews. Students will be offered the opportunity to write sustained texts that entertain, inform and persuade in print and electronic mediums. Students are encouraged to see themes from different perspectives. In addition, the medium of literature will allow students to enhance their literacy skills of reading, writing, speaking, listening and viewing.

### Engaging with Writing

#### EA 9

#### Writing

In this unit, students will draw on their passion for writing to express their views in the written form. Engaging with a range of text styles and writing techniques, students will author their own portfolio of descriptive, persuasive and creative writing. Students will explore and analyse styles of writing in both classic and contemporary texts, exploring fiction, non-fiction, poetry and other text types. They will have the opportunity to develop fundamental elements of the writing process to develop ideas, organise thoughts, edit and create texts that will be fit for publishing.

### Assessment

Assessment is balanced across the modes of Speaking and Listening, Reading and Viewing and Writing.

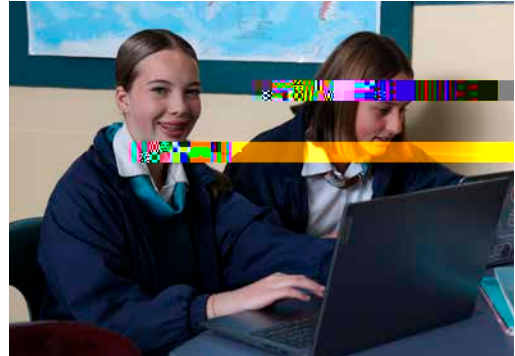
# History

9/10C

zA

C

These units are designed as a compulsory follow on unit from the Year 8 or 9 Australian Curriculum: History and Geography units and provides a more detailed view of Australia's growth as a nation. It explores contemporary issues especially in relation to international relations including aspects of geography, history and government. Year 9/10 History is a pathway to Senior Ancient and Modern History courses.



## Year 9:

EA 9: 1 → 2

H<sup>1</sup> → ( , M<sup>1</sup> → , M<sup>2</sup> → )

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914-1918, the 'war to end all wars'. A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources.

The key inquiry questions at this year level are:

1. What were the changing features of the movements of people from 1750 to 1918?
2. How did new ideas and technological developments contribute to change in this period?
3. What was the origin, development, significance and long-term impact of imperialism in this period?
4. What was the significance of World War I?

EA 10: 1 → 2

H<sup>1</sup> → ( , M<sup>1</sup> → , A<sup>1</sup> )

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

1. How did the nature of global conflict change during the twentieth century?
2. What were the consequences of World War II? How did these consequences shape the modern world?
3. How was Australian society affected by other global events and changes in this period?

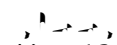
## Assessment:

Students will be assessed in a variety of different ways. Assessment tasks will include a selection of: creative responses; performance activities; document studies; essays; group projects; oral and written reports; research assignments; tests.





*These units are designed as an elective for students to select as they provide a more detailed examination*



*Year 10 Philosophy will provide opportunities for students to expand their critical thinking skills. They will explore philosophical ideas in the context of their social, cultural, political and religious significance. Student will engage in Communities of Inquiry to examine both historical and contemporary philosophies whilst developing their skills in argument formation and development.*



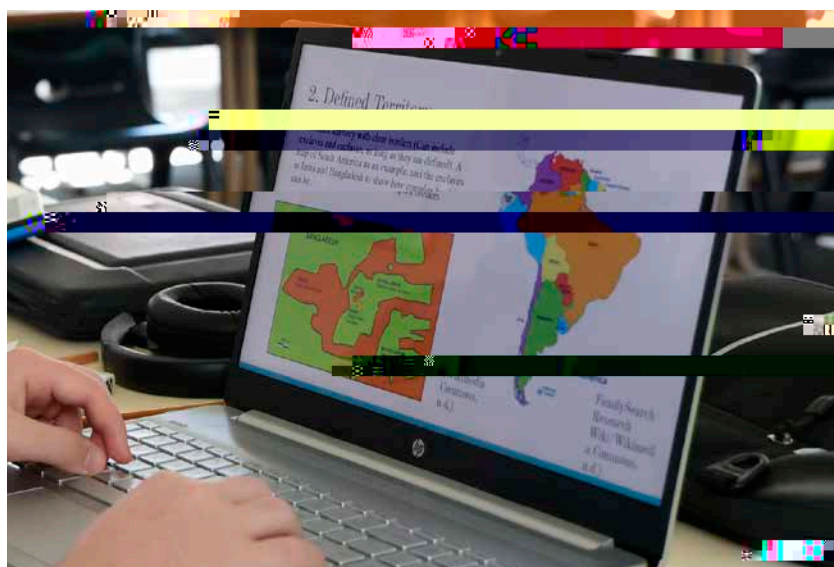
*Human Sciences students will study the very essence of humans, that is, 'being human' in today's world with an emphasis on how humans construct multiple interconnecting perspectives across the biological and social sciences. Underlying the course is the recognition that it is important to understand connections among biological, social, and cultural phenomena in order to address the major issues and problems humans face individually and socially in a rapidly changing world. This unit focuses on the two introductory disciplines of Psychology and Sociology. Psychology is the scientific study of mind and behaviour, seeking to describe, explain, predict and change behaviour whereas Sociology is the study of human behaviour, beliefs and identity in the context of social interaction, social relationships, institutions, power and change.*



*From Trump to Terrorism and Globalisation to One Nation; this is an extension history unit looking at the events that have given rise to the 21st Century. Students will investigate global historiographical trends that have shaped the modern world in the twentieth century and explore the way in which popular culture including music, film and television, fashion, technology and sport has been a medium to express the social and political evolution of the 20th and 21st centuries. Students will evaluate if humanity can learn from the past to prevent societal, economic and ecological collapse in the future.*



*Students will be assessed in a variety of different ways. Assessment tasks will include a selection of: creative responses; performance activities; document studies; field work/excursion reports; group projects; oral and written reports; research assignments and essays; mapping exercises; project-based learning; tests.*



# Industrial Technology

9E



The term 'technology' refers to the equipment and processes used to enhance, maintain and modify the environment and resources in order to support human endeavour. It involves the purposeful application of knowledge, skills, equipment, materials, energy and data to create useful products. Study of this course provides a pathway to vocational education and training in Furniture Making and Construction Pathways, and senior studies in Engineering and Design Technologies.

U:

EA 9

D C 1

In this unit students will be given a design brief that will allow them to explore the design process and produce a small furniture item of their own unique design. This unit will focus on developing students' knowledge and skills in handmade timber jointing methods and introduce them to machinery to assist in the furniture making process. Students will also be introduced to working with different timber species, including various Australian Hardwoods.

D C 2

In this unit students will focus on developing their knowledge and skills in working with various fixings and components to assist in the furniture making process. Students will be assigned a design brief that will allow them to explore the design process and produce a small furniture item of their own unique design. This unit offers the opportunity for students to showcase their creativity, refine their craftsmanship, and develop a deeper understanding of the furniture making process. (Please note: previous Wood Design and Construction units do not need to be completed in order to select this unit.)

## M U L T I M E D I A



**M A T E R I A L S A N D D E S I G N**

*In this unit students will navigate the design process to construct products that incorporate various materials both natural and synthetic. This unit will have a strong design focus and will introduce students to CAD software and CNC machining. Students will develop an understanding and appreciation for mixing materials to produce design solutions. (Please note: previous Materials and Design units do not need to be completed in order to select this unit.)*

**A U T O M O T I V E A N D M E C H A N I C A L E N G I N E E R I N G**

*In this unit students will develop their understanding of how automotive and mechanical systems work and operate. They will also develop the skills required for designing and fabricating metal design solutions. Students will dismantle and re-assemble single cylinder engines, fabricate metal engineering-based projects and investigate and report how automotive systems function. (Please note: previous Metal Engineering units do not need to be completed in order to select this unit.)*

**D E S I G N A N D T E C H N I C A L C O M M U N I C A T I O N**

*In this unit students will produce drawings in an accurate and graphically challenging way, developing methods of presentation in accordance with current drawing standards. The correct understanding of the problem, an accurate drawing method and an effective graphic presentation are essential parts of this course. Through this unit students will be given a number of design briefs and will navigate the design process to achieve their desired outcome. This unit will heavily focus on the use of CAD software. (Please note: previous Design & Technical Communication units do not need to be completed in order to select this unit.)*

**A S S E S S M E N T**

*Students will be assessed in a variety of different ways. Assessment tasks will include a selection of: practical assessment, exams, research tasks and design portfolios.*



The Year 9 course is designed to allow progress into Year 10 Mathematics and to identify the students capable of achieving success at the 10A level. The Year 9A course is designed for students who have demonstrated a high aptitude for mathematics and enjoy problem solving. Students will progress into 10A level mathematics in the following year or may choose to complete a Year 10 course instead.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

**U** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions, explaining the function of relative frequencies and probabilities, calculating areas of shapes and surface areas of prisms and the constancy of the trigonometric ratios for right-angle triangles.

**F** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane.

**MS** includes calculating surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry, and collecting data from secondary sources to investigate an issue.

**PS**



# Mathematics 10/10A

10C, 10A, 10C

The Year 10 course is designed to allow progress into the senior courses, *Mathematical Applications (Tertiary)* or *Essential Mathematics (Accredited)*. The 10A course is designed for students who intend to study an *Advanced Tertiary* course such as *Mathematical Methods, Specialist Methods, or Specialist Mathematics*.

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

**U** includes describing patterns in uses of indices, applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between algebraic and graphical representations of relations, connecting simple and compound interest in financial contexts and determining probabilities of multiple experiments

**F** includes formulating proofs using congruent triangles and angle properties, factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets

includes calculating the surface area and volume of a diverse range of prisms, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events and their probabilities

includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

## U:

Areas of study will include:

**N** : Money and financial mathematics, Patterns and algebra, Linear and non-linear relationships

**M** : Using units of measurement, Geometric reasoning, Pythagoras and trigonometry

Chance, Data representation and interpretation

## A :

Assessment tasks will include: semester exam; investigation assignment; class tests; online quizzes.



*Learning Italian enables students to develop an awareness of the role and nature of the language and culture in everyday life, so that they may understand the diversity of the world around them and act appropriately. Students have the opportunity to acquire communication skills which will enable them to widen their networks of interpersonal relations, have direct access to information in another language and use their language skills for study, vocational and leisure based purposes.*

*Students will investigate issues concerning friendship; the environment viewed from another culture's perspective and will also gain a sense of national identity by comparing those of Italy and Australia. Students will also revise and develop their language skills of responding to spoken and written texts, conversing and writing using relevant expressions and vocabulary.*

*Japanese is the first language of the 127million inhabitants of Japan, Australia's northern neighbour in the Asian region. It is*

# Dance

9/10E

*The study of Dance not only aims to help students develop confidence and skills in presenting work to an audience but also develops essential skills that they will use in all areas of their life. With a focus on individual development and group work students learn skills in listening, problem solving, time management, teamwork, leadership and creativity.*

*Students will be involved in creating and presenting a series of dance compositions that tell a story. These units are a strong foundation for senior studies in dance where there is a focus on self-expression through composition and using the works of others to inform and inspire.*

## 9 D

*In this unit you will explore musical theatre, its features and legacy. You will learn dance technique from *The Lion King*, *42nd Street* and *A Chorus Line*. The unit concludes with you making your own compositions that take inspiration from the modern musical *Hamilton* and its use of a current dance style to tell a historical story.*

## 10 D

*In this unit you will learn the art of creating a production. From inception to performance you will design a piece for the Ausdance Youth Dance Festival. We then use character and face paint to explore appropriation as we create dance films inspired by famous artists.*

## A

*Assessment tasks will include: class work; technique; composition; analysis and viva voce.*

A E ( & A

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*The study of Drama not only aims to help students develop confidence and skills in speaking and acting on the stage but also develops essential skills that they will use in all areas of their life. With a focus on individual development and group work students learn listening, problem solving, time management, teamwork, leadership and creativity.*

*There are two ways to study Drama:*

*All Drama units may be studied through acting or technical design skills. All students will develop their understanding of the collaborative relationship between the actor, director and production designers in the creation of a performance vision. Students will elect their focus in the first cycle of each semester of study.*

**Acting** : *Students will explore acting on the stage. They will learn the skills needed to develop characters and harness the dramatic elements while presenting their own and the work of others.*

**Technical Design** : *Students will develop technical production skills to understand and support dramatic intent. They acquire skills and knowledge in the design of lighting, sound, backstage, props, costumes and sets to manipulate and support dramatic action.*

*Students may elect to study up to two Drama units each year, one each semester.*

**U :**

**EA 9**



**EA 10**

**Characterisation (1)**

*In this unit, we explore the creation and presentation of fictional characters for an audience. Students use physical theatre to develop and establish characters. They also learn to use Stanislavski to discover the clues of who a character is within a script and how to apply this in a performance. Students who are technical design majors will study how we use costume, make up and set design to enhance characters.*

**Playbuilding to Performance (2)**

*In Playbuilding to Performance students have the opportunity to explore how we make works for the stage. They will apply the techniques to create a performance that express their opinions and ideas. During the development of their project students will explore different theatrical conventions and devices and use them to manipulate space and time, language, and dramatic action. Students who are technical design majors will explore design in sound and lighting.*

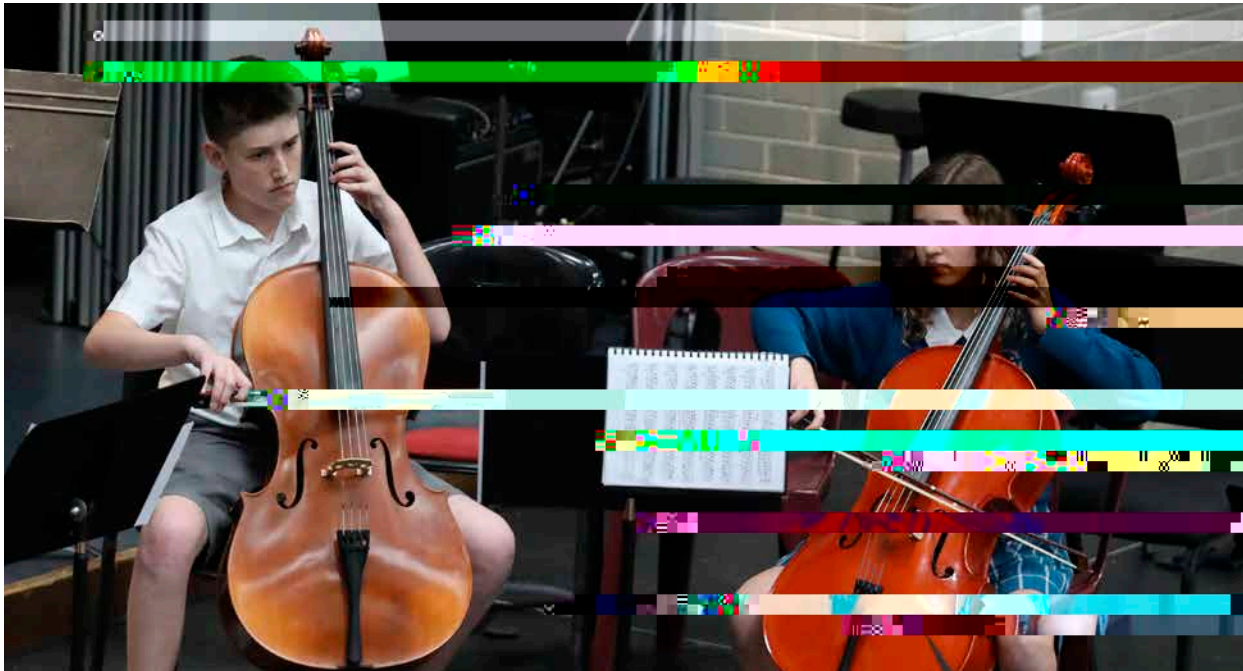
**Assessment:**

*Assessment tasks for the Acting Major will include: improvisation; in-class performances; night time performances; script analysis; script writing; journals.*

*Assessment for the Technical Production Major will include: practical tasks; observations; design tasks; discussions; written tasks.*

# Music

9/10E



*Students use instrumental study and performance to acquire technical skills both individually and in groups through a range of musical styles. These skills are further enhanced through composition utilising computer based composing software, and the development of aural perception. Students reflect on, analyse and evaluate a variety of musical works in order to develop sensitivity to the aesthetic qualities in music. All units include the opportunity to attend quality professional performances and to participate in a range of performance activities.*

*In all Music courses students are required to perform on an instrument of their choice. It is anticipated that students will have and have some established playing skill and access to an instrument for home practice. In addition, students have a basic knowledge of traditional notation.*

*Students are able to undertake study of Music in both Semesters 1 and 2 for Year 9 and Year 10.*

## Unit 9

EA 9

9 M 1

*This unit is designed to help students continue to develop their current instrumental skills. Students will have the opportunity to play a wide variety of musical styles on their instrument, individually, in small groups and as a whole class. In addition, the course will enable students to further develop their musicianship through theory, composition, listening tasks and music technology.*

## Unit 10

*Music - Vocals is a semester-based course for students who have a desire to sing. During this course, students will develop fundamental skills in singing in time and in tune, and will learn a variety of vocal and breathing techniques. Students will investigate a variety of vocal genres and develop composing and performing skills. A willingness to develop skills in traditional notation and to engage in both practical and theoretical tasks is essential for this course.*

**EA 10**  
**10 M**

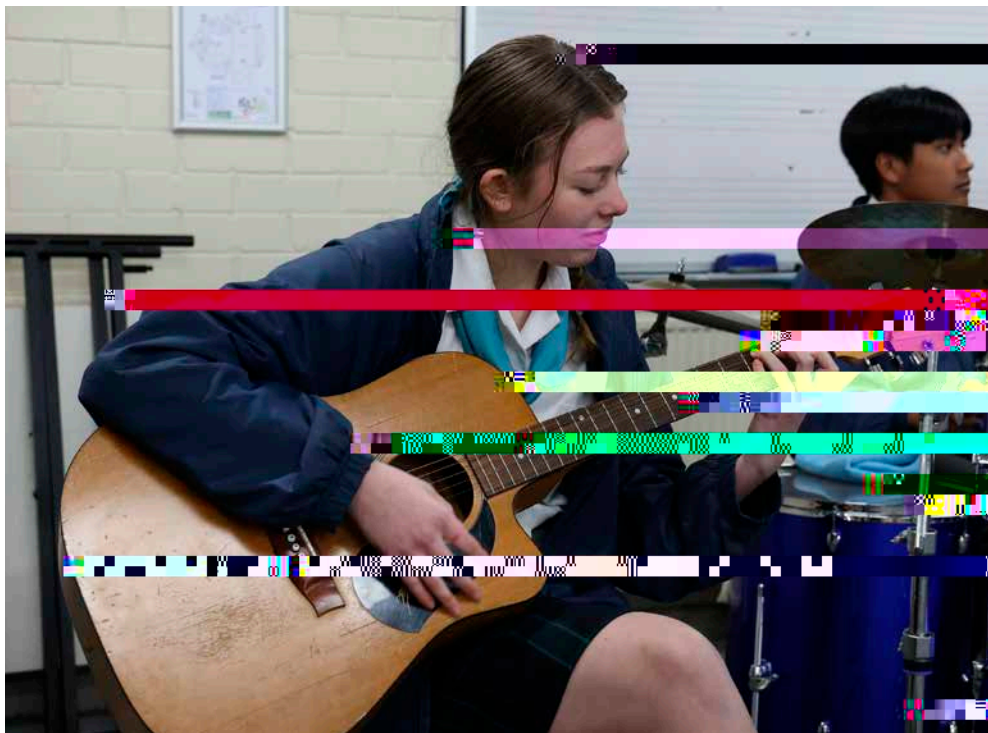
*Students develop an understanding of the elements and history of Music through performing, creating and appraising. They will also have the opportunity to study the influence of various artists on the development of musical styles. This unit is designed to build students' knowledge of various artists and to develop an appreciation of their influence on the development of music. A willingness to develop skills in traditional notation, to continue improving technical ability on an instrument of choice, and to engage in both practical and theoretical tasks is essential to this course.*

**M**

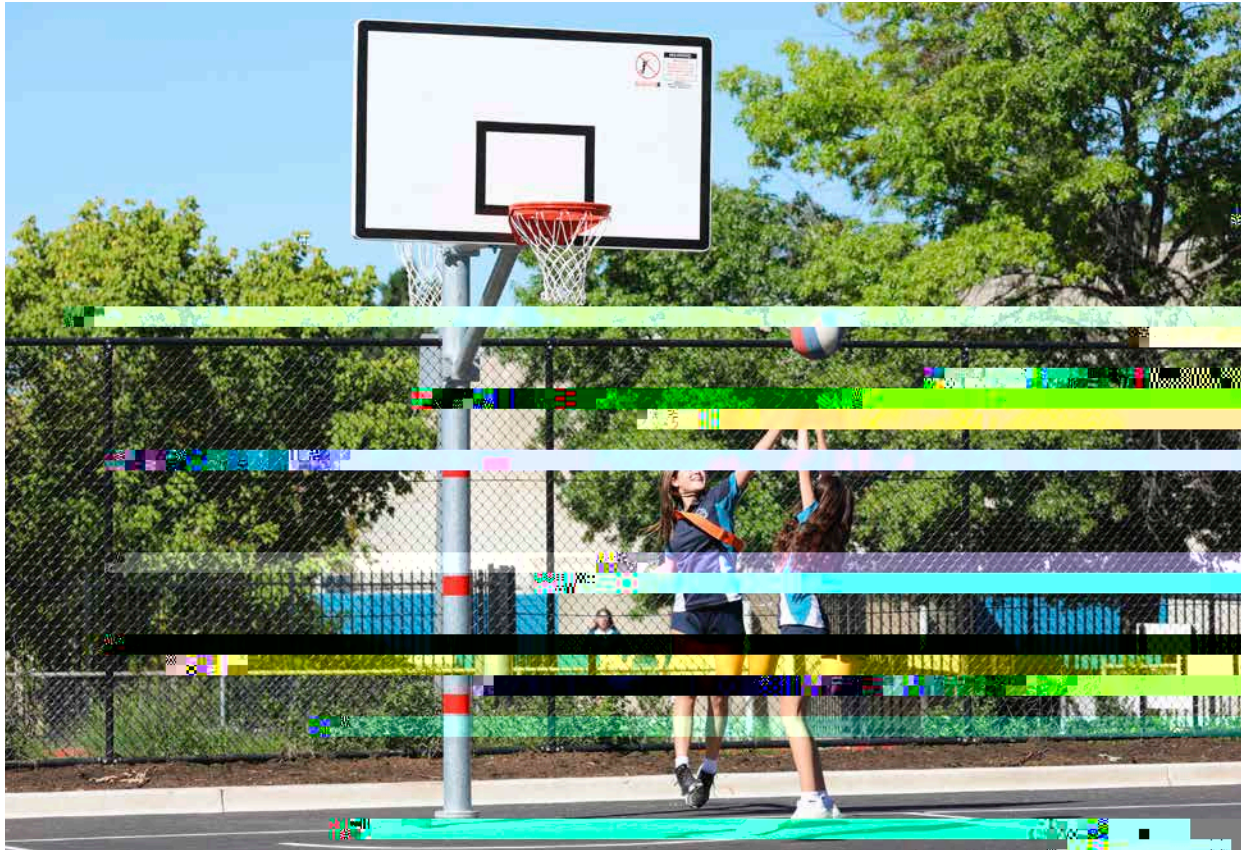
*Unit focus: Music for the Stage. This unit is designed to further develop skills in breath control, vocal technique and performance. A number of songs, both free choice and compulsory, will be rehearsed and performed in both solo and group settings. A willingness to develop skills in traditional notation and to engage in both practical and theoretical tasks is essential to this course.*

**A**

*Students will be assessed in a variety of different ways. Assessment tasks will include a selection of: solo and group performances; technical exercises; listening skills; theory worksheets; composition and arrangement tasks/folio; effective use of rehearsal time; project-based research into an area of interest; manipulating and arranging musical elements using technology.*









**EA 10**

**H & M**

*Health and Movement explores a variety of Australian and international sports, allowing students to experience sports they may not normally participate in. Students complete two theory courses on the health of Australia. These courses will focus on the health issues of the broader community and associated ethical issues in sport, such as drugs. This unit involves both practical and theory assessments and leads into the study of the Health and Wellbeing course in Years 11 and 12.*

**E**

*The PE Pathways course has been specifically designed to provide additional support to elite athletes in their academic and sporting pursuits. The aim of the PE Pathways programs is to help students achieve their academic and sporting goals, improve the athletic IQ of the students and to foster a sense of self-belief and an athlete mentality. Students are accepted into this program via an application process and complete this program instead of the core PE curriculum. Students will complete both Year 10 Health units as part of this course.*

**S**

*Sports Science focuses on principles that assist in the development of motor skills, athletic conditioning and overall athlete performance. Through the study of sports science principles this unit aims to improve knowledge of sports performance that students will be able to apply during practical lessons. The course is beneficial for students interested in sport and high-performance training or the study of Exercise Science in Years 11 and 12. This unit involves both practical and theory components and assessments.*

**A**

*Assessment for the practical and theoretical components of the course is of a continuous nature and will be based on the attainment of the course outcomes. Practical assessment items may include demonstrations, teacher observation, teacher assessment and self-assessment. Theoretical assessment items may include tests, assignments, in-class tasks, oral presentations, pamphlets and group work.*



**EA 10 (H & M) & EA 10 (S)**

- It is available for students in Years 7-9
- It targets students who currently participate in an elite level of sport or performing arts
- It aims at improving organisational skills of students and giving time allowance to compensate for comprehensive training programs outside of the College

For more information, please contact the PE Pathways Coordinator, E/H, C.

# Religious Studies

9/10C



*Religious Education forms an integral part of the holistic education offered by St Mary MacKillop College. "In order to promote Gospel values the St Mary MacKillop College community will take every opportunity to model and share knowledge of these Gospel values" (St Mary MacKillop College Mission Statement/ Pastoral Care).*

*The Bridging School Religious Education Course offers students a challenging curriculum developed by the Diocese of Brisbane and tailored to meet the needs and context of St Mary MacKillop College.*

*During Years 9 and 10 students will be required to study four semesters of Religious Education. Students will experience a variety of approaches to Religious Education and will be offered a comprehensive range of topics. Studies in Religious Education enable students to develop an understanding of their own faith and the belief systems of others within the context of the contemporary world. This course leads into Senior Tertiary/Accredited Religious Studies.*

## **C MA**

*An opportunity exists for Year 9 and 10 students to take part in the CSYMA (Catholic Schools Youth Ministry Australia) program as an alternate to regular Religious Education classes. CSYMA involves more personal and shared faith experience among young people. It therefore also involves active participation with other schools at times as well. The curriculum is designed for students to develop skills in openly expressing their faith with the potential to become Youth Ministers themselves as they progress through the courses and into senior studies. Students nominate during subject selection to be considered for this course.*

**Unit 9:**

**EA 9**

**Evil and Freewill?**

*This unit explores the concept of evil and why it may exist in the world. It asks big questions around how God can allow evil to exist and the concept of freewill. Students also learn about Catholic social teaching of the dignity of the human person and rights and responsibilities and how this is applied to real world situations and to decision making.*

**Church, Technology and the World**

*This unit explores how the Church and the individual faith experience was impacted by social, technological and global changes from c. 1750–1918. In particular, students learn about the life and legacy of St Mary of the Cross MacKillop in more depth. Students also learn how students respond to issues in the modern world through prayer and action the Catholic social teaching of the promotion of peace, stewardship and the common good.*

**EA 10**

**God in the 20th Century**

*This unit explores the different understandings of God across different faith traditions with a focus on the Christian expression of God. It examines socio-historical impact on the world, Church and faith from c. 1918–1945. In particular, students learn about the new “isms” that emerged during this period and how the Church reacted to them. Students also learn about the Catholic social teaching of solidarity, preferential option for the poor and economic justice.*

**After 1945**

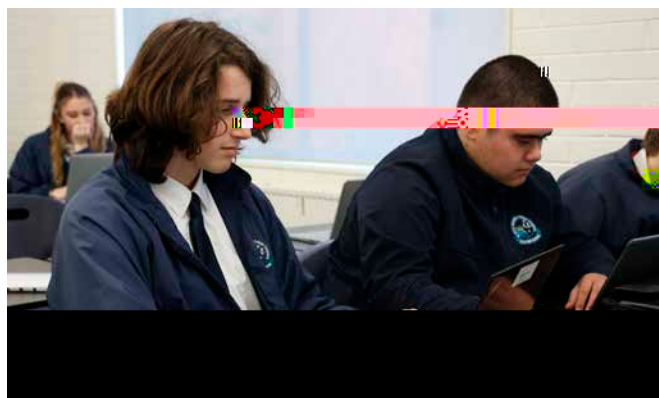
*This unit explores the significant socio-historical changes that impacted the world c. 1945 to the present. In particular, it examines the Cold War and related tensions and the 1960s as a watershed period of social change and the Church in respond to them. Student learn about the reasons for the Second Vatican Council and the implications socially and spiritually; through prayer and Eucharist. Students learn about social issues in Australia in the second half of the Twentieth Century and apply principles of Catholic social teaching to them.*

**Advanced Learning**

*Students who excel in the Humanities and particularly Religious Education have the opportunity to be accelerated into senior units and commence their senior studies in Semester 2 of Year 10. If they achieve results at or above the standard, the unit of work can count towards their Year 12 Certificate and their ATAR.*

**Assessment Tasks**

*Assessment tasks will include: in-class essays; research assignments; in-class tests; analytical tasks; creative tasks.*







*STEM education is the learning of Science, Technology, Engineering and Mathematics in an interdisciplinary integrated approach. Students gain and apply knowledge, deepen their understanding and develop creative and critical thinking skills within an authentic context.*

**٩**

**EA 9**

**٩** ( 1)

*This unit introduces students to the field of photovoltaics. Students will understand how solar energy is converted into mechanical and electrical energy. Through the unit, students will be introduced to design principles and use their knowledge to creatively solve problems. This course has a significant practical component. Student will be required to develop and use skills such as circuit design and soldering.*

**A** ( 2)

*This unit introduces students to the field of radio waves. Students understand the science behind radio*



*The units offered give students the opportunity to generate and develop ideas, using a range of artistic skills and techniques. Students work with a range of arts materials and mediums and produce images and forms using a variety of approaches. They will also reflect upon their own art works and those of others and develop skills to analyse and appraise from past and present contexts.*

*Year 9 and 10 Visual Arts units provide a pathway to senior studies in Visual Arts, Graphic Design, Photography, and/or Media Studies.*

**Visual Arts**  
**EA 9**

**A**  
*Students will experiment with a range of drawing, painting and printmaking techniques. They will also explore sculptural construction. The unit will incorporate art appreciation and art history related to the various themes being explored. Students will be required to develop and maintain a visual diary and use this to document the development of ideas, research and investigation into other artist's work.*

**Drawing**  
*Students will be given the opportunity to develop their drawing skills using a variety of mediums such as charcoal, pastels, graphite and coloured pencil. They will also create paintings on set themes. Students will study and write about historical and contemporary artists and artworks. They will learn to document their work, develop presentation skills and maintain a visual diary.*

**Media Arts**  
*Students will develop skills in the creation of graphic design and screen-based works. Students will develop an understanding of print media conventions such as layout, typography and design. They will also explore*

## EA 10

### Drawing and Printmaking

Students will be given the opportunity to develop their drawing skills using a variety of mediums such as charcoal, pastels, graphite, ink and coloured pencil. They will also create paintings using mediums such as watercolour, acrylic and oils. Students will create theme-based works and study and write about historical and contemporary artists and artworks. They will learn to document their work, develop presentation skills and maintain a visual diary.

Students will experiment with a range of methods to create three dimensional artworks. This will include techniques such as modeling, assemblage, carving and mixed media. Students will develop an appreciation for historical and contemporary sculpture from a range of cultures. They will use a visual diary to develop ideas, research and document processes.

### Graphic Arts

Students will be given the opportunity to create visual arts images and graphic design projects that explore traditional printmaking and contemporary digital applications using software programs such as Adobe Photoshop. Students will study and write about historical and contemporary artists and designers and maintain a visual diary.

### Camera and Photography

Students will have the opportunity to discover how light sensitive materials work, develop basic skills in traditional black and white photography and learn digital imaging techniques. Students will explore creative approaches to shooting images and will study and write about historical and contemporary artists and photographers. They will learn to document their work, develop presentation skills and maintain a visual diary.

