



MIDDLE SCHOOL HANDBOOK



2024

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ABOUT THE COLLEGE

St Brendan's College is a Catholic Year 7 to 12 day and boarding school for boys located on a beautiful 300-acre campus in Yeppoon on the Capricorn Coast. The College was founded in 1940 by the Christian Brothers and built on the land of the traditional custodians, the Darumbal people.

The College is the leading choice for boys in Central Queensland, with the teaching methods and practices focussed specifically on a single sex education.

Emphasis is on the development of the whole person and in particular the need to grow boys into respectful, confident and successful young men of faith. A proactive Pastoral Care program and the Edmund Rice ethos underpins all endeavours and creates boys who understand and believe in service to the community in a spirit of justice and solidarity.

The strong academic program offers multiple pathways for students to pursue tertiary education or move into trade-based qualifications, with a significant and renowned vocational education and training (VET) facility onsite.

The College is recognised nationally for its sporting prowess, and has abundant co-curricular opportunities, including music, cultural and technology programs that are second to none in Central Queensland.

The community strives for excellence and has a reputation for producing friendly, hard-working and down-to-earth young men. Enrolments are drawn from the Capricorn Coast, from rural and regional Queensland and from as far north as the Torres Strait. With this diversity of students, strong cultural and social interactions are assured and friendships are often maintained for life.

The boarding residences provide a wonderful living environment, nestled amongst beautiful gardens, abundant sporting fields and adjacent to the first-class academic facilities of the College. Every opportunity is at the boys' fingertips and with guidance from the Heads of Residence, House parents and members of the support services, there is space for them to grow and mature.

We are a diverse, vibrant and welcoming community founded on the values of the Gospel. St Brendan's College is confident that in providing a well-rounded education in partnership with parents and families, the young men of the College will enter the world with the knowledge, confidence, values and skills to make a difference.

Come and discover the space, opportunities and pathways for boys at St Brendan's College. More than an education, St Brendan's College provides a brotherhood and belonging for life.

VISION STATEMENT

As an Edmund Rice community, St Brendan's College aims to provide quality, Catholic and holistic education underpinned by Gospel values.

This will be achieved by:

- Offering a diverse curriculum in an academic climate that encourages personal excellence, effective communication and an enthusiasm for independent, life-long learning.
- Creating a community that is richer for the addition of new persons and poorer for their loss, where all live and work in a safe and nurturing family environment.
- Encouraging a strong sense of service, community, leadership and loyalty to others while fostering the self-esteem of all.
- Developing a spirituality that recognises the dignity of each person, respecting cultural, religious and individual differences.
- Enabling all to live a life of faith through active involvement in worship, prayer and reflection.

St Brendan's College will be a school community where a sense of fairness and enjoyment characterise daily life. All at St Brendan's College are challenged to encourage creativity, seek justice, foster individual gifts and celebrate the giftedness of one another.

KEY STAFF

COLLEGE LEADERSHIP TEAM

PRINCIPAL	Mr Rob Corboy
DEPUTY PRINCIPAL	Mr Paul Horan
ASSISTANT PRINCIPAL IDENTITY	Mr Shane Peers
ASSISTANT PRINCIPAL RESIDENTIAL	Mr James Couper
ASSISTANT PRINCIPAL MIDDLE SCHOOL	Mr Jonathan Gill
ASSISTANT PRINCIPAL SENIOR SCHOOL	Mr Matthew Couper
ASSISTANT PRINCIPAL TEACHING LEARNING & INNOVATION	Mr Peter Reddy

HEADS OF DEPARTMENT

HEAD OF LEARNING SUPPORT	Mrs Sharon Sheales
RELIGIOUS EDUCATION	Mr Brendan Skuthorpe
ENGLISH	Mr Jason Merrifield
MATHEMATICS	Mr Adam Diefenbach
SCIENCE	Mr Wayne Wall
HUMANITIES & BUSINESS	Mrs Kaye Morley
DIGITAL TECHNOLOGY & E-LEARNING	Mr Michael Jensen
INDUSTRIAL DESIGN / MANUAL ARTS	Mr Brian Barry
HEALTH AND PHYSICAL EDUCATION	Mr Connor Williams
VISUAL AND PERFORMING ART	Ms Inez Goves
MUSIC	Mr Jack Ingram
TIMETABLE COORDINATOR	Mr Jason Hirning
AGRICULTURE	Mr Bill Oram
DIRECTOR OF PATHWAYS	Mrs Rebecca Lang
DIRECTOR OF SKILLS & TRAINING	Mr Andrew Lawrence

HANDBOOK INTRODUCTION

The Middle School Selection Handbook is intended as a guide for Year 8 and 9 students and parents in the selection of subjects for Years 9 and 10. It provides a succinct description of each subject, the course content, the possible career pathways, guiding prerequisites, types of assessment and the senior subjects with which the subject best aligns. Further information relating to specific subjects can be obtained from the relevant Heads of Department.

FACTS ABOUT YEAR NINE AND TEN

- All students in Years 9 & 10 will study seven (7) subjects.
- The seven subjects are divided into compulsory (core) and elective choices.

Compulsory Subjects	Elective Subjects
English	Agriculture
Science	Art
Religion <ul style="list-style-type: none"> Religious Education Religious Education – Visual Expression Study of Religion (from Year 10) 	Business
	Design Technology
	Digital Technology
	Metal Technology
Mathematics <ul style="list-style-type: none"> Mathematics Methods General Mathematics Essential Mathematics 	Music <ul style="list-style-type: none"> Contemporary Ensemble Concert Band
Humanities <ul style="list-style-type: none"> History and Geography 	Physical Education
	NRL Rise Program (Yr. 9 only)
	Sports Academy (Yr. 10 only)
	Wood Technology

- Students must take all five (5) compulsory subjects but have three options of Religion.
- Students are required to select four semester units from the range of elective subjects each year.
- Most elective subjects are unitised which means that pre-requisite knowledge is not required, allowing for semester transitions. The exception is for participation in the Concert Band or the Contemporary Ensemble, which require foundational skills and should be undertaken from the beginning of Year 9.
- There is no requirement to address all KLAs (Key Learning Areas) in Years 9 & 10 and students can select their four semester units from as few as two elective subjects.
- The compulsory subjects are not given equal weighting and a focus on literacy and numeracy development in the middle years sees an allocation of four lessons per week to English, Mathematics and Science.
- Each of the elective subjects and the Humanities and RE have the same number of lessons per cycle and this number will be 3 x 60 minutes per week.
- It is quite possible that students may not be able to do the subjects they prefer. Limitations exist in the number of enrolments for each class and occasionally clashes are inevitable on any timetable.

INFORMATION ABOUT CHOOSING SUBJECTS

The subjects on offer to students moving into Year 9 respond to the needs of Middle School students and take into consideration their possible future pathways. When students prepare to make the transition from Year 8 to 9, they are offered some degree of choice, resulting in a selection of subjects which best suit their needs and interests. It is intended that informed choices are made and this is assisted through the information in this book, teaching staff, parents, school counsellors and information sessions.

This Handbook provides the details of the elective subjects and the back page provides an overview of the Curriculum pathways available from Years 8 to 12. This information should be closely examined to assist in subject selection and decisions for possible future directions.

It is most important for students to consider their aptitude for the various subjects offered in Year 9 and 10 and to discuss this fully with both parents and teachers.

QUESTIONS YOU SHOULD ASK YOURSELF BEFORE MAKING FINAL SUBJECT CHOICES

- What do I enjoy?
- What are my gifts/strengths/passions?
- In what subjects do I perform well?
- What kinds of activities and contributions really give me a sense of worth?
- What kinds of things do I find most challenging and fulfilling?
- In what kind of activities/subjects do I feel that I am most myself?
- Are there any prerequisites for a particular subject?
- Are there any prerequisites for a university subject that I want to study?

CONSIDERATIONS

Your choice of subjects may affect your choice of a study program in Years 11 and 12. For example:

- It will be difficult to take Math Methods or Math Specialist without a strong background in Years 9 and 10 Extension Mathematics.
- Chemistry and Physics will be more manageable if good results are obtained in Years 9 and 10 Mathematics and Science.
- Music in the senior years almost always requires previous study in Years 9 and 10.
- Successful achievement in pre-requisite subjects in Year 10 may be required to enrol in a particular senior subject.

SOME REASONS NOT TO CHOOSE A SUBJECT

- Your friends are doing it. Your friends may have different abilities, interests and motivations to you.
- Your favourite teacher is teaching it. Your timetable may not correspond to that of your teacher, or they may even change schools.
- You want to go on a particular excursion. You could endure years of misery for the sake of that excursion.
- You've heard that it is easy. If someone tells you a subject is easy, chances are they may not be working sufficiently hard enough and are probably performing poorly.
- Please ensure you make an informed decision and choose your subjects carefully as changes of subjects during the year are not always possible.

MIDDLE SCHOOL OVERVIEW

A significant feature of the Year 9 and 10 Curriculum is the continuation of many of the features from Year 8. The Core subjects remain a mandatory part of the framework and the Australian Curriculum and inform the structure of the units of work, learning experiences and student outcomes.

The Concert Band and Contemporary Ensemble, so successful in Year 8, are again available as an elective option for boys who wish to continue with their performance in this cultural area. The long-term intention is to carry this through the years and have a senior band competing at State and National Eisteddfods.

Journey Groups in each of the compulsory subjects still form the basis for class structure and in 2024 students will have the opportunity to move between the Journey Groups as their needs dictate. At the start of Year 9 students will again be allocated to Foundation, Core or Extension options, based on their examination and assessment performances from Year 8. This differentiation of the curriculum makes learning specific and challenging while creating opportunities for greater success.

In contrast to what happens in Years 7 and 8, the boys start to take more specialists courses. They get to choose four semester units each year from a range of thirteen options to give them more responsibility in framing the direction of their schooling.

REMEMBER

The middle years of schooling are also the times when boys should begin creating a foundation for their potential career. Thinking about career options, university courses and practical skills must form a basis for their subject choices and advice can be obtained by:

- Talking to the career adviser.
- Researching information found in brochures from industry groups which show the various pathways to jobs in these industries.
- Googling the industry you are interested in on the Internet to find current information.
- Talking to employers and other people who are working in the job you're interested in.
- Checking the following sources of information on careers:

SBC Careers Website – Online platform for career advice, resume design, personality profiling at www.sbccareers.com.au

My future – national career information service at <http://www.myfuture.edu.au>

Job Guide – available in book form or online at <http://www.jobguide.dest.gov.au>

Career Information Service at <http://www.cis.qsa.qld.edu.au/>

Job and careers planning – Department of Education, Training and Employment website at <http://training.qld.gov.au/index.html>

After checking this information, it is likely that you will come up with a list of pre-requisite subjects needed for courses and occupations that interest you.

MIDDLE SCHOOL - CURRICULUM MODEL

Two Year Model with Compulsory Subjects and Elective Options

Compulsory Year Long Subjects – ACARA Syllabuses

- English
- Mathematics
- Science
- Geography (Humanities and Social Sciences)
- History (Humanities and Social Sciences)

Semester Electives – ACARA Syllabuses

- Agriculture (Integrated Approach: Science and Technologies - Australian Curriculum)
- Digital Technology (Digital Technologies)
- Design Technology (Design and Technologies)
- Health and Physical Education
- NRL Rise (Health and Physical Education – Yr.9 only)
- Sports Academy (Health and Physical Education – Yr. 10 only)
- Wood Technology (Design and Technologies)
- Metal Technology (Design and Technologies)
- Music (Contemporary Ensemble and/or Concert Band – The Arts)
- Visual Art (The Arts)
- Business and Law (Humanities and Social Sciences)

Compulsory Year-Long Subjects – Melbourne Arch Diocese Syllabuses

- Religion – ‘To Know, Worship and Love’

YEAR 9 SUBJECT LINES - SAMPLE

Core Subjects with Options	Elective Options			
	Line 1	Line 6 – Semester 1	Line 7 – Semester 1	Line 6 – Semester 2
Religion	Concert Band	Art	Concert Band	Art
Religion – Visual Expression	Physical Education	Contemporary Ensemble	Physical Education	Contemporary Ensemble
	Digital Technology	Agriculture	Digital Technology	Agriculture
	Contemporary Ensemble	Business	Contemporary Ensemble	Business
	Business	Design Technology	Business	Design Technology
	Metal Technology	Metal Technology	Metal Technology	Metal Technology
	NRL Rise	Wood Technology	NRL Rise	Wood Technology
	Wood Technology	NRL Rise	Wood Technology	Physical Education

YEAR 10 SUBJECT LINES - SAMPLE

Core Subjects with Options		Elective Options			
Line 1	Line 3	Line 6 Semester 1	Line 7 Semester 1	Line 6 Semester 2	Line 7 Semester 2
Study of Religion	Mathematics Methods	Contemporary Ensemble	Concert Band	Contemporary Ensemble	Concert Band
Religion and Ethics	General Mathematics	Visual Art	Contemporary Ensemble	Visual Art	Contemporary Ensemble
Religion and Ethics Visual Expression	Essential Mathematics	Metal Technology	Wood Technology	Metal Technology	Wood Technology
		Physical Education	Metal Technology	Physical Education	Metal Technology
		Sports Academy	Agriculture	Sports Academy	Agriculture
		Business	Physical Education	Business	Physical Education
		Design Technology	Digital Technology	Design Technology	Digital Technology

Considerations when choosing subjects for Year 9 and 10

1. The option of Mathematics Methods is recommended only to those boys who have achieved a minimum of a 'B' result in Extension Mathematics, a NAPLAN numeracy score of Band 9, or a similar score on the PAT-M tests.
2. The option of Study of Religion is available only to those boys who have achieved a minimum of a 'B+' result in Religion and Ethics and who intend to undertake the General subject (Study of Religion) in Year 11 and 12.
3. Students wishing to undertake Metal or Wood Technology, Concert Band or the Contemporary Ensemble should have prior experience in the subject at Year 9. Alternatively, if selecting those subjects for the first time they should be undertaken in Semester One, as a minimum requirement.
4. If subject changes are required, they should be made within the first two weeks of Term One or Term Three. Whilst changes at the start of Term Two and Term Four will be considered, it may impact on learning outcomes.
5. Equipment for a Semester Two subject should not be purchased until the end of Semester One.

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION

GENERAL INFORMATION

Religious Education provides the foundational knowledge of the Catholic expression of the Christian faith tradition, as well as an invitation for each person to reflect upon and express his personal faith experience. This is achieved through a study of Term units of work as well as involvement in prayer, liturgical celebrations, and community related experiences.

Formation experiences are an integral part of the curriculum and integrate with retreat experience in Years 9 and 10. These are opportunities for students to experience their religious development in a challenging and supportive context. These experiences are designed and structured so that all involved develop and enhance their relationships with God, self and others.



COURSE OUTLINE

The course contents align with Catholic Diocesan guidelines and are delivered electronically via *MS Teams*. The course outline of Years 9 and 10 is as follows:

Year 9	Year 10	Year 10 Study of Religion
Semester 1 <ul style="list-style-type: none"> Term 1: Old Testament Scripture Term 2: Women in the Bible 	Semester 1 <ul style="list-style-type: none"> Term 1: The Changing Church Term 2: Ritual and Belief Across Faith Traditions 	Semester 1 <ul style="list-style-type: none"> Term 1: Hinduism – Broad introduction to Eastern religious philosophies Term 2: Buddhism – focus on Buddhist ethics
Semester 2 <ul style="list-style-type: none"> Term 3: The Catholic Church in Australia Term 4: Me, Myself and Others 	Semester 2 <ul style="list-style-type: none"> Term 3: Right Relationships Term 4: Global Church - Global Justice 	Semester 2 <ul style="list-style-type: none"> Term 3: Judaism – Focus on exegesis of sacred texts Term 4: Islam – Focus on religious ritual

ASSESSMENT

There is one item of assessment per term in Years 9 and 10. Assessment tasks include one multi-modal presentation and three stimulus response examinations.

CONSIDERATIONS

All students, regardless of ability level, can succeed in this course of study.

CAREER OPTIONS

The readings and discussions in the Religion program will develop critical-thinking and communication skills. Informal discussions and assignments will develop valuable skills to equip for possible careers including journalism, teaching, law, public relations and advertising.

ALIGNS WITH

Study of Religion (General)
Religion & Ethics (Applied)

RELIGIOUS EDUCATION – VISUAL EXPRESSION

GENERAL INFORMATION

The Religious Education-Visual Expression course provides opportunities for students to express their understanding of course content through a variety of visual media.

The same course content is covered as in mainstream Religious Education; however, assessment tasks require students to use their skills and talents developed in Visual Art to complete tasks.

COURSE OUTLINE

The course contents align with Catholic Diocesan guidelines and are delivered electronically via *MS Teams*. The course outline of Years 9 and 10 is as follows:

Year 9	Year 10
Semester 1 <ul style="list-style-type: none">• Term 1: Old Testament Scripture• Term 2: Women in the Bible	Semester 3 <ul style="list-style-type: none">• Term 1: The Changing Church• Term 2: Ritual and Belief Across Faith Traditions
Semester 2 <ul style="list-style-type: none">• Term 3: The Catholic Church in Australia• Term 4: Me, Myself and Others	Semester 4 <ul style="list-style-type: none">• Term 3: Right Relationships• Term 4: Global Church - Global Justice

ASSESSMENT

There is one item of assessment per term in Years 9 and 10. Assessment tasks require students to respond in a variety of media including digital and hand rendered art works, pop art, photography, sculpture and print-work.

CONSIDERATIONS

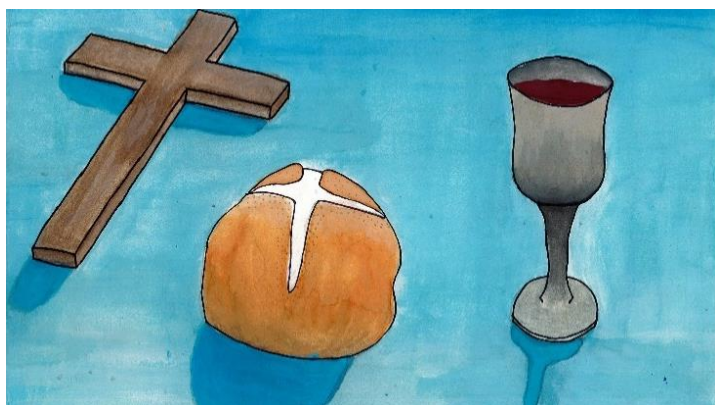
Students who demonstrate competence in the Visual Arts and who are prepared to spend extra time outside of class to finish projects are encouraged to apply for study in this course.

CAREER OPTIONS

The student with a flair for 'the arts' - through theatre, literature and the media – will have gained valuable skills to equip him for possible careers include journalism, teaching, law, public relations and advertising.

ALIGNS WITH

Religion & Ethics (Applied Subject)



ART

ART

GENERAL INFORMATION

Art continues to be a cornerstone of culture. Everything we use and wear is influenced by the work of artists and designers. Students build knowledge and understanding of the world and themselves through the study and application of Art.

Art is increasingly integrated into our lives. Much of what we see is related to art. It is an important and valued, creative and social force. Developing knowledge of the Visual Arts enhances an individual understanding of the role of the artist/designer, audience and artwork in all forms of media in contemporary and historical cultures.



Studying Art provides the skills and knowledge that assists students to interpret their body of work as well as the works of others. Art encourages individual thinking and offers opportunities for students to engage in the creative process. Art develops visual literacy, which is an important skill in education and life.

Art develops the 'whole person'. The study of Art allows for the development of a positive self-esteem and strong sense of identity. Students bring together their ideas and chosen materials and invest them with meaning in the production of art. The investigation of artworks from historical, critical and contemporary perspectives, broadens general knowledge and enriches the art making processes.

COURSE OUTLINE

	Year 9	Year 10
Term 1	Indigenous and Torres Strait Culture	Observation and Art Styles
Term 2	Lego Masters	Lost and Found (Robots)
Term 3	Street Art	Layers and Surfaces (Pottery)
Term 4	Book Illustrations (Comic and Anime etc)	Who am I, Where am I going? (Skateboard)

In making artworks, students define and solve visual problems by using language and expression relevant to concepts, focuses, contexts and media.

This process involves students in:

- observing, collecting, compiling and recording visual, verbal and sensory information and ideas from specific sources and contexts
- selecting, exploring, manipulating and exploiting materials, techniques, processes and technologies in particular media areas to communicate meanings
- translating and interpreting ideas through media manipulation to invent images and objects.

ASSESSMENT

Assessment is both practical and theoretical through making and responding tasks. A Visual Art diary is kept, to build skills in drawing and to record design processes. The documentation of the design process in the Visual Art diary inclusive of the collation and presentation of work in a digital format is an integral component of the assessment process.

CAREER OPTIONS

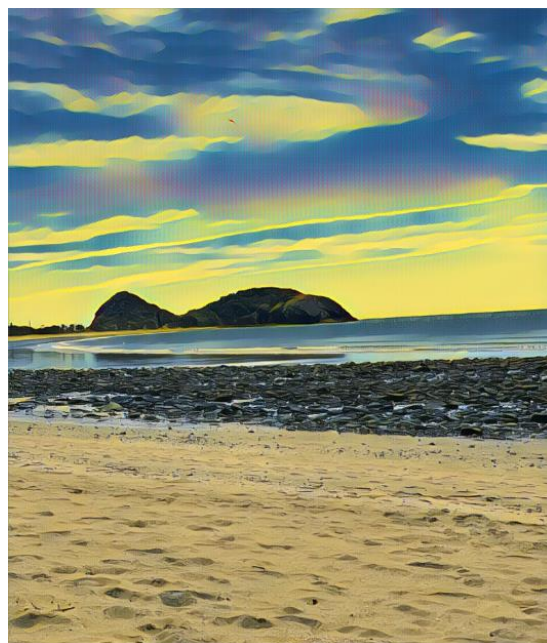
Within the modern workplace, creativity happens any time a person thinks of a novel way to solve a problem—whether it's improving the human experience or making an idea come to life. Therefore, our art programs are focused on creativity, critical thinking and student wellbeing as an indispensable, necessary skill for students to bring to the workplace.

According to the World Economic Forum and a study compiled by LinkedIn, the top 3 most important skills for recruiting employers in 2022 are creativity, complex problem-solving and critical thinking. With the ever-growing production of new objects, new technologies and smarter ways for companies to work, employers are searching for personalities that can think outside the box, creatively problem solve and critically reflect on the process of their work.

At St Brendan's College, we recognize the importance of creativity, problem solving and critical thinking. This is why the programs reflect Project-based learning and the critical thinking process. The students take place in projects that mimic the process of a workplace (ie. Research, Reflect, Develop and Resolve) which fosters creativity, provides opportunities for problem solving and enables reflection.

Art is a prerequisite, or helpful, if students are considering the following careers:

- Graphic Design
- Interior Design
- Illustrating & Advertising
- Landscaping
- Architecture
- Publishing
- Commercial Art
- Printing
- Photography
- Journalism
- Ticket Writing
- Sign Writing
- Fashion Marketing
- Teaching (Primary & Secondary)



ALIGNS WITH

Visual Art (General Subject)

Visual Arts in Practice (Applied Subject)

MUSIC

CONCERT BAND (BRASS/WOODWIND/PERCUSSION)

GENERAL INFORMATION

- Music is an inclusive art, and there is a place for any student in our program who has the necessary desire and commitment to create music at a high standard. Previous experience on specialised instruments is beneficial but not essential. New students and parents should have an interview with the Head of Music to clarify expectations.
- Music is an artistic language; it teaches the student “how to think.” It underscores the value of interpretation and personal judgment, rather than the traditional right-or-wrong concept of learning.
- As a parent, you need to know that when music is included in a student’s daily learning - reading, writing and math scores improve. There is also a high correlation between positive self-perception, high competence scores, healthy self-esteem, and total interest in school activities.



COURSE OUTLINE

This is a performance-based course which focuses on the student's roles as performer/presenter while developing their specific instrument skills in Brass, Woodwind or Percussion, as they relate to the Concert Band Repertoire. The subject covers the musical elements in detail and ensures fundamental theory, musicianship and musical history align with national (AMEB) and international music organisations. Composition is also explored through computer software.

ASSESSMENT

Assessment is continuous, selectively updated and uses the fullest and latest information. The emphasis is on the practical demonstration of skills. Additional weekly task sheets and online work through TEAMS will include notation, history, research, and composition. Daily in-class assessment will include sight reading, soloing or music dictation as well as ensemble rehearsal and teamwork. There may also be an end of term solo performance in a concert environment (with or without accompaniment) and a sight-reading evaluation.

CAREER OPTIONS

University courses are available in Music Performance, Composition, Musicology, Education, Arts, Creative Industries, Sound Engineering, Music Business Management, and Copyright Law and Production. Conservatorium courses include Classical Music, Jazz, Music Theatre and Popular Music. TAFE and Vocational courses in Music Performance, Composition and Production. Apprenticeships in music instrument making and repair. Careers in Performance, Composition, Musicology (lecturing at university), Education, Retail, Music Instrument Making and Repair. As John Sculley, commented, “Being chief executive of Apple Computer Inc. I want to work with people whose imaginations have been unleashed and who tackle problems as challenges rather than seeing them as obstacles. An education enriched by the Creative Arts should be considered essential for everyone.”

ALIGNS WITH

Music (General)
Music in Practice (Applied)
Music Theory & Performance - Music Certificate (AMEB)

CONTEMPORARY ENSEMBLE (GUITAR, BASS GUITAR, DRUMS, KEYBOARD, VOICE)

GENERAL INFORMATION

- Students are recommended to study their chosen instrument with a private, specialist teacher to fully benefit from this class. This may be at the college or with an outside provider.
- Music is an artistic language, instead of instructing the student “what to think”; it teaches the student “how to think”. It underscores the value of interpretation and personal judgment rather than the traditional right-or-wrong concept of learning.
- As a parent, you need to know that when music is included in a student’s daily learning reading, writing and math scores improve. There is also a high correlation between positive self-perception, high competence scores, healthy self-esteem, and total interest in all school activities.

COURSE OUTLINE

This is a performance-based course which focuses on the student as performer/presenter while exploring the modern musical influences of Folk, Blues, Rock and Jazz. Students are encouraged to further develop their specific instrument skills in Guitar, Bass Guitar, Drums, Keyboard and Voice. The subject focuses on the musical elements in detail as they relate to the above genres. Additional resources are shared through TEAMS that cover fundamental theory, musicianship, and history skills in line with the instruments studied and all national (AMEB) and international music organisations. Acquiring skills across all instruments is an integral aspect of the course structure.

ASSESSMENT

Assessment is continuous and selectively updated. The emphasis is on the practical demonstration of the skills covered in class. Weekly task sheets and online work will include notation, history, research and composition. Daily in-class assessment will include sight reading, soloing or music dictation as well as ensemble rehearsal. These activities will contribute 80% of the end of term result. Other group and solo performances will contribute the remaining result criteria.

CAREER OPTIONS

University courses are available in Music Performance, Composition, Musicology, Education, Arts, Creative Industries, Sound Engineering, Music Business Management, and Copyright Law and Production. Conservatorium courses include Classical Music, Jazz, Music Theatre and Popular Music. TAFE and Vocational courses in Music Performance, Composition and Production. Apprenticeships in music instrument making and repair. Careers in Performance, Composition, Musicology (lecturing at university), Education, Retail, Music Instrument Making and Repair. As John Sculley, commented, “Being chief executive of Apple Computer Inc. I want to work with people whose imaginations have been unleashed and who tackle problems as challenges rather than seeing them as obstacles. An education enriched by the Creative Arts should be considered essential for everyone.”

ALIGNS WITH

Music (General)
Music in Practice (Applied)
Music Theory & Performance - Music Certificate (AMEB)

MUSIC THEORY & PERFORMANCE

GENERAL INFORMATION

- A student must be in one of the other music classes or be studying music with a specialist teacher to participate in this program.
- An interview with the HOD including both the student and parent is recommended to clarify expectations in this class for the benefit of the student and teacher.
- Students will be supported in their pursuit of musical excellence and given additional one-on-one instruction as well as practice time to develop the skills they are learning with their teacher in other classes.



COURSE OUTLINE

This course is designed to allow the music student additional practice time and support in developing his chosen instrument or speciality. He will also be expected to acquire the fundamental theory, musicianship and skills in line with national (AMEB) and international music organisations. Developing skills with relevant computer software is encouraged.

ASSESSMENT

Assessment will be addressed at the beginning of each term on an individual student basis with expectations and final assessment agreed upon. This may be external to the college, depending on specific studies being undertaken at that time. An end of term performance in a concert environment (with or without accompaniment) may be required along with discussion or written review of the term's work.

CAREER OPTIONS

University courses in Music Performance, Composition, Musicology, Education, Arts, Creative Industries, Sound Engineering, Music Business Management, and Copyright Law and Production. Conservatorium courses in Classical Music, Jazz, Music Theatre and Popular Music. TAFE and Vocational courses in Music Performance, Composition and Production. Apprenticeships in music instrument making and repair. Careers in Performance, Composition, Musicology (lecturing at university), Education, Retail, Music Instrument Making and Repair.

ALIGNS WITH

Music (General)
Music in Practice (Applied)

INDUSTRIAL TECHNOLOGY

WOOD TECHNOLOGY

GENERAL INFORMATION

Wood Technology is a subject ideal for students who enjoy physical work in the workshop environment. It is mostly practical in nature and offers students the opportunity to acquire an understanding of the various types of wood and to learn the techniques to use hand tools and basic machinery. In addition, students will learn how to read and interpret drawings, use Computer-Aided Design software (CAD), use CNC machines and develop safe working habits.

COURSE OUTLINE

Year 9	Year 10
Semester 1 <ul style="list-style-type: none">• Paper Towel Holder• Jewellery Box	Semester 3 <ul style="list-style-type: none">• Footstool• Bedside Table
Semester 2 <ul style="list-style-type: none">• Camp Stool• Spice Rack	Semester 4 <ul style="list-style-type: none">• Wall Clock• Wall Mirror

ASSESSMENT

- Practical Projects
- On-Guard Safety - Competency Tests
- Short Written Knowledge Tests
- Project Folios
- Assessment Criteria:
 - Knowledge and Understanding
 - Processes and Production Skills



CONSIDERATION

Students who intend to enrol in the Certificate II in Construction in Year 11 or 12 would benefit from the skills gained by taking Wood Technology.

CAREER OPTIONS

Wood Technology can lead to careers in Cabinet Making, Shop Fitting, Timber Machining, Carpentry, Furniture Restoration, Furniture Design, Timber Flooring and Boat Building.

ALIGNS WITH

Certificate II in Construction

METAL TECHNOLOGY

GENERAL INFORMATION

Metal Technology is a subject ideal for students who enjoy metal fabrication, welding and the hands-on construction of metal objects. It is mostly practical in nature and offers students the opportunity to acquire an understanding of the various steel products and learn the techniques to use hand tools and basic machinery. In conjunction, students will learn how to read and interpret drawings, use Computer-Aided Design software (CAD) and develop safe working habits.

COURSE OUTLINE

Year 9	Year 10
Semester 1 <ul style="list-style-type: none">• Junior Hacksaw• Letterbox	Semester 3 <ul style="list-style-type: none">• Sliding Bevel• Meat Smoker
Semester 2 <ul style="list-style-type: none">• Engineers Square• Pot plant holder (wrought iron-scroll work)	Semester 4 <ul style="list-style-type: none">• Cantilever Toolbox• Fire Pit (wrought iron-scroll work)

CONSIDERATION

Students who intend to enrol in the Certificate II in Automotive Vocational Preparation, or in the Certificate II in Engineering Pathways in Year 11 or 12, would benefit from the skills gained by taking Metal Technology.

ASSESSMENT

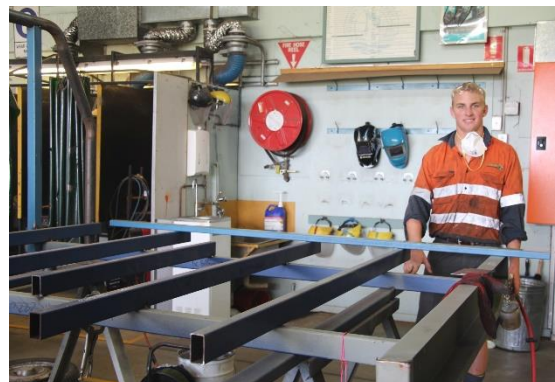
- Practical Projects
- On-Guard Safety - Competency Tests
- Short Written Knowledge Tests
- Project Folios
- Assessment Criteria: Knowledge and Understanding, Processes and Production Skills

CAREER OPTIONS

Metal Technology can lead to many careers in the diverse Metal and Mechanical Industries. Boiler Making, Fitting & Turning, Sheet Metal Working, Marine Mechanic and Automotive Mechanics are just some examples.

ALIGNS WITH

Certificate II in Automotive Vocational Preparation (Vocational)
Certificate II in Engineering Pathways (Vocational)



AGRICULTURE

GENERAL INFORMATION

This course is designed to introduce students to the subject of Agricultural Production. They will learn that to produce crops and livestock successfully, people must manage the land and animals in balance with nature to ensure continued high production.

COURSE OUTLINE

Year 9	Year 10
Semester 1 <ul style="list-style-type: none"> • Farm Resources • Pigs and Poultry 	Semester 3 Certificate I in AgriFood Operations <ul style="list-style-type: none"> • Farm Safety • Nursery Work • Hand Tools
Semester 2 <ul style="list-style-type: none"> • Beef and Dairy Cattle • Horse Skills 	Semester 4 Certificate I in AgriFood Operations <ul style="list-style-type: none"> • Animal Welfare • Animal Husbandry • Maintaining the Workplace

ASSESSMENT



Assessment is both written and practical and involves the completion of workbooks, examinations and the observations of performance in practical field tasks.

CAREER OPTIONS

- Livestock Manager, Rural Industries Worker
- Apiarist
- Intensive & Broad Acre Farmer
- Department of Primary Industries

INCORPORATES AHC10216 CERTIFICATE I IN AGRIFOOD OPERATIONS

- | | |
|--|--|
| • AHCLSK101 Support extensive livestock work | • AHCLSK102 Support intensive livestock work |
| • AHCNSY101 Support nursery work | • AHCWHS101 Work Safely |
| • AHCWRK101 Maintain the workplace | • MEM18001C Use hand tools |

ALIGNS WITH

Certificate II in Rural Operations (Vocational)
 Agricultural Science (General)

HEALTH & PHYSICAL EDUCATION

PHYSICAL EDUCATION

GENERAL INFORMATION

Physical Education is a course of study designed to encourage students to develop the understanding and skills to make informed decisions about their health and fitness. Studies in this subject will assist students to become involved as participants and informed spectators in sports and sport related activities. In all units in the Physical Education curriculum students apply an inquiry approach to devise strategies to solve problems in sporting contexts.

In Year 9, students will focus on a different sport each Term. Equal time is allocated to the practical and theory components of the units. In Year 10, the theoretical work becomes a greater focus and a greater proportion of time is spent in this domain.

Students are not permitted to choose Physical Education and Sports Academy due to the overlap in subject matter.

COURSE OUTLINE

Year 9	Year 10
Semester 1 <ul style="list-style-type: none">• Learning skills and badminton• Safety in sport and basketball	Semester 3 <ul style="list-style-type: none">• Biomechanics and volleyball• Energy training and touch
Semester 2 <ul style="list-style-type: none">• Mental health and TRL• Sports psychology and softball	Semester 4 <ul style="list-style-type: none">• Ethics in sport and golf• Tactical awareness and badminton

ASSESSMENT

The student's performance at the various games and skills forms the major assessment in the practical areas. In the theoretical area, three types of assessment are used: exams, written reports, and multimodal presentations. Each unit of work has one written and one practical requirement.

CAREER OPTIONS

Recreation Officer, Sports Manager, Podiatrist, Sports Coach, Physiotherapist, Physical Education Teacher, Masseur, Sports Marketing, Sports Trainer, Gym Instructor, Personal trainer, Sports Reporter, Government Sporting Officer, WHS Officer.

ALIGNS WITH

Physical Education (General)
Aquatic Practices (Applied)
Certificate III in Fitness (Vocational)



NRL RISE PROGRAM

GENERAL INFORMATION

NRL RISE is a subject that provides an avenue for students to experience a holistic Rugby League program. Delivered in affiliation with the National Rugby League (NRL), the subject matter and learning experiences align with the Australian Curriculum though the learning area of Health and Physical Education. The program is underpinned by the core values and daily habits of focusing on Routine, Identity, Socialization and Evolving (RISE), and how these practices can lead to personal best. This is not a high-performance or elite pathway program. NRL Rise does not continue in Year 10.

Through a rugby league context, students will explore and practice a wide range of personal, social and community health strategies. Practical aspects of the course will develop fundamental skills and tactical awareness for rugby league and other invasion games. Additionally, students will gain accreditations in Refereeing, League Safe and Coaching.

Students are not permitted to choose NRL Rise and Physical Education due to the overlap in subject matter.

COURSE OUTLINE

Year 9

Semester 1

- Daily Actions & Skill Acquisition
- Refereeing & League Safe

Semester 2

- Coaching
- Life Fit & Sports Psychology

ASSESSMENT

The student's performance at the various games and skills forms the major assessment in the practical areas. In the theoretical area, three types of assessment are used, including exams, written reports, and multimodal presentations. Each unit of work has one written and one practical requirement, assessed as a folio task.

CAREER OPTIONS

Recreation Officer, Sports Manager, Podiatrist, Sports Coach, Physiotherapist, Physical Education Teacher, Masseur, Sports Marketing, Sports Trainer, Gym Instructor, Personal trainer, Sports Reporter, Government Sporting Officer, WHS Officer.

ALIGNS WITH

Physical Education (General)
Aquatic Practices (Applied)
Certificate III in Fitness (Vocational)

SPORTS ACADEMY

GENERAL INFORMATION

Sports Academy is an elective subject that draws its content from the Australian Curriculum for Health & Physical Education. The key difference between Sports Academy and Physical Education is that Sports Academy classes participate in one strength and conditioning session each week as part of the practical component of the subject.

The key purpose of the strength and conditioning is to develop core strength, mobility and movement patterns for long-term athletic development. Each session consists of injury prevention and movement preparation exercises, followed by general and core strength development. In addition to the physical benefits of this program, the strength and conditioning also provides a valuable context for integration of the theoretical components of the subject.

Students are not permitted to choose Sports Academy and Physical Education due to the overlap in subject matter.

COURSE OUTLINE

Year 10 (only)

Semester 3

- Biomechanics, volleyball and S & C
- Energy and training, invasion games and S & C

Semester 4

- Ethics in sport, golf and S & C
- Tactical awareness, badminton and S & C

ASSESSMENT

The student's performance at the various games and skills forms the major assessment in the practical areas. In the theoretical area, three types of assessment are used, including exams, written reports, and multimodal presentations. Each unit of work has one written and one practical requirement.

CAREER OPTIONS

Recreation Officer, Sports Manager, Podiatrist, Sports Coach, Physiotherapist, Physical Education Teacher, Masseur, Sports Marketing, Sports Trainer, Gym Instructor, Personal trainer, Sports Reporter, Government Sporting Officer, WHS Officer.

ALIGNS WITH

Physical Education (General)
Aquatic Practices (Applied)
Certificate III in Fitness (Vocation)

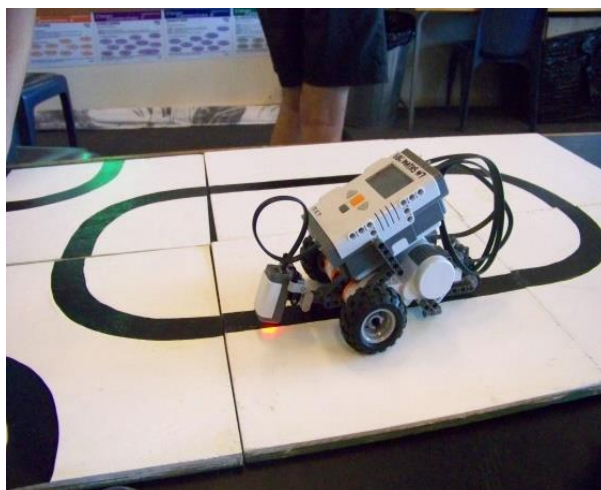
DIGITAL TECHNOLOGY

GENERAL INFORMATION

Information and communication in the twenty-first century are increasingly interlinked and mediated by technology. Digital Technology enables individuals to move to the “other side of the screen” and rather than simply consume technology (use applications), they pursue a deeper understanding of the applications.

Digital Technology gives students the ability to contend with the biases of digital media; to know that there is such a thing as bias and to be able to make conscious choices about what they use and what they do not.

Digital Technology is a discipline that seeks to understand and explore the world around us, both natural and artificial, in computational terms. Digital Technology is particularly, but by no means exclusively, concerned with the study, design and implementation of computer systems and the principles underlying these designs.



COURSE OUTLINE

Year 9	Year 10
Semester 1 <ul style="list-style-type: none"> Wearable technology 	Semester 3 <ul style="list-style-type: none"> Cryptography and webpages
Semester 2 <ul style="list-style-type: none"> Game Design (Roblox, Minecraft, GoDot) 	Semester 4 <ul style="list-style-type: none"> Senior Capstone Project

ASSESSMENT

Students are assessed using objective tests, assignments/projects (both individually and in groups), folios of class and homework and participation in online communication projects.

CAREER OPTIONS

Analyst/Programmer, Graphic Designer, Computer Operator, Database Developer, Network Administrator, Help Desk Support Technician, Internet/Multimedia Designer, Hardware Engineer, Network Engineer and Software Engineer.

ALIGNS WITH

Design (General)
 Digital Technology (General)
 Certificate III in Aviation- Remote Pilot (Vocational)

DESIGN TECHNOLOGY

GENERAL INFORMATION

This subject focuses on the nature of Design and visual communication. Students convey meaning to others when they create graphical representations that use the elements and principles of design. Students also gain experience working with client briefs of differing complexity.

By using 3D computer modelling software as well as sketching techniques and physical prototyping, students experience a journey from planning to production in simulated real-world contexts.

With 3D Modelling now a major tool in graphic design and communication, students require a high level of spatial awareness and skill.

COURSE OUTLINE

Year 9	Year 10
Semester 1 <ul style="list-style-type: none">Innovative Design	Semester 3 <ul style="list-style-type: none">Sustainable Design
Semester 2 <ul style="list-style-type: none">Engineering, Materials & Prototyping Bridges	Semester 4 <ul style="list-style-type: none">SmonTERS! Human Centred Design

ASSESSMENT

Assessment in Year 9 and 10 is portfolio based and involves the collection of class and homework tasks presented in an appropriate display folder.

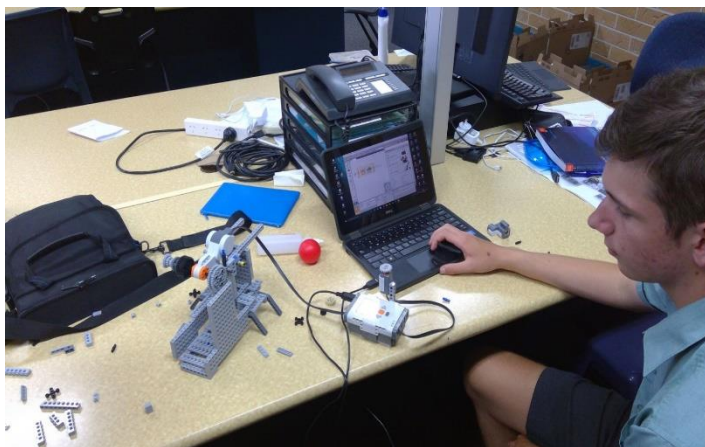
CAREER OPTIONS

The study of Design Technology can lead to careers in Architecture, Surveying, Building Design, Building Trades, Civil Planning, Engineering, Metal Industry Trades, Fashion, Computer Generated Imagery, Computer Programming, Web Page Design, Communication, Marketing, Corporate Identity Design, Packaging and Signage.

ALIGNS WITH

Design (General)
Digital Technology (General)
Certificate III in Aviation -Remote Pilot (Vocational)

Design Technology is also a useful support for the vocational subjects:
Certificate II in Automotive Vocational Preparation
Certificate II in Engineering Pathways
Certificate II in Electrotechnology



BUSINESS AND LAW

GENERAL INFORMATION

Business refers to enterprising endeavours undertaken to meet human needs and wants. Business will help develop:

- enterprising behaviours and capabilities that can transfer into life, work and business opportunities and contribute to the development and prosperity of individuals and society
- understanding of the ways society allocates limited resources to satisfy needs and wants, and how they participate in the economy as consumers, workers, and producers
- understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- understanding of economics and business decision-making and its role in creating a prosperous, sustainable, and equitable economy for all Australians
- understandings that will enable active and ethical participation in the local, national, regional and global economy as economically, financially and business-literate citizens.
- understanding the fundamentals of criminal law and the justice system
- understanding of how laws are made in Australia

COURSE OUTLINE

Year 9	Year 10
Semester 1 <ul style="list-style-type: none"> • Introduction to Business • Finance 	Semester 1 <ul style="list-style-type: none"> • Marketing Management • Criminal Law
Semester 2 <ul style="list-style-type: none"> • Franchising • Entrepreneurs 	Semester 2 <ul style="list-style-type: none"> • Productivity, Growth and Living Standards • Law making in Australia

ASSESSMENT

Assessment techniques include observation, consultation and focused analysis. Students are assessed using objective tests, presentations, assignments/projects (both individually and in groups), folios of class/homework - written and electronic.

CAREER OPTIONS

Share trader, Economist, Banker, Investment Banker, Business Manager, Accountant, Business Analyst, Business Consultant, Business Owner/Operator, Finance

ALIGNS WITH

Legal Studies (General)
 Business (General)
 Certificate II in Tourism (Vocational Education)

CURRICULUM PATHWAYS: YEAR 9 TO 12

Year 9 & 10	Year 11 & 12
Religious Education	Religion and Ethics, Study of Religion
English (Foundation)	Essential English
English (Core, Extension)	General English
Mathematics (Foundation/Core)	Essential Mathematics
Mathematics (Core)	General Mathematics
Mathematics (Extension)	Mathematics Methods, Mathematics Specialist, General Mathematics
Science (Foundation & Core)	Certificate II in Rural Operations
Science (Core)	Marine Science, Biology
Science (Extension)	Biology, Chemistry, Physics, Psychology, Marine Science
Agriculture	Agricultural Science, Certificate II in Rural Operations
History and Geography (Core & Extension)	Legal studies, Modern/Ancient History, Geography
History and Geography (Foundation)	Certificate II in Tourism
Digital Technology	Digital Technology (General)
Design Technology	Design Technology (General) Certificate III in Aviation - Remote Pilot(Vocatioanal)
Business and Law	Business (General)
Wood Technology	Certificate II in Construction
Metal technology	Certificate II in Automotive Vocational Preparation Certificate II in Engineering Pathways
Physical Education	Physical Education, Certificate III in Fitness, Aquatic Practices
NRL Rise Program	Certificate III in Fitness, Physical Education, Aquatic Practices
Art	Visual Art Visual Arts in Practice
Concert Band	Music (General)
Contemporary Ensemble	Music Theory & Performance
Music Theory & Performance	

ST BRENDAN'S COLLEGE
CURRICULUM PLAN: YEARS 9-12

Year 9 (25) Assembly / Year Meeting (1)	Mathematics (4)	English (4)	Science (4)	His/Geo (3)	RE or RE Visual Expression (3)	Elective - Choice of 2 Semester Units (3) Wood Technology, Metal Technology Agriculture, Digital Technology, Art, Business & Law, PE, NRL Rise Program, Design Technology or Concert Band, Ensemble Band (Year Long)	Elective - Choice of 2 Semester Units (3) Wood Technology, Metal Technology Agriculture, Digital Technology, Art, Business and Law, PE, NRL Rise Program, Design Technology, or Concert Band, Ensemble Band (Year Long)	7 Subjects
	Foundation, Core and Extension Journey Groups operate for these subjects							
Year 10 (25) Assembly / Year Meeting (1)	Mathematics (4)	English (4)	Science (4)	His/Geo (3)	RE or RE Visual Expression (3)	Elective - Choice of 2 Semester Units (3) Wood Technology, Art, Business, PE, Legal Studies, NRL Rise Program, Metal Technology, Agriculture, Digital Technology, Design Technology or Concert Band, Ensemble Band (Year Long)	Elective - Choice of 2 Semester Units (3) Wood Technology, Art, Business, PE, Legal Studies, NRL Rise Program, Metal Technology, Agriculture, Digital Technology, Design Technology or Concert Band, Ensemble Band (Year Long)	7 Subjects
	Foundation, Core and Extension Journey Groups operate for these subjects							
Year 11/12 (25) Assembly / Year Meeting (1)	Core 1 (4) Math Methods or General Math or Essential Math	Core 2 (4) General English or Essential English	Core 3 (4) Cert 3/4 in Christian Ministry or Study of Religion or Religion & Ethics		Electives - Choice of any 3 Subjects (4) Chemistry, Biology, Physics, Psychology, Certificate II in Rural Operations, Agricultural Science, Visual Arts in Practice, Design, Digital Technology, Business, Legal Studies, Certificate II in Tourism, Geography, Physical Education, Certificate III in Fitness, Aquatic Practices, Visual Art, Music, Modern History, Ancient History, Certificate II in Construction, Certificate II in Automotive Vocational Preparation, Certificate II in Engineering Pathways, Marine Science, Certificate III in Aviation, Certificate II in Electrotechnology, Specialist Mathematics			5, 6 or 7 Subjects
	Study Release and Private Music Tuition are available as elective options on each of the six lines.							

