



MACKILLOP
Catholic College
WARNERVALE

Stage 5

COURSE SUMMARY

HANDBOOK

YEARS 9 & 10
2024-25

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IMPORTANT DATES YEAR 9 2024

Term 3

Week 2	Monday 24 th July Information Evening and Subject Market 4-6pm Course Summary Handbook available
Week 3	Monday 31 st July 4pm Elective Course selections opened via Edval
Week 5	Sunday 20 th August Elective subject selections close
Week 6-7	Students' reselection for courses not available (if necessary)
Week 9	Course preferences finalised

Every year of a student's education is key in developing skills, knowledge, awareness and extending their capacity to become intelligent moral citizens. Stage 5 has the added importance of starting to prepare students for post compulsory education; the HSC, work or study through adult institutions such as TAFE. At the conclusion of Stage 5 students are entitled to their first official document from NESA acknowledging their achievements – the ROSA, Record of School Achievement.

In Stage 5 NESA mandate that students study the following courses:

- Australian Geography (Mandatory)
- English
- History
- Mathematics
- Personal Development, Health and Physical Education
- Science

As part of the Catholic Education Commission students will study Religious Education in both Years 9 and 10.

Student performance in all Stage 5 courses will have their grade determined based on a Description for a Level of Achievement, A – E Grade.

RELIGIOUS EDUCATION

Course background

Religious Education is central to the Catholic School. It seeks to contribute to the formation of students as disciples of Jesus within the Catholic tradition, recognising its contribution as part of a life-long process. Religious Education strives to equip students with knowledge, skills and experiences that will allow each student to encounter the person of Jesus in the context of a healthy and vibrant relationship.

Nature of the course	Religious Education is a mandatory Course in all Catholic Schools within the Diocese of Broken Bay. It is studied from Kindergarten through to Year 12. In senior years students are provided with an option to complete Studies in Catholic Thought or Studies of Religion. The course is provided with a 200 hour allocation per Stage.
What Students will learn about in this course	<ul style="list-style-type: none"> • The journey of the Catholic faith • Catholicism in Australia • Religious diversity in Australia • Interpreting God's Word • Jesus in Luke's Gospel • Conscience and moral decision-making • Reverence for creation • Justice and reconciliation
What Students will learn to do from this course	<ul style="list-style-type: none"> • Apply a wide range of skills to research, learn and apply key learning to their lives. • Research, analyse, examine, communicate, identify, list, describe, articulate, explain, discuss, explore, illustrate, classify, compare and contrast, locate, develop, determine, differentiate, articulate, chart, implement and investigate
Year 10	Students have the option of studying a unit on 'Christian Leadership' or electing to do the CSYMA Unit: Youth Ministry and Leadership which focuses on Christian Leadership and develops skills in Youth Ministry.

For further information please contact: **Mrs Chrystal Price**, Leader of Learning and Teaching in Religious Education

AUSTRALIAN GEOGRAPHY (MANDATORY)

Course background

Geography stimulates students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Nature of the course	Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students also develop knowledge and understanding of interactions between people, places and environments.
What Students will <i>learn about</i> in this course	<p>Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information.</p> <p>They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills</p>
What Students will <i>learn to do</i> from this course	<p>Students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes.</p> <p>They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.</p>
Course requirements	All students must undertake fieldwork and where appropriate, students are provided with opportunities to investigate a wide range of places and environments from local to global scales.

For further information please contact: **Mrs Monica Boyd**, Leader of Learning and Teaching in HSIE

ENGLISH

Course background

Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

Nature of the course	English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.
What Students will learn about in this course	<p>Students study books, films, television, media and the internet. The texts give students experience of Australian literature, insights into Aboriginal experiences and multicultural experiences in Australia and literature from other countries and times.</p> <p>Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, every day and workplace texts, a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).</p>
What Students will learn to do from this course	<ul style="list-style-type: none">• develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts.• think in ways that are imaginative, interpretive and critical.• express themselves and their relationships with others and the world. They reflect on their learning in English.•
Course requirements	<p>In Stage 5 (Years 9–10) it requires experience of at least two works of each of fiction, film, nonfiction and drama, a variety of poetry drawn from different anthologies or from particular poets.</p> <p>In Stage 5, the selection of texts must give students experience of Shakespearean drama.</p>

For further information please contact: **Mrs Kathy Yates**, Leader of Learning and Teaching in English

HISTORY

Course background

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945). The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Nature of the course	The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens
What Students will learn about in this course	<ul style="list-style-type: none">• develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia• develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia• develop skills to undertake the process of historical inquiry• develop skills to communicate their understanding of history.
What Students will learn to do from this course	<ul style="list-style-type: none">• appreciate history as a study of human experience• embrace the opportunity to develop a lifelong interest in and enthusiasm for history• evaluate the nature of history as reflecting differing perspectives and viewpoints• describe the opportunity to contribute to a democratic and socially just society through informed citizenship• critic the contribution of past and present peoples to our shared heritage.
Course requirements	Students are required to undertake a site study by developing and implementing a research action plan. A site study is an inquiry-based examination of an historically significant location. Site studies may include an investigation of the local area, or a visit to an archaeological site, museum, an Aboriginal site (issues of access and permission need to be appropriate to the site selected), a specific building, a monument, a local area, an open-air museum or a virtual site available through ICT.

For further information please contact: **Mrs Monica Boyd**, Leader of Learning and Teaching in HSIE

MATHEMATICS

Course background

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

The aim of Mathematics 7–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

It will also prepare and help guide them towards the varied Stage 6 Mathematics courses.

<p>Nature of the new core-paths structure allows Students to be placed in the pathway that best suits their current capabilities.</p>	<p>The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5. Students will be placed on a pathway that reflects their current progress. The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6. For these students, teachers are encouraged to continue to extend students towards demonstrating achievement in as many Stage 5 Core outcomes as possible. This is to enable as many students as possible to have the knowledge and skills necessary to engage in the highest level of mathematics possible. Initially students will be placed in a class based on the following broad pathways;</p> <p>Core (supported) Core/Standard Core/Advanced</p>
<p>What Students will learn about in this course</p>	<p>Students study Number and Algebra, Measurement and Geometry as well as Statistics and Probability. Within each of these strands they will cover a range of topics including: Fractions, decimals, percentages, consumer arithmetic, probability, algebraic techniques, coordinate geometry, graphing & interpreting data, perimeter, area, surface area & volume, trigonometry, properties of solids, geometrical figures, deductive geometry</p>
<p>What Students will learn to do from this course</p>	<ul style="list-style-type: none"> ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections

	with their existing knowledge and understanding and with the use of mathematics in the real world.
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For further information please contact: **Mr Graham Taylor**, Leader of Learning and Teaching in Mathematics

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course background

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.

Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively.

Nature of the course	Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10.
What Students will learn about in this course	Students will: <ul style="list-style-type: none">· demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships· demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts· understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity· enact and strengthen health, safety, wellbeing and participation in physical activity
What Students will learn to do from this course	Students will: <ul style="list-style-type: none">· develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others· develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity· move with confidence, competence and creativity within and across various physical activity contexts· appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and communities.

For further information please contact: **Mr Damien Tomsett**, Leader of Learning and Teaching in PDHPE

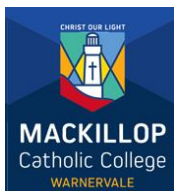
SCIENCE

Course background

Science develops students' knowledge, understanding and skills to explain and make sense of the living world, chemical world, earth and space, and the physical world. Students develop the skills required to work and think scientifically, and so engage with the modern scientific world.

Nature of the course	Science is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.
What Students will learn about in this course	<ul style="list-style-type: none">• knowledge and understanding of the universe.• historical and ongoing contribution of scientists and the implications of this research on society and the environment.
What Students will learn to do from this course	<ul style="list-style-type: none">• work individually and in teams in planning and conducting investigations.• evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations.• develop their critical thinking skills and creativity• make informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.
Course requirements	Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

For further information please contact: **Mr Ryan Herbert**, Leader of Learning and Teaching in Science



ELECTIVE COURSES

Students will have the opportunity to study **THREE** elective courses; they will:

- study one course for 2 years – during Year 9 and Year 10.
- study two courses for 1 year each – one in Year 9, one in Year 10

Students are encouraged to choose elective courses that they think will interest and challenge them. We invite students to be curious about all courses and direct questions to the relevant LoLT. Students must choose their courses carefully and thoughtfully because changes are not always possible once courses have commenced. We endeavour to enter all students into the courses that they select, however, this may not be possible in all circumstances.

The following elective courses are being offered to students as part of their pattern of study. Most are offered as either 1 year or 2 year courses.

- | | |
|---------------------------------------|--|
| • Aboriginal Studies | • Computing Technology |
| • Commerce | • Industrial Technology - Engineering |
| • Dance | • Japanese |
| • Drama | • Music |
| • Food Technology | • Physical Activity and Sports Science |
| • Food Technology / Hospitality (VET) | • Photographic and Digital Media |
| • Graphics Technology | • Textiles Technology |
| • History Elective | • Visual Arts |
| • Industrial Technology – Timber | • Visual Design (ceramics) |
| • Industrial Technology - Building | |

Courses that are Vocational Education and Training (VET) lead towards a national qualification. Students may exit these courses at the end of Year 10 and receive a Statement of Attainment for their VET course. VET Hospitality is delivered in the purpose built Hospitality Kitchen.

Students may choose to continue the VET courses into Year 11 where they will complete a SOA towards a Certificate II in Hospitality. Students who choose to follow this pattern of study will complete 2 units of their HSC study program by the end of Year 11.

Each elective course will be timetabled for 5 periods each cycle (2 weeks).

Elective courses will only run if there is a sufficient number of students' expressing an interest in that course. Ultimately, the College Principal will make the final decision as to whether an elective course will run.

All online subject selections must be completed by Sunday 20th August, 2023.

ABORIGINAL STUDIES

Course background

Aboriginal Studies provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students and is of value to both Aboriginal and non-Aboriginal students. All students are able to develop an appreciation of Aboriginal identity and experiences – an appreciation which acknowledges and addresses racism existing in Australian society and promotes inclusiveness.

Nature of the course	This course can be studied as 100 hours.
What Students will learn about in this course	<p>The focus of Core Part 1 is the diversity of Aboriginal cultures and identities and the factors. Students explore the social factors and experiences that affect identity and cultural expressions.</p> <p>The focus of Core Part 2 is Aboriginal Peoples and human rights, with emphasis on the importance of self-determination and autonomy.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Options (15–25 indicative hours each)</p> <ol style="list-style-type: none"> 1 Aboriginal Enterprises and Organisations 2 Aboriginal Visual Arts 3 Aboriginal Performing Arts 4 Aboriginal Peoples and the Media 5 Aboriginal Oral and Written Expression 6 Aboriginal Film and Television 7 Aboriginal Technologies and the Environment 8 Aboriginal Peoples and Sport 9 Aboriginal Interaction with Legal and Political Systems 10 School-developed Option </div>
What Students will learn to do from this course	<ul style="list-style-type: none"> • identify the factors that have affected the development of Aboriginal identity in post-invasion Australian society such as: • separation of families including the Stolen Generations • imposed use of English and loss of Aboriginal languages • economic factors • multimedia • influence of religious groups • analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
Course requirements	All students must complete a site study Stage 5.

For further information please contact: **Mrs Monica Boyd**, Leader of Learning and Teaching in HSIE

COMMERCE

Course background

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn about in this course	<p>The course consists of a mandatory core section and a series of optional topics.</p> <p>Core topics:</p> <ul style="list-style-type: none"> Law and Society Employment Issues <p><i>In each of the core topics students will learn about making responsible decisions regarding spending, saving, borrowing and investment</i></p> <p>Optional topics may include;</p> <ul style="list-style-type: none"> Investing Political Involvement E-Commerce Promoting and selling Law in action
What Students will learn to do from this course	<ul style="list-style-type: none"> • promote critical thinking and the opportunity to participate in the community. • identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. • develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses. • develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

For further information please contact: **Mrs Monica Boyd**, Leader of Learning and Teaching in HSIE

DANCE

Course background

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn about in this course	<ul style="list-style-type: none">• the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices.• performing dances with an awareness of safe dance practice, dance technique and performance quality.• how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas.• people, culture and society as they study and analyse dance performances, compositions and dance works of art. <i>All students study dance performance, composition and appreciation.</i>
What Students will learn to do from this course	<ul style="list-style-type: none">• to develop an awareness of their body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice.• to structure movement as they compose dances to express their ideas, feelings and experiences.• to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance.• to make connections between the making and performing of the movement and the appreciation of its meaning.

For further information please contact: **Mrs Sharon Baird**, Leader of Learning and Teaching in Performing Arts

DRAMA

Course background

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will <i>learn about</i> in this course	<ul style="list-style-type: none">• Improvisation and Playbuilding. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli.• Dramatic forms and performance styles including scripted drama, small screen drama, physical theatre, comedy and realism.• The elements of drama• Various roles in the theatre• The visual impact of design and production elements• The importance of the audience in any performance
What Students will <i>learn to do</i> from this course	<ul style="list-style-type: none">• make, perform and appreciate dramatic and theatrical works.• devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience.• respond to, reflect on and analyse their own work and the work of others• evaluate the contribution of drama and theatre to enriching society.

For further information please contact: **Mrs Sharon Baird**, Leader of Learning and Teaching in Performing Arts

FOOD TECHNOLOGY

Course background

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn about in this course	<p>Food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.</p> <ul style="list-style-type: none">• Food in Australia• Food equity• Food product development• Food selection and health• Food service and catering• Food for special needs• Food for special occasions• Food trends
What Students will learn to do from this course	<ul style="list-style-type: none">• explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food.• develop the ability and confidence to design, produce and evaluate solutions to situations involving food.• select and use appropriate ingredients, methods and equipment safely and competently.

For further information please contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

FOOD TECHNOLOGY / HOSPITALITY (VET)

Course Background

This elective requires students to undertake Food Technology in Year 9 and then commence a Certificate II in Kitchen Operations in Year 10. Hospitality is a competency based course that requires students to undertake work placement in the industry. The course will develop students' knowledge, skills and understanding of equipment, processes and issues in the hospitality industry. Students may continue to study Hospitality into Year 11 where they may be awarded a Certificate II in Hospitality. In 2020 the Hospitality course will be delivered in the purpose built Trade Training facility which incorporates a commercial kitchen and café.

Nature of the course	Food Technology is an elective course that is studied for 100 hours (5 periods/ cycle) during Year 9. Hospitality is a Year 11 VET course that will be studied in Year 10 - early commencement.
What Students will learn about in this course	<ul style="list-style-type: none">• the hospitality industry• techniques and processes in preparing and presenting food in a commercial setting• workplace safety and hygiene• dealing with customers
What Students will learn to do from this course	<ul style="list-style-type: none">• Organise and prepare food• Present food• Prepare appetisers and salads• Use basic methods of cookery• Receive and store kitchen supplies• Develop and update hospitality industry knowledge• Follow workplace hygiene procedures
HSC – Higher School Certificate	Students may choose to continue the VET Hospitality course into Year 11 where they will complete the HSC component. Having completed the HSC early, in Year 12 students can then utilise the extra time to focus on study of other subjects or to complete Major Practical Projects.

For further information please contact: **Mrs Kerrie Pearce**, VET Coordinator, or **Mr Damian Clair**, Leader of Learning and Teaching in TAS

GRAPHICS TECHNOLOGY

Course background

Graphics Technology is a great course for students interested in Graphic design and Architectural design and is an excellent pathway into stage 6 Design and Technology course. Graphics Technology enables students to develop skills applicable to a range of domestic, commercial and leisure activities. Graphics Technology develops students' technical and visual literacy, equipping them for participation in a technological world where visual communication is becoming increasingly relevant.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn about in this course	<p>Students will learn about the importance of graphical communication in today's world. From the use of workshop drawings to Computer Aided Design. From packaging design to the use of 3 D printers in the development of designed products.</p> <p>They will learn about the work of successful designers and how they use graphics technology to enhance their work. Students will learn a wide range of techniques which will improve their graphical presentations (see below)</p>
What Students will learn to do from this course	<p>Students undertaking Graphics Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to graphics technology. The students will undertake a range of design projects within the following areas.</p> <ul style="list-style-type: none">• Graphic Design• Product and industrial design - 3 D printing• Architecture and Interior Design - Including CAD• Furniture design. <p>Project management skills will be developed through individual design projects.</p>

For further information please contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

HISTORY (ELECTIVE)

Course background

This course will focus on developing **21st Century skills** to evaluate History. The skills developed in this course will be utilised by students in all areas of learning and well into their future. The focus of this course is to **allow students to initiate and design** their own learning goals, with the guidance of their teacher, using IT and the library resource centre, to discover historical answers.

Nature of the course	This course can be studied as 100 hours (Year 9 or Year 10).
What Students will learn about in this course	<p>This course will allow students to design their own learning. MacKillop Catholic College will give these students "21st century skills" to be successful in History and well into the future. It will build on the IT skills students already have and empower them with critical thinking and problem solving skills.</p> <p>Success in the future will depend on the way students can embrace technology and challenge their own thinking. History Elective will allow students to take their enquiry to another level and empower them to be the leaders of tomorrow.</p> <p>Students will take control of their learning and drive the style of lessons that best suit their requirements. Topic will be created from three main areas;</p> <p style="text-align: center;">Topic 1: Constructing History Topic 2: Ancient, Medieval or Early Modern Societies Topic 3: Thematic Studies</p> <p>There will be no examinations in this course. Assessment will be through student centred learning projects</p>
What Students will learn to do from this course	<p>Students develop skills to undertake the processes of historical inquiry. They identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process.</p> <p>They explain different contexts, perspectives and interpretations of the past.</p> <p>They select and analyse a range of historical sources to locate information relevant to an historical inquiry.</p> <p>Students apply a range of relevant historical terms and concepts when communicating an understanding of the past.</p> <p>They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.</p>

For further information please contact: **Mrs Monica Boyd**, Leader of Learning and Teaching in HSIE

INDUSTRIAL TECHNOLOGY – TIMBER

Course background

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects. Students may elect to study one of eleven focus areas based on a range of technologies of industrial and domestic significance.

Nature of the course	This course can be studied as a 200 hour course in both Years 9 and 10
What Students will <i>learn about</i> in this course	<ul style="list-style-type: none">• the properties and applications of materials associated with their chosen area of study.• the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials.• safe practices for practical work environments, including risk identification and minimisation strategies.• communication of ideas and processes.
What Students will <i>learn to do</i> from this course	<ul style="list-style-type: none">• actively planning and constructing quality practical projects.• select and use a range of materials for individual projects.• competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects.• produce drawings and written reports to develop and communicate ideas and information relating to projects.

For further information please contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

INDUSTRIAL TECHNOLOGY – BUILDING AND CONSTRUCTION

Course background

The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries. These are enhanced and further developed through the study of modules in:

- Construction and Renovation
- Outdoor Structures and Landscapes.

The delivery of this course is based on practical projects which may include:

- construction of small structures
- elementary repairs and renovations
- development of garden and recreational areas
- work undertaken on building models, mock-ups & scale models

Nature of the course	This course can be studied as a 100 hour course only (Year 9 or Year 10). This course will be in high demand therefore prior performance in Year 8 will be used as a criteria when forming this class.
What Students will <i>learn about</i> in this course	WHS and Risk Management <ul style="list-style-type: none">• the properties and applications of materials used in residential building and construction• the range of hand tools and portable power tools• a range of processes and techniques for preparing, joining and finishing• industrial/commercial processes and construction techniques• a range of career paths in building and construction• material lists and project costings• Workplace Communication Skills• Societal and Environmental Impact
What Students will <i>learn to do</i> from this course	<ul style="list-style-type: none">• safely use tools, materials and equipment• identify a range of materials used in the construction industry• adjust and use hand tools, portable power tools and machines in the production of practical projects• use a variety of joining methods and finishing techniques• relate construction techniques used in the building industry to work in the classroom• read and interpret material lists• estimate quantities of materials to be used in practical projects• recognise the need to conserve materials and recycle as appropriate

For further information please contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

COMPUTING TECHNOLOGY

Course background

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies. Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10). Great for students who are interested in careers in the computer industry.
What Students will <i>learn about</i> in this course	<p>The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.</p> <p>The option topics studied in this course are:</p> <ul style="list-style-type: none">• Internet & Website Development• Coding and development of Microcontroller systems• Robotics• Databases and spreadsheets.
What Students will <i>learn to do</i> from this course	<ul style="list-style-type: none">• identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution.• use a variety of technologies to create, modify and produce products in a range of media formats.

For further information please contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

INDUSTRIAL TECHNOLOGY - ENGINEERING

Course background

This course focuses on skills in STEM/Engineering learning areas. It develops mathematical, science and technological literacy, and promotes the development of the 21st century skills of problem solving, critical analysis and creative thinking. This practical course captures the essential aspects of applied engineering, to create engaging and meaningful experiences for students and to model some of the skill requirements of the future Australian workforce.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10). Great for students interested in pursuing engineering based courses.
What Students will learn about in this course	<p>Students will undertake a core module which will cover basics of structures and mechanisms. The knowledge gained will be built upon in further module which may include:</p> <ul style="list-style-type: none">• Control systems• Alternative energy• Transport• School developed module
What Students will learn to do from this course	To satisfy the requirements of the course students must undertake a range of inquiry- based (IBL) and project based (PBL) learning activities which occupy the majority of course time. Inquiry-based and project based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content. In the course structure there are many points at which students raise questions and explore ideas.

For further information please contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

JAPANESE

Course background

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. The study of Japanese provides access to the language and culture of one of the world's most technologically advanced societies and economies. An understanding of a second language is of benefit to almost every career. Japanese also introduces students to an important part of the rich cultural tradition of East Asia.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will <i>learn about</i> in this course	<ul style="list-style-type: none">• information and ideas in written and spoken Japanese texts, eg dialogues, newspapers, TV and radio, and respond appropriately.• the ways in which texts are constructed and the linguistic choices made in texts to achieve communication goals.• awareness of their own language and improve their literacy skills in English• e-mail, discussion forums and the Internet, students will learn about the use of technology for communicative purposes• cultural concepts and ways they are reflected in language and behaviour. They will develop respect and appreciation for other cultures.
What Students will <i>learn to do</i> from this course	<ul style="list-style-type: none">• identify the purpose of texts, eg perform, entertain, persuade and make judgments about the text by extracting ideas and issues• communicate with speakers of Japanese, eg by writing to pen pals, using email, discussion forums and the Internet• discuss and compare the values and beliefs of diverse cultures and reflect on attitudes and practices that differ from their own.

For further information please contact: **Mrs Helen Beech**, Leader of Learning and Teaching in Japanese

MUSIC

Course background

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn about in this course	<ul style="list-style-type: none">the <i>concepts of music</i> (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of <i>performing, composing and listening</i>, within the <i>context</i> of a range of styles, periods and genres.The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.
What Students will learn to do from this course	<ul style="list-style-type: none">to perform music in a range of musical contextscompose music that represents the topics they have studiedto listen with discrimination, meaning and appreciation to a broad range of musical styles.<i>The study of the concepts of music underpin the development of skills in performing, composing and listening.</i>
Course requirements	It is advised that all students who take music in Stage 5 have learnt or are beginning to learn a musical instrument (including voice)

For further information please contact: **Mrs Sharon Baird**, Leader of Learning and Teaching in Performing Arts

PHYSICAL ACTIVITY & SPORTS STUDIES

Course background

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn about in this course	Students will: <ul style="list-style-type: none">• develop a foundation for efficient participation and performance in physical activity and sport• develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing• enhance the participation and performance of themselves and others in physical activity and sport.
What Students will learn to do from this course	Students will: <ul style="list-style-type: none">• develop the personal skills to participate in physical activity and sport with confidence.• develop a commitment to lifelong participation in physical activity and sport• develop an appreciation of the enjoyment and challenge of participation in physical activity and sport• recognise the value contributions of physical activity and sport have to wellbeing and society.

Certificate III Fitness

At the completion of 100 hours of PASS in Year 9, students may be invited to study Fitness in Year 10. Fitness is a VET course which contributes to the HSC and leads to a Certificate III qualification. Students complete the Year 11 component whilst in Year 10 then may continue to study Fitness into Year 11 where they complete the HSC component. Students will only be invited to choose this option if they demonstrate a mature and self-disciplined approach to study, a keen interest in the fitness industry and maintain solid results in the Year 9 PASS course. The offering of the course also depends on having sufficient numbers.

For further information please contact: **Mr Damien Tomsett**, Leader of Learning and Teaching in PDHPE.

PHOTOGRAPHIC & DIGITAL MEDIA

Course background

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn about in this course	<ul style="list-style-type: none"> the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works. how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. how their own lives and experiences can influence their making and critical and historical studies.
What Students will learn to do from this course	<ul style="list-style-type: none"> make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. record procedures and activities about their making practice in their Photographic and Digital Media journal. investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.
Course requirements	Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

For further information please contact: **Mrs Jillian Young**, Leader of Learning and Teaching in Creative Arts

TEXTILES TECHNOLOGY

Course background

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn about in this course	Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects: <ul style="list-style-type: none">• Apparel• Furnishings• Costumes• Textile Art• Non- Apparel
What Students will learn to do from this course	<ul style="list-style-type: none">• use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating.• use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.• identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.
Special requirements	Throughout the course students will need to provide fabric, patterns and keep a sewing box of scissors, bobbin, thread, pins, needles, unpickers and tailor's chalk

For further information please contact: **Mr Damian Clair**, Leader of Learning and Teaching in TAS

VISUAL ARTS

Course background

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn about in this course	<ul style="list-style-type: none"> the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. representing their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the art world between the artist – artwork – world – audience. explore how their own lives and experiences can influence their artmaking and critical and historical studies.
What Students will learn to do from this course	<ul style="list-style-type: none"> make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. record procedures and activities about their artmaking practice in their Visual Arts diary. investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.
Course requirements	Students are required to produce a body of work and keep a Visual Arts diary.

For further information please contact: **Mrs Jillian Young**, Leader of Learning and Teaching in Creative Arts

VISUAL DESIGN - CERAMICS (SPECIALISED)

Course background

Visual Design provides opportunities for students to enjoy making and studying visual design - ceramic artworks and to become informed about and understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in ceramics artworks and provides insights into new technologies, different cultures and the changing nature of visual design- ceramics in the 21st century. Students are provided with opportunities to make and study visual design- ceramics in greater depth and breadth than through the Visual Arts elective course.

Nature of the course	This course can be studied as 100 hours (Year 9 or Year 10) .
What Students will <i>learn about</i> in this course	<ul style="list-style-type: none">• the pleasure and enjoyment of making different kinds of visual design artworks in ceramics.• They learn to represent their ideas and interests with reference to contemporary trends and how ceramists make artworks.• Students learn about how ceramics is shaped by different beliefs, values and meanings by exploring artists and visual designers from different times and places and relationships in the artworld between the artist/designer – artwork – world – audience.• explore how their own lives and experiences can influence their making and critical and historical studies.
What Students will <i>learn to do</i> from this course	<ul style="list-style-type: none">• make ceramic works using a range of materials and techniques in clay/ ceramics to build a body of work over time.• develop their research skills, approaches to experimentation and how to make informed personal choices and judgements.• record procedures and activities about their making practice in their Visual Arts journal.• investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies.• interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study ceramic artworks.
Course requirements	Students are required to produce a body of work and keep a Visual Arts journal.

For further information please contact: **Mrs Jillian Young**, Leader of Learning and Teaching in Creative Arts