

SUBJECT HANDBOOK

YEARS

9&10



St Benedict's College



2019

LOWER SENIOR YEARS

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FROM THE PRINCIPAL

Claire McLaren



Learning at St Benedict's College is divided into three stages:

Middle Years (Year 7 and Year 8)
Lower Senior Years (Year 9 and Year 10)
Senior Years (Year 11 and Year 12)

There are distinct differences in the way learning is structured and engaged with in each phase of learning. In the Lower Senior Years, our curriculum offerings change to provide students more choice and depth in learning to deliver a range of courses to suit all learning pathways.

This Lower Senior Years Subject Handbook is designed to help students plan their course of study and to allow them to experience subjects in greater depth so they can plan their career pathway effectively. When moving to the senior phase of learning, students have the opportunity to choose subjects for a University (OP) pathway; TAFE or other educational provider pathways; or transition to the workforce pathway (Non-OP) at the College.

Year 9 is the first year of the Lower Senior Learning Phase and is a chance to begin to explore different options. This is further enhanced in Year 10 where students have the opportunity to engage in vocational subjects, the world of work or our specially devised Excellence and Extension (EAE) programs. We make every effort and commitment to offer a broad range of subjects in order to cater for the individual needs of students enrolled at the College. Students will study seven subjects in each semester across Years 9 and 10:

- Religion, English, Mathematics and Science are compulsory for study over all semesters.
- History and HPE are compulsory for **one semester** in both years.
- Students are therefore able to choose two elective subjects each semester over the two years. We strongly encourage students to choose a range of subjects in order to give them a broad and balanced education across a range of learning areas.

Students and parents are asked to read this Handbook thoroughly and engage in discussion with a variety of people before making a decision. Please be aware that for subjects to be offered by the College there must be sufficient numbers of students and resources available. Teachers are very happy to discuss subjects with you, as well as the suitability of your child for various subjects. We know your child and can assist in the development of a pattern of study that allows breadth, challenge and the option to follow a variety of pathways to prepare them well for their senior years.

A handwritten signature in black ink, which appears to read 'C. McLaren'. The signature is fluid and cursive, written in a professional style.

Claire McLaren
Principal

ST BENEDICT'S COLLEGE – VISION AND MISSION

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of hard work, humility, stewardship, balance and community.

We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents, to underpin all that we do.

Vision

To enable each student to use their God given gifts to become successful lifelong learners who are self-directed, creative, confident and reflective; fully able to engage with and contribute to the world in which they live.

Mission

St Benedict's College is committed to providing high quality, contemporary education in a Catholic Christian context. We do this by:

- Acknowledging the individual qualities and attributes of each student.
- Providing a safe and supportive environment.
- Engaging in technology rich, 21st century learning.
- Designing flexible and engaging learning experiences where all students can develop a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

Values

We seek to promote the values of Service, Balance and Community for our students, staff and parents. Through prayerful reflection we invite all members to:

- Work in Service of others and our world.
- Seek Balance in all that we do.
- Live in Community with justice, compassion and respect.

God in All Things



ST BENEDICT'S COLLEGE – LEARNING AND TEACHING FRAMEWORK

Philosophy

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition, based on the values of hard work, humility, stewardship, balance and community.

We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents, to underpin all learning and teaching opportunities.

We respond to the education of young people by interweaving the values of St Benedict's Rule with ACARA documents, BCE Frameworks for Learning and Teaching, QCAA syllabus documents and national training packages for VET.

We Believe

- That the Rule of St Benedict is a contemporary expression of the way learning and teaching is formulated, reviewed and lived out.
- That every student has the God given gifts for success and these flourish in a climate of trust and mutual respect.
- That learning for life and fostering a love of learning through an engaging, relevant and meaningful curriculum is inextricably linked with living life to the full.
- That learning and teaching is a dynamic, collaborative process where students and teachers aim to realise their potential to become fully human through challenging themselves and each other to seek creativity, innovation, challenge and meaning.
- That teaching is a ministry where top quality, collaborative and highly skilled staff of integrity and action lay at the heart of educational success.

USING THIS HANDBOOK TO CHOOSE SUBJECTS

Students have the opportunity to experience a broad range and rich curriculum through the wide range of subjects offered. Students will be given opportunity to study extension work in English, Mathematics and Science depending on their Year 8 and Year 9 results.

Students also study the Core subjects of Religion, History and HPE.

Pre-Requisites for Extension Subjects

- B or higher in Semester 1 - English, Mathematics and Science.

ELECTIVE COURSES – Choose 4 Electives (plus 2 reserves)

Learning Area	Units Offered
Business and Economics	MYECBUS1 Australia's Role in the Global Economy MYECBUS2 Business as Enterprise
Design Technologies: Food and Fibre	MYDTF1 Food and Fibre – Under the Dome MYDTFF2 Food – Superfood, Secrets of a Healthy Life
Design Technologies: ITD and Graphics	MYDTEPS1 Engineering – Great Designs MYDTMAT2 Materials – On the Tools
Digital Technologies	MYDIGTEC1 Data Solutions MYDIGTEC2 Game Development
Performing Arts: Drama	MYDRA1 From Page to Stage MYDRA2 Express Yourself
Performing Arts: Music	MYMUS1 Undercover Artist MYMUS2 Music and the Media
Languages: Mandarin	MYCHI1 What Can I Get You? (Year 9) MYCHI2 Shop 'Til You Drop (Year 9) MYCHI3 The Building Blocks of Learning 1: My School (Year 10) MYCHI4 The Building Blocks of Learning 2: My School Timetable (Year 10)
Visual Art	MYVME1 Art Imitates Life! MYVME2 Pop Culture

HONORATUS GIFTED & EXCELLENCE PROGRAM

Honoratus - ‘Gifted and Talented Program’

This is an invitation only program for students Years 8 -10, who show excellent aptitude in specific or across various subject areas. Attributes such as critical thinking, independent learning and collaboration will be taken into consideration for successful applicants.

All applicants will be required to sit a ‘suitability test’. When combined with ACER (Australian Council of Education Research), Tests such as Progressive Achievement Test – Maths (PATM) and Progressive Achievement Test – Reading (PATR), school subject results and the other competition results will determine acceptance in the program.

This process begins in mid – Term 1.

Science, Technology, Engineering, Entrepreneurship, Arts, Mathematics (S.T.E.E.A.M.) Stream

The invitational Honoratus Entrepreneur Stream guides student inquiry, conversations and critical thinking to produce an idea or prototype that would benefit the common good. Projects and research focus on combining high quality creative thinking, with ethical and social justice principles. This program provides a pathway into the entry of quality projects into a variety of local, regional, national and international S.T.E.E.A.M. competitions.

Science, Technology, Engineering, Mathematics (S.T.E.M.) Stream

The invitational Honoratus S.T.E.M Stream allows students to explore issues of a scientific nature that utilises mathematics and technological reasoning and abstract thought to develop a project and prototype solution to an emerging issue. This program provides a pathway into the entry of quality projects into a variety of local, regional, national and international S.T.E.M.

Creative Writing Excellence Stream

The invitational Honoratus Literature Stream is an evidence practice-based program designed to inspire student-writers to embrace their creativity and develop their understanding of narrative. It equips participants with the fundamentals of creative writing, while developing their analytical and grammar skills for use in their wider education. Students have their work published in an anthology.

Politics, Philosophy and Legal Studies Stream

The invitational Honoratus Philosophy Stream develops students critical reasoning, ethical, moral and social justice positions and reasoning on a variety of issues of a state, national and international nature. Students discuss issues that fulfill a common human need, where the core of human dignity is preserved and promoted. This program provides a pathway into a variety of local, state, national and international excursions and incursions.

Mathematics and Science Blue Ribbon Stream

This invitational Honoratus Blue Ribbon Stream for Year 7 to 9 Mathematics and Year 7 to 10 Science students, is designed to challenge them to think broadly and creatively to solve problems in a variety of situations. Students who are achieving highly in Mathematics and Science are faced with a series of extension topics, problems, issues and experiences that will help them develop higher order problem solving skills. Students gain access to a variety of gifted competitions, excursions and incursions.

Athlete Excellence Stream

This invitational Honoratus Athlete Excellence Stream for Year 9 and 10 athletes, is designed to advance their athletic ability, physicality and mental regulation when playing their chosen sport. Students focus on strength training, conditioning, agility, perseverance, grit and nutrition elements to refine and advance their performance. Students gain access to a variety of tools to use to track and monitor their progress. Excursions, guest speakers and incursions are a feature of this program.

CORE SUBJECTS

RELIGIOUS EDUCATION

Why study Religion?

Religion is the core theme that underpins all learning and all aspects of relationships at the College and is a fundamental curriculum area for exploration and reflection by all students.

The Religion Curriculum involves four strands:

- Sacred Texts (Old Testament; New Testament; Spiritual Writings and Wisdom)
- Beliefs (God, Jesus, Spirit; Human Existence; Religions of the World)
- Church (Liturgy and Sacraments; Communion and Community; Church History)
- Christian Life (Moral Formation; Mission and Service; Prayer and Spirituality).

The study of Religion allows students to explore their role in forming their own faith through knowledge and experience of events in the Church's history. They learn about various sources of inspiration, strength and guidance for believers today and ways in which believers live their Christian vocation. Personal experiences and reflections on these events is a critical aspect of the courses.

Religion in Year 9

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE – 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacrament of Penance, and personal and communal prayer experiences. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing and Christian Meditation.

Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions of Islam, Christianity and Judaism. They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

(Adapted from the Religion Curriculum P-12, Brisbane Catholic Education, 2013)

Religion in Year 10

In Year 10, students learn about various ways in which humans have understanding of the mystery of God. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism); the different representations of God in Old Testament and New Testament texts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to the awareness of the presence of God. Students develop critical understanding of Catholic social teaching and the reasoned judgements of conscience. They continue to develop their understanding of prayer in the Christian tradition.

(Adapted from the Religion Curriculum P-12, Brisbane Catholic Education, 2013)

Religious Life of the School Opportunities

The spirituality program offers significant opportunities for students to take a break from the everyday school routine. They permit staff and students to reflect on parts of their life journey, nurture positive relationships and through prayer and liturgical experiences develop their spirituality.

Year 7 – Charism of St Benedict

Being a secondary school student in the spirit of St Benedict.

Year 8 – The Real Gift

This day encourages students to find and share the giftedness and sacredness within themselves, others and the simple things in life.

Year 9 – Masks

This day is a time to look at positive relationships with God and each other.

Year 10 – Stepping Out Against the Crowd

This day challenges the students to follow Christ by being counter-cultural. It looks at identifying 'community' and what gifts the students can bring to this community.

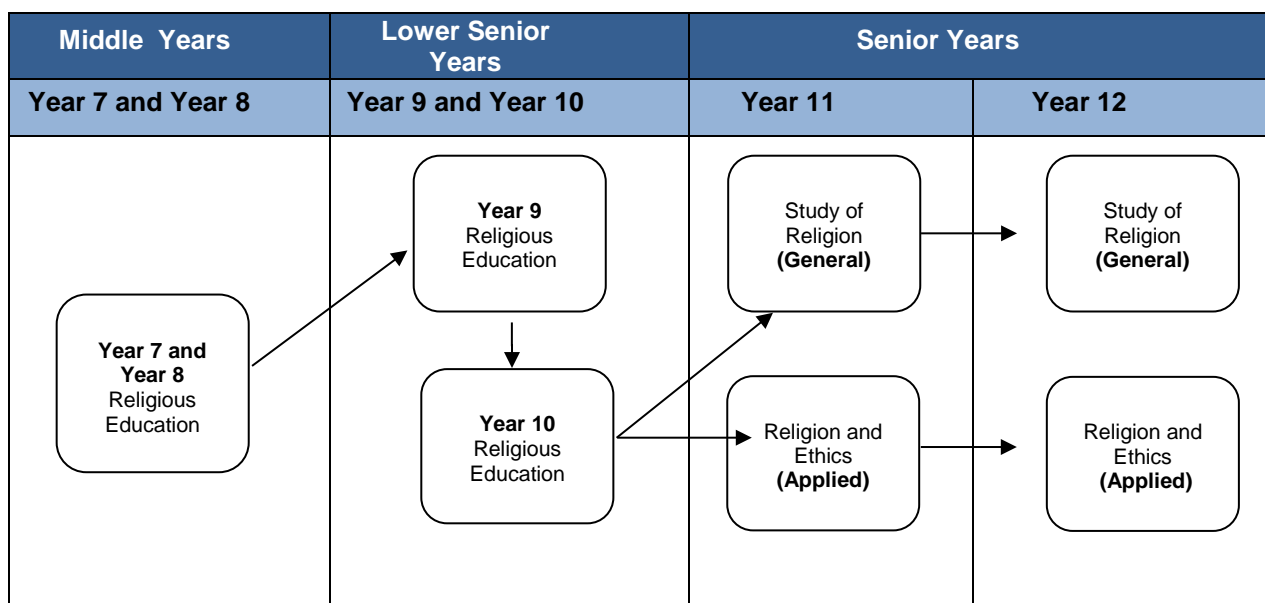
Year 11 – The Common Good

This time challenges students to reflect on ways they can lead by loving our neighbor through and making distinctive difference in the community. Underpinning this day is an understanding of catholic social teachings.

Year 12 – Retreat

Through invitation, students are called to see how to live their life more fully. Throughout this Retreat, they are invited to recall significant people who have formed them to be the people they are now and reflect on the future we hope them to become as they complete Year 12 and move beyond College life.

RELIGION – SUBJECT PATHWAY



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ENGLISH

Why study English?

English explores diverse Australian literature, including the perspectives and Aboriginal and Torres Strait Islander peoples, in addition to classic and contemporary world literature and texts from and about Asia. Students will learn how to analyze and evaluate texts from popular and contemporary culture, as well as identify the relationships between texts and their producers. They will also acquire, develop, and refine their skills in grammar, punctuation, spelling, vocabulary, reading, comprehension, and visual literacy. In short, students will understand and appreciate the importance of using English, as a language, as a means of self-expression and empowerment to become “confident communicators, imaginative thinkers and informed citizens.

(ACARA, English Rationale, 2014)

The structure of the *Australian Curriculum: English* is organised into three interrelated strands that support learners' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing learners' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analyzing and creating literature
- *Literacy*: expanding the repertoire of English usage.

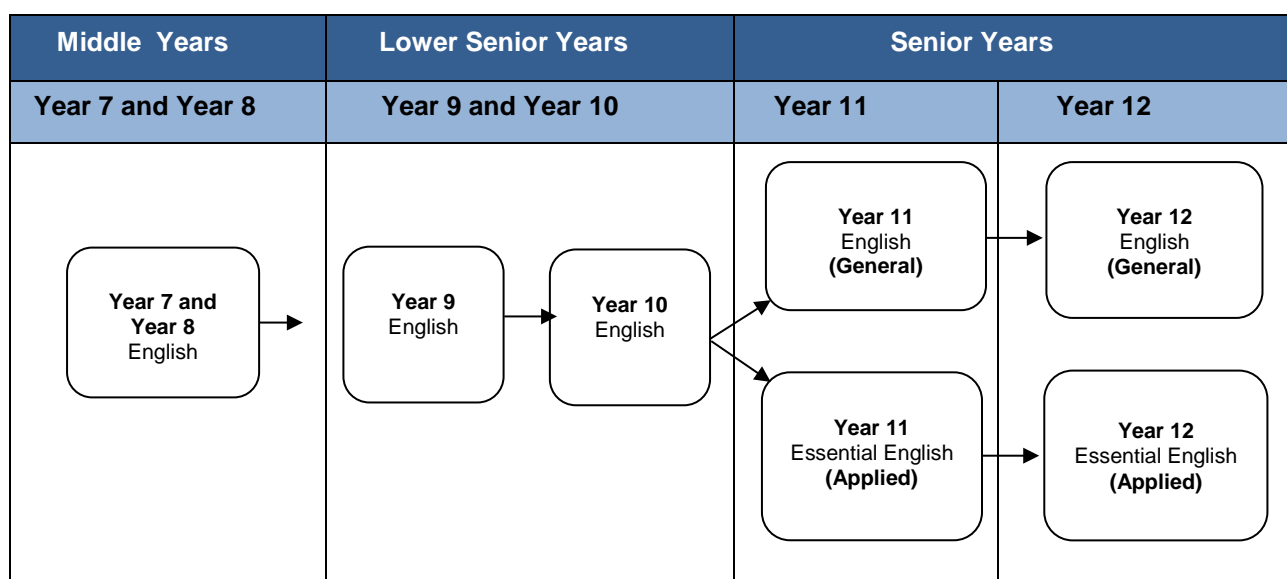
At our college, the English courses focus on:

- Understanding and identifying word origins
- Refining knowledge of spelling, punctuation, and grammar skills
- Broadening general vocabulary
- acquiring, understanding, and using task-specific and academic vocabulary
- reading for pleasure and for meaning to develop comprehension skills
- writing structured sentence, paragraph and extended responses
- writing and speaking for varied purposes and audiences across a range of genres
- engaging critically with different texts to analyse, evaluate and create perspectives
- balancing handwriting skills and bookwork with using communication technologies and tools
- developing proficiency in self-editing in assignments and examinations.

In English in both Year 9 and Year 10, students can participate in, and design, extension activities and negotiate task elements. This enables them to undertake deeper exploration of content, critically think about contexts, engage with more complex texts and genres, and demonstrate their knowledge and skills in differentiated tasks with varying degrees of challenge.

The College also encourages learners in 9 English and 10 English to participate in external competitions.

ENGLISH – SUBJECT PATHWAY



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MATHEMATICS

Why study Mathematics?

Learning Mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics, provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

An understanding of mathematical rules and problem-solving strategies allows students to apply mathematics in their everyday lives, from managing their finances, planning building and design projects, reading diagrams tables and graphs, to solving problems they encounter. Students also develop reasoning and communication skills that assist them in all their subject areas.

Students in Year 9 will all study 9 Mathematics. Students entering year 10 have the option of studying 10 Mathematics or 10 Mathematics A.

9 Mathematics

Students further develop their understanding and application skills in geometry and are introduced to trigonometry. They continue to acquire new understandings in measurement and algebra and are introduced to binomial and quadratic expressions and operations to use when problem solving, as well as the nature of linear expressions and representations. Students will be introduced to surveying and data collection methods and statistical analysis, and further their understanding and interpretation of probability scenarios including two step chance experiments, both with and without replacement.

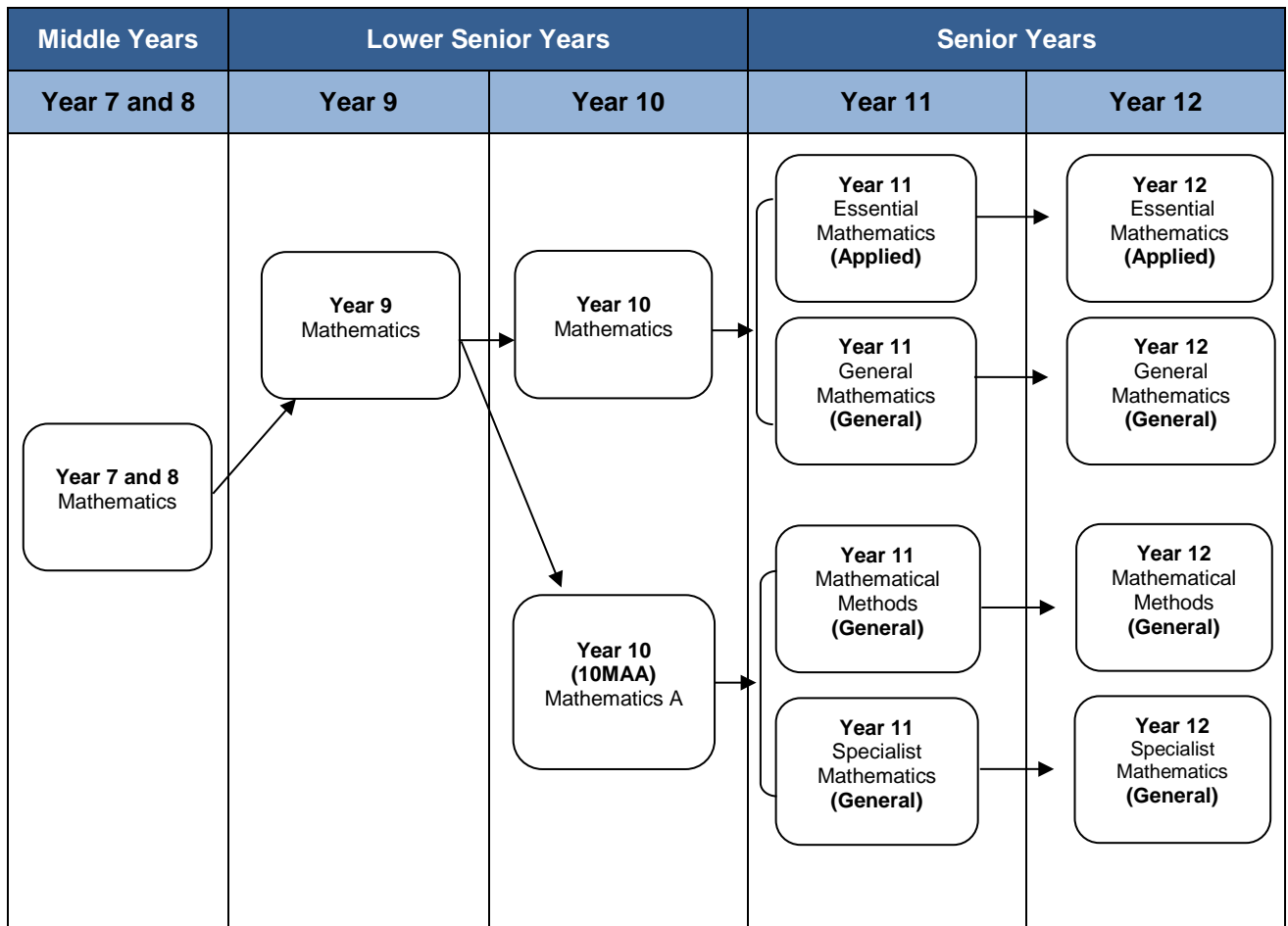
10 Mathematics

In 10 Mathematics students further develop their understanding and applications skills in geometry and trigonometry and apply Pythagoras' theorem to real life scenarios. Students continue to develop their understanding in measurements and algebra and apply their understanding of operations when problem solving. They are introduced to a number of data representations and statistical analysis and interpretation, including real life scenarios. Students further develop their understanding and interpretation of probability scenarios including two and three step chance experiments, both with and without replacements.

10 Mathematics A (10MAA)

10 Mathematics A is intended for students who require more content to enrich their mathematical study while completing the common Year 10 content. In 10 Mathematics A students acquire a deeper ability to apply their understandings of real numbers, patterns and algebra, and linear and non-linear relationships. They graph and solve quadratic equations in abstract and real-life context. They further explore measurements in relation to composite shapes, and develop their understanding and application skills in geometry and trigonometry. Pythagoras' theorem is applied to three-dimensional shapes and real-life scenarios. Students continue to develop their understanding and ability to interpret data representations. They also examine the use of chance in real-life scenarios. Students are introduced to the Graphical Calculator and other supportive technologies in preparation for the study of Mathematical Methods and Specialist Mathematics.

MATHEMATICS – SUBJECT PATHWAY



SCIENCE

Why study Science?

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises. *(ACARA, Science Curriculum, Rationale, 2014)*

Science is relevant to everyone – it is closely linked to technology, it affects our environment and the way we live our everyday lives. Through Science, we seek to extend our understanding of the physical, chemical and biological world we live in, as well as our understanding of our planet Earth and beyond. All students in the middle years study the Australian Curriculum content strands of Science Understanding, Science as a human endeavour and Science inquiry skills. Scientific skills and methods are developed – including observation, forming and testing hypotheses, information gathering, data interpretation, and effective communication of findings. Studying Science assists students to become scientifically literate and numerate.

Students will be chosen to study either 9 or 10 Science or 9 or 10 Science Extension depending upon their Year 8 or 9 results, skills and possible career pathways. Science teachers and the Curriculum Leader will then review student choices. Students will then have their choices either discussed or confirmed.

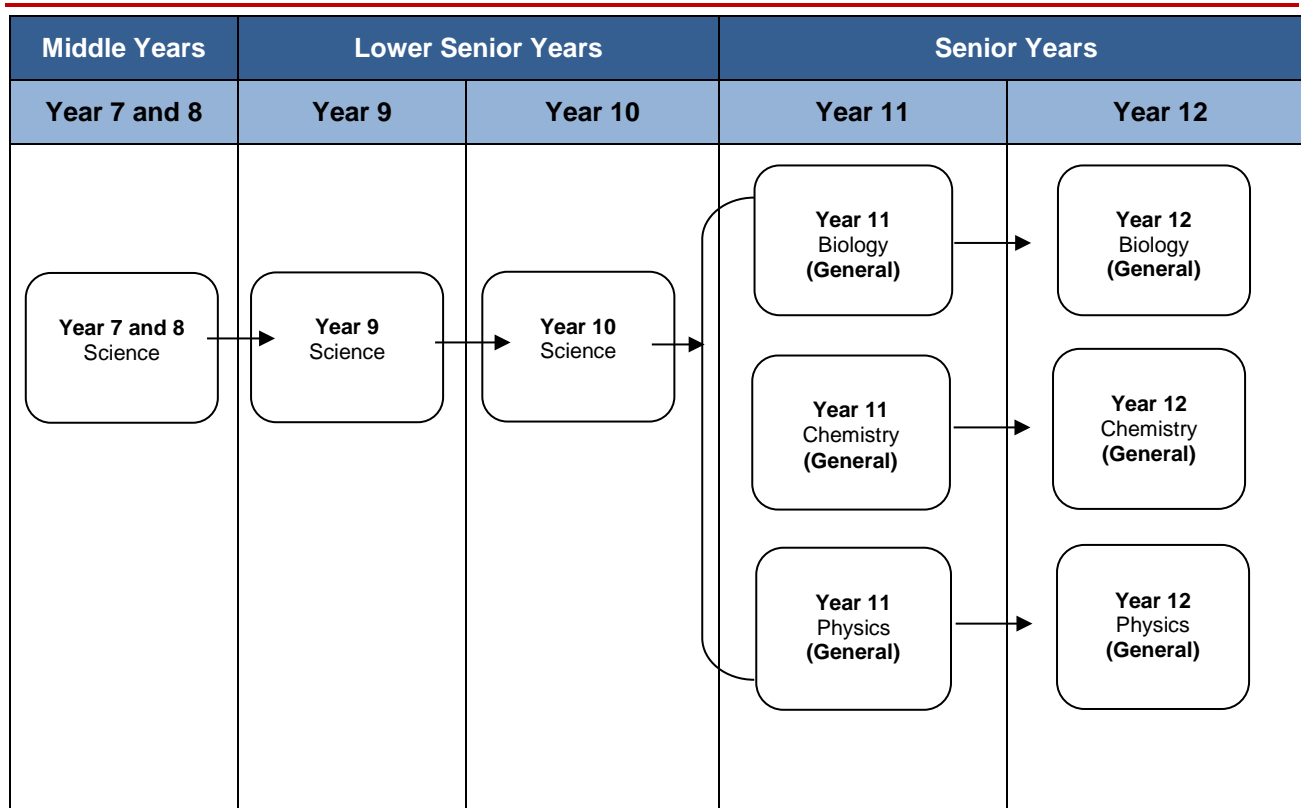
9 Science

In Year 9 Science, students study four units that focus on Ecology and the environment and Life in the balance (Biological Sciences); Waves and particles (Physical Sciences), and The patterns of chemistry (Chemical Sciences). Real life context and applications will assist students in connecting their learning to the world around them.

10 Science

In Year 10 students study four units that focus on Genetics and evolution (Biological Sciences), The Universe and the Big Bang Theory (Earth Sciences), Motion, Energy and Newton's Laws (Physical Sciences), and Atomic structure and chemical reactions (Chemical Sciences). Students will develop their communication skills in a number of different modes while linking their studies and findings to real-life scenarios.

SCIENCE – SUBJECT PATHWAY



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HISTORY

Why study History?

Knowing one's history, and the histories of others, is fundamental to any society at a local, regional, and global level. It is "a disciplined process of inquiry into the past that develops students' curiosity and imagination" (Australian Curriculum, Assessment and Reporting Authority, 2014b). St Benedict's College seeks clear alignment with the stated aims, general capabilities, and cross curriculum priorities of the *Australian Curriculum: History*, which is organised into two interrelated strands: Historical Knowledge and Understanding and Historical Skills.

Year 9 History

In Year 9 skills and understandings are developed through a study in each of the following areas:

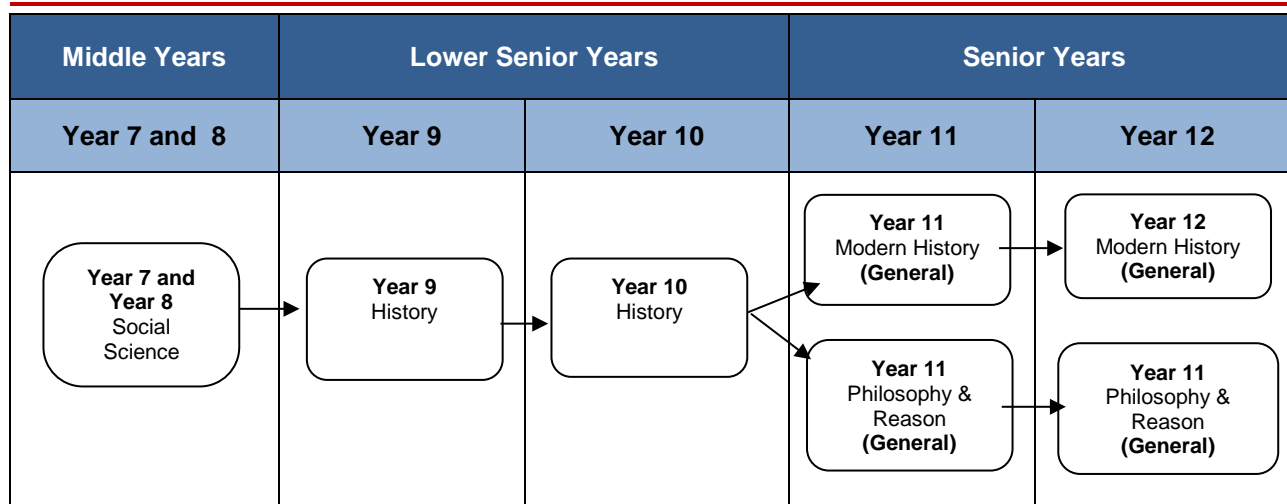
- The Industrial Revolution (1750-1914)
- The History of Asia and the world: China (1750-1918)
- World War I (1914-1918)

Year 10 History

In Year 10 skills and understandings are developed through a study in each of the following areas:

- World War II (1939-45)
- Rights and Freedoms (1945-present)
- The Globalising World – Popular Culture (1945-present); Migration experiences (1945 - present) or the environment movement (1960s to present)

HISTORY – SUBJECT PATHWAY



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HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?

Health and Physical Education teaches students how to enhance their own and others' health and wellbeing. Students develop knowledge, understanding and skills to strengthen their sense of self as well as building and maintaining relationships. Integral to Health and Physical Education is the acquisition of movement skills, concepts, and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning.

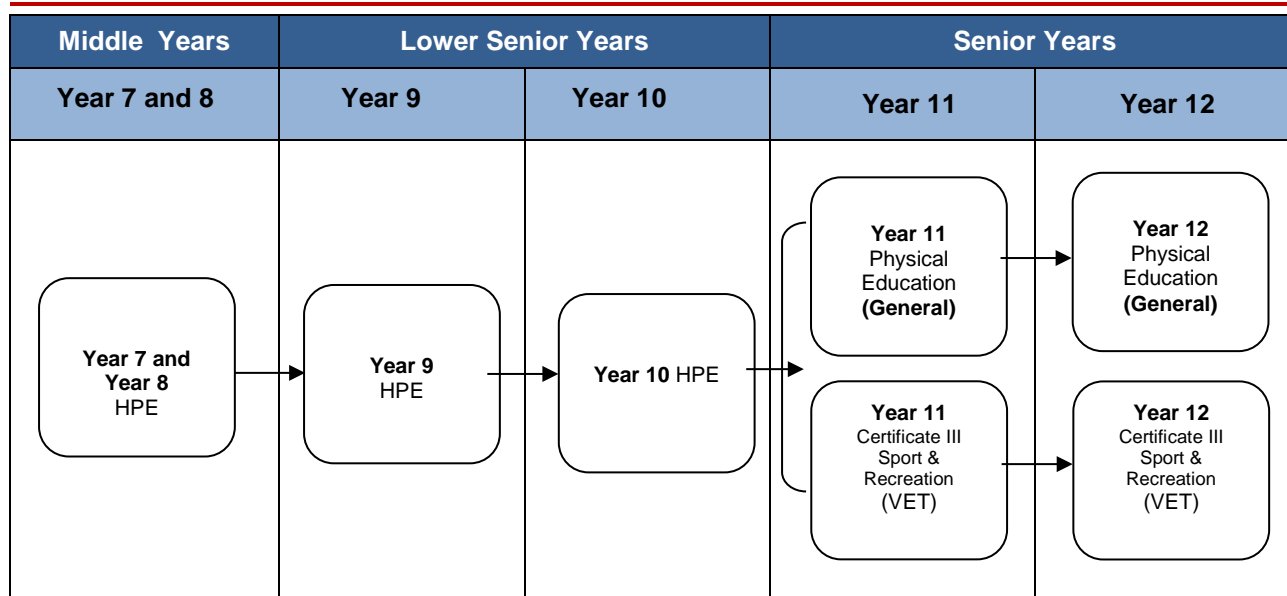
Year 9: What will you learn in Health and Physical Education?

In Year 9, students develop their understanding of the health benefits of physical activity. They investigate the basic concepts involved with planning effective training sessions, as well as the components of fitness, which contribute to optimal health and sporting performance. The students also learn the principles of nutrition and recovery, with focus not only how they can be effectively applied in a sporting context but how these principles can benefit the health of the community in general. The practical aspect of the course focuses on developing the students' physical and communication skills in both traditional and non-traditional court games. The students will also be participating in Fitness Testing and Training throughout the course.

Year 10: What will you learn in Health and Physical Education?

In Year 10, students are prepared to tackle common health issues in their lives as well as develop habits and knowledge that prepares them for the senior phase of learning. They analyse movements of the body biomechanically before investigating risk management in a variety of real life situations. Further to this, students will study mental health and discuss changing relationships in their lives. The practical aspect of the course focuses on performance sports that will be covered in senior physical education such as athletics, volleyball, netball and touch.

HEALTH AND PHYSICAL EDUCATION – SUBJECT PATHWAY



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ELECTIVE SUBJECTS

BUSINESS AND ECONOMICS

Why study Business Enterprise and Economics?

Knowing about money and how to get it, spend it and make it work for students are the keys to a successful financial life. Having good financial skills allows students to be in a great position to be able to know what to buy and when; where the best place to go on holidays might be and when and how to set up, manage and create a successful business career in whatever field they like.

Financial, business and money knowledge is powerful knowledge to have in the 21st Century and beyond. Students can travel the world with financial confidence with the skills learnt in this subject and be able to read economic data in a way that allows them to be well informed citizens and decision makers – influencing their own financial life and that of others. “By developing economics and business knowledge, understanding and skills, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing”.

(ACARA, Business and Economics Curriculum, Rationale 2014)

Units offered in 2019

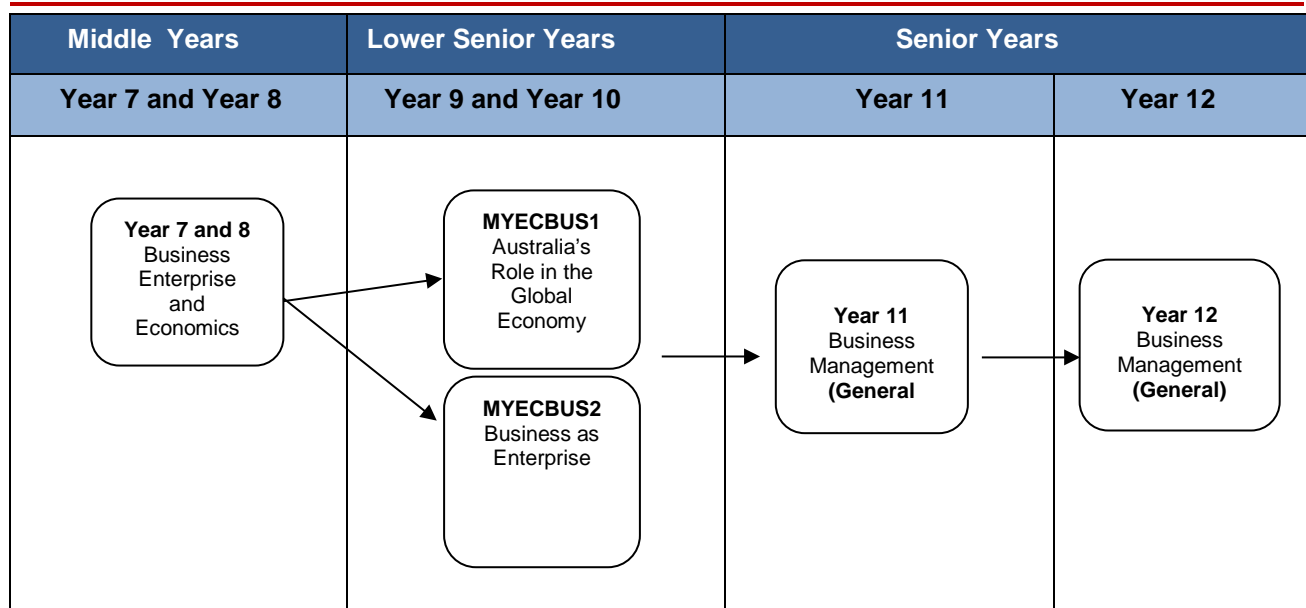
MYECBUS1 Australia’s Role in the Global Economy

This unit explain the role of the Australian economy in allocating and distributing resources, and analyses the fact that we live in a global economy where the transfer of money never sleeps! Students will investigate the impact of global events on the Australian economy and understand the ways in which participants of the economy are interdependent on each other. In addition, the role of competition in the global market place and how businesses seek to maintain a competitive advantage in the global market is explored.

MYECBUS2 Business as Enterprise

Students will learn about the roles and responsibilities of different participants in a work environment. They will explore how to start a business, use business to make the world a better place and design products and services that sell. In doing so, they learn how to devise a marketing plan and how to manage financial risks and rewards. Students will analyse some different strategies that allow them to make, keep and spend money wisely – now and into the future.

BUSINESS AND ECONOMICS – SUBJECT PATHWAY



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DESIGN TECHNOLOGIES

Why study Design Technologies?

The Design Technologies curriculum provides students with the knowledge, understanding and skills to develop confidence as critical users of technologies and designers and producers of designed solutions. Design Technologies students, individually and collaboratively, investigate, generate and critique innovative and ethical designed solutions for sustainable futures.

Students develop dexterity and coordination through experiential activities and the practical application of technologies. Design Technologies motivates young people and engages them in a range of learning experiences that are transferable to the family and home, constructive leisure activities, community, and the changing world of work.

Students will develop skills, knowledge and understanding in the key areas of:

- design thinking,
- design processes and
- production skills

The Design Technologies Processes and Production Skills strand focuses on creating designed solutions by:

- investigating
- generating
- producing
- evaluating
- Collaborating and managing.

Design Technologies is a multi-materials course, which gives students the opportunity to construct projects that are broken up into skills development and design challenges across disciplines.

Units offered in 2019

MYDTEPS1 Engineering – Great Designs

Design engineering applies the principles of design and engineering to solve authentic real-world problems. Students use the design process in group and individual projects to enhance future living environments. They are exposed to graphical communication and drawing principles and use design thinking and 21st century skills to design and build solution prototypes. Students will engage in building challenge to learn about hydraulics and electronics design problems, using 3D printers and laser cutting technology.

MYDTMAT2 Materials – On The Tools

Design prepares students to be effective and innovative problem solvers as they learn about, and work with, contemporary and emerging technologies. Using real world contexts and situations, students in Design focus on developing their understanding of the design process through the practical application of creative thinking strategies, drawing and prototyping. They work with a range of materials to design a prototype, and in a group project to improve a built living environment.

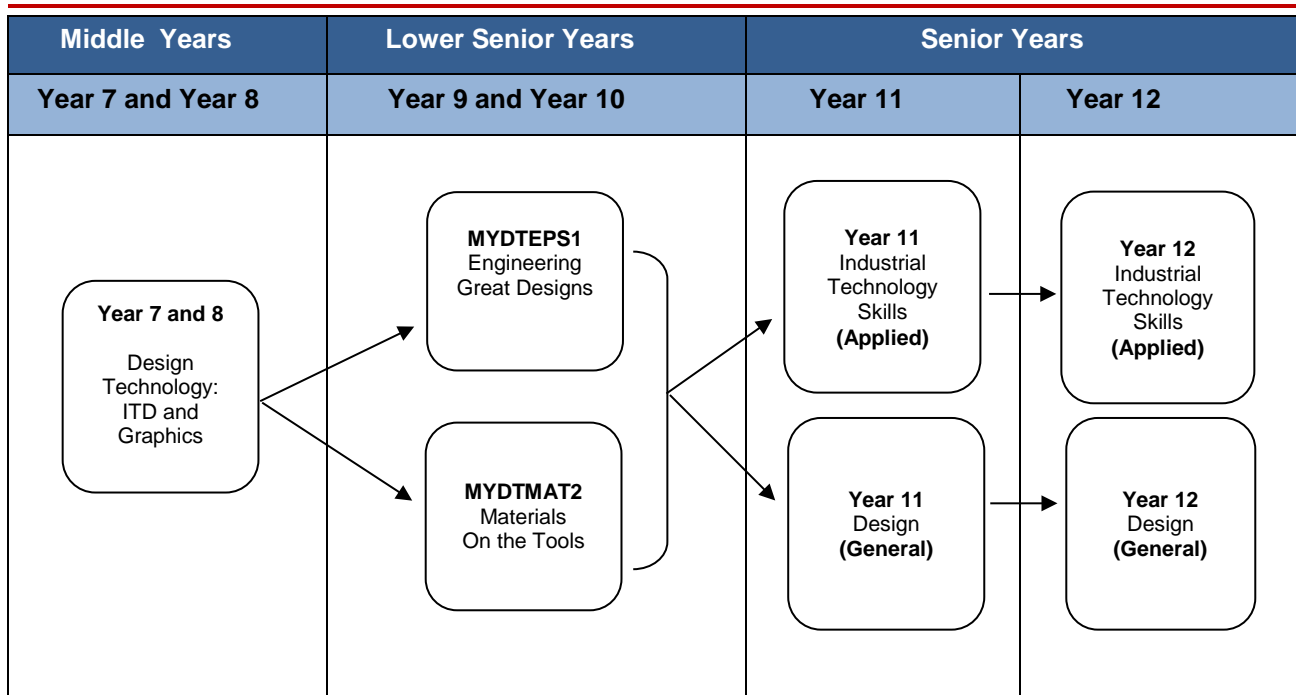
MYDTFF1 Food and Fibre – Under the Dome

This unit specialises in how we manage change and maintain living in a balanced way; to live more sustainably to keep the earth healthy for future generations. Students are introduced to concepts of sustainable aquaculture, hydroponics and textiles waste. They use the design process to develop sustainable solutions to some of our problems of overconsumption and waste. They learn to grow their own food, compost and recycle waste textiles into something more usable.

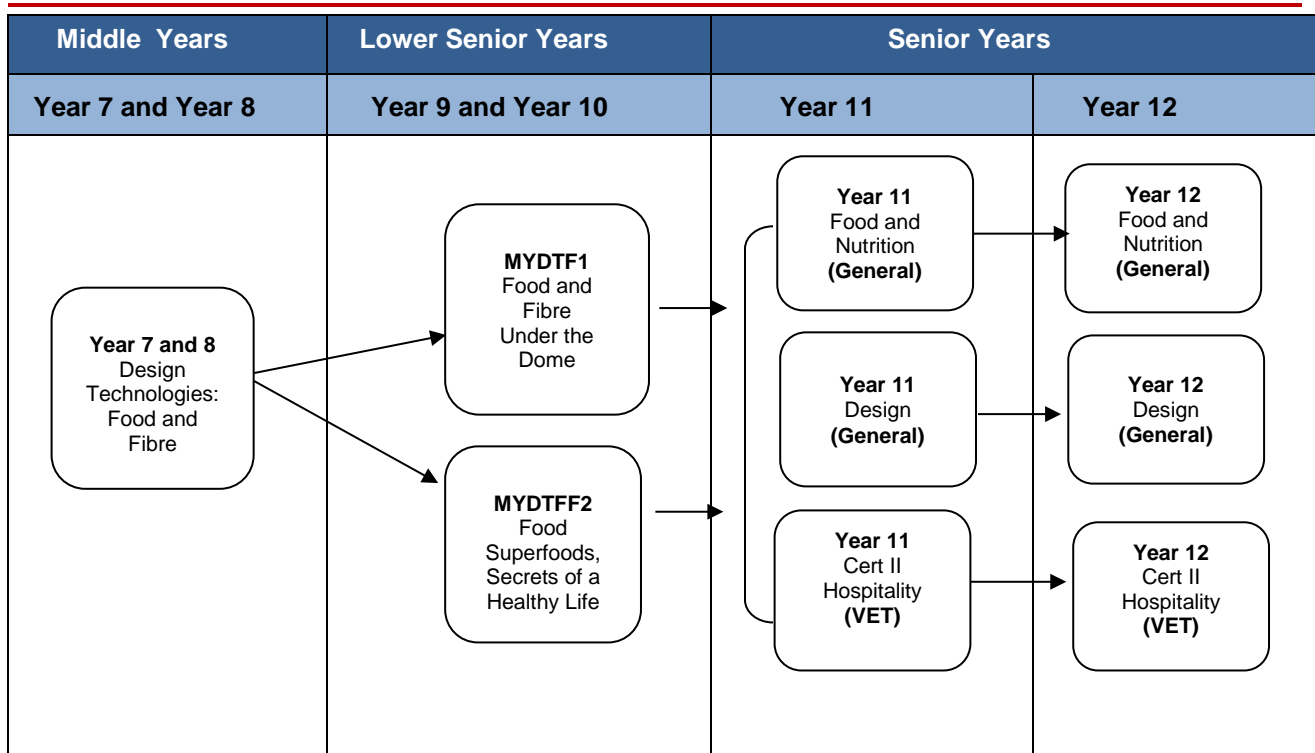
MYDTF2 Food – Superfoods, Secrets of a Healthy Life

In this unit students engage with current issues of nutrition and learn how simple cooking skills can enhance their health, wellbeing and ability to live healthier for longer. They undertake a dietary analysis of their own diet and research food trends and issues in today's society, which impact their long-term health. Through the Design Process they document solutions that can be implemented to improve their wellbeing.

DESIGN TECHNOLOGIES: ITD AND GRAPHICS - SUBJECT PATHWAY



DESIGN TECHNOLOGIES - FOOD AND FIBRE - SUBJECT PATHWAY



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DIGITAL TECHNOLOGIES

Why study Digital Technologies?

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

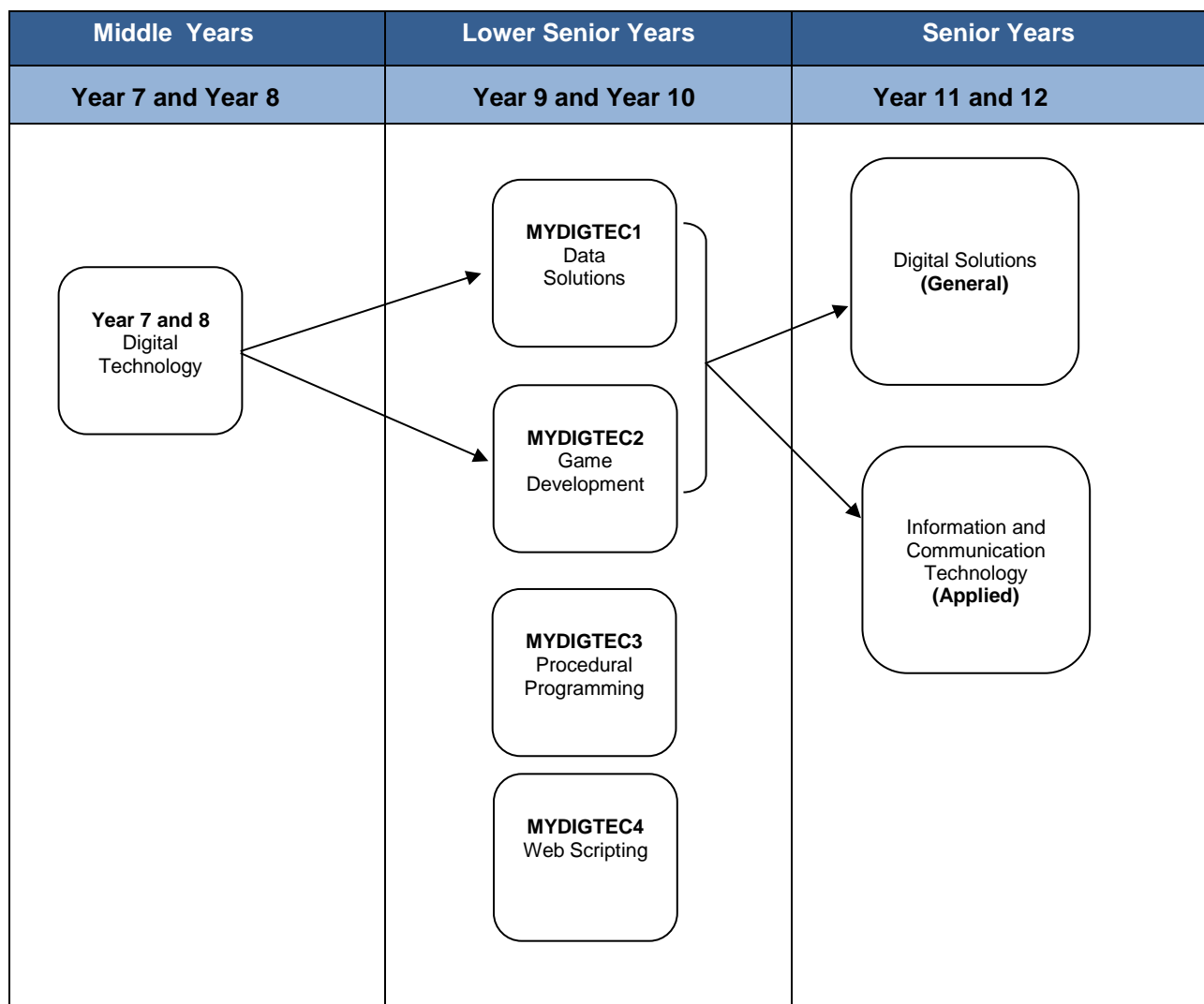
MYDIGTEC1 – Data Solutions

- Design and build a relational database, and use SQL to store, manipulate and retrieve data
- Bind a database to a procedural programming language, and write console-based code to extend system functionality while maintaining data independence
- Ensure data integrity utilising back-end and front-end user input validation techniques, to provide a more intuitive, seamless and robust UX
- Explore trends in big data, including data mining, web scraping, and the social and ethical issues surrounding data privacy and security
- Generate database triggers, and interact with third-party API's (such as PayPal or Google)
- Prototype an information system application that is of some commercial or social value

MYDIGTEC2 – Game Development

- Utilise a commercial game engine to manage the implementation of 2D games
- Explore physics, directional and timing systems in a game engine
- Script object controllers, game controllers, game frameworks and level management systems
- Understand and resolve issues with sprite or object geometry, collision detection and viewport scaling
- Integrate third-party sprite or tile-map development software, and understand the associated IP rights with asset management
- Prototype a game solution that has enough commercial appeal to attract crowd-sourced funding, keeping in mind the key elements of successful game genre appeal

DIGITAL TECHNOLOGIES – SUBJECT PATHWAYS



LANGUAGES - CHINESE (MANDARIN)

Why study Chinese (Mandarin) - Your passport to the world

The future is bright for young Australians with Chinese language skills and an understanding of the Chinese culture. According to Australian statistics provided by the Department of Foreign Affairs and Trade (Aug 2013), reciprocal and bilateral trade and investment between Australia and China is growing significantly and set to continue to expand as China's economy matures. The size of Chinese economy and other economies accessible through Chinese intermediaries is also fast becoming a key trade language in the 21st century and beyond, where Mandarin is one of the five official languages of the United Nations.

As China opens up more to the West, knowledge of the Chinese language will provide more employment and travel opportunities to different important fields and enable better communication and business operations with local Chinese and other Chinese-speaking people. Studying Chinese (Mandarin) also helps to develop an understanding and respect for local and global cultural and linguistic diversity, making interactions meaningful and transparent in the international arena.

Units offered in 2019

It is strongly recommended to enrol in both courses in the appropriate year level..

YEAR 9 MYCHI1 What can I get you?

Food plays an important part of understanding Chinese cultures. Many students may have little knowledge of the relation of food and Chinese Culture. Their only contact with East Asian food may be just their local Chinese restaurant. With the opening of global economies, students need to better understand the cultures and customs of East Asian countries like China. Would you like to learn about the food of China? What about being able to differentiate between authentic Chinese cuisine and those of other Chinese communities from outside China? Students will be taken behind the scenes to unraveling the magic ingredients and cooking techniques that make Chinese food unique to the rest of the world.

YEAR 9 MYCHI2 Shop 'Til You Drop!

Ever wondered why the Chinese are so good at finding great bargains? How much should you bargain it to without seeming rude or risk overpaying? Is there a formula to follow? Shopping is a practical and necessary activity that no one is exempted from. Knowing where to shop, correctly asking for the price of an item and calculating the total amount that should be paid in the local currency in the Chinese language is an essential skill. In this unit, you will be introduced to the art of bargaining using your persuasive skills and bargaining power to get the best value for your purchases!

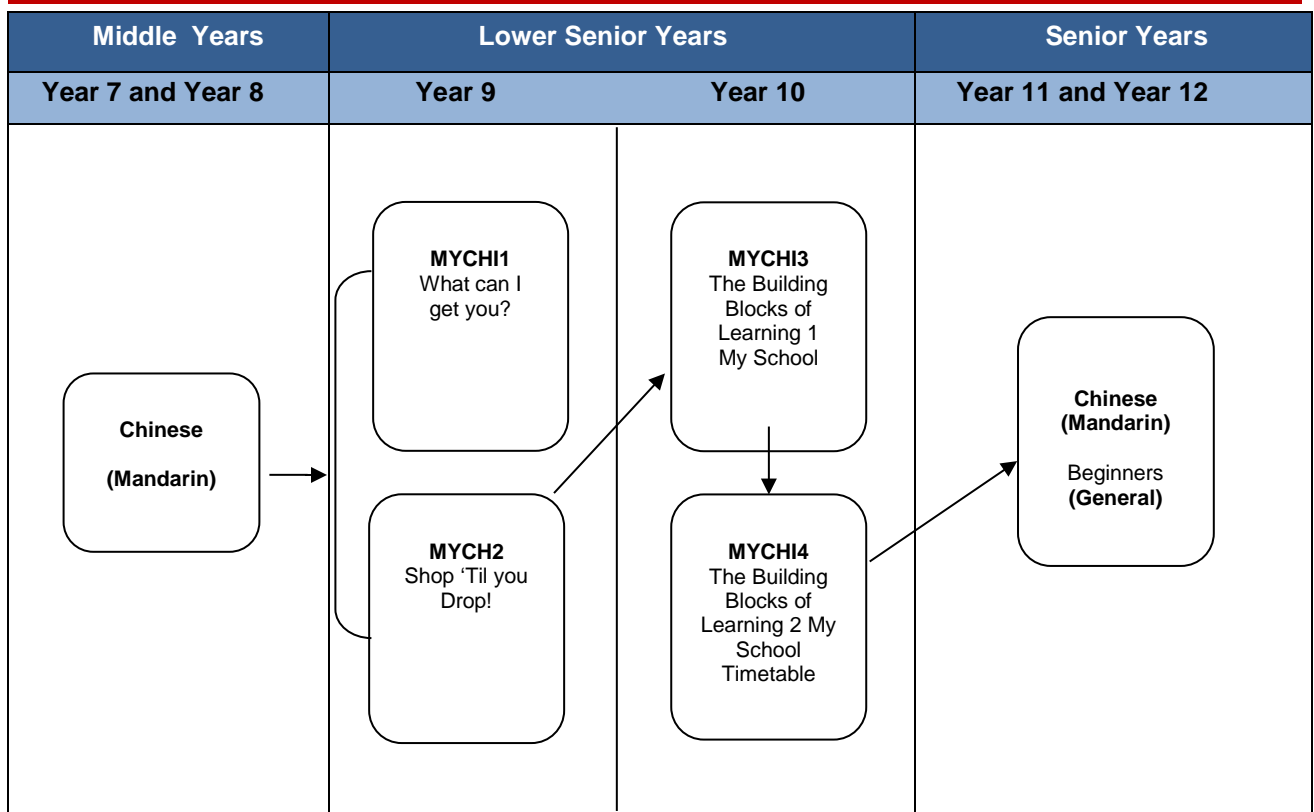
YEAR 10 MYCHI3 The Building Blocks of Learning 1: My School

Education is important to many people from an Asian background. There are a number of reasons why this is so including the strong influence of Confucian values where there is the family expectation of a sense of filial piety and responsibility to uphold the family reputation, and to ensure that each generation is more successful than the last. Would you like an insight into the school lives of Chinese students? Would you like to be a Mandarin-speaking guide for prospective families who visit St Benedict's College on Open Day? You will go behind the scenes and examine the influence of culture and values on education in Australia and China.

YEAR 10 MYCHI4 The Building Blocks of Learning 2: My School Timetable

Australia is known around the world for its great outdoors in which many Australians spend their leisure time. In contrast, one perception of Asian life is that Asians lead busy lives with little time for leisure. It is true that the school day in China is much longer than in Australia. Yet are Chinese students smarter because they spend more time on each subject? Do their study habits differ from those of Australian students? You will investigate how Chinese students undertake their academic learning and appreciate the cultural differences between Australia and China. Along the way, you can learn to find a balance between your studies and leisure time.

LANGUAGES - CHINESE (MANDARIN) - SUBJECT PATHWAY



“Year 11 and 12 subjects are indicative only and are subject to change due to student interest and changes in courses. They should not be read as the subjects that will be offered and are provided as a guide only to assist in subject progression and potential selection.”

PERFORMING ARTS - DRAMA

Why study Drama?

Drama is one of the oldest art forms and it continues to engage, entertain and challenge cultures and societies. In studying Drama, students learn to appreciate others' stories and critically reflect from various viewpoints, developing a sense of empathy for others' situations, challenges and cultures. Students create meaning through Drama, taking on roles and using body, gesture, movement, voice and language to portray characters and emotion in fictional worlds. In responding to Drama, students develop inquiry and critical analysis skills while exploring the diversity of Drama from different cultures, times and traditions.

Through rehearsing and refining performance, students strengthen their confidence and develop skills in collaborative problem solving. "Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential."

(ACARA, The Arts Curriculum, Rationale, 2014)

Units offered in 2019

MYDRA1 From Page to Stage

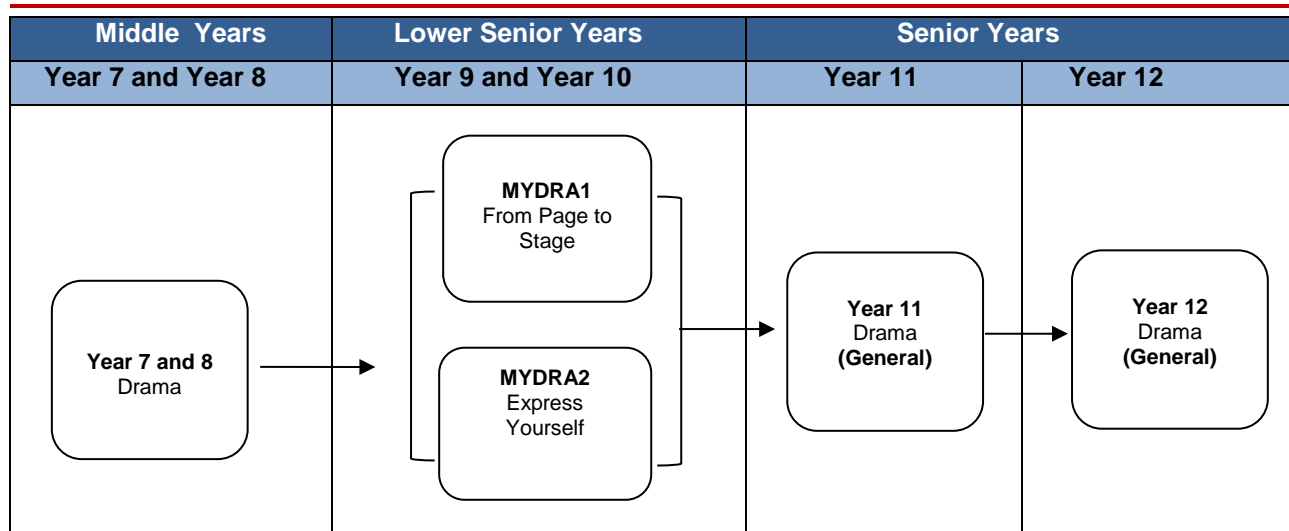
What is the difference between Drama and Theatre? This unit explores different techniques that can be used to create and design drama and how it can evolve into a piece of theatre ready for performance. Students will study scripted drama, performance skills and the building blocks to make original pieces covering a variety of genres and performance styles.

MYDRA2 Express Yourself

According to popular theory, only 7% of what we say is communicated via words. This unit focuses on the other 93%. Students will develop confidence as they learn the art of communication. They will experiment with voice to create characters, and learn how gestures and movement can impart meaning to audiences. Scripts and other texts will be used to explore ways of developing range, tone, articulation and expression.

** Excursions and exposure to live theatre performances as well as Actor's workshops are an important feature of Drama programs.

DRAMA – SUBJECT PATHWAY



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PERFORMING ARTS - MUSIC

Why study Music?

By studying Music, students will have the chance to create Music, develop their own passion for Music as a consumer, and analysis and shape musical trends. Students will use their aural skills to analysis and respond to and research musical contexts, pieces and practices. Through the study of Music students will gain an understanding of the social, historical and cultural influences that music brings to people across generations. "As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students' progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music."

(ACARA, The Arts - Music, Rationale 2014)

Units offered in 2019

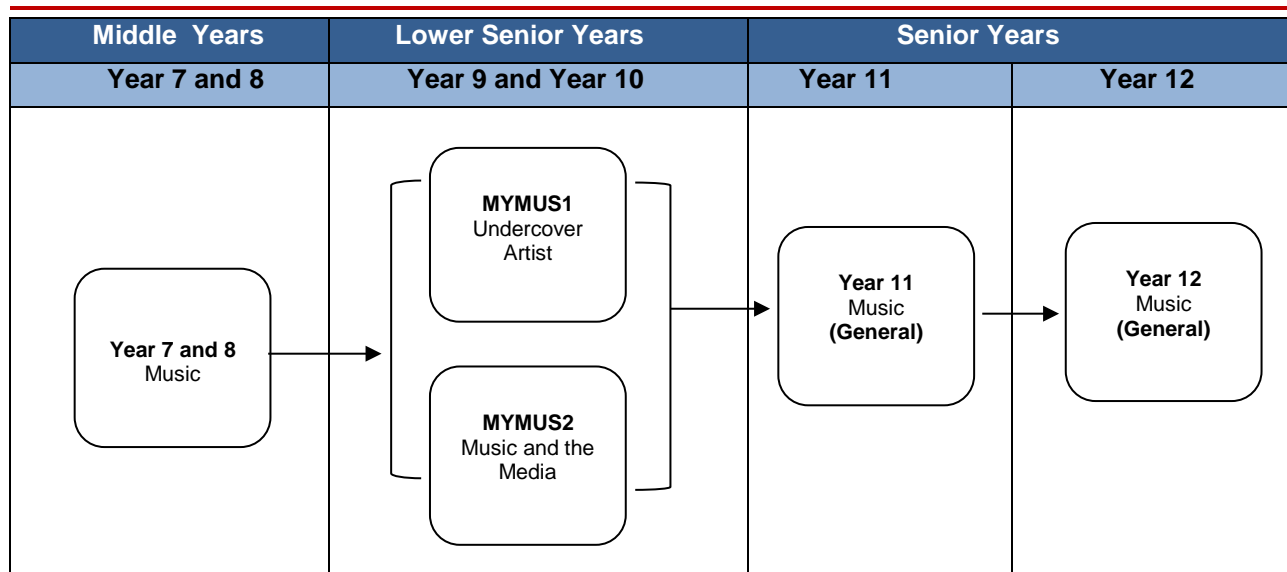
MYMUS1 Undercover Artist

With the technology available to the music world today it is easier than ever before to write, record, produce and share your music with the world simply because you enjoy it, or to gain recognition as an artist. Explore your musical style through performing and recording music as a cover artist/band and arranging your own version of your favourite song. This unit explores popular music through song writing to discover how the elements of music can work together to make a smash hit.

MYMUS2 Music and the Media

How long do you spend in front of the big screen? Music used in movies, TV, YouTube and gaming plays a massive role in how we experience what we view in the media world. How is it that a song can lift us up to feel invincible and another can bring us to tears? It is the job of composers in the media industry to write music that will evoke an emotional response from consumers. This unit explores the use of music in the media through performance and composition. Who knows, maybe one day your own music will be on the big screen!

MUSIC – SUBJECT PATHWAY



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VISUAL ARTS

Why study Visual Art?

Through participating in Visual Art activities, students are provided with opportunities to:

- Creatively express their feelings, ideas and observations through a variety of art mediums including printmaking, painting, drawing and digital photography
- Develop an understanding of the elements, principles, concepts and processes of art
- Acquire an appreciation of the various cultural, social and historical aspects of art
- Experience using multimedia software programs to create 2D and time based works.

Units offered in 2019

MYVME1 Art Imitates Life

Students will explore themes and concepts in response to representations of the human form throughout art, particularly portraiture and the figure. Students will create a folio of work that includes drawings, prints, sculptures and digital images across 2D, 3D and time-based media areas.

Students will:

- Investigate a variety of artists, movements and styles related to portraiture and the human figure.
- Develop proficiency in the areas of composition, drawing, painting, printmaking and sculpture.
- Practice and refine drawing skills to produce tone, texture, depth, scale, perspective and realism in their works.
- Use mediums such as pencil, charcoal, acrylic, wire, ink, plaster, collage and mixed media to create a variety of results.
- Research and analyse how artists use the elements and principles of design to compose successful artworks.
- Experiment with image manipulation using Photoshop and time-based media to extend their work.

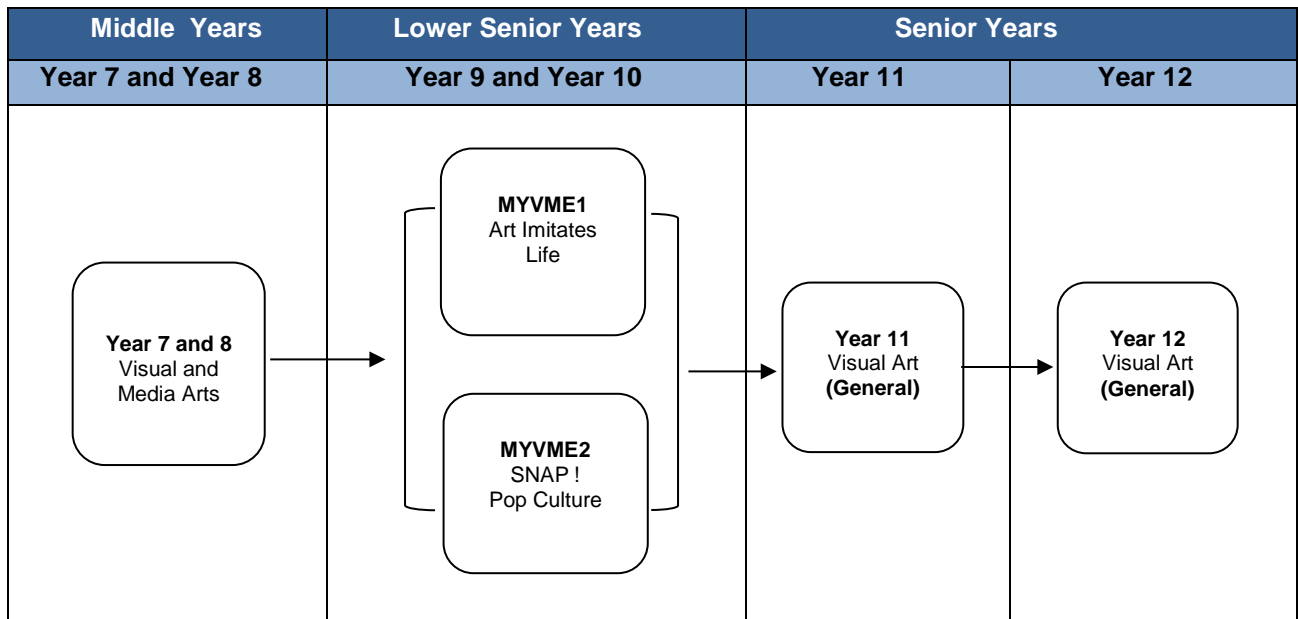
MYVME2 Pop Culture!

Through the exploration of 2D, 3D and time-based media, students undertaking this course of study will learn technical and creative skills in response to popular culture and street art. Students will produce a folio of work which will include screen prints, stenciling, illustration and digital image manipulation.

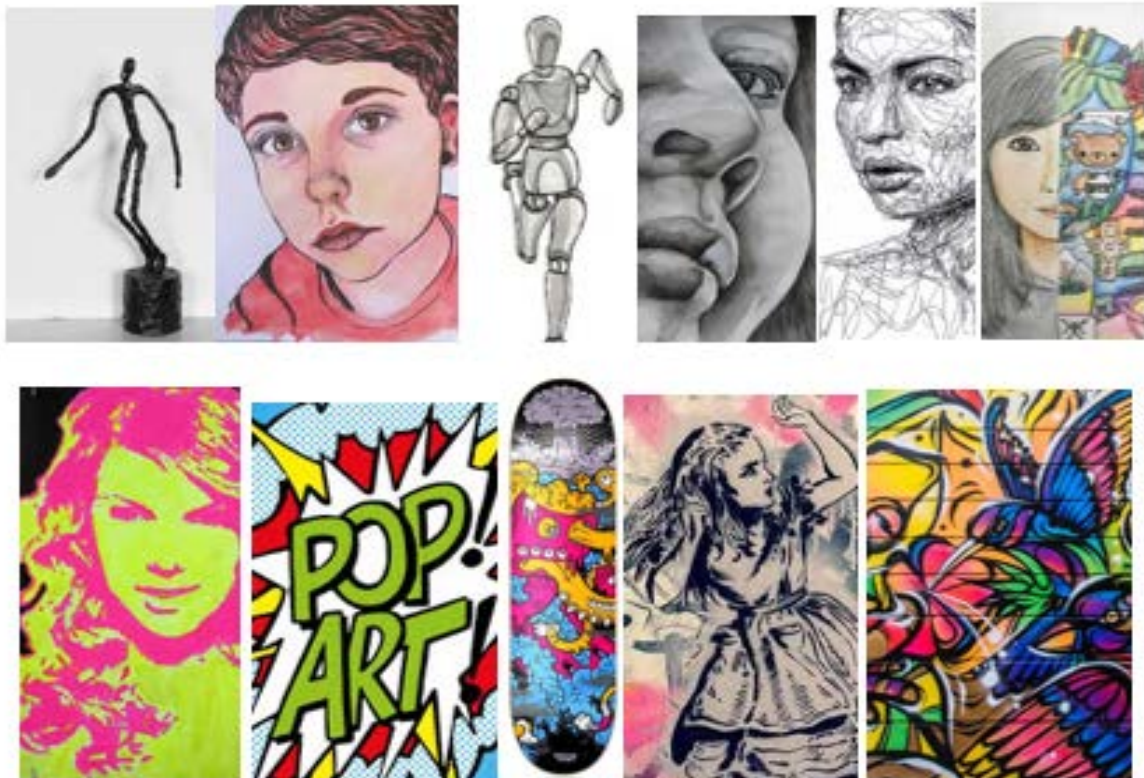
Students will:

- Investigate a variety of art movements, works and styles including pop art, street art, illustration, mural, and graphic art.
- Analyse the influence of social commentary, pop culture and street life on the creation of artworks in both modern and contemporary contexts.
- Learn a variety of contemporary visual art techniques using spray paints, acrylic, inks, markers, stencils and screen printing.
- Become familiar with photography and digital image manipulation using software, particularly Photoshop.

VISUAL ART – SUBJECT PATHWAY



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VOCATIONAL EDUCATION AND TRAINING

Students have the opportunity to engage in VET courses, based upon student interest and career aspirations from Year 10 onwards.

VET subjects will be offered in Senior Years to students to study as part of the SBC range of subjects.

Traineeship and Apprenticeship opportunities also develop from Year 10 onwards, however, individual students can be fast tracked on a case-by-case basis, according to need and in accordance with legislation requirements.

Interested students need to see the Pathways Leader to discuss their options.

SUBJECT SELECTION ONLINE (SSO) INFORMATION

Subject Selection Online (SSO) is a web application that allows students to enter their subject preferences online. Details of how to use SSO are described in a step-by-step process below.

Accessing SSO

To use SSO you must open your web browser to the College Portal and go to Student Workspaces.

Click the following icon to enter SSO:



SSO Opens 11 September for Year 8 and Year 9.

When you access this page, you will see a rectangle with the words 'Click here to enter your PIN and password'.

Step One – Logging into SSO

Your username: is your *BCE login name* – example – gfrederick1

Your password: is your *date of birth, written in numbers* – example - 8 January 2003 is required to be written as 08012003, 22 January 2004 is to be written as 22012004.

Step Two – Selecting Preferences

List your electives **in order of preference**. You need to choose 4 electives and 2 reserves. Drag and drop them into place. The order of them is important as subjects are assigned according to this order.

NOTE: *You will not be able to choose the same subject twice OR choose it as a reserve if you have chosen it as your elected subject.*

Step Three – Checking

The 'Checking' page allows you to check your selection in the 'Your Selections' summary that appear on the left of the page. There is a 'Generate Selection Report' button at the bottom of this section.

Press this, to download your Selection Report. This is your copy. Save it in your One Drive in a folder named '2019 Subject Selections Report'.

Step Four – PRINT & Parent Approval

Print your 'Selection Summary'. Both you and your parents need sign this Summary and return to school by **3pm on Friday 14 September**.

KEY STAFF CONTACTS

Principal	Claire McLaren
Deputy Principal	Alison Gilbert
Assistant Principal Religious Education	Peter Olley
Assistant Principal Administration	Tim Campbell
Pathways Leader	Peter Lavercombe
Guidance Counsellor	Kim Rienecker
Learning enhancement Leader	Jody Prouse
Pastoral Leader 7/8	Tracey Mortimer
Pastoral Leader 9/10	Cassie Geissmann

CURRICULUM LEADERS

Religious Education	Peter Olley
English	Chris Carlill
Mathematics	Anja Reust
Science	Amanda Robinson
Design Technologies	Lyn McErlean
Humanities/Languages	Amanda Spooner
Health and Physical Education	Dominic Clarke
The Arts	Paula-Mary Camilleri
ICT/ Network	Michael Addicott



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