

SUBJECT HANDBOOK

YEARS

9&10



St Benedict's College



2024

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 (ATAR) pathway; TAFE or other educational provider pathways; or transition to the workforce pathway at the College.

Year 9 is the first year of the Lower Senior Learning Phase and is a chance to begin to explore different study options. This is further enhanced in Year 10 where students have the opportunity to engage in vocational learning, 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/Carers are asked to read this Subject 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 that reads "C. McLaren". The signature is fluid and cursive, written in a professional style.

Claire McLaren

Principal



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 community and 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 that enhances wellbeing and enables students to flourish
- Engaging in technology rich, 21st century learning
- Designing flexible, engaging and innovative 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

The Rule of St Benedict focuses on many values; in particular 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

In Omnibus Deus • God in All Things

ST BENEDICT'S COLLEGE – LEARNING AND TEACHING FRAMEWORK

Philosophy

We respond to the education of young people by interweaving the values of St Benedict's Rule with the approved Archdiocesan Religious Education curriculum, 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.



Learning and Teaching Framework



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. Each subject page contains a subject pathway into Senior Years. 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.

ELECTIVE COURSES – Choose 4 Electives (plus 2 reserves)

LEARNING AREA	ELECTIVE UNITS OFFERED	
	Year 9	Year 10
Business and Economics	Australian Dollars	Running the Country
Civics and Citizenship	The Legal System	Defining Democracy
Design Technologies: Food and Fibre	Food and Fibre – Under the Dome Food - Gourmet Traveller	Food and Fibre – Going Green Food – Superfoods
Design Technologies: ITD and Graphics	Engineering - Vehicle and Bridge Marvels Materials - Suburban Castle	Engineering - Cargotecture Materials - Upcycling
Digital Technologies	Secure Coding Game Development	Web Technologies Data-driven Apps
Geography	A Changing Planet	The World Around Us
Languages: Chinese (Mandarin)	Food, Play, Life Be a True Aussie and Bargain like a Pro	My Surroundings My School and Timetable
Media Art	Doin' it for the Gram Lights, Camera, Action!	Heroes Vs Villains Mastering the Movie
Performing Arts: Dance	Dance Evolution	Dance Fusion
Performing Arts: Drama	The actor's journey Theatre for performance	Multimedia Drama Gothic Theatre
Performing Arts: Music	Rock School Pop School	Biggest Bangs and Greatest Hits Undercover Artist
Visual Art	Pop Culture Art Imitates Life	Our Australian Home Colour and Code

HONORATUS EXTENSION & EXCELLENCE PROGRAM

WHY HONORATUS?

St. Honoratus was an Italian Benedictine monk who lived in the 15th Century. He became the Abbot of the Benedictine monastery in Subiaco following St. Benedict.

St. Honoratus was a teacher and lifelong learner. He used a revolutionary, integrated methodology of teaching that encompassed deep thinking and creativity. He inspired monks to go out and teach others these skills, to bring scholarly excellence across the region.

OVERVIEW

St Benedict's College teachers are passionate about offering gifted and talented learners rigorous, relevant and engaging learning opportunities to develop their individual learning needs, strengths, interests and goals. We have a variety of streams that are delivered by teachers who are enthusiastic about their curriculum area and have the skills to provide meaningful experiences for gifted and talented students that challenge them in new and creative ways.

Students are selected to participate in the Honoratus streams by invitation or audition based on a variety of factors depending on the stream including overall academic excellence, high scores on a range of formal tests, their special interests, work ethic, teacher recommendation and skills.

Each of the Honoratus streams provide students with access to specific activities – requiring critical and creative thinking, problem solving, and the development of responses and dispositions in individual and collaborative contexts – aligned to, and, extending beyond the curriculum.

PROGRAM STREAMS AND SEQUENCE

At different times throughout each year the College offers a range of programs in the following streams:

- Arts
- Humanities
- Mathematics
- STEM
- Sport

As our College grows, new opportunities for extension streams will emerge.

CORE SUBJECTS

RELIGIOUS EDUCATION

Why study Religious Education?

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.

YEAR 9 Religious Education

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, 2020)

YEAR 10 Religious Education

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, 2020)

RELIGIOUS EDUCATION

Religious Life of the School Opportunities - Spirituality

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 – The Spirit 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 – Courage to Step Out of 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.

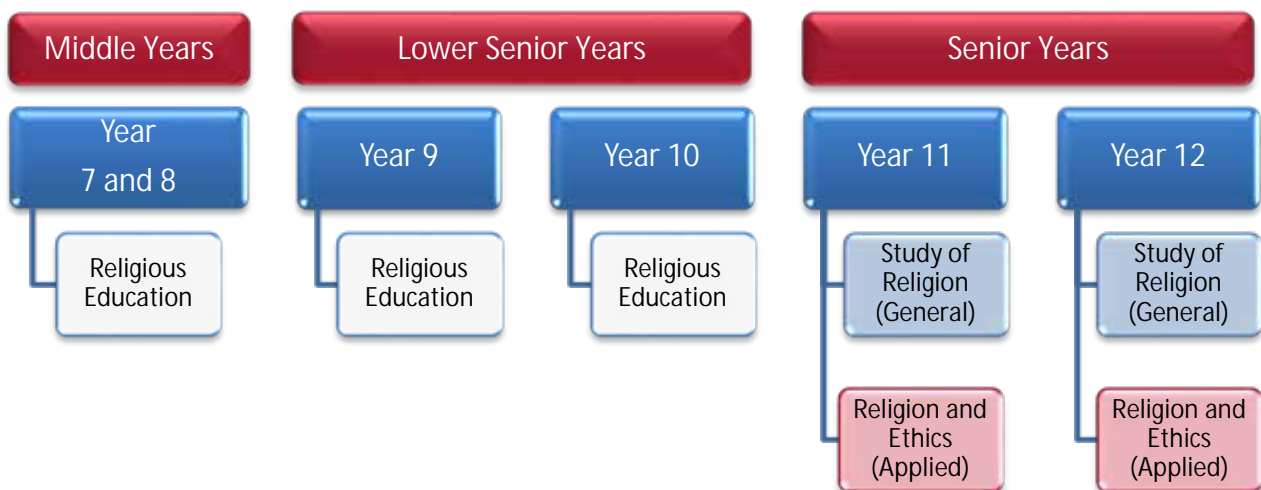
Year 11 – The Passionate Ones

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



ENGLISH

Why study English?

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens.

The study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

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, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

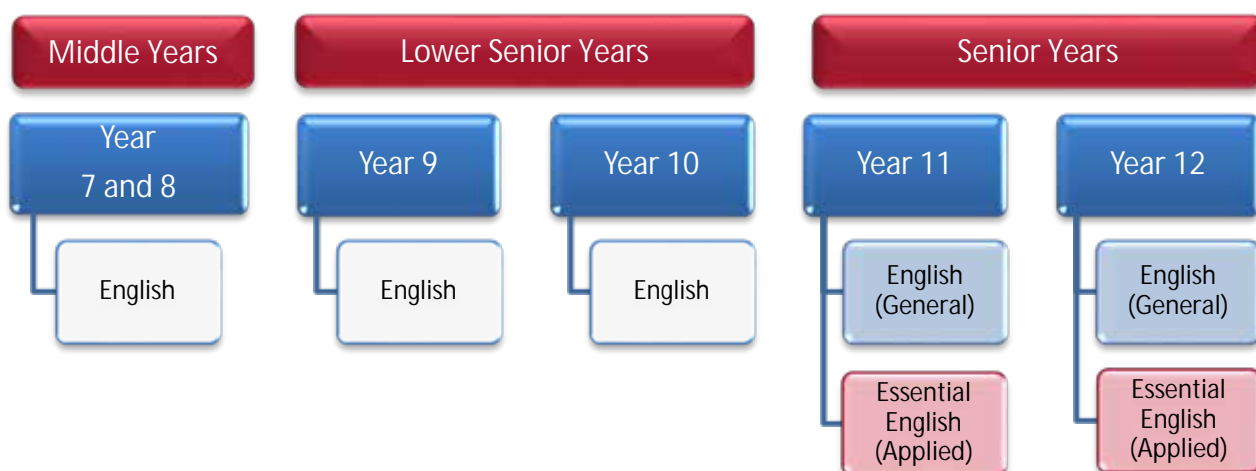
At our College, the English courses focus on:

- 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. 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 reading and writing competitions.

ENGLISH – SUBJECT PATHWAY



MATHEMATICS

Why study Mathematics?

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently. It enables teachers to help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences.

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

YEAR 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.

YEAR 10 Mathematics

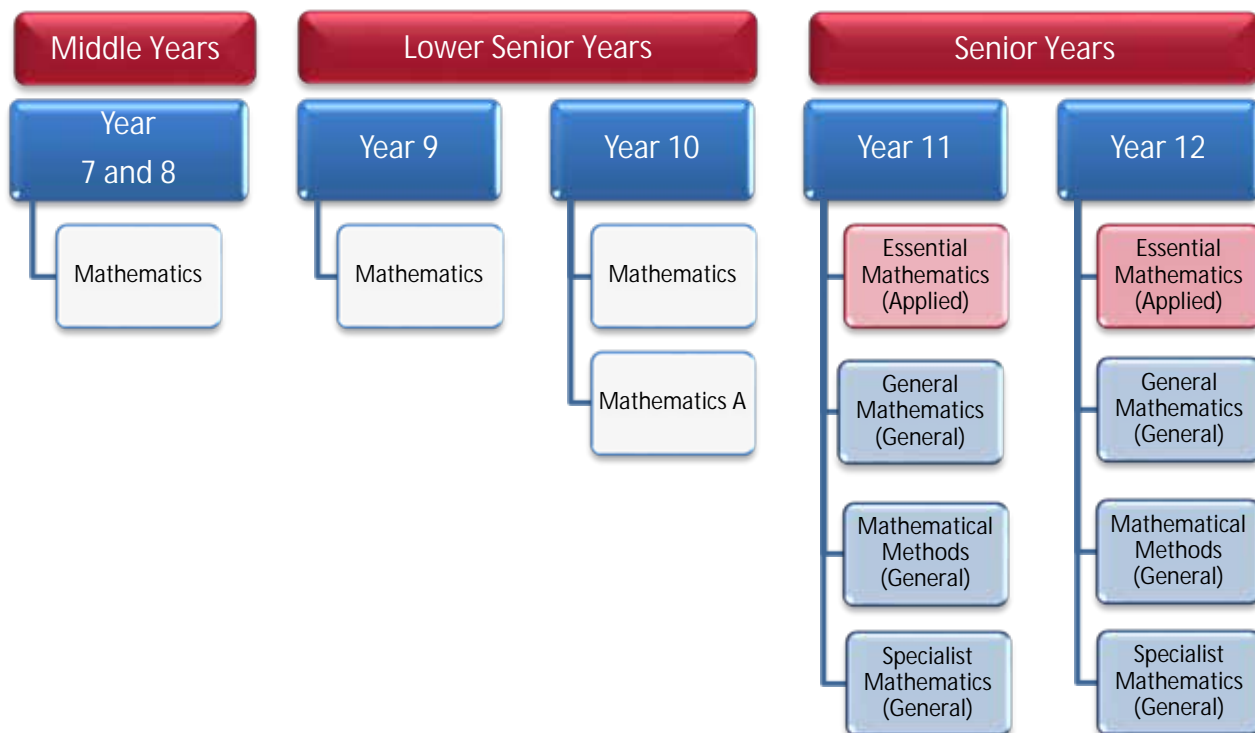
In 10 Mathematics students further develop their understanding and applications skills in geometry and trigonometry and apply Pythagoras' theorem to real life scenarios. Students continue to develop their understanding in measurements and algebra and apply their understanding of operations when problem 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.

YEAR 10 Mathematics A

10 Mathematics A is intended for students who require more content to enrich and extend 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 polynomial 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.

The College also encourages learners in 9 Mathematics and 10 Mathematics to participate in external problem solving and modelling competitions.

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 science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

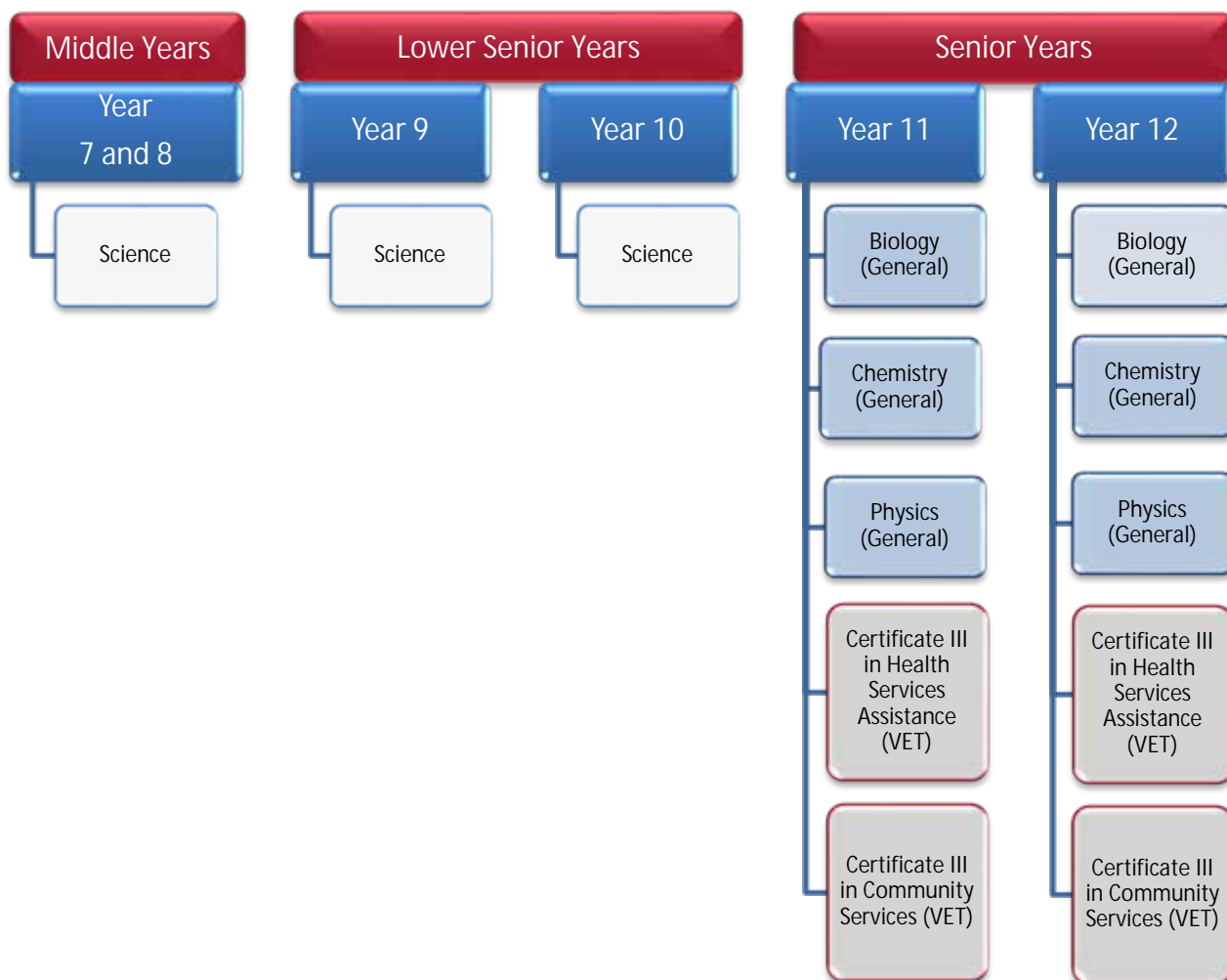
YEAR 9 Science

In Year 9 students explain how body systems provide a coordinated response to stimuli and how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth's spheres affect the carbon cycle. In addition, students analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They also explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass.

YEAR 10 Science

In Year 10 students explain the processes of heredity and genetic diversity and describe the theory of evolution by natural selection. They sequence key events in the evolution of the universe and describe the supporting evidence for the big bang theory. Students describe trends in patterns of global climate change. They also explain how Newton's laws describe motion and apply them to predict motion of objects in a system. Students explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions.

SCIENCE – SUBJECT PATHWAY



HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

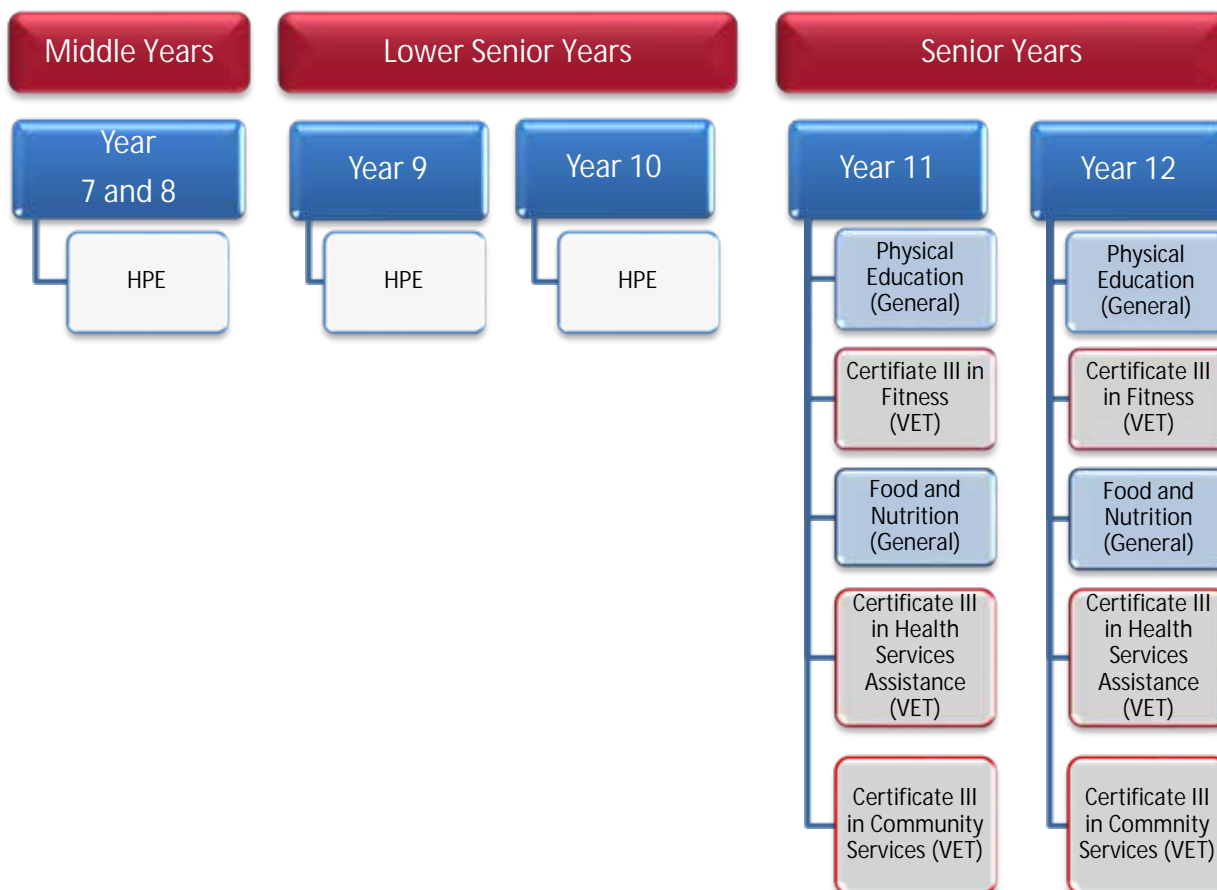
YEAR 9 Health and Physical Education

In Year 9, 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 current and most effective first aid procedures and protocols whilst also investigating risk management in a variety of real life situations. Further to this, students will study respectful relationships and examine the Catholic perspective on a variety of relationship focused topics. Students also learn the principles of nutrition and recovery, with focus not only on 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 court and field games such as basketball, futsal, OzTag and ultimate frisbee.

YEAR 10 Health and Physical Education

In Year 10, students devise and apply individual tactics and team strategies to authentic volleyball environments. They identify effective data collection methods, and through teamwork and collaboration work to establish a successful game plan that can be applied within practical classes. Further to this, 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 and training principles, which contribute to optimal health and sporting performance. The practical aspect of the course focuses on performance sports that will be covered in senior physical education such as volleyball, touch football and athletics.

HEALTH AND PHYSICAL EDUCATION – SUBJECT PATHWAY



HISTORY

Why study History?

History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past. The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times. It helps students appreciate how the world and its people and environments have changed, as well as the significant continuities that exist to the present day.

YEAR 9 History

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

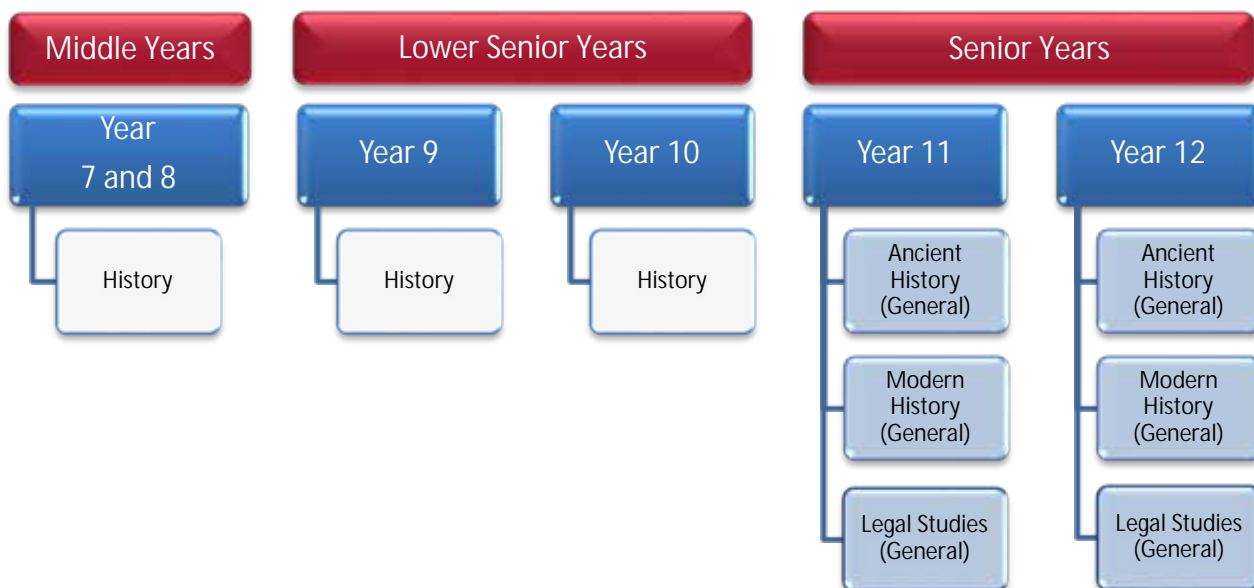
- Asia and the world – The British Raj (1750-1914)
- Making and transforming the Australian nation (1750–1914)
- World War I (1914-1918)

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)
- Building Modern Australia (1945-present)
- The globalising world (1945-present)

HISTORY – SUBJECT PATHWAY



ELECTIVE SUBJECTS

BUSINESS AND ECONOMICS

Why study Business Enterprise and Economics?

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.

Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.

Units offered in 2024

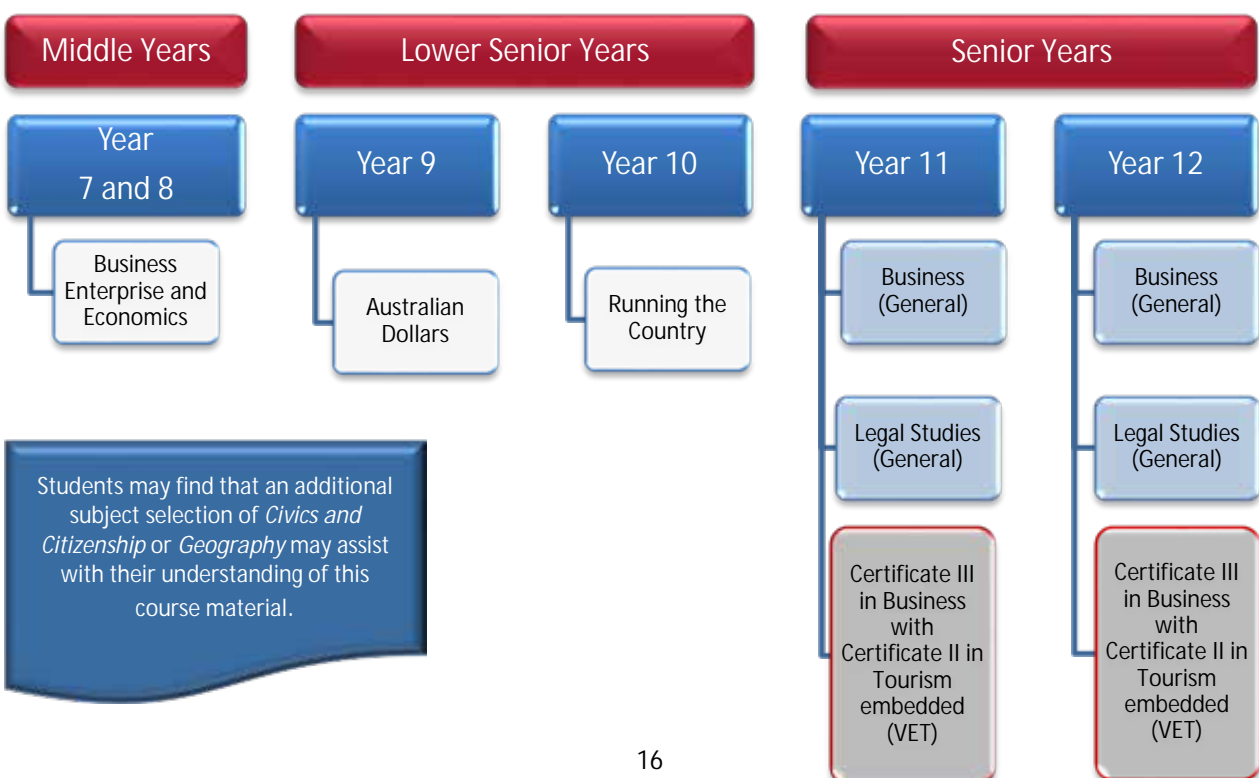
YEAR 9 Australian Dollars

Where does money come from? Where does it go? Have you ever wondered what happens when we hand over our hard earned cash to a business? This course gives students the opportunity to answer these questions and further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be a part of the Asia Region and global economy. They consider the interdependence of participants in the global economy by learning about the relationships between producers and consumers, including the implications of decisions made by individuals, businesses and governments.

YEAR 10 Running the Country

Why is Australia called 'The Lucky Country'? Why do we have to pay tax? Have you ever wondered how businesses make money with the government constantly changing things? This course gives students the opportunity to learn why Australia has such a high standard of living and how it compares to other countries. During the course students will explore how unemployment, taxation, and inflation can affect how successful a country is and how governments manage these different elements to improve living standards. Students examine how governments and businesses intervene to reflect the availability and scarcity of resources and meet the ever-changing needs of society.

BUSINESS AND ECONOMICS - SUBJECT PATHWAY



CIVICS AND CITIZENSHIP

Why study Civics and Citizenship?

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster and Washington systems, and the liberal democratic values that underpin it, such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

Units offered in 2024

YEAR 9 The Legal System

In Year 9, students develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

During the semester, the skills and understandings are developed through hopefully answering each of the following areas:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

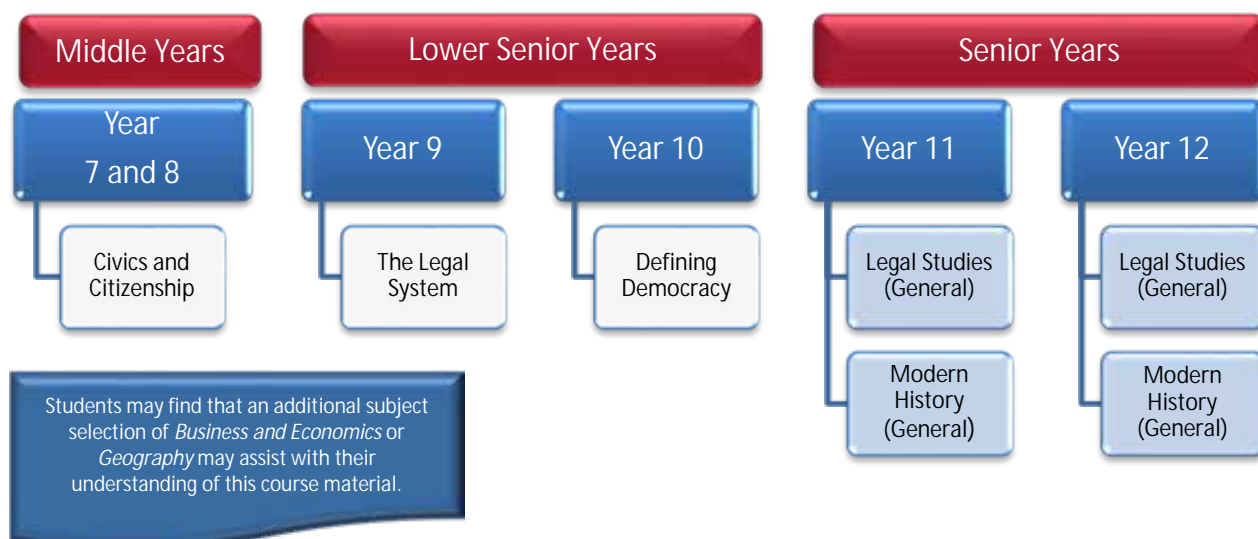
YEAR 10 Defining Democracy

In Year 10, students compare Australia's federal system of government with another system of government in a country in Asia. Students examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations and responses to global issues. Students also study the purpose and work of the High Court. They examine how rights are protected in Australia and investigate the values and practices that enable a democratic society to be sustained. Students reflect on their rights, privileges and responsibilities as active and informed citizens.

During the semester, the skills and understandings are developed through hopefully answering each of the following areas:

- How is Australia's democracy defined and shaped by the global context?
- How are government policies shaped by Australia's international legal obligations?
- What are the functions of the High Court of Australia and how does it protect rights under the Constitution?
- What are the features of a resilient democracy?
- How does Australia respond to emerging global issues?

CIVICS AND CITIZENSHIP – SUBJECT PATHWAY



DESIGN TECHNOLOGIES

Why study Design Technologies?

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

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 allows students to construct projects that are broken up into skills development and design challenges across disciplines.

Units offered in 2024

YEAR 9 Engineering – Vehicle and Bridge Marvels

In Vehicle & Bridge Marvels, students will dive into the world of innovative engineering. They will explore the principles of motion and force to design an aerodynamic electric vehicle and a bridge. Utilising cutting-edge technologies like laser cutters and 3D printers, students will bring their designs to life. They will analyse the characteristics and properties of materials to create engineered solutions that incorporate force, motion, and energy. Through critical thinking and using the design process, students will create innovative designs for a better global future.

YEAR 9 Food and Materials – Under the Dome

In Under the Dome, students will explore both textiles and food-related activities. They will investigate how sustainability, social considerations, and ethics impact the design and production process. Through the design process, students will develop practical solutions to meet societal needs. Projects include creating a cotton-based textile product and designing innovative food delivery items. These hands-on activities will enhance students' skills and knowledge in food and fibre, while fostering creativity and design thinking.

YEAR 9 Food Specialisation – Gourmet Traveller

Gourmet Traveller offers a unique learning experience for students in the fascinating realm of fusion food. In this program, students explore the rich culinary heritage of Australian Indigenous foods, as well as diverse cuisines from around the world. By blending these influences, they embark on an exciting journey of creativity and innovation to create fusion food products. Through hands-on activities and guided instruction, students learn to combine ingredients, flavours, and techniques to develop unique and delicious taste experiences.

YEAR 9 Materials – Suburban Castle

In the Suburban Castle, students will design and build a flat pack stool and household sign, utilising traditional woodworking techniques alongside modern CNC fabrication, water jet cutting, and laser cutting methods. This practical experience immerses students in the design process within real-world contexts. Through design thinking, drawing, and prototyping, students develop critical thinking skills and effective problem-solving abilities.

DESIGN TECHNOLOGIES

YEAR 10 Engineering – Cargotecture

In Cargotecture, students will embark on two projects, harnessing the power of advanced technologies. First students will employ virtual reality (VR) to create stunning designs with shipping container houses, immersing themselves in lifelike simulations for a given client. Secondly, students will utilise computer-aided design (CAD) software to craft a mechanical device that incorporates electronics using 3D printers and laser cutters.

YEAR 10 Food and Materials – Going Green

In Going Green, students will produce a variety of sustainable products. They will create healthy café food solutions that prioritise nutrition and environmental consciousness. Additionally, students will design textile products using existing materials, promoting recycling and upcycling. Through these hands-on projects, students contribute to a sustainable and health-oriented approach to food and textiles.

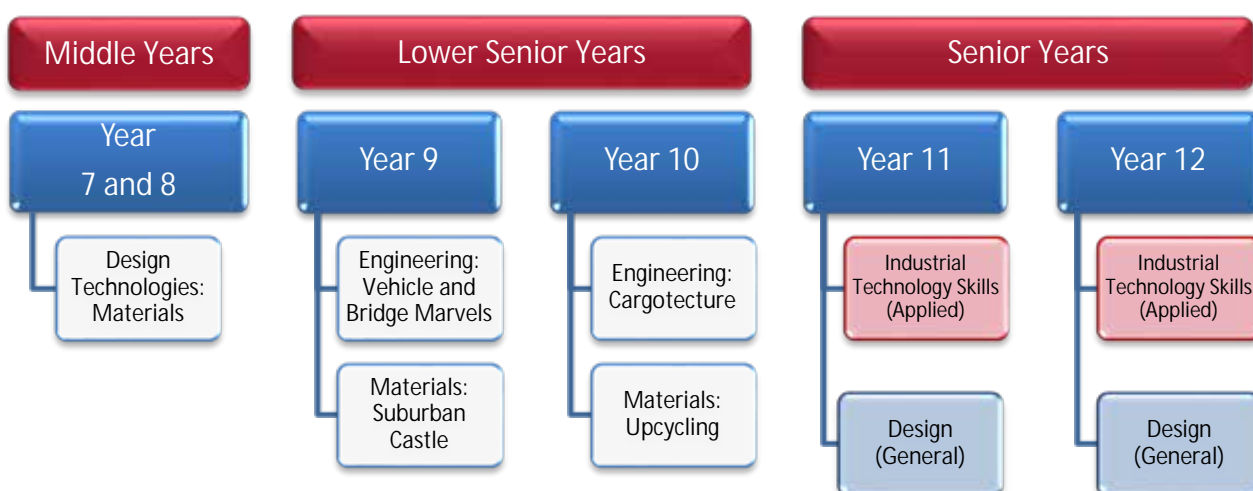
YEAR 10 Food Specialisation – Superfoods

In Superfoods, students will not only explore the science behind food but also engage in practical projects. They will delve into the field of food science, examining the chemical and functional properties of various ingredients. As part of their projects, students will design and create healthy food snacks, applying their nutritional knowledge and understanding of food science principles. By utilising the Design Process, students will investigate, experiment, and evaluate different snack options to ensure they meet the criteria of being nutritious and beneficial for health. This hands-on experience allows students to develop their culinary skills while promoting healthy eating habits and fostering a deeper understanding of the science behind food.

YEAR 10 Materials – Upcycling

In the Upcycling, students will combine art, technology, and traditional woodworking skills to create two projects. They will design and build a veneer skateboard, incorporating techniques like laser cutting and vacuum forming with innovative patterns. Secondly, students will showcase their craftsmanship by constructing a breakfast table using traditional woodworking methods. These hands-on projects enable students to explore the intersection of creativity, technology, and traditional skills.

DESIGN TECHNOLOGIES: ENGINEERING AND MATERIALS – SUBJECT PATHWAY



DESIGN TECHNOLOGIES: FOOD AND FIBRE – SUBJECT PATHWAY

Middle Years

Lower Senior Years

Senior Years

Year
7 and 8

Design
Technologies:
Food and
Materials

Year 9

Food and
Materials:
Under the
Dome

Food
Specialisation:
Gourmet
Traveller

Year 10

Food and
Materials:
Going Green

Food
Specialisation:
Superfoods

Year 11

Food and
Nutrition
(General)

Design
(General)

Certificate II in
Hospitality
(VET)

Year 12

Food and
Nutrition
(General)

Design
(General)

Certificate II in
Hospitality
(VET)

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.

Units offered in 2024

YEAR 9 Secure Coding

In Secure Coding, students will learn to code using Python, by exploring the use of variables, bit patterns, data input and output via a console environment. They will utilize iteration and branching constructs of a programming language, as well as integrating chance elements and string manipulation into console applications. Advanced students may learn to store values in complex data structures, such as lists, dictionaries, sets or tuples, access disk storage to read and write files using code, or investigate a GUI framework to develop desktop applications. Students will understand modular programming techniques, and advanced students may look at paradigms such as OOP.

YEAR 9 Game Development

In Game Development, students will utilise a commercial game engine to create and manage the implementation of 2D games. Students will achieve this by exploring physics, directional and timing systems in a game engine, as well as scripting object controllers, game controllers, game frameworks and level management systems. In doing this, students will learn to understand and resolve issues with sprite or object geometry, collision detection and viewport scaling, as well as integrating third party sprite or tile map development software, and understand the associated IP rights with asset management. Successful completion of this course will result in students prototyping a game solution that has enough commercial appeal to attract crowd sourced funding, keeping in mind the key elements of successful game genre appeal.

YEAR 10 Web Technologies

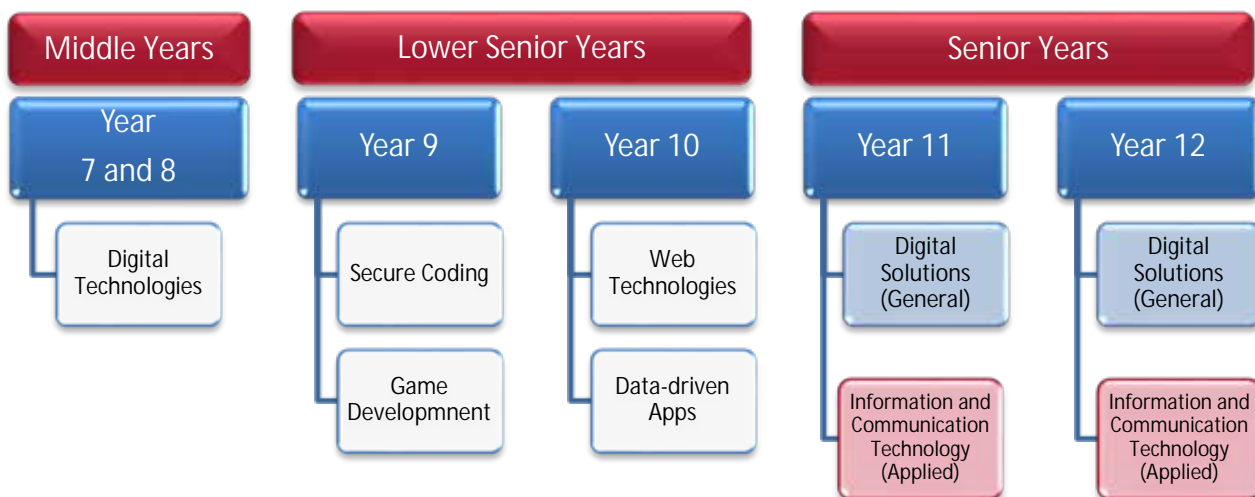
In Web Apps, students design and build a responsive website using CSS Grid, that will adapt to any device size or media type. Students will learn accessibility principles such as HTML5 semantic elements, and how these can be used to enhance the end user experience. JavaScript will be used to create rich client-side experiences, such as interactive controls on a web form, or modifying document styles and content after a web page has been rendered in a browser. Students may also investigate a client-server architecture, and in doing so, students will learn to understand the nature of a distributed system, and how to develop lightweight and robust coding techniques to handle client-side requests.

DIGITAL TECHNOLOGIES

YEAR 10 Data-driven Apps

In Data-driven Apps, students will utilise information systems to assist in delivering solutions across a range of contexts, from computational logic problems, to games and application solutions. Students will learn to architect relational database solutions, that are redundancy and anomaly free, and utilise code to interact with these data stores. Students will learn Structured Query Language, including CREATE, UPDATE, INSERT, DELETE and SELECT queries, and use these to filter, edit or create data within or between logical table relations. Coding solutions will be built on top of database storage, utilising random number generation, threshold value testing, and control structures such as loops, selection and modularization techniques. By studying this course, students will learn to apply efficient database design techniques to create independent and scalable data storage components for their applications or games. Successful completion of this course will better enable students as full stack developers for future computer science studies.

DIGITAL TECHNOLOGIES – SUBJECT PATHWAY



GEOGRAPHY

Why study Geography?

Geography inspires curiosity and wonder about the diversity of the world's people, places and environments. Geography features a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. This enables students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world.

Through the study of Geography, students become informed and responsible members of their local and global communities. They learn to act ethically to sustain and improve natural and social environments, and engage in the global community.

Units offered in 2024

YEAR 9 A Changing Planet

In Year 9, students will study two units Biomes & Food Security and Geographies of Interconnections.

In Biomes & Food Security, they will learn about what a Biome is and how their distribution and alteration affect the world's ability to feed itself. They also consider the environmental challenges and constraints of expanding sustainable food production in the future.

While in Geographies of Interconnections, they focus on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

During the semester, the skills and understandings are developed through hopefully answering each of the following areas:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

YEAR 10 The World Around Us

In Year 10, students will study two units Environmental change & management and Geographies of human wellbeing.

In Environmental change & management, they will focus on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

While in Geographies of human wellbeing, they will learn about global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.

During the semester, the skills and understandings are developed through hopefully answering each of the following areas:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

GEOGRAPHY – SUBJECT PATHWAY

Middle Years

Year
7 and 8

Geography

Lower Senior Years

Year 9

A Changing
Planet

Year 10

The World
Around Us

Senior Years

Year 11

Biology
(General)

Year 12

Biology
(General)

Students may find that an additional subject selection of *Civics and Citizenship* or *Business and Economics* may assist with their understanding of this course material.

LANGUAGES - CHINESE (MANDARIN)

Why study Chinese (Mandarin)

Chinese has been taught in Australian schools since the 1950s. Chinese language learning experienced rapid growth in the 1980s as China undertook a policy of open-door and economic reform. Chinese is an important language for young Australians to learn as Australia continues trade and engagement with Asia.

Communities of Chinese speakers are characterised by linguistic, cultural and geographic diversity and can be found in almost every country of the world. Many of these communities have long-established cultural traditions that are particularly strong on the Pacific coast of Canada and the USA, South-East Asia, Australia and some European countries. The history of the Chinese community in Australia extends back to the mid-1800s, and patterns of migration in recent decades have seen rapid growth in Australia's Chinese population.

Units offered in 2024

It is a requirement to enrol in both courses in the appropriate year level.

YEAR 9 Food, Play, Life

Want to sound smart when you order your food in a Chinese restaurant? Do not miss out on this elective course! In this semester, we are focusing on the two topics: My Daily Routine and Food and Drinks. Students will learn to communicate and exchange information about a typical day of their lives using vocabulary of time, activities and transportation. They will also learn about expressing their preference of food and drinks, ordering food at a restaurant setting.

YEAR 9 Be a True Aussie and Bargain like a Pro

As a Queenslander, it is important to know your places around it and what it has to offer! Students are learning about the names of Australia cities, major towns and attractions in Queensland. We also learn about reporting weather and describing what a city can offer for tourists. We will learn the language functions to shop and bargain.

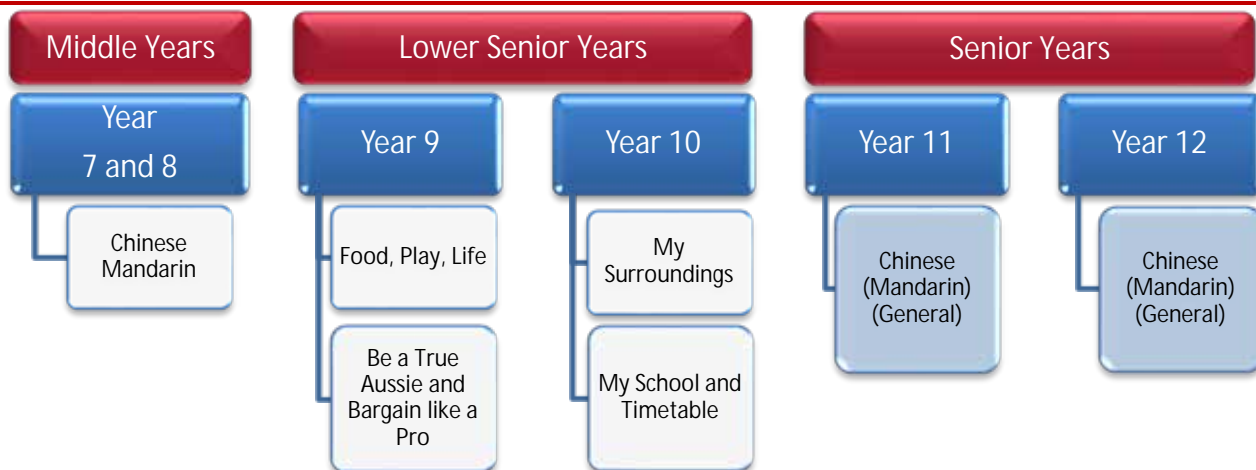
YEAR 10 My Surroundings

Over the course of this semester, students will cover topics associated with their ideal house design, and where they live. They will be able to describe where they live, as well as talk about home and school related activities. They will learn how to express preferences, give opinions, and make comparisons. They will develop a better understanding of Chinese teenagers' lives and how they are similar and different to their own.

YEAR 10 My School and Timetable

In the second semester of the course, My School unit will take a close look at the facilities of a school and will have the opportunity to compare and contrast the differences between an Australian and Japanese school life. Students will be able to express their current study plans and delve into post school options and future plans. The final unit, My Timetable is designed to review the year's course and link to the senior curriculum of Chinese and will aim to prepare students adequately for the demands of Senior Chinese.

LANGUAGES – CHINESE (MANDARIN) – SUBJECT PATHWAY



MEDIA ART

Why study Media Art?

In Media Arts, students use images, sound, text, interactive elements and technologies to creatively explore, produce and interpret stories about people, ideas and the world around them. They explore the diverse cultural, social and organisational influences on media practices, and draw on this understanding when producing and responding to media arts works.

Units offered in 2024

YEAR 9 Doin' it for the Gram

How do you use a green screen? What are the different parts of a camera? How can I edit footage to create a film? How can I make my Instagram stories go from tragic to cinematic? All these questions will be answered in this foundational unit to Media Arts. Students in the unit *Doin' it for the Gram* will focus on the development of essential skills used in the creation of media projects and in the field of Film, Television and New Media. Students will learn a variety of skills related to photography, online media platforms, filmmaking, sound, lighting, and editing. They will learn a variety of new skills including lighting setup and manipulation, shot design, basic advertising, and marketing in media. They will study the technical and symbolic elements of media and how these are used to create narrative media works used in advertising and microfilms.

YEAR 9 Lights, Camera, Action!

Is the next Spielberg, Tarantino or Scorsese among you? Students in the unit *Lights, Camera, Action!* will acquire an understanding of various techniques and processes used in the field of Film, Television and New Media. Students will learn a variety of skills related to photography, filmmaking, editing, script writing, storyboarding, sound and lighting. They will develop knowledge of a variety of related software, including the industry standard editing software, Davinci Resolve. They will study the technical and symbolic elements of media and how these are used to create films, television series and music videos.

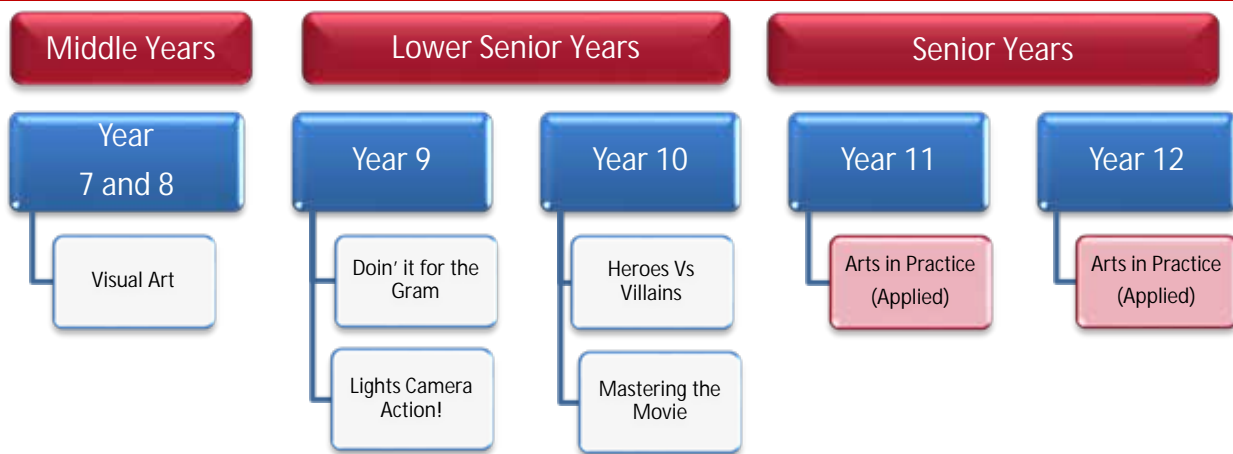
YEAR 10 Heroes Vs Villains

Captain America, Iron Man, Eleven and Harry Potter. Thanos, Loki, Demogorgon and Voldemort. Students in the unit *Heroes Vs. Villains*, will evaluate and examine the role of heroic protagonists and villainous antagonists in modern media and explore the connection between these characters and modern society. Students will learn a variety of new skills related to web based content creation, cross platform media streams, advertising and marketing in media as well as further developing their skills in photography, graphics animation, filmmaking, editing, script writing, storyboarding, sound and lighting. They will develop knowledge of a variety of related software, including the industry standard digital visual effects, motion graphics and compositing. They will study the technical and symbolic elements required to create content shared across multiples online platforms.

YEAR 10 Mastering the Movie

"You hear it said time and time again by successful directors: You have to make a movie for yourself. Don't make it for anyone else." – Jordan Peele. Students in the unit Mastering the Movie will gain an understanding of film narrative conventions and their construction via a range of production techniques. Through stages of production students learn fundamental practical skills. In preproduction, formatting of screenplays, and documenting of visuals in storyboards allow students to plan for the screen. Through principal photography in production, student consider how they might apply a range of techniques in camera, acting, framing, and lighting to engage audiences. Further ways to convey meaning are explored in post-production, including techniques in editing, colour correction, visual effects, and sound design. In groupwork production assignments, students will learn how to pitch an idea and how to respond to feedback. Students will collaborate and be assigned roles on both sides of the camera. They will be shown how to develop ideas, how to construct and reconstruct scenes using a range of shot-sizes and angles for continuity, to construct point-of-view, and for a range of specific purposes. On completion of their edit, students will view each other's work, and reflect on an evaluate the work.

MEDIA ART – SUBJECT PATHWAY



PERFORMING ARTS – DANCE

Why study Dance?

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and responding to dance and dance making. Students experience and explore dance created and performed across diverse contexts, styles and forms, and build understanding of how dance uses the body and movement to communicate ideas and meaning.

Units offered in 2024

YEAR 9 Dance Evolution

From the twist to moonwalking, swing to disco, and tango to breakdancing, in the unit Dance Evolution you will explore popular dance styles and the evolution of dance through the decades. You will learn to perform dance routines, create your own choreography and respond to dance works as you learn, practice and refine technical dance skills. Students will:

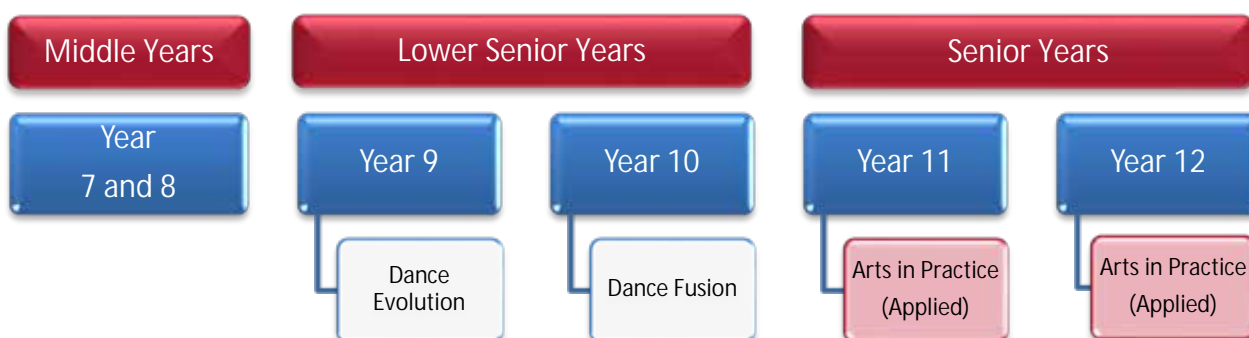
- Learn to follow choreography, rehearse and perform routines
- Work collaboratively to choreograph dance in groups
- Reflect on their own dance works and the works of others
- Use the elements of dance to analyse and construct dance works.

YEAR 10 Dance Fusion

In this unit you will build on their awareness of the body and how it is used in dance genres including Contemporary, Lyrical, Hip Hop and Jazz. Through dance, you will explore your own personal dance style and communicate your intentions to an audience. You will respond to dance experiences and professional dance works, drawing on dances from different times, places and cultures. Students will:

- Learn to follow choreography and perform genre specific routines
- View and respond to professional dance works through cultural and historical contexts
- Choreograph solo and group routines
- Develop, refine and communicate a choreographic intention.

DANCE – SUBJECT PATHWAY



PERFORMING ARTS - DRAMA

Why study Drama?

In Drama, students create, perform and respond to drama as artists and audiences. They learn to use, manage and manipulate the elements and conventions of drama across a range of dramatic forms and styles. Students learn in, through and about drama as they create dramatic action and communicate dramatic meaning.

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

Units offered in 2024

YEAR 9 The actor's journey

What is realism? How do actors develop skills to help the audience fully engage in theatre? This unit invites the actors to engage in a dialogue with the audience. Using contemporary forms of performance skills and engaging texts students become skilled actors. Creating both original performances and re-contextualising written scripts students are given opportunities to perform.

YEAR 9 Theatre for performance

Students delve into the immersive realm of theatre. This unit explores the different techniques that can be used to create and design drama and how it can evolve into a piece of theatre ready for the stage. Students will develop scripts, performance skills, behind the scenes roles and dive deeply into conventions of comedy and Children's theatre.

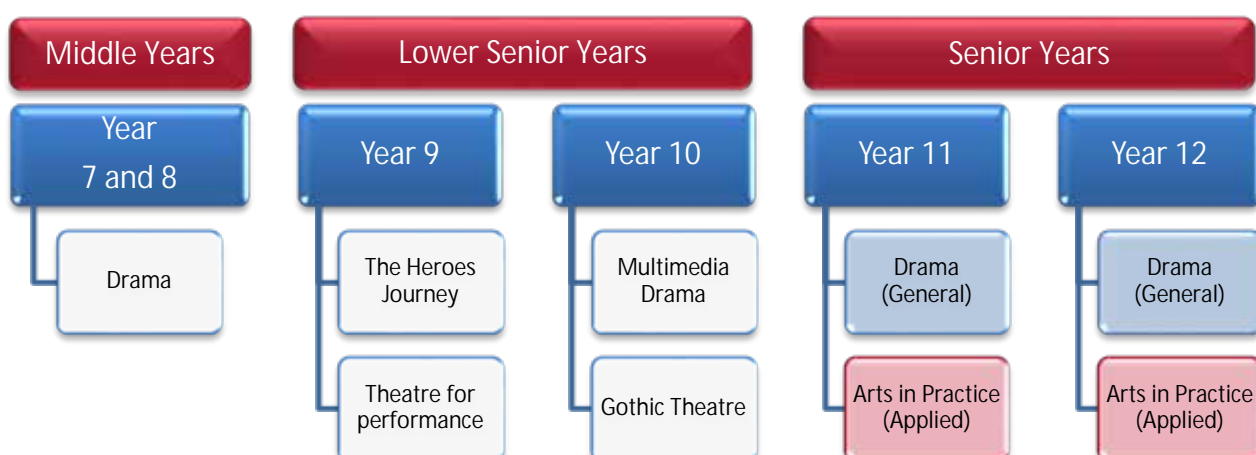
YEAR 10 Multimedia Drama

This unit explores the concepts of subtext, pretext, back story and sequels to existing works and the way these concepts can extend to create new works. Students engage in performing whilst examining how characters REALLY feel within the text. They refine expressive skills in voice and movement to create engaging dramatic action in both individual and group tasks. Students explore hard hitting topics relating to teens to develop verbatim theatre.

YEAR 10 Gothic Theatre

In this unit, students study Australian Drama including realism and Gothic texts. Through these mediums, students undertake studies of character and historical contexts and devise drama using other texts as stimulus. They also study a variety of texts from Australian playwrights, performing excerpts making deliberate artistic choices about design elements. They evaluate others work and examine narrative structure.

DRAMA – SUBJECT PATHWAY



PERFORMING ARTS - MUSIC

Why study Music?

In Music, students listen to, compose and perform music from a diverse range of styles, cultures, traditions and contexts. They create, organise, manipulate and share sounds in time and space, and critically analyse music. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement and experiences.

Units offered in 2024

YEAR 9 Rock School

In Rock School, you will engage in a course of study that involves live performance, music analysis and the creation of original music using digital recording software. If you want to improve your playing, singing or composing, then you will enjoy Rock School. This practical unit explores the origins of the popular music genre through an exploration of the Blues, Swing, Rhythm & Blues, Rock 'n' Roll and modern Rock Music. You'll discover that the music of today is the product of the past. Whilst artists of the 1960s might seem a little tame by today's standard, it was their willingness to push social boundaries that paved the way for modern music.

YEAR 9 Pop School

In Pop School, you will enter a course of study in which you will perform, analyse and compose music. In this hands-on unit we will explore the way that music soundtracks our lives and influences popular culture. As part of your studies, you will explore the way that music influences how we experience movies or games. As a musician or singer, you will perform music from popular styles of your choice. This unit culminates in students participating in a live game show style musical quiz complete with a host, theatre lights, theatrical smoke and live music performed by you.

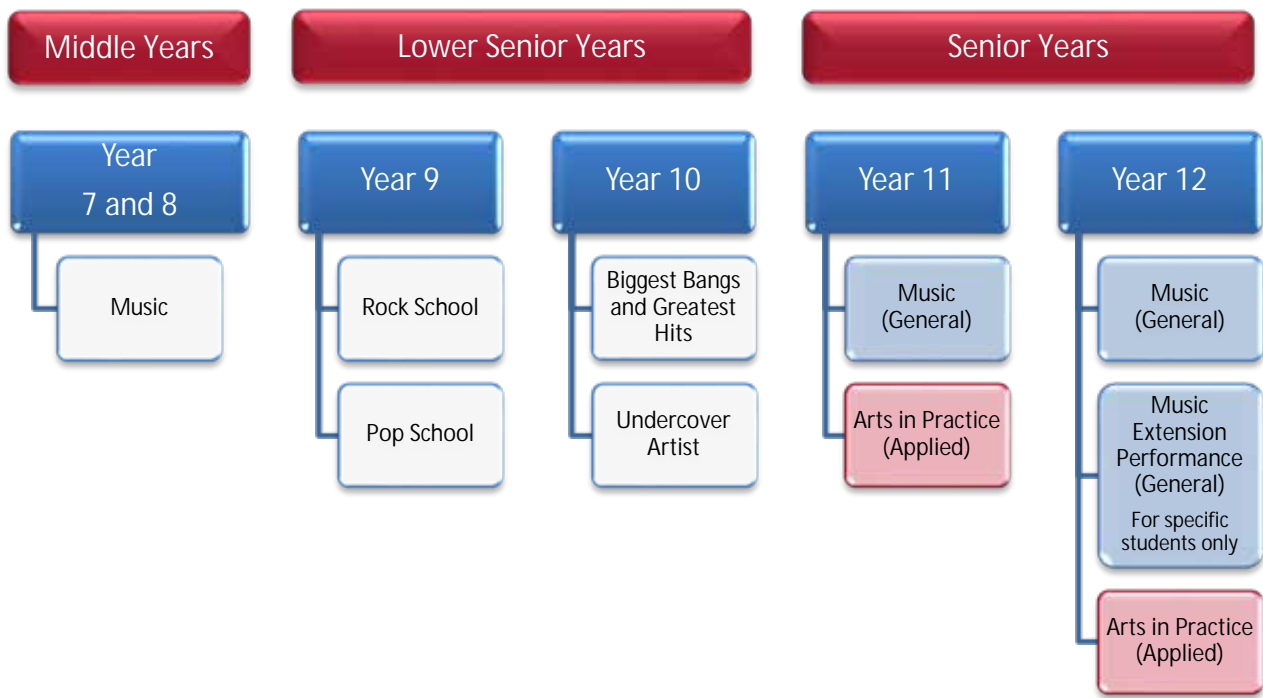
YEAR 10 Biggest Bangs and Greatest Hits

This unit is a practical exploration of 'big bang' technological moments in music history. Students wanting to develop their playing, singing or composing skills will enjoy this unit. As a class group we will hit the ground running and rehearse a piece of electronic music to perform together in class. Our course of study will see you analyse and explore genres including pop, electronic dance music, R 'n' B, rap, indie and rock music. For students really wanting to develop their skills or who are considering senior music studies, we would recommend taking both music units offered in year 10.

YEAR 10 Undercover Artist

Undercover Artist is a practical unit in which you will perform songs to develop your expertise as a musician, analyse and evaluate different musical styles and compose original music in a style of your own choice. With such easy access to social media and music technology, it is easier than ever for you to write, record, produce and share your own music with the world. Whether you are interested in learning to make music for fun or want to seriously develop as an artist, then this is the unit for you. For students really wanting to develop their skills or who are considering senior music studies, we would recommend taking both music units offered in year 10.

MUSIC – SUBJECT PATHWAY



VISUAL ART

Why study Visual Art?

In Visual Arts, students learn in, through and about visual arts practices, including the fields of art, craft and design. They experience and explore visual artworks created by artists working in diverse contexts, styles and forms, and build understanding of the significance and impact of visual arts practice and culture for themselves and local and global communities.

Units offered in 2024

YEAR 9 Pop Culture

Students in 'Pop Culture' will explore and respond to the pop art and street art movements as the focus for this unit. Students will develop practices and skills to produce a folio of work which includes drawing, collage, sculpture, painting, printmaking, and digital image manipulation using Photoshop. Through analysis and investigation of historical and contemporary artworks, students create and present artworks to communicate social commentary and ideas about popular culture in their work. Students will use materials such as oil pastels, plaster, paint, and Photoshop to learn visual art techniques and processes related to effective composition, stenciling and mural design.

YEAR 9 Art Imitates Life

Students in 'Art Imitates Life' will explore and respond to portraiture as the focus for this unit. Students will develop practices and skills to produce a folio of work which includes drawings, paintings, sculpture, and printmaking. Through analysis and investigation of portrait artworks from the Archibald Prize, students create and present artworks to express the identity of their subject in their work. Students will use materials such as graphite, ink, watercolour, wire, and paint to learn visual art techniques and processes related to mono printing, rendering depth and realism, as well as drawing and painting the human face in proportion.

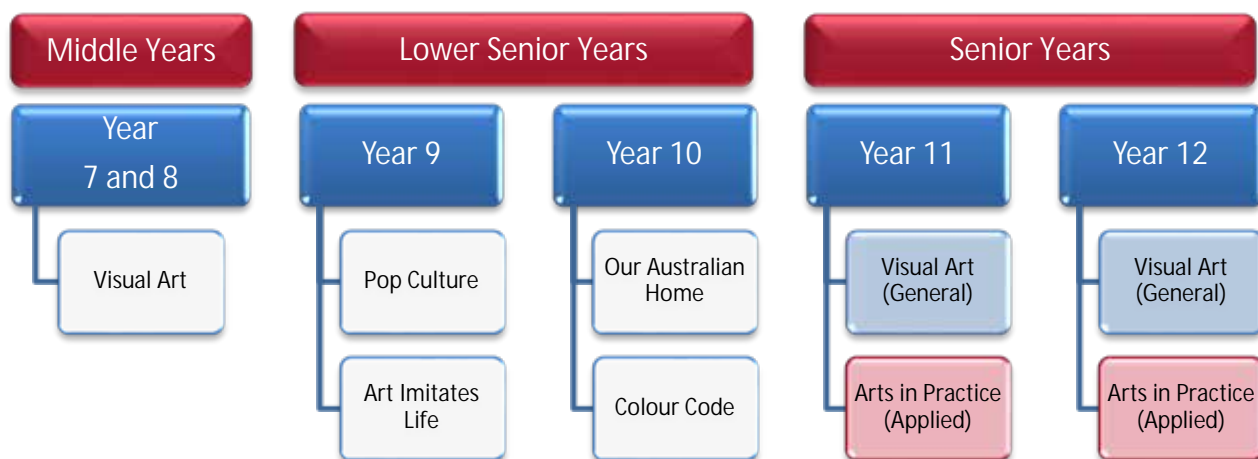
YEAR 10 Our Australian Home

Students in Our Australian Home will explore and respond to natural and built forms as the focus for this unit. Students will develop practices and skills to produce a folio of work which includes drawing, photography, assemblage, sculpture, and printmaking. Through investigation, students will create and present artworks to express their interpretation of Australian environments in their work. Students will use materials such as charcoal, clay, paint, ink and found object to learn visual art techniques and processes related to observational drawing, clay hand building, mixed media, well as reduction and intaglio printmaking.

YEAR 10 Colour and Code

Students in 'Colour and Code' will explore and respond to colour theory and optical art as the focus for this unit. Students will develop practices and skills to produce a folio of work which includes photography, painting, collage, sculpture, installation, and digital image manipulation. Through investigation and analysis of abstract art, students will create and present artworks that engage their audience using symbols or visual illusion. Students will use materials such as paint, found object, paper, light, and Photoshop to learn visual art techniques and processes related to notan paper design, found object assemblage, paint pouring and photo editing.

VISUAL ART – SUBJECT PATHWAY



VOCATIONAL EDUCATION AND TRAINING

The St Benedict's College Careers and Pathways Program is designed to provide guidance and support to our students from Year 7 to Year 12. Our primary objective is to help each student embark on a rewarding career and life journey that aligns with their individual strengths and aspirations.

In Year 9 and 10, our Careers and Pathways Program is structured to assist both students and parents/caregivers as they navigate the complex and ever-evolving transition from junior secondary studies to senior studies, further education, training or employment.

Our program includes participation in the Become Education program, which runs in Year 9 during Pastoral Care lessons. This program aims to equip students with the skills they need for a lifetime of learning and career choices by providing exploration and aspiration tests while building student agency.

Additionally, Year 9 students will engage with the School Community Industry Partnership Service (SCIPS) to access employment readiness training and participate in careers days during which they will learn about resume writing and be involved in mock interviews.

Year 10 students will use Harrison's Career Assessment Survey to explore future career opportunities and be guided by teachers in creating their Senior Education and Training (SET) Plan.

We place a priority on providing regular, targeted exposure for our students to tertiary and vocational options through careers expos, university and TAFE immersion experiences, and other relevant activities.

We believe that with our comprehensive program, students can make informed decisions and feel confident in navigating their career pathways. We look forward to supporting both students and parents/caregivers throughout this exciting journey.

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 Friday 4 August for Year 8. (Term 3, Week 4)

SSO Opens Friday 21 July Year 9. (Term 3, Week 2)

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

Step 1 - 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 2009 is required to be written as 08012009, 22 January 2009 is to be written as 22012009.

Step 2 - Selecting Preferences

List your electives **in order of preference**. You need to choose four (4) electives and two (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 3 - Checking

The checking page allows you to check your selection in the Your Selections Summary that appears on the right side 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 2023 Subject Selections Report.

Step 4 - Print and Parent Approval

Print your Selection Summary. Both you and your parents/carers need to sign this summary and return to school by

w 9.00 am Monday 14 August (Week 6, Term 3) for Year 8 students

w 9.00 am Monday 31 July (Week 3, Term 3) for Year 9 students.

KEY STAFF CONTACTS

Leadership Team

Principal	Claire McLaren
Deputy Principal	Tim Campbell
Assistant Principal Religious Education	Peter Olley
Assistant Principal Administration	Chris Carlill
Assistant Principal Curriculum	Anja Reust

Curriculum Leaders

Design Technologies	Shaun Manning
Digital Technologies	Michael Addicott
English	Jemma Cecil
Health and Physical Education	Mark Bennedick
Humanities/ Languages	Branden Laurie
Learning Enhancement Leader	Jody Prouse
Learning Leader	Christina Ong
Librarian	Frances Zabarauskas
Mathematics	Jacob Reust
Religious Education	Peter Olley
Science	Amanda Robinson
The Arts	Megan Davis

Program Leaders

Culture Program Leader	Paula-Mary Camilleri
Pathways Program Leader	Sarah Meder
Sport Program Leader	Dominic Clarke
VET Program Leader	Danielle Hicks

Pastoral Team

Guidance Counsellor	Louise Forbes and Linda Cassell
Pastoral Leader Year 7	Jane Young
Pastoral Leader Year 8	Ben Sitarz
Pastoral Leader Year 9	Chris Bugden
Pastoral Leader Year 10	Lavinia Affleck
Pastoral Leader Year 11	Grant Shepherd
Pastoral Leader Year 12	Megan Gscheidle



St Benedict's College
Mango Hill