



Junior Curriculum Handbook 2018 – 2019

Walking in the footsteps of Jesus, with Mary and Champagnat as our models, Marist College Emerald is a faith community teaching Gospel values, which nurture the giftedness and dignity of each person.

Our College encourages practices that assist the students to think for themselves, to be confident and happy, and to cultivate a well-balanced attitude to life. Our College is open to family and community, welcoming all to participate in creating and maintaining a positive learning environment.

Marist College Emerald aims to graduate students who have the attributes of a lifelong learner. Courses of study aim to foster student recognition and achievement of personal goals through the Marist Charism. The College endeavours to develop student employability skills and awareness of responsibility through a relevant and dynamic curriculum.

WHO TO CONTACT?

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SUBJECTS

RELIGIOUS EDUCATION DEPARTMENT	HEALTH AND PHYSICAL EDUCATION DEPARTMENT	ENGLISH DEPARTMENT
Religious Education	Health and Physical Education PE Elective	English Japanese
MATHEMATICS DEPARTMENT	SCIENCE DEPARTMENT	HUMANITIES & SOCIAL SCIENCES (Previously SOSE) DEPARTMENT
Junior Mathematics General Mathematics (Year 10) Mathematical Methods (Year 10)	Science	HASS (Previously SOSE) Business Certificate I in Business
TECHNOLOGY DEPARTMENT	THE ARTS DEPARTMENT	MUSIC
Design and Innovation Design with Metal (Yr 9) Design with Wood (Yr 9) Design with Food (Yr 9) Engineering and Design (Yr 10) Construction and Design (Yr 10) Digital Solutions Certificate I in Hospitality	Art Drama	Music Music Elective

CORE CURRICULUM

English

The study of English is central to the learning and development of all young Australian students. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace.

English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia's links to Asia.

COURSE CONTENT

In Years 7 to 10, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film, television and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

The range of literary texts in Years 7 to 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

ANTICIPATED OUTCOMES

The Junior English Curriculum aims to ensure that students:

- learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose
- appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

In Years 7 to 10, the focus is on challenging students to set worthwhile goals, in affirming their perception of self, and giving encouragement, support and guidance in their decision making about their written and oral work.

Mathematics

Year 7 to 9

The Mathematics curriculum aims to instil in students an appreciation of the elegance and power of mathematical reasoning. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The importance of the effective development of the student's learning is also to encourage confidence, persistence and an interest in the subject.

COURSE CONTENT

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

ANTICIPATED OUTCOMES

It is desirable that the students at Marist College Emerald develop to their full mathematical potential through the study of Mathematics. The students should be able to communicate verbally and in written form, utilising technology to apply mathematics across a range of contexts.

Year 10

Year 10 General Mathematics

General Mathematics in year 10 aims to provide students with a strong background in basic computational skills while at the same time developing Modelling and Problems solving skills, encouraging the use of technology and applying mathematics to life related events.

This course has been designed to lead into either General Mathematics or Essential Mathematics in Years 11 and 12. It is recommended that students who experience difficulty with the harder algebra in year 9 select General Mathematics.

Students who study General Mathematics in year 10 **may not** proceed to Senior Mathematical Methods or Specialist Mathematics.

Year 10 Mathematical Methods

Mathematical Methods in Year 10 aims to provide a preparatory year for students who intend to study Mathematics Methods and/or Specialist Mathematics in Years 11 and Year 12. The content of the course includes the study of algebra, trigonometry, geometry, chance and data, measurement and number. These topics are approached with a theoretical focus reflecting skills needed for later work in Senior Mathematical Methods and Specialist Mathematics. Students will be encouraged to plan, investigate, conjecture, justify, think, generalise, communicate and reflect on mathematical understanding and procedures.

This course is recommended for students who are competent with algebra in Year 9 and **who may wish** to pursue Mathematics Methods or Specialist Mathematics in Years 11 and 12.

Science

The study of science at Marist College Emerald is an essential part of the secondary curriculum. The role of science is to help develop in students an understanding and appreciation of the natural world around them and of the role that science and technology plays in society and the environment.

COURSE CONTENT

Includes the study of:

- Earth and space science
- Biology
- Chemistry
- Physics

Throughout the course, students will be involved in various learning experiences, such as: experimental work, project work, internet research, investigations, class discussion and debates.

ANTICIPATED OUTCOMES

The Science course aims to:

- build on the student's scientific knowledge
- help develop critical thinking and problem solving skills
- encourage students to apply knowledge learnt to explain and predict happenings around them
- improve skills in using equipment and handling living things
- develop literacy and numeracy skills especially in the usage of scientific language and data analysis
- encourage students to evaluate the impact that science and technology are having on society and the environment

It is envisaged that the critical thinking and problem solving skills developed during the course will provide a strong foundation for the senior science subjects of Chemistry, Physics and Biology. Science education will also contribute to the broader purposes of schooling - improving reading and writing skills; mathematical skills such as calculation and measuring.



Health & Physical Education

Health and Physical Education, as a key learning area at Marist College Emerald, provides opportunities for students to develop knowledge, skills, processes and attitudes consistent with Christian values. This assists students in managing the interaction between themselves and the social, cultural and physical environment in the pursuit of good health and wellbeing.

Health and Physical Education seeks to guide our students to lifelong good health choices. The student:

- Develop the skills, knowledge and understanding to strengthen their sense of self, and build and manage respectful relationships
- Learn to build and enhance their own safety and wellbeing of themselves and the community
- Learn to navigate health information, services and organisations,
- Develop positive attitudes to lifelong physical activity participation through partnership in a wide range of activities
- Knowledgeable person with a deep understanding that participates in games, sports and physical activity;
- Complex thinker who uses a variety of critical and complex reasoning strategies;
- Creative person who recognizes opportunities in game play;
- Active investigator who develops skills in the application of investigative processes about specific issues and populations;
- Effective communicator through the use of individual and group performances to explore and express ideas, thoughts and understandings;
- Reflective on the impact of their actions on themselves, others and the environment.

Through these learning experiences, Marist College Emerald hopes to provide students with life skills in order to help them make healthy life choices, now and in the future.

COURSE CONTENT

The focus areas to be addressed across the four year levels include, but are not limited to:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive movement activities

Content is covered in the classroom as well as through a wide variety of sports including: Athletics, soccer, basketball, dance, softcrosse, indigenous games, Australian Rules football, badminton, fitness activities, cricket and ultimate Frisbee, netball and speedminton.

Religious Education

Junior Religion Profile

The Religious Education Department of Marist College Emerald endeavours to enrich our students' lives by educating them about our Catholic faith using the qualities Jesus and Marcellin Champagnat taught us. By broadening our students' minds and spirituality we aim to develop good Christians and good citizens.

The Religion curriculum is designed so that students have opportunities to develop:

- A personal relationship with Jesus Christ.
- Understanding and appreciation of the religious beliefs, values and practices of Christianity and the ways that Catholics live these out.
- Respect and appreciation for the religious beliefs, attitudes and values of others.
- Age-appropriate skills to research, discuss, reflect on and critique religion in an informed, intelligent and sensitive manner.

COURSE CONTENT

The Junior Religion Curriculum is organised under the interrelated Content strands of Beliefs, Sacraments, Morality and Prayer.

- Beliefs - Faith Professed
- Sacraments - Faith Celebrated
- Morality - Faith Lived
- Prayer - Faith Prayed

Marist College follows the Diocese of Rockhampton Religion Curriculum Scope and Sequence, which provides clearly sequenced content of knowledge and skills from Year 7-10, ensuring continuity of learning throughout the school. In Semester Two of Year 10, students will be required to select an introductory subject into Study of Religion (SOR) or Religion and Ethics, which will provide a strong foundation for senior studies of Religion at Marist College.

Humanities and Social Sciences (Previously SOSE)

Humanities and social sciences is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. Humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

In the Australian Curriculum, the humanities and social sciences learning area comprises four subjects: history, geography, economics and business, and civics and citizenship. Each subject has been conceptualised in ways appropriate for that subject area:

- history focuses on evidence, change and continuity, cause and effect, significance, empathy, perspectives, and contestability
- geography focuses on place, space, environment, interconnection, sustainability, scale, and change
- civics and citizenship focuses on government and democracy, law and citizens, and citizenship, diversity and identity
- economics and business focuses on resource allocation and making choices, the business environment, consumer and financial literacy, work and work futures.

Through studying humanities and social sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic, and societal factors involved, and how these different factors interrelate.

The humanities and social science subjects provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Course Content

Studies of Society and the Environment is a key learning area. The Junior years are structured to reflect the requirements of the Australian Curriculum. The course includes:

	History	Geography
Year 7	The ancient world <i>Focus: China & Greece</i>	Water in the world Place and livability
Year 8	The ancient to the modern world <i>Focus: Medieval Europe, Polynesian Expansion, Spanish Conquest</i>	Landforms and Landscapes Changing Nations
Year 9	The making of the modern world <i>Focus: The Industrial Revolution, Colonialism and War</i>	Biomes and food security Geographies of interconnections
Year 10	The modern world and Australia <i>Focus: World War II</i>	Environmental change and management Geographies of human wellbeing

	Civics & Citizenship	Economics & Business
Year 7	Australia's legal and political system Influences that shape Australian citizenship in Australia's democracy How Australia's political and legal systems enable change Sustaining Australia's democracy	
Year 8		Seeking individual and business success in the market Responding to business opportunities in the Australian market

Choosing Electives:

Students are encouraged to make careful decisions about elective subject choices in years 9 and 10 to ensure the best possible experience and preparation for the senior years. As a base strategy, it is suggested that you choose subjects

- ◆ That you enjoy
- ◆ In which you have already had some success
- ◆ Which may help you reach a chosen career
- ◆ Which will develop skills, knowledge and attitudes useful throughout your life

	Year 9				Year Ten			
	Semester 1		Semester 2		Semester 1		Semester 2	
THE ARTS								
Art	Interior Motifs		Pop Art		Assemblage		Street Art	
Music	Creating Music Technology		Songwriting		Instrumental Music		Developments	
Drama	Snagged	Dreaming	Child's Play	Commedia	Physical Theatre	Epic Theatre	Elizabethan Theatre	Verbatim Theatre

TECHNOLOGY				
Technology	Design with Food			Certificate I Hospitality
	Design with Wood			Construction and Design
	Design with Metal			Engineering and Design
	Design and Innovation			
	Digital Solutions			

BUSINESS				
Business	Managing financial responsibilities, risks and rewards Responsibilities of participants in the workforce	Interaction of participants in the global economy Competitive advantage	Certificate I in Business	Managing economic performance and standard of living Improving business productivity

PE				
PE Elective	Physical Physics Water Polo Equity & Access Australian Rules Football	Optimal Performance Touch Sports Injuries Futsal	Sports Psychology Archery Mental Health Sofcrosse	Motor Learning Tennis
Sport & Recreation	Not available in Year 9		Not available Semester 1 Year 10	Basketball Coaching Tchoukball/Cricket
Health	Not available in Year 9		Not available Semester 1 Year 10	Alcohol and Binge Drinking

LOTE				
Japanese	What are life stories? What are social issues?	What are Global Connections? How big is the generation gap?	What is the best job in the world? What is environmental conservation?	What is advertising? How do youth subcultures represent themselves?

Year 9 & 10 Electives

The Arts

Visual Art - 9 & 10 Program

Interior Motifs

Students explore the art genre of interior scenes and motifs. They will be exposed to a range of styles of representation and will learn to compare and contrast realistic and stylised representations. They will study the art movements Fauvism and Expressionism with particular focus on Henri Matisse and other artists who work with interior views and stylisation in art.

Pop Art

Students explore Pop Art and the artist who were instrumental to this movement. They will learn and practise Pop Art techniques and will study the philosophies that underpinned this movement. Students will learn curating skills and considerations involved in preparing an exhibition.

Assemblage

Students will consider the ways in which artists use art to make statements for social, political and environmental change. Students will choose an issue that is personal to them, and create 3D sculptures to represent their ideals. They will explore the wide and varied approaches to creating 3D assemblage sculptures using found and recycled items. Students will learn to view everyday objects and junk items in new ways. They will learn joining techniques to transform these materials into sculptural artworks which carry a message for change. Students will also learn to consider the principles of design and elements of art in creating 3D artworks.

Street Art

Students explore the increasingly prevalent movement of street art. They will study a range of street artists and investigate the philosophies and intentions behind this movement. Students will also investigate the commercial value of street art. They will learn techniques used by street artists and apply them to their own making tasks.

Drama

Year 9 Program

Snagged

'Snagged' is a poignant and funny story about coming of age, discovering who you are, and vegetarian sausages. 'Snagged' was developed in consultation with young people throughout Central Queensland and appeals to country and city audiences alike. Oxbrook is like so many country towns in Australia, everyone knows everyone else and most young people want to get out. Sam, the butcher's daughter and closest vegetarian, is no different. She and her best mate Beth plan to head to Brisbane as soon as possible; to start their new careers and to cut a swathe through Brisbane's eligible bachelors. That is until Sam meets Josh- Josh has done the unthinkable and moved back home to try and start his own career and mend fences with his family. Students will be given the opportunity to present a class play, exploring the different values behind living in a rural community.

Dreaming

In this unit students explore Indigenous Australia through improvisation, movement, storytelling and readers' theatre and make links with learning in English, Human Society and its Environment and in the other arts. Students can learn about Indigenous Australia through the integration of Indigenous perspectives in informative and stimulating ways. Through the arts, students can further develop their knowledge and understanding of Indigenous cultural and heritage. The arts in schools are divided into subjects: music, dance, and visual arts. Indigenous Australian arts are viewed not separately but as an inter-related aspect of Indigenous peoples' lives. Ceremonial life, song, dance and storytelling explain creation, spirituality and beliefs. Indigenous arts are the binding force of a continuum between the past, present and future for Indigenous people.

Child's Play

Theatre for children can inspire a child's first interest in the performing arts and there are opportunities and openings for artists to be part of this challenging world. Companies may operate from established theatre bases and offer TIE (theatre in education) work; they may tour to schools, nurseries and community centres. Artists also perform in street theatre events and at festive occasions. The content can cover social issues, local community history, seasonal entertainment, contemporary or classical literature, the teaching of skills or information, school set texts or support the curriculum. This unit focuses on the selection, adaptation and shaping of material to make it suitable for an audience of children. Drama, dance, singing and music skills will be developed and applied in the creating of performances, specifically aimed at a young audience.

Commedia

Focusing on Presentational non-realist drama, student will be introduced to Commedia Dell' Arte as a historical form of presentational drama. During the term students will develop knowledge and skills of drama language; voice and movement and the process of collaboratively shaping the elements of drama in interpreting this form of performance and characterisation. Students will develop contextual knowledge of how drama conventions are applied and begin to link the impact of Commedia on later styles of presentational drama.

Year 10 Program

Physical Theatre

Within this unit students are introduced to Physical Theatre and The Viewpoints, as they complement the elements of drama in relation to stylised movement. During the term, we run two focuses in relation to Physical Theatre. Focus 1 looks at the basic principles of Physical Theatre and Focus 2 introduces The Viewpoints. Our first assessment task then incorporates the elements of drama, Viewpoints and Improvisation skills. Students work towards developing a physical theatre ensemble, that is based around a given pieces of stimulus.

Epic Theatre

“Epic theatre” was primarily proposed by Bertolt Brecht who suggested that a play should *not* cause the spectator to identify emotionally with the characters or action before them. Instead, it should provoke rational self-reflection and a critical view of the action on the stage. Students will learn the underpinning techniques and conventions utilised by Bertolt Brecht, in order to remain true to the style: Narration, Direct address to audience, Placards and signs projection, Upending dramatic tension, Disjointed time sequences and flash backs and flash forwards.

Elizabethan Theatre

Written in the mid-1590s, A Midsummer Night’s Dream is one of his strangest and most delightful creations, and it marks a departure from his earlier works and from others of the English Renaissance. The play demonstrates both the extent of Shakespeare’s learning and the expansiveness of his imagination. Students will explore the concept of playwriting, understanding the language and symbolism behind William Shakespeare’s works. Through understanding relevant motifs, in align with gaps and silences students will work towards developing a scene that fills in a missing scene in the play text A Midsummers Night Dream.

Verbatim Theatre

Verbatim theatre is a type of theatre-making where the text is generated from interviews with 'real life&' people. Students throughout the unit, will explore the play text *The 7 stage of grieving*, which explores Indigenous peoples' will to survive, sense of humour and irony, which reinforces the traditional role of Indigenous Australians as storytellers. In an extended response, students will respond to the play in the form of analytical deconstructing the conventions of verbatim theatre.

Music

Year 9 Music

Semester 1: Creating Music Technology

Throughout this semester, students will explore the use of technology in the music industry. Through performing, composing and listening activities students will develop an understanding of various applications of music technology including recording and editing audio, electronic composition techniques, and different styles of electronic music, rehearsing and performing musical works in a chosen instrument and/or voice.

Study in music aims to develop student knowledge and understanding of music through:

- Developing interpretive and instrumental skill and technique through performing on an instrument/voice of their choice
- Using composition skills, techniques, and processes to compose music
- Analysing and responding to recorded and notated music examples.

Semester 2: Song Writing

Throughout this semester student's will explore the process of song writing. Through performing, composing, and listening activities, students will develop an understanding of how to create and write their own songs. Through performing, composing and listening activities students will develop an understanding of setting text to music, creating chord progressions and accompaniments, using notation and/or recording software to present musical ideas, rehearsing and performing musical works in a chosen instrument and/or voice.

Study in music aims to develop student knowledge and understanding of music through:

- Developing interpretive and instrumental skill and technique through performing on an instrument/voice of their choice
- Using composition skills, techniques, and processes to compose music
- Analysing and responding to recorded and notated music examples.



Year 10 Music

Semester 1: Instrumental Music

Throughout this semester, students will explore the use of instrumentation and texture in music. Through performing, composing and listening activities students will develop an understanding of instrumentation including range, register, playing techniques, transpositions and different ensemble types used in music. Students will also explore the textural techniques, accompaniment techniques, melody and countermelody. Students will also further develop their skills of using notation and/or recording software to present musical ideas, rehearsing and performing musical works in a chosen instrument and/or voice.

Study in music aims to develop student knowledge and understanding of music through:

- Developing interpretive and instrumental skill and technique through performing on an instrument/voice of their choice
- Using composition skills, techniques, and processes to compose music
- Analysing and responding to recorded and notated music examples.

Semester 2: Developments

Throughout this semester, students will explore how composers develop music ideas. Through performing, composing and listening activities, students will develop an understanding of concepts including theme development, including theme and variations, rhapsody, music in film and television, computer games, musical theatre and opera. Students will also further develop their skills of using notation and/or recording software to present musical ideas, rehearsing and performing musical works in a chosen instrument and/or voice.

Study in music aims to develop student knowledge and understanding of music through:

- Developing interpretive and instrumental skill and technique through performing on an instrument/voice of their choice
- Using composition skills, techniques, and processes to compose music
- Analysing and responding to recorded and notated music examples.

Technology

Design & Innovation

Year 9 and 10

Each semester will involve a new area of problem solving and may be, in many cases student selected.

Design and Innovation develops a student's ability for innovative and creative thought through the planning and production of design projects related to **real-life needs** and **situations**.

The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

All students will learn about the design, production and evaluation of quality-designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

Students undertaking Design and Innovation will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. They will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality designed projects. Students will learn to access, manage and be aware of a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

Possible Areas to be looked at:

- Transportation – Travelling for future generations.
- Wearable Technology – Gadgets to be worn every day.
- Future Households – Innovation in the homes of the future.
- Making Life Easy – Equipment for simplifying everyday life.
- Bodies of the Future – Enhancing and Replacing the body.
- Basic Necessities of Life - Renewable technologies for the basics of life (i.e. food, water, shelter).

NOTE: This is not a practical subject whereby the student manufactures their solution. Models, prototypes and test pieces will be sufficient in most cases.

NOTE:

Any student contemplating undertaking **DESIGN** (new subject in 2019) as a General subject in the new Senior curriculum would be **strongly advised** to have undertaken at least one semester of this subject to develop the idea of the design process and folio creation.

Design with Food

Year 9 Only

Throughout each semester, students will be introduced to the design process and how it can be used within the food industry to solve problems.

Units and Assessment Covered for both Semesters:

Practical Skills – 20%	These are the kitchen and food handling skills needed by the student to undertake the creation of design solutions
The Design Folio – 20%	The creation of a folio of work that documents the design solution from initial problem to the solution. This work is written and will need to be completed before any manufacture of a solution begins
Related Theory – 20%	The theory of both the design process and the food industry are both included in this unit of work
Class Test – 20%	A end of semester written examination to test the student's knowledge of the related theory, classroom activities and the design process
Design Solution – 20%	A completed design solution for the design problem selected. This will include both the practical skills demonstrated in the project as well as its suitability as a design solution to the problem encountered.

Other Requirements: Students will need to demonstrate safe working practices at all times.

Design with Metal

Year 9 Only

Throughout each semester, students will be introduced to the design process and how it can be used with metal as the main material to solve design problems.

Units and Assessment Covered for both Semesters:

Practical Skills – 20%	These are the hand and machine skills needed by the student to undertake the manufacture of design solutions
The Design Folio – 20%	The creation of a folio of work that documents the design solution from initial problem to the solution. This work is written and will need to be completed before any manufacture of a solution begins
Related Theory – 20%	The theory of both the design process and the metal industry are both included in this unit of work
Class Test – 20%	A end of semester written examination to test the student's knowledge of the related theory, classroom activities and the design process
Design Solution – 20%	A completed design solution for the design problem selected. This will include both the practical skills demonstrated in the project as well as its suitability as a design solution to the problem encountered.

Other Requirements: Due to the practical nature of the course, there may be costs involved with the production of projects. For a complete breakdown of the possible costs associated with this course, please contact the college. Students will also need to demonstrate safe working practices at all times and supply their own safety glasses.

Design with Wood

Year 9 Only

Throughout each semester, students will be introduced to the design process and how it can be used with timber as the main material to solve design problems.

Units and Assessment Covered for both Semesters:

Practical Skills – 20%	These are the hand and machine skills needed by the student to undertake the manufacture of design solutions
The Design Folio – 20%	The creation of a folio of work that documents the design solution from initial problem to the solution. This work is written and will need to be completed before any manufacture of a solution begins
Related Theory – 20%	The theory of both the design process and the metal industry are both included in this unit of work
Class Test – 20%	An end of semester written examination to test the student's knowledge of the related theory, classroom activities and the design process
Design Solution – 20%	A completed design solution for the design problem selected. This will include both the practical skills demonstrated in the project as well as its suitability as a design solution to the problem encountered.

Other Requirements: Due to the practical nature of the course, there may be costs involved with the production of projects. For a complete breakdown of the possible costs associated with this course, please contact the college. Students will also need to demonstrate safe working practices at all times and supply their own safety glasses.



Certificate I in Hospitality | SIT10216

Course Overview

Available for study in Year 10 only. This qualification reflects the role of individuals who participate in a range of routine and predictable hospitality work activities. They work under close supervision and are given clear directions to complete tasks.

This qualification provides a pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.

Units of Competency

SITXWHS001	Participate in safe work practices
BSBWOR203	Work effectively with others
SITXFSA001	Use hygienic practices for food safety
SITXCCS001	Provide customer information and assistance
SITXCOM002	Show social and cultural sensitivity
SITHFAB004	Prepare and serve non-alcoholic beverages

Assessment

Students will be assessed using a range of methods, including observation of practical tasks, online questioning and theory based assessment activities. Assessment is competency based.

Prerequisites

There are no prerequisites for this subject, however students must be in Grade 10 to enrol.

Other Requirements

Students are required to undertake a Vocational Education and Training (VET) Induction when enrolled in a Vocational Education Subject. All students must obtain a Unique Student Identifier (USI Number) to be issued with a Nationally Recognised Qualification.

The running of this course is dependent on student numbers and availability of qualified staff. Once students are enrolled in a Certificate course, Marist College Emerald guarantees students the opportunity to complete the course.

Successful completion of this course will result in the student receiving a Certificate I Hospitality. A Statement of Attainment will be issued when an individual has completed one or more accredited units.

Engineering (Metal) and Design

Year 10 Only

Throughout the semester, students will be introduced to the design process and how it can be used with metal as the main material to solve design problems.

Units and Assessment Covered for the Semester:

Practical Skills – 20%	These are the hand and machine skills needed by the student to undertake the manufacture of design solutions
The Design Folio – 20%	The creation of a folio of work that documents the design solution from initial problem to the solution. This work is written and will need to be completed before any manufacture of a solution begins
Related Theory – 20%	The theory of both the design process and the metal industry are both included in this unit of work
Class Test – 20%	A end of semester written examination to test the student's knowledge of the related theory, classroom activities and the design process
Design Solution – 20%	A completed design solution for the design problem selected. This will include both the practical skills demonstrated in the project as well as its suitability as a design solution to the problem encountered.

Other Requirements: Due to the practical nature of the course, there may be costs involved with the production of projects. For a complete breakdown of the possible costs associated with this course, please contact the college. Students will also need to demonstrate safe working practices at all times and supply their own safety glasses.

Note: This is a Semester One course only and will be allocated to the student on BOTH elective lines.

Construction (Timber) and Design

Year 10 Only

Throughout the semester, students will be introduced to the design process and how it can be used with timber as the main material to solve design problems.

Units and Assessment Covered for the Semester:

Practical Skills – 20%	These are the hand and machine skills needed by the student to undertake the manufacture of design solutions
The Design Folio – 20%	The creation of a folio of work that documents the design solution from initial problem to the solution. This work is written and will need to be completed before any manufacture of a solution begins
Related Theory – 20%	The theory of both the design process and the timber industry are both included in this unit of work
Class Test – 20%	A end of semester written examination to test the student's knowledge of the related theory, classroom activities and the design process
Design Solution – 20%	A completed design solution for the design problem selected. This will include both the practical skills demonstrated in the project as well as its suitability as a design solution to the problem encountered.

Other Requirements: Due to the practical nature of the course, there may be costs involved with the production of projects. For a complete breakdown of the possible costs associated with this course, please contact the college. Students will also need to demonstrate safe working practices at all times and supply their own safety glasses.

Note: This is a Semester Two course only and will be allocated to the student on BOTH elective lines.

Digital Solutions

Year 9 & 10

Undertaking a study in Digital Solutions develops important transferable skills for using computing based technologies as a problem-solving and communication tool. Students will use a variety of different complex software applications to create a variety of real world solutions. Examples may be:

- animated web banner
- web development
- data management systems
- gaming applications
- mobile applications
- robotics

but these may change as technology and uses change

NOTE:

Any student contemplating undertaking **DIGITAL SOLUTIONS** (new subject in 2019) as a General subject in the new Senior curriculum would be **strongly advised** to have undertaken at least one semester of this subject to develop the basic skills required in the design and use of applications.



Business

Junior Business

In Years 9 and 10, students build on their understanding of the ways decisions are made about the allocation of resources by considering the Australian economy, its place in the broader global economy and the interdependence of participants in the global economy. They explore reasons for variations in the performance of economies and investigate the role of governments in managing economic performance to improve living standards. They explore how businesses respond to changing economic conditions and consider different strategies that can be used by consumers, businesses and governments to improve economic, business and financial outcomes. They learn about the roles and responsibilities of participants in the workplace, including the way that businesses can manage their workforce to improve productivity.

Course content

Year 9

- TERM 1 – What strategies can be used to manage financial risks and rewards?
- TERM 2 – What are the responsibilities of participants in the workplace and why are these important?
- TERM 3 – How do participants in the global economy interact?
- TERM 4 – How does creating a competitive advantage benefit business?

Year 10

- TERM 1 & TERM 2 – Certificate I in Business
- TERM 3 – Managing economic performance and standard of living
- TERM 4 - Improving business productivity

Anticipated outcomes

Year 9

By the end of Year 9, students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace

Year 10

By the end of Year 10, students explain why and how governments manage economic performance to improve living standards. They provide explanations for variations in economic performance and standards of living within and between economies. They analyse factors that influence major consumer and financial decisions and explain the short- and long-term effects of these decisions. They explain how businesses improve productivity and respond to changing economic conditions. Students evaluate the effect of workforce management on business performance.

NB: Any student contemplating undertaking Business as an ATAR subject in Years 11 & 12 would be strongly advised to have undertaken Business in Years 9 & 10.



Certificate I in Business | BSB10115

Course Overview

Available for study in Year 10 only. This entry-level qualification allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision.

Units of Competency

BSBWHS201	Contribute to health and safety of self and others
BSBIND201	Work effectively in a business environment
BSBITU201	Produce simple word processed documents
BSBITU202	Create and use spreadsheets
BSBSUS201	Participate in environmentally sustainable work practices
BSBWOR202	Organise and complete daily work activities

Assessment

Students will be assessed using a range of methods, including observation of practical tasks, online and oral questioning as well as theory based assessment activities. Assessment is competency based.

Prerequisites

There are no prerequisites for this subject, however students must be in Grade 10 to enrol.

Other Requirements

Students are required to undertake a Vocational Education and Training (VET) Induction when enrolled in a Vocational Education Subject. All students must obtain a Unique Student Identifier (USI Number) to be issued with a Nationally Recognised Qualification.

The running of this course is dependent on student numbers and availability of qualified staff. Once students are enrolled in a Certificate course, Marist College Emerald guarantees students the opportunity to complete the course.

Successful completion of this course will result in the student receiving a Certificate I Business. A Statement of Attainment will be issued when an individual has completed one or more accredited units.

LOTE

Japanese

In the Languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Course content

Year 9

- TERM 1 – What are life stories?
- TERM 2 – What are social issues?
- TERM 3 – What are global connections?
- TERM 4 – How big is the generation gap?

Year 10

- TERM 1 – What is the best job in the world?
- TERM 2 – What is environmental conservation?
- TERM 3 – What is advertising?
- TERM 4 – How do youth subcultures represent themselves?

Anticipated outcomes

This is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication, for example, digital media, collaborative performance and group discussions. Learners become more confident in communicating in a wider range of contexts through greater control of language structures and vocabulary and increased understanding of the variability of language use. They use Japanese to communicate and interact; to access and exchange information; to express feelings and opinions; to participate in imaginative and creative experiences; and to create, interpret and analyse a wider range of texts and experiences. They sequence and describe events using a range of cohesive devices, and complete communicative tasks that involve planning, performance, collaborative and independent work.

Learners at this level are able to read and write using hiragana, katakana and an increasing number of kanji in all texts. Their writing is more sophisticated, using connectives and conjunctions, and they engage with more complex language structures.

NB: Any student contemplating undertaking Japanese as an ATAR subject in Years 11 & 12 would be strongly advised to have undertaken Japanese in Years 9 & 10.

Physical Education/Health

Year Level Electives

Year 9 Physical Education/Health Elective

UNIT 1 – Physical Education

Physical Physics

Water Polo

In this unit students will look at the biomechanical principles of sport and how this influences their performance, and apply these principles to their performance in water polo. Students will learn and develop their understanding and competencies for the skills, rules and strategies of the game during practical lessons.

UNIT 2 – Health/Physical Education

Equity and Access: Sport in Rural Communities

Australian Rules Football

Students examine the importance of equity and access in promoting sport, exercise and healthy communities. In Australian Rules Football, students will learn and develop their own competencies for the skills, rules and strategies of the activities during practical lessons.

UNIT 3 – Physical Education

Optimal Performance

Touch

Students explore concepts of exercise physiology, including energy systems, fitness components and training principles. In Touch, students will learn and develop their own competencies for the skills, rules and strategies of the activities during practical lessons.

UNIT 4 – Sport & Recreation

Sports Injuries

Futsal

Students learn and apply first aid principles to deal with common sporting injuries and scenarios. In Futsal, students will learn and develop their own competencies for the skills, rules and strategies of the activities during practical lessons.

Year 10 Physical Education/Health Elective (Semester One)

UNIT 1 – Physical Education

Sports Psychology

Archery

Students examine and apply principles of sports psychology to develop sports psychology techniques to improve archery performance.

UNIT 2 – Sport & Recreation

Sofcrosse

Students learn about the rules, skills and strategies of sofcsosse. They also consider safety procedures, teamwork and communication within the sport.

UNIT 3 – Health

Mental Health

Students are introduced to important health frameworks and approaches such as the Ottawa Charter for health promotion, social justice principles, determinants of health and RE-AIM. Students analyse and evaluate the success of the R U OK? Day at Marist College.

Year 10 Physical Education/Health/Sport & Recreation (Semester Two)

****Please note – these become THREE individual electives in Semester Two of Year 10****

PHYSICAL EDUCATION ELECTIVE – Motor Learning and Tennis

Students explore motor skills and motor learning theories in the sport of Tennis. They develop and evaluate a motor learning strategy to help them improve their own tennis performance.

HEALTH ELECTIVE – Alcohol and Binge Drinking

Students examine alcohol and binge drinking as a health issue among peer groups. They develop an action to reduce the impact of this health issue.

SPORT & RECREATION ELECTIVE:

Coaching and Basketball

Students examine the role of coaches in developing performance and participation. Students develop their own coaching session and conduct the session with their peers.

Performance – Tchoukball/Cricket

Students learn the rules, skills and strategies of the sport. They officiate games and apply safety procedures to facilitate matches.

