The Mission of St Laurence's

St Laurence's College is a Catholic school conducted in the spirit of Edmund Rice and the tradition of the Christian Brothers.

We, the parents, students and staff of St Laurence's have this common vision:

We believe that Christ is the centre of and model for our education - an education in which our faith in Him is integrated with everyday living.

We believe that education is most effective when parents, the primary educators of their children, work with students and staff in a partnership enlivened by a spirit of mutual respect, cooperation and caring.

We provide an education to boys from all socio-economic backgrounds with special care for the poor and underprivileged.

We strive to achieve excellence in education. We seek to promote the harmonious growth of the whole person: spiritual, moral, intellectual, emotional, physical, cultural and social. We challenge and support the student in the greatest possible development of his potential.

We create an atmosphere of care and respect in an orderly and safe learning environment. This is nurtured by the practice of self-discipline, courtesy and good conduct.

We aim to develop in all a sense of personal worth and belonging as well as an obligation to serve the community and care for the environment.

We aim to develop in all a sense of vocation whereby all are called, gifted and empowered by Christ to go forth as an active influence to establish Christ's love in both the Church and the world, affirming the dignity of all persons and working for a truly just society.
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FOREWORD

Welcome to the Middle School at St Laurence’s College.

This booklet contains details of the courses offered in Years 9 and 10. It is one part of the selection process.

The core subjects of Religious Education, English, Mathematics, Science, Studies of Society and Environment and Health are mandatory. You are required to choose three further electives.

The electives you choose are taken for two years so it is important that a careful and considered selection is made.

There are a number of factors which determine your choice. They include your ability, interest, recent school performance and future options.

Middle Schooling is part of a student’s general education. A general education should include courses which cover the broad areas of knowledge, which have been gathered under the title of Key Learning Areas. Few of the courses are prerequisite for courses in Year 11. A boy’s future career direction should be a minor consideration in the selection process.

It is expected that the decision making process would include consultation between students, parents and teachers. In this way a relevant and realistic course of study can be compiled for each student.

Best wishes in this important decision making process.

[Signature]

Mr Ian McDonald

Principal
GENERAL INFORMATION

INTRODUCTION

The following information sets out the Middle School curriculum and the main factors that need to be considered when selecting elective subjects.

The Middle School curriculum offers students a core of subjects that are considered to be essential learning in the compulsory schooling years. In Years 9 and 10 the student consolidates and develops his knowledge base in the areas of Religious Education, English, Mathematics, Science, Social Science and Health and Personal Development.

The curriculum also offers the student elective subjects. The electives allow the student to pursue subjects that relate to interest, abilities and/or career aspirations. Students must choose three electives for Years 9 and 10.

THE CORE SUBJECTS

The college offers the following compulsory core subjects which all students study:

- Religious Education
- English
- Mathematics
- Science
- Social Science (SOSE)
- Health and Personal Development.

THE ELECTIVES

The college offers the following as elective subjects:

- **Arts Department:**
  - Art (ART)
- **Drama Department:**
  - Drama (DRA)
  - Dance (DAN)
- **Health & Physical Education:**
  - Physical Education (PHE)
- **Music Department:**
  - Music (MUS)
- **Languages:**
  - Chinese (CHI)
- **Business Department:**
  - Business Studies (BUS)
- **Film T.V & Media Department:**
  - Media (MED)
- **Industrial Technology and Design Department:**
  - Graphics (GRA)
  - Industrial Systems & Control (ISC)
  - Product Design & Manufacture (PDM)
- **Extension Units:**
  - Investigative Science & Technology (IST)

DUE DATE FOR SUBJECT SELECTION FORMS: FRIDAY, 4 SEPTEMBER 2009.
CHANGING SUBJECTS

(Subject changes will not be considered till the end of Year 9 and changes will only be considered if class size is able to accommodate newcomers).

A wise and realistic choice of subjects should make a change of subjects unnecessary.

CONCLUSION

Students should attempt to build a balance into the course they elect for themselves. This balance should reflect an adequate academic base; subjects selected reflecting ability level, and subjects that they are interested in studying.

School Advisory Personnel:
1. A/Dean of Studies: Mrs L Carstensen
2. Dean of Pastoral: Mr J Butterworth
3. Dean of Mission: Mr P Towler
4. Dean of Administration: Mr P Cook
5. A/Dean of Staff: Mr A Kendall
6. A/Head of Learning Pathways: Mr B Lewis
7. Head of Enrichment Programs: Ms M Stark & Mrs A Bolton
8. Head of Year 8: Mr M Sharkey
9. Assistant Head of Year 8: Dr G Mellor
10. Head of Year 9: Mr A Samios
11. Assistant Head of Year 9: Mr M Levander
12. Head of Year 10: Mr S Mullins
13. Assistant Head of Year 10: Mr B Flanagan
14. Careers Counsellor: Mrs R Dembowski

LEARNING AT ST LAURENCE’S COLLEGE

In your life-time you will participate in many forms of employment. It is predicted jobs/industries available at the beginning of your career may totally disappear by the time you are ready for retirement.

So how do you plan for your future?
What electives do you choose?

The best advice is to select subjects that will develop skills you will need to survive and thrive in our fast-changing world.

Some skills highly valued in workers are:

- The ability to work independently
- The ability to work in groups
- The ability to problem solve
- The ability to be task oriented
- Resilience
- The ability to communicate in a variety of contexts
- The ability to actively investigate
- The ability to act ethically
- Creativity
- Prediction skills

Thus your subject selection needs to be based on developing a broad range of skills and challenging yourself to develop new ones.

In Subject Selection play to your strengths – identify subjects you enjoy and are good at but challenge yourself to experiment with new opportunities.
To be a lifelong learner (and adapt to all those career changes) you need to be:

- A knowledge person with deep understanding
- A complex thinker
- A creative person
- An active investigator
- An effective communicator
- A participant in an independent world
- A reflective and self-directed learner.

LEARNING OUTCOMES IN THE QUEENSLAND YEARS 1 TO 10 CURRICULUM

Key Learning Areas

Various curriculum reviews, both nationally and within Queensland, have highlighted the desirability of a holistic curriculum that promotes learning coherence and continuity.

Nationally, advocacy for overall curriculum coherence and continuity led to the State and Territory Ministers for Education signing the Hobart Declaration (1992) and the Adelaide Declaration (1999).

These declarations describe eight nationally agreed key learning areas that form the basis of the curriculum for the compulsory years of schooling. These eight key learning areas represent ways of knowing and doing that are part of the human experience of making meaning of physical and social phenomena. The eight key learning areas are:

- The Arts;
- English;
- Health and Physical Education (HPE);
- Languages;
- Mathematics;
- Science;
- Studies of Society and Environment (SOSE);
- Technology.

Faith-based schools may include in their curriculum a ninth learning area about religion. The syllabuses have a generic structure that arises from a commitment to curriculum continuity and coherence.

The common curriculum, which comprises eight key learning areas, describes a core of essential learnings. Each key learning area also contributes to learners developing and demonstrating overall learning outcomes described under the categories of the valued attributes of a lifelong learner, and learning outcomes specific to each key learning area.

Learning in one key learning area can reinforce the learnings in other key learning areas. This is particularly beneficial for learners in the primary years of schooling where typically they have the same teacher for most aspects of the curriculum.

PROGRESSION FROM YEAR 10 TO 11

At St Laurence’s students are able to study three electives in the Middle School providing them with a broad perspective of future study possibilities.

Most subjects in the Senior School are open to students regardless of whether they have studied them in Middle School, however students who have studied subjects in the Middle School are initially better prepared for the subject in the Senior School.

Thus to alert students to the requirements of Senior subjects the following procedures have been put in place.
(1) In skills-based subjects such as Graphics, Music, Drama and Art where the student has no prior study - an interview with the Head of Department is required.

(2) Students should consider carefully the entry into Senior Mathematics and Science subjects. The school requirements must be adhered to on entry.

(3) Prior to entry into Year 11, students need to explore as many career areas as possible. Students are encouraged to make an appointment with the Careers Counsellor to discuss future pathways.

**TIMETABLE RESTRICTIONS**

It will not be possible to offer every subject combination. The College will evaluate initial student choice in order to determine optimum line structure. It may turn out that some preferred combinations will not be available because of ‘clashes’

Further, the College reserves the right not to offer an “uneconomic class”. This could mean that a particular subject is not offered at all. More importantly, it could mean that numbers are restricted to one class only, in which case admission could be on the basis of merit or order of receipt of application.

**CHANGING SUBJECTS**

Students are choosing electives to study for 2 years.

Application to change subject will only be considered after Year 9 is complete and will depend on class size and sound educational reasons.
GENERAL INFORMATION

Art has existed since the very beginnings of civilization and pre-dates language in the written form. It is one of the most important means by which people express their creativity and imagination.

A student studying Art is encouraged to develop his creativity, imagination and awareness of his environment by exploring media in such areas as drawing, painting, sculpture, ceramics and many other forms of expression.

Visual Literacy is developed through the investigation of symbols and codes common in visual art. Students gain competency in understanding the use of Art and Design elements in their own work and the work of others.

Technology is embraced as a tool for art making and research and, such as, students are exposed to a range of processes in the course. A multimedia lab of Apple Macintosh computers in the art room allows students to access the latest software for web-based design, publishing and editing. Students learn about vector-based graphics, photo editing, video/sound inputs and digital photography.

There are no formal prerequisites for Art. All the student needs is his imagination, creativity and enthusiasm. Therefore, Art aims at fostering and developing the student’s imagination, creativity and skills of craftsmanship.

COURSE CONTENT:

The course is developmental and sequential, covering key concepts and theories early in the course and developing student awareness, knowledge and skills within units of work. They are:

**Year 9 Art – Foundation Course**
- Observing & Recording
- Design
- Technology and Art, poster design.
- Looking Back at Art History
- Art History oral presentation.
- Vessels
- Form and Function, Hand built Ceramics
- Plate Up
- Packaging and Presenting.

**Year 10 Art – Extension Course**
- Figure Studies
- Proportion and Composition.
- The Portrait
- Tonal Representation and Expressive use of Colour.
- Looking Back at the 20 Century
- Art History Oral Presentation.
- Inside the Box
- Construction, Pop Art and Packaging.
- Digital Photography
- Composition, Digital Capture, Manipulation and Output.

ASSESSMENTS

Students are exposed to a wide range of core curriculum elements which are tested in Year 12 in the Queensland Core skills test. All assessment items in Art require a written as well as a visual response to stimuli within each unit of work.

GENERAL INFORMATION

While practical work is an attractive component in the Art course students are also required to look at and talk about Art. Therefore, excursions to galleries, library research, exhibitions of student work and guest artists all enrich the students experience as an extra component to classroom practice. Artwork of the month and the SLC Student Art Exhibition and Awards in November of each year provides other opportunities for student participation and the display of their work.
GENERAL INFORMATION:
Business Studies is an elective designed to provide a broad coverage of business practices and help students become a more responsible consumer. This subject will provide an excellent introduction to several senior business subjects, including Accounting, Business Organisation and Management, Economics and Legal Studies.

SUBJECT OVERVIEW:

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>Unit Title</th>
<th>Areas Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>The Law and You</td>
<td>Introduction to the legal system, role of police in society, consumer litigation, young people and the courts, negotiation and mediation.</td>
</tr>
<tr>
<td>Term 2</td>
<td>Promoting the Australian Economy</td>
<td>Introduction to economics, government budgets, economic growth and development, supply and demand, inflation, examination of the global financial crisis.</td>
</tr>
</tbody>
</table>

| **Sem 2** | | |
| Term 3 | Personal Money Management | Introduction to banking, bartering, currencies, preparation of source documents, investing money, The Australian Stock Market |
| Term 4 | Taking Care of Business! | Introduction to Accounting, Nature of business transactions, types of accounts, principles of record keeping, preparing for manual and electronic record keeping, interpretation of business records. |

<table>
<thead>
<tr>
<th>YEAR 10</th>
<th>Unit Title</th>
<th>Areas Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sem 3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Term 1</td>
<td>Who Wants to be an Entrepreneur?</td>
<td>Introduction to Business Organisation and Management, characteristics of entrepreneurs, motives to enter business, skills and attributes necessary to be a successful entrepreneur, forms of business ownership, franchising, business ethics.</td>
</tr>
<tr>
<td>Term 2</td>
<td>Don’t Forget the Marketing!</td>
<td>Introduction to Business Organisation and Management, identifying and researching market opportunities, selling techniques, market research, personal strengths and weaknesses, SWOT’s, conducting market research, simplified marketing plans, sales pitches, 4 P’s of marketing.</td>
</tr>
</tbody>
</table>

| **Sem 4** | | |
| Term 3 | Show me the Money! | Earning an income, tax, superannuation, budgeting, cash journals, petty cash, bank reconciliation, Application of Accounting Program- Quicken & MYOB. |

ASSESSMENT:
Students will be working on an Essential Learnings assessment approach. The four assessable elements used in Business Studies are:

- Knowledge and Understanding;
- Evaluation and Justification;
- Research and Communication;
- Practical Applications.

A range of assessment techniques are implemented in Business Studies, ranging from:

- Oral presentations
- Research assignments
- Theory exams
- Practical exams
- Business pitches
- Spreadsheet applications
GENERAL INFORMATION:

Drama is the enactment of real and imagined events through roles and situations. It draws on many different contexts, from past and present societies and cultures.

An education in drama can humanise learning by providing lifelike learning contexts in a classroom setting that values active participation in a non-threatening, supportive environment. Drama seeks to develop students’ intellectual, social, physical, emotional and moral domains through learning that engages their thoughts, feelings, bodies and actions.

The study of drama also enables students to become critically reflective members of the Australian community through their engagement in dramatic contexts relative to identity, societies, cultures, ideologies, gender, time and change.

Finally, Drama equips students with valuable communication and interpersonal skills, which future employers value in employees.

COURSE CONTENT:

Students will be working on an Essential Learnings assessment approach.

The assessable elements are:

- **Forming**
  When Forming, students actively create, shape and manage drama.

- **Presenting**
  When Presenting, students are required to display a range of planned, rehearsed and/or polished acting and performance techniques.

- **Responding**
  Through Responding, students develop their skills in critical analysis, interpretation, evaluation, reflection and communication to deepen their knowledge and understanding of drama.

ASSESSMENT:

Students are assessed within the three general objectives of Drama:

- **Forming**
  Tasks include: improvisation, directing workshop, creative writing.

- **Presenting**
  Tasks include: performance of scripted drama or student-devised drama to a live audience.

- **Responding**
  Tasks include: extend writing (critical essay, text analysis) and oral seminar.

OTHER INFORMATION:

Possible activities include:

- excursions to view a range of live theatre performances, creating performances for a live audience and
- workshops with industry professionals.
**Dance**

**GENERAL INFORMATION:**

Dance is a human activity of ancient tradition and an evolving form of expression. An education in Dance provides another mode of learning and a means of identifying and developing special interests and talents not emphasised in other educational areas. It also provides a basis for post-secondary involvement in dance and related arts for employment and leisure. Dance develops students’ self-confidence and equips them with the necessary social skills to work effectively, individually and in teams. The study of Dance heightens awareness of, and develops respect for, the body and increases the quality of a person’s physical wellbeing.

**COURSE CONTENT:**

The study of Dance is enriched by experiences in
- Choreography,
- Performance and
- Appreciation.

**Choreography**

Students learn how patterns of movement are combined and structured to create meaning. Communication, improvisation, group decision-making, and planning and organisational skills are fostered in this process.

**Performance**

Students develop their personal expressive power to convey meaning through dance to an audience. Students can build self-confidence and physical capabilities through experiencing a variety of dance techniques.

**Appreciation**

Appreciation of dance involves understanding how and why dance is made, the techniques used in its design and the stylistic elements that place it in a particular context.

**ASSESSMENT:**

Assessment techniques include the following:

- **Choreography**: the creation of danceworks, sections or movement sequences.
- **Performance**: the performance of danceworks, sections or movement sequences.
- **Appreciation**: written and oral tasks such as critiques and reviews of live and video performances, short written responses, research assignments and seminars.

**OTHER INFORMATION:**

Possible activities include:

- performances to a live audience, excursions to view professional danceworks, artist in residence and
- Workshops with industry professionals.
GENERAL INFORMATION

The Middle School English Course is organised around 9 units of work across grades 8, 9 and 10 and includes a literacy program as well. These units are designed to foster the students’ control of language in both analytical and creative contexts.

The Literacy Program is an extra program that targets particular aspects of literacy and aims to reinforce the technical skills and knowledge bases construct and analyse a range of texts for a variety of purposes in a variety of contexts. Students, parents and teachers alike are encouraged to integrate the 2 programs as much as possible for best effect and results.

Middle School English classes are streamed into the following categories on each year level: 2 advanced; 5 or 6 mixed and 2 Learning Support (special needs). The Learning Support course (from Year 8 to the end of Semester 1 Year 10) mirrors and modifies the mainstream course slightly. English for Life is taught to the LS Year 10 class in Semester 2. This is more of a preparation for Non-Authority English in Year 11.

COURSE CONTENT

Students examine a range of literary and everyday texts and contexts with a view to stimulating the production of polished written and spoken assessment pieces. Novels, films, plays, poetry, music and the media texts are important resources in this course.

ASSESSMENT

Students will be working on an Essential Learnings assessment approach. The four assessable elements used in English are:

- Knowledge and Understanding;
- Interpreting texts;
- Constructing texts;
- Appreciating texts;
- Reflecting

OTHER INFORMATION

It is preferred that students have achieved at least a solid pass in Mainstream English by the end of Year 10 in order to tackle Authority English in Year 11 with some degree of confidence and competency.
Physical Education

GENERAL INFORMATION:

Physical Education is an elective designed to provide a broad coverage of Human Movement Principles and Physical Activities. This subject aims at enabling students to appreciate performance in a number of activities using principles of anatomy, exercise physiology, skill acquisition, biomechanics and sociology. This subject will provide an excellent introduction to Senior Physical Education in Years 11 and 12.

COURSE CONTENT:

The Year 9 and 10 PE course will cover content covering:

- Human Body Systems and Exercise Physiology
- Skill Acquisition
- Sociology and History of Australian Sport
- Biomechanics
- Sports Psychology

A wide variety of physical activities will be conducted in the practical component of the subject.

ASSESSMENT:

In Year 9, students will be working on an Essential Learnings assessment approach. The four assessable elements used in Physical Education are:

- Knowledge and Understanding;
- Evaluation and Justification;
- Research and communication;
- Practical Applications.

In Year 10, students will be assessed using the Senior Physical Education assessment criteria. These three criteria are:

- Acquire
- Apply
- Evaluate

A range of assessment techniques are implemented in Physical Education including: research assignment and exams. Practical performance will be assessed in each of the physical activities.

OTHER INFORMATION:

Pre-requisite - Students will be required to have participated satisfactorily in all components of the Year 8 HPE course.
GENERAL INFORMATION:

This course is compulsory across Years 9 and 10. The aim of Health and Personal Development is to develop an awareness of health issues that impact on everyday life and to develop personal and interpersonal skills to function in society. The topics are real and relevant and the presentation is designed to engage students in the learning process.

COURSE CONTENT:

Within this core subject students may study the following topics related to health:

<table>
<thead>
<tr>
<th>sun safety</th>
<th>alcohol and harm minimisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>physical fitness</td>
<td>personal and interpersonal skills</td>
</tr>
<tr>
<td>sexuality</td>
<td>relationships</td>
</tr>
<tr>
<td>stress management</td>
<td>smoking is poison</td>
</tr>
<tr>
<td>nutrition</td>
<td>drugs and dilemmas</td>
</tr>
</tbody>
</table>

ASSESSMENT:

Students devise plans to:

- promote health, manage risk,
- predict long and short term consequences of health behaviours,
- demonstrate skills to deal effectively with conflict and develop relationship strategies.
GENERAL INFORMATION

The Certificate I in Hospitality is offered to Year 10 students and provides students with a range of interpersonal skills with general application in personal and working life, as well as with specific knowledge and skills related to employment within the industry.

The hospitality industry has become increasingly important in Australia society as a source of expanding employment opportunities. The course is designed to provide an understanding of the role of the hospitality industry as well as the structure, scope and operation of related activities. The hospitality industry provides the context in which students not only learn to understand the industry’s workplace culture and practices, but also develop the skills, processes and attitudes crucial for making valid decisions about future career paths.

COURSE CONTENT

Certificate I in Hospitality

- **SITHFAB009A**: Provide responsible service of alcohol
- **SITHFAB010A**: Prepare and serve non-alcoholic beverages
- **SITHIND001A**: Develop and update hospitality industry knowledge
- **SITXCOM001A**: Work with colleagues and customers
- **SITXCOM002A**: Work in a socially diverse environment
- **SITXOHS001A**: Follow health, safety and security procedures
- **SITXOHS002A**: Follow workplace hygiene procedures

ASSESSMENT

Assessment of units of competency is competency based. Competency-based assessment is the process of collecting evidence and making judgements on whether or not the student can consistently demonstrate knowledge and skill, and the application of that knowledge and skill to the standard of performance required in the workplace.

To determine a student’s competence a wide range of tasks are used. Assessment techniques include observations, work booklets, practical work such as demonstrations and practical performances in industry-related context, and response to stimulus tasks.

OTHER INFORMATION

The course provides students with the opportunity to develop the interpersonal and workplace skills with application to many life roles. They include:

- the ability to communicate effectively and confidently in both written and oral form.
- skills associated with teamwork, cooperative planning and problem solving.
- observing and demonstrating techniques and skills.
- undertaking small and large-scale practical tasks such as restaurant operations
- visiting hospitality establishments
- work experience, industry placement and work shadowing.

POTENTIAL CREDIT TOWARDS QCE: 3

Students who complete Hospitality in Year 10 with Certificate I can bank 3 credits towards their QCE (Queensland Certificate of Education).
OVERVIEW

Industrial Technology and Design involves the design and manufacture of products that comprise the made environment. Included in the design and manufacture of products is the study of industrial systems and the graphical representations required to communicate designs and production processes to others. When creating quality designs and products, consideration is given to such things as function, aesthetics and ergonomics. Informed and discriminating consumers evaluate the impacts of products. Innovation and technological developments continue to expand the range of materials, tools, equipment, processes and techniques that can be used in industrial and design contexts.

COURSE STRUCTURE

The Industrial Technology and Design Education Subject area has its own characterising knowledge, practices and dispositions. It also incorporates some knowledge, practices and dispositions from the Key Learning Areas of Technology, The Arts and Science in industrial technology and design contexts.

The subject area combines theoretical understandings with practical applications related to the three major subject strands:

- Industrial Systems and Control (ISC)
- Graphics (GRC)
- Product Design and Manufacture (PDM)

It is through the knowledge, practices and dispositions associated with the three major study areas that students are able to design and create products using contemporary materials, tools, equipment, processes and techniques that are specific to industrial technology and design. The diagram shows the three major strands either embedded in single subjects or offered as stand alone subjects. It also highlights how the course structure links the middle school curriculum to senior schooling offerings and provides a base for continued study of similar subject content.

<table>
<thead>
<tr>
<th>YEAR LEVEL</th>
<th>INDUSTRIAL TECHNOLOGY</th>
<th>GRAPHICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Industrial Systems &amp; Controls</td>
<td>Product Design and Manufacture</td>
</tr>
<tr>
<td>9</td>
<td>Industrial Systems &amp; Controls</td>
<td>Product Design and Manufacture</td>
</tr>
<tr>
<td>10</td>
<td>Industrial Systems &amp; Control</td>
<td>Product Design &amp; Manufacture</td>
</tr>
<tr>
<td>11 &amp; 12</td>
<td>Engineering Technology</td>
<td>Technology Studies</td>
</tr>
</tbody>
</table>
SUBJECT CONTENT

Industrial Systems and Control (ISC)

This strand focuses on ways of organising components of industrial systems and their sub-systems so that they work together to process inputs into outputs. Components of industrial systems may be human or non-human. The inputs, processes and outputs of systems can be controlled.

Students investigate the structures and functions of industrial systems by using, dismantling, analysing, modifying, maintaining and creating industrial systems. They understand the components, energy sources and their relationships within industrial systems. Students work with different types of systems such as mechanical (levers, cams, gears, springs), electrical (switches, motors, lights), electronic (sensors, solar), pneumatic (hydraulic jack, brakes, hydraulic machinery) and computer control (enc lathe, engine management system). They investigate the development of industrial systems and evaluate the past, present and future impacts of industrial systems on societies and environments.

The criteria for this strand are:
- Application of workshop safety procedures
- Knowledge of Control Systems Information
- Applied Skills

Graphics (GRC)

This strand focuses on the nature of graphical communication and the coding systems and genre used in graphical representations. Students convey meaning to others when they create graphical representations that effectively use the elements and principles of design and graphical construction and presentation techniques. The way students use the elements and principles of design determines how effectively space is used to communicate a message to an intended audience. Students develop solutions to graphics design challenges for a range of audiences using a range of media, visual and viewing systems. They develop visual literacy as they view, read, comprehend and generate graphical representations and consider what can be seen and how people interpret what is seen.

The criteria for this strand are:
- Knowledge and understanding
- Principles of Design and Presentation

Product Design and Manufacture (PDM)

This strand focuses on the design and manufacture of products. Students create products that meet human needs and wants, and capitalize on opportunities. Understandings of the characteristics of materials are used to select and manipulate materials to meet design challenges. Students identify potential hazards and risks in workshop and industrial environments and demonstrate safe practices in their own work environment.

The criteria for this strand are:
- Workshop safety procedures
- Knowledge of Design Principles
- Applied skills

ASSESSMENT

Evidence Gathering Instruments

Practical Tasks
Oral Tasks
Written Tasks

Practical project work, skill exercises, design outcomes.
Group discussion, talk, presentations.
Multiple choice, extended response, folios, plans, planning sheets, computer generated presentations.
Chinese

GENERAL INFORMATION:
China is in the top four nations of extreme importance to Australia. Students who combine Chinese with other disciplines will be mapping out a positive future, employment-wise. St Laurence’s College aims to provide a variety of learning experiences covering language and culture. Students will study Modern Standard Chinese or “Putonghua” (Mandarin Chinese), the official language of China, Taiwan and Singapore. The aim of the Years 9 and 10 courses is to provide a solid foundation in the skills of listening, speaking, reading and writing so that students have sufficient background knowledge to continue into Years 11 and 12.

COURSE CONTENT:

YEAR 9
SEMESTER ONE
Personal and Community Life
Students revise the units on self and family. Students recount and compose stories of their school life
Natural World
Students learn to describe time and weather
Leisure and Recreation
Students learn the benefits of sport and sport in the community.

SEMESTER TWO
Built World
Students identify and ask about places and things covering distances, directions and describing travelling journeys
Personal and Community Life
Students learn to describe future plans and career options and provide comparisons on people and places
Leisure and Recreation
Students learn to describe fashion and entertainment and shopping needs

YEAR 10
SEMESTER ONE
Leisure and Recreation
Students learn to express their needs related to dining, pricing.
Built World
Students identify and ask about directions, distances.
International World
Students gain an understanding of the different types of celebration, customs and traditions

SEMESTER TWO
Natural World
Students learn to express their feelings in different seasons and gain an understanding of different types of geographical features.
Personal and Community Life
Students learn to express their health status
Leisure and Recreation
Students learn to express their leisure and recreation time - Television programmes, going to movies and sporting events

TECHNOLOGY
The following programs are integrated into the Year 9 and 10 courses.

♦ Nihao 1, 2 and 3 Language Programs;
♦ Chinese Word Processing Global IME and Njstar.
♦ Kuaile Hanyu – E-learning interactive.

EXTRA CURRICULAR ACTIVITIES AND EXCURSIONS:

♦ Scholarships to China
♦ Excursions- Chinatown, Buddha’s Birthday Festival, Film and Art
♦ Chinese Speech Contests
♦ China Tour (Beijing, Shanghai, Hong Kong and Taiwan)
♦ Host Chinese students from Sister Schools

ASSESSMENT
Students are tested in the four macro skills at the end of each semester. The prerequisite for Year 10 Chinese is for students who have demonstrated the level of achievement in Year 9.
Key Mathematics (KEM) and Key Plus Mathematics (KPM)

GENERAL INFORMATION:

The Mathematics course is structured according to the Queensland Mathematics syllabus which divides the area of mathematical knowledge into 5 Strands: Number, Patterns and Algebra, Space, Chance and Data, Measurement.

Students in Years 9 and 10 study Mathematics in one of two streams.

1. **KEY PLUS MATHEMATICS** which leads to Mathematics A, B & C.

2. **KEY MATHEMATICS** which leads to Mathematics A and Pre-Vocational Mathematics.

COURSE CONTENT:

**Key Plus Mathematics**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Real numbers, surds, indices</td>
</tr>
<tr>
<td>Space</td>
<td>Geometry of plane figures</td>
</tr>
<tr>
<td>Chance &amp; Data</td>
<td>Simple Statistics, probability</td>
</tr>
<tr>
<td>Measurement</td>
<td>Mensuration, trigonometry</td>
</tr>
<tr>
<td>Patterns &amp; algebra</td>
<td>Rational expressions, quadratic functions</td>
</tr>
</tbody>
</table>

**Key Mathematics**

The same topics as for Key Plus with the algebra content significantly reduced and with more emphasis on basic numeracy skills.

ASSESSMENT:

Students will be working on an Essential Learnings assessment approach. The three assessable elements used in Mathematics are:

- Knowledge and Understanding; (KAU)
- Thinking and Reasoning; (TAR)
- Communicating and Reflecting; (CAR)

Judgment of student performance is based on evidence gathered from three assessment items each semester:

- Mid semester exam (formal written exam)
- Alternative assessment task (completed in class and at home)
- End semester exam (formal written exam)

Students are placed in classes based on their demonstrated ability. It is possible for students to be moved within and across the Key Plus and Key Maths classes if performance on assessment tasks indicates that the student has been misplaced.
GENERAL INFORMATION

The Media acts as a window on the world in much the same way as science helps us understand the world around us. Media Education develops knowledge, skills and understanding about the construction and reception of the media in our own and other cultures. This subject is designed to provide our students with aesthetic experiences and awareness through the design and production of media projects e.g. television ads, news reports, film reviews and drama and documentaries. Engaging in the media involves a focus on active participation to develop understanding of five very important media concepts:

- **Technologies** - developing technical skills eg operating digital cameras and editing equipment.
- **Language** - selecting and combining new terminology to analyse and evaluate the messages sent through the media, eg CU (close-up), HA (high angle).
- **Institutions** - who makes particular media texts and for what purpose; government or commercial TV stations.
- **Representations** - how the media and society construct and create representations of gender, culture, places, ideas, events and issues including stereotypes in a variety of social, cultural and economic contexts.
- **Audiences** - who’s watching and why and what meanings are being produced.

Media learning deepens students’ knowledge and understanding of a range of different texts and media forms. Media students are equipped to live in a global community that communicates through various technologies (e.g.: internet and mobile phones) that combine still and moving images, words and sounds. This subject also provides opportunity for students to work in film crews, thus strengthening important life skills such as responsibility, reliability, teamwork, problem solving and time management.

COURSE CONTENT

The course is developmental and sequential, covering key concepts and Queensland Studies Authority (QSA) essential learning. A sample of the unit topics for Years 9 and 10 are listed below but these are continually developed to meet the needs of the students and the resources available at the time.

- Advertising and Branding in Popular Culture
- Computer Games and Media Interactivity
- News Media
- Animation and Visual Storytelling
- Film History and Production
- Sound and Radio

ASSESSMENT

Students are given assessment tasks that afford them opportunities to strengthen a wide range of skill sets (or common curriculum elements- CCE’s), which are tested in Year 12 in the Queensland Core Skills test. Students are assessed using the following three Media Criteria:

- **CREATING** Students engage in designing scripts, storyboards and choosing characters and props to produce media that communicates meaning.
- **PRESENTING** Students operate available equipment to put across their messages to a particular audience.
- **RESPONDING & REFLECTING** Students develop skills in critical analysis and appreciation.

Throughout the course, students will be required to demonstrate their knowledge and understanding in accordance with the QSA Essential Learnings.

DVD/VIDEO VIEWING POLICY

Texts appropriate to curriculum content (as approved by the Head of Department) with classification ratings of G and PG will be screened during the course.

Texts appropriate to curriculum content (as approved by the Head of Department) with classification ratings of M and M15+ will require parental permission forms to be signed at the beginning of each calendar year.

OTHER INFORMATION

There are no formal prerequisites for Media. A strong pass in English would be an advantage. If you wish to become self-motivated, creative and a critical thinker, this subject is for you! Students will have access to sophisticated equipment including digital cameras, animation and editing facilities. There is no need for students to purchase equipment or software for home use. All production work will be competed on school premises.
Music

GENERAL INFORMATION

Music has a profound effect on the academic success of the student. The study of Music helps to develop an appetite for all forms of learning, it teaches concentration, alertness, memory skills and self-control and develops all aspects of life, including values, ethics and creative decision-making.

The Junior Music course provides a balanced programme involving performance, creativity and academic challenge. It enables students to be involved with music as a leisure pursuit, an interest, an academic study in its own right or as a career.

COURSE CONTENT

The World Of Music- world folk and classical music and scale forms
Rock On- Rock music, compound time and harmony
Key Into This- keyboard and computer skills and keyboard music through time.
Scream and Shout- vocal music through time and writing music for voices
As seen on TV – Song writing and accompaniment writing for advertising jingles
In the Groove- improvisation and jazz

OTHER INFORMATION

Students study music by:-

Creating Music – composing using industry standard computer software
Presenting Music- Performing individually and in groups
Responding and Reflecting on Music – analyzing music
Students complete these activities using progressive tasks as they steadily improve their skills.

ASSESSMENT

Students should have achieved at least a C result in Year 8 music and have a record of self motivated reliable behaviour. While there are extensive opportunities for enrichment in the many school ensembles there is no requirement that students learn an instrument privately.
**GENERAL INFORMATION:**

Religion is an academic subject which takes its place with other disciplines in the P-12 classroom.

Contemporary Australia is a pluralistic society which attempts to accommodate a great variety of religious traditions and ideologies. The subject Religion helps to develop an understanding and appreciation of the beliefs and practices of others and of the ways in which particular cultural contexts have influenced, and continue to influence, the formation of an individual’s world view.

**COURSE CONTENT:**

Over the four terms of the year students study a series of units –

- Beliefs;
- Celebration and Prayer;
- Morality and
- Scripture,

and are assessed according to academic criteria. All students who enrol are required to study this subject.

**ASSESSMENT:**

In Years 8 and 9, students complete one assignment per term, with assessment based on the Essential Learnings of Knowledge and Understanding, Investigating, Communicating, Participating and Reflecting.

The Year 10 assignments are assessed according to the criteria of the senior syllabus of Study of Religion: Knowledge and Understanding, Evaluative Processes and Research and Communication.

In all year groups, these outcomes are assessed in a variety of ways including:

- class work, book work, teacher observations, self and peer evaluation
- case study, research; assignments
- multimodal presentations with technology or creative or performing arts

**OTHER INFORMATION:**

In the academic subject of Religion the affective or spiritual and emotional dimension is promoted, as is consistent with the College mission in all subjects, but students are not assessed on this objective.
GENERAL INFORMATION:
During Year 9 and 10 all students must complete a Science course. The students will develop many skills needed to understand, work and live in our scientific world.

In Year 9 all students complete the same units looking at many aspects of real life Science.

Year 10 Science is broken into 3 Strands:
- Extension Science – intended for those students demonstrating an excellent understanding of most concepts covered and good analytical skills in Year 8 and 9.
- Core Science – intended for those students demonstrating a sound understanding of most of the concepts covered in Year 8 and 9.
- Hands on Science – intended for those students who have possibly struggled in Year 8 and 9 and/or those that prefer learning through ‘hands on’ methods.

Students wanting to study, any combination of Biology, Physics, Chemistry or Multi-strand are required to achieve a good result in either Extension or Core Science. A student planning on studying Chemistry and/or Physics would also benefit from achieving good results in Key Plus Mathematics in Years 9 and 10.

COURSE CONTENT:
The subject has five (5) strands of study; which can be studied in isolation or together in a unit.

1. SCIENCE AND SOCIETY
   - History of Science
   - Nature of Science, concepts, laws, theories and models
   - Interdependence between Science, Technology and Society

2. EARTH AND BEYOND
   - The Dynamic Earth – volcanoes, earthquakes, plate tectonics, weather
   - The Earth in Space – solar system, tides, seasons, eclipses
   - Materials of the Earth – minerals, rocks, fossil fuels, fossils and mining

3. ENERGY AND CHANGE
   - Motion – types of forces, energy
   - Electrical Energy – electric currents production of electricity
   - Energy Conversions – conversion of one type of energy into another
   - Alternative Energy Sources

4. LIFE AND LIVING
   - Patterns of Living - animal and plant types, structure and functions of organisms
   - Patterns of Feeding - producer, consumer and decomposer organisms
   - Humans in the Web of Life - food chains, food webs and human intervention
   - Food and Nutrition – digestion etc.
   - Reproduction and Heredity – life cycles and reproduction of animals and plants
   - Co-ordination & Control – how an organism’s body functions

5. NATURAL AND PROCESSED MATERIALS
   - Properties of Matter - physical, electrical, magnetic and chemical properties, separation techniques using these properties
   - Explaining the Properties of Matter - solid, liquid and gaseous phases, use of models
   - Changing Materials - chemical reactions
   - Using Materials - use of materials, impact on a person’s lifestyle

Students will study one of Strands 2 to 5 each term in Years 9 and 10. Strand 1 is interwoven into the other four strands and is studied concurrently.

ASSESSMENT:
Assessment is based on unit tests and laboratory reports. However, the student will also be required to complete projects, research assignments and workbook activities.

OTHER INFORMATION:
A small number of one-day excursions may be undertaken to enhance the curriculum covered in class.
GENERAL INFORMATION

This elective is offered in both Year 9 and Year 10. Students explore the realms of Science and Technology through both a directed learning process and autonomous learning environments. The focus is on “hands on” experimentation and investigation in a diversity of areas including Biotechnology, Engineering, Computer Programming, Robotics and Science Animation.

COURSE OUTLINE

IST is organised to allow students to study a number of core areas and to specialise in a number of elective areas in the second half of the year. Students will rotate through a number of core units offered by a number of teachers throughout the year.

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Unit 1 – Electrical Engineering and Research Skills</td>
<td>Unit 1 – Extended Experimental Investigations</td>
</tr>
<tr>
<td>Unit 2 – Introduction to Programming (Game Design)</td>
<td>Unit 2 – Visual Basic Programming</td>
</tr>
<tr>
<td>Unit 3 – Aerodynamic Investigations</td>
<td>Unit 3 – Group Project</td>
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<tr>
<td>Unit 4 – Independent Investigation</td>
<td>Unit 4 – Independent Investigation</td>
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<tr>
<td></td>
<td>Unit 5 – Robotics &amp; AI</td>
</tr>
</tbody>
</table>

SOFTWARE AND HARDWARE

IST offers students the opportunity to develop both the scientific and information technology skills. The students in this course can expect to access a variety of software packages. Some of the software packages students may be utilising are:

- Microsoft Visual Basic 6.0
- Microsoft Access 2000
- Microsoft Excel 2000
- Macromedia Flash
- Robolab
- Windows MovieMaker
- Gamemaker
- Flight Simulator

Students are not expected to have these packages available at home. These resources will be available during class with sufficient time to complete all set tasks.

ASSESSMENT

The assessment program will not be an extension of the Science program. This elective focuses on an array of assessment pieces which includes researching program designers, producing software, movies, building robots and completing Independent Projects. Students undertake a diversity of problem solving activities, investigations and experiments. Excursions offer a valuable opportunity for enrichment, and may include attendance at lectures and visits to University sites or commercial operations.

OTHER INFORMATION

Students electing to study IST are expected to have demonstrated the following criteria:

- High outcome levels in Science, English and Mathematics;
- Enthusiasm towards and a high level of competency in the use of Information Technology;
- Ability to work independently and to take responsibility for their learning.

Accordingly, students studying IST must be prepared to take on the additional challenges offered at this level. A student wishing to study IST is conditional upon submission of a written application and acceptance by the Head of Science, IST teachers and acceptable assessment results.
Study of Society and Environment

GENERAL INFORMATION
In SOSE students use their knowledge about the complex interactions between people, and between people and their environments, to investigate social, political, economic, environmental and cultural ideas and issues. They clarify their personal values and acknowledge others’ values and world views in a range of contexts and settings. They develop their capacity for effective community participation and meaningful responses to social and environmental issues. SOSE in Year 10 provides students with the opportunity to experience the study of Geography and History to enable them to make informed choices for subject selection in the Senior School. The focus of the Geography component is the study of the human and natural characteristics of places and the interactions between them. History is the study of the past. It is also a study of people, societies, cultures, events and ideas, and their interrelationships.

COURSE CONTENT:
Year 9
Unit 1: Journey through the Ages
Through this unit students will develop knowledge and understanding of social, political, economic and cultural changes and continuities over time.
Unit 2: All about the Weather and Tsunami Terror
Through this unit students will develop knowledge and understanding that Australia and the Asia-Pacific region is defined by a range of natural characteristics and processes, including landforms, vegetation and climatic zones, and human activities.
Unit 3: Australia in World War I
Through this unit students will develop knowledge and understanding of Australian narratives and identities that have been shaped by WWI including social divisions and changes, and government relations with other nations.
Unit 4: Antarctica – the Frozen Continent
Through this unit students will develop knowledge and understanding that environments are defined by spatial patterns, human and physical interactions, and sustainable practices that can balance human activity and environmental processes.

Year 10
Unit 1 Our Changing Climate
Through this unit students will develop knowledge and understanding, that the world’s physical environment is composed of systems — atmosphere (e.g. nitrogen, carbon cycles), biosphere, lithosphere, hydrosphere — that are not separate entities but interact upon each other and have a profound effect on human existence.
Unit 2 Red Flag; Green Light
Public and private places can be managed in creative and innovative ways according to the principles of stewardship and sustainability. This unit will provide students with hands-on experience of the planning process through the exploration of their own transport behaviour.
Unit 3 the Conflict Within
Through case studies students will understand that Civil Rights may change over time and that over time individuals, groups and societies have attempted to control and legitimise the use of power by some individuals, groups or institutions over others.
Unit 4 Perspectives on a Conflict
In this study of the Vietnam War students will come to understand that past events reveal values, beliefs and assumptions that have changed and continue to impact on present-day Australian public policy and community views.
Unit 5 Changing the World – For the Better
Through studying world poverty students will come to understand varying social, economic and civic values within a society and that changes to values over time are challenges to the reform of systems. Ideas of global citizenship have developed from the responses of individuals and groups.

ASSESSMENT:
Assessment in this subject is undertaken through essays, written and multi-modal assignments and reports, and tests which assess the following assessable elements
- Knowledge and Understanding
- Investigating
- Communicating
- Participating
- Reflecting

OTHER INFORMATION
Possible activities may include
- cultural experiences relevant to the topics studied
- site visitations accompanied by experts on-site
- seminars and workshops
- guest speakers
BROTHER CAMPBELL RESOURCE CENTRE

FACILITIES
Senior Library (Years 8 – 12)
Junior Library (Years 5 – 7)
Book Hire (Years 8 – 12)

STAFF
Teacher Librarians:
Mrs R Wattridge
Mrs A Hobbs
Mrs R Garton

Library Support Staff:
Mrs K Green - Library Technician
Mrs D Carnwell - AV Technician
Mrs E Hunt
Mrs M McLauchlan

Book Hire Administrator: Ms C Scott

LIBRARY OPENING HOURS
Monday – Thursday 7:30am – 4:15pm
Friday 7:30am – 3:45pm

Library Services include:
- An extensive range of items for loan. Students in Years 8 - 10 may borrow up to 6 items and students in Years 11 – 12 may borrow up to 8 items.
- Internet and Intranet access
- Email facilities
- Online database access
- Printing and photocopying facilities
- Before and after school homework advice
- Online assignment help using relevant curriculum resources through the College intranet
- Online “Assignment Guide and Style Manual” for assistance with assignment writing and bibliographical referencing is available through the College intranet
- CLICKVIEW - SLC’s online video catalogue

Your library staff will:
- Provide helpful and courteous assistance in a friendly and welcoming manner
- Treat you respectfully
- Help you meet your academic goals

Your responsibility is:
- To treat all staff, volunteers, teachers and other students politely, respectfully and courteously
- Behave in a manner which does not disturb other people’s use of the library
- Look after items you have borrowed and return them on time. Students cannot borrow with overdue books
- Notify library staff of lost or damaged library resources
- Observe the library’s code of conduct with regards to eating and drinking

BORROWING
- Students must produce their ID card to borrow
- Fiction can be borrowed for up to a month
- Non-fiction can be borrowed for up to a fortnight unless in high demand due to assessment and then items may only be borrowed overnight

It is College policy that students pay for lost or damaged books.
ELECTIVE SUBJECTS FORM 2010

NAME: ___________________________ HOME CLASS 2009: ______________________

Present Subject Performance Level:

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religion (RE)</td>
<td></td>
</tr>
<tr>
<td>English (EN)</td>
<td></td>
</tr>
<tr>
<td>Mathematics (MA)</td>
<td></td>
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<tr>
<td>Science (SS)</td>
<td></td>
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<tr>
<td>SOSE</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Personal Development (HPD)</td>
<td></td>
</tr>
</tbody>
</table>

Nominate FOUR electives in order of PREFERENCE. There will be NO change of subject negotiation if you get 3 of the 4 preferences. Choose 4 wisely.

NOTE: Not all subject combinations may be possible.

Electives for Year 9 (2010)  CODE

1. 
2. 
3. 
4. 

Please sign the following statement and return to the Home Class Teachers.

I have checked the form, and all information given is accurate to the best of my knowledge.

*I understand that no subject changes will be permitted for Year 9. At the end of Year 9 subject change maybe sought. It will be allowed only if class sizes permit and there are sound educational reasons for subject change request.

Signed: ___________________________ Parent  Date: __________________

Signed: ___________________________ Student  Date: __________________

FORM DUE ON FRIDAY 4 SEPTEMBER 2009
The Charism of Edmund Rice schools is founded on the call to educate the minds and hearts of the young. In answering the call to action a Graduate in the Edmund Rice tradition is asked to be a young man who is:

- Faithful to the Gospel values
- Responsive in working to the best of their abilities, realising their full potential and striving for individual excellence
- Responsive to his community
- Active in his service to those at the margins of society
- Understanding and supportive of the dignity of others
- Just
- Compassionate
- A person of integrity
- A steward of the environment