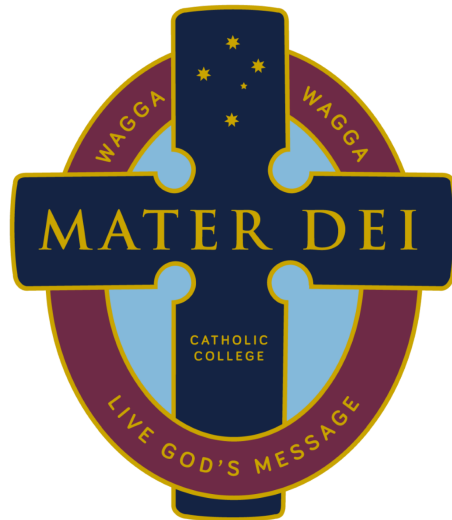




Mater Dei Catholic College



Subject Information Book *Year 9, 2022*

Key Dates:

- *Information Sessions will occur in class time during Weeks 4 & 5*
- *Subject choices will be collected on Wednesday 18th August (Week 6). Mr Fitzpatrick will facilitate this.*
- *Do not hand in your sheet “early” - there is no benefit*

INTRODUCTION

Throughout Years 7 and 8, students have been completing mandatory courses across all of the Key Learning Areas (KLAs). As students enter Stage 5 of their education, they have the opportunity to select two elective courses of study.

Electives provide an opportunity for students to make choices based on their areas of interest. Students should select courses which they enjoy and in which they believe they can do well. The choice of electives in Year 9 and 10 has no bearing on what courses a student may choose in Year 11 and 12 (Stage 6). There are no prerequisites for Stage 6 subjects.

Students should be wary of selecting subjects simply because their friends have chosen them. Take time to discuss the various courses with teachers, older students and parents.

One Year Interest Elective

Year 9 students will participate in an additional one year elective course. We have called these courses 'Interest Electives'. Students are to nominate 3 Interest Elective courses in order of their priority on the Selection Sheet.

Two Year Electives

Students will be asked to select **three** Elective courses in order of priority. Sometimes it is not possible for all students to be allocated to the combination of courses that they have chosen. This may occur if there are insufficient numbers of students selecting a course to make it viable or if clashes occur on the timetable.

Students are asked to consider their choices carefully as these courses will be studied for two years. As a general rule, students are not permitted to change their elective choices once they have commenced them.

STAGE 5 CURRICULUM

Stage 5 is a term used by NESA in NSW to describe the two year period covering Years 9 and 10.

The pattern of study for all students in Stage 5 is built around the mandatory requirements as set down by NESA and Elective courses offered by the College.

Students have the opportunity to select two courses from the range of Electives offered. These Elective courses are studied for two years, throughout Years 9 and 10. Students are graded according to NESA guidelines in these courses and the results form part of their Record of School Achievement (ROSA) credentialing.

PATTERN OF STUDY

School Determined

Religious Education

Mandatory Courses

English Mathematics Science

History, Geography, Civics and Citizenship

PDHPE

Electives

Two courses

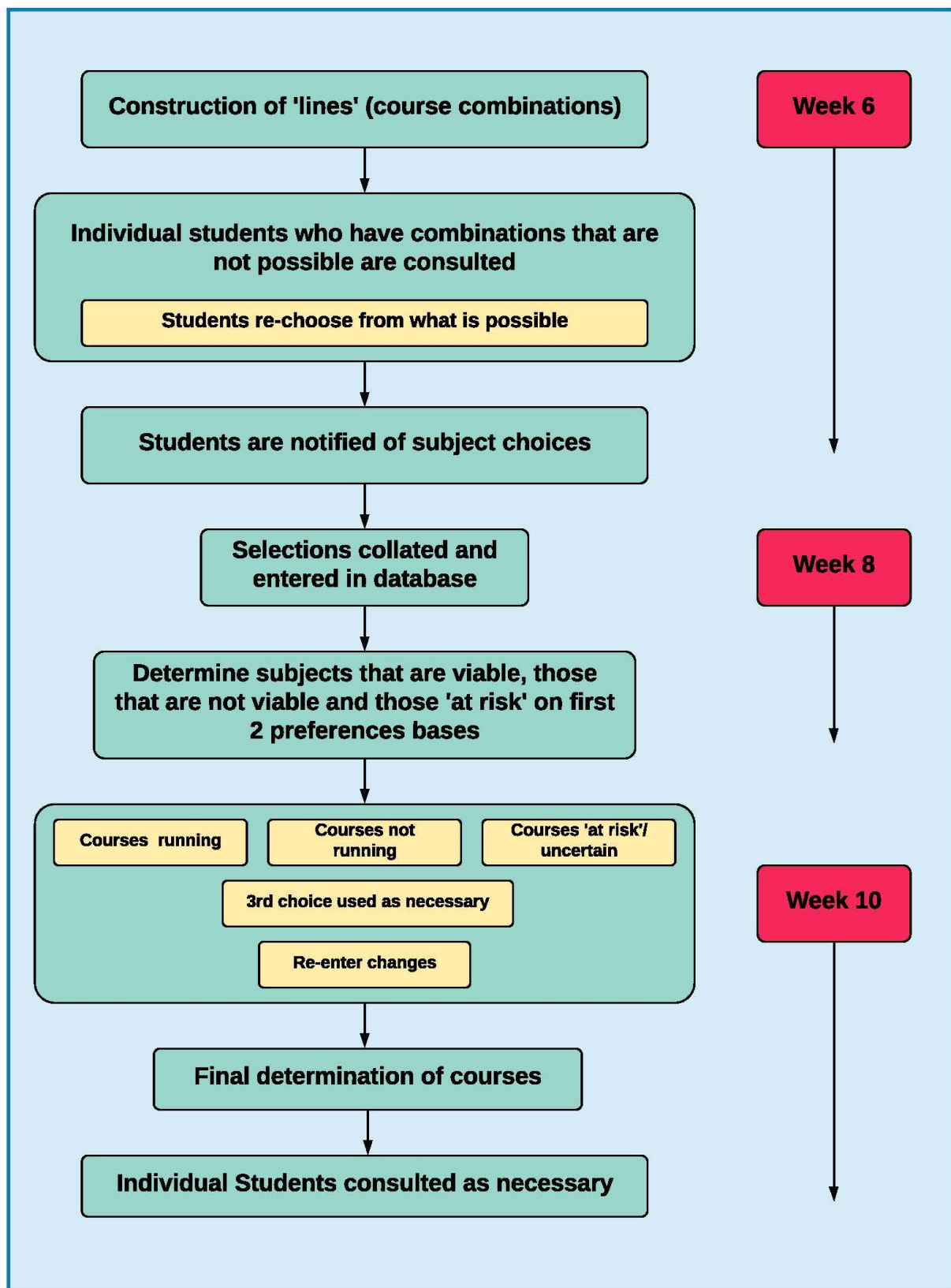
Eligibility Requirements for the Successful Completion of Stage 5

To be eligible for the ROSA, students are required to study courses in each year from Year 7 through to Year 10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. At Mater Dei Catholic College, students also undertake a course in Religious Education.

Students have, during Years 7 and 8, also completed courses in Creative Arts, Technology and Applied Studies and Languages Other Than English.

Students will receive a Grade for each of the courses studied in Years 9 and 10. These Grades are used as indicators of a student's achievements throughout a course and are submitted by the school to NESA.

Procedure for Subject Selection



2 Year Elective Courses

Course: **Drama**

KLA: **CAPA/L**

Course Description

Drama is a highly practical subject with a focus on experiential learning. Students learn by applying their theoretical knowledge and understanding of drama to classroom workshopping and playbuilding activities. Students work both individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Written work is largely reflective with a focus on students analysing and evaluating their own creative processes. Additionally, there will be opportunities for students to engage with theatre professionals through participating in practical workshops and attending theatre productions at the Civic Theatre or alternative venues.

What will students learn about?

- The Elements of Drama including tension, role, place, time, and atmosphere, and how these can be manipulated to create dramatic meaning for audiences.
- The Elements of Production and how these can be utilised to enhance dramatic meaning for audiences.
- A range of dramatic and theatrical conventions and how these can be applied in the playbuilding process to create original performances.
- Different approaches to scripted drama in order to form a range of possible interpretations and develop a play from the page to the stage.

What will students learn to do?

- Participate in practical workshops designed to develop students' performance skills including vocal, physical and characterisation skills.
- Work with their peers to create both improvised and scripted performance work in pairs, small groups and ensembles.
- Develop a directorial vision for a specified production/productions and complete an individual design project such as: a set design and model; costume design and final renderings; or design a promotional poster or video trailer.
- Interpret, rehearse and perform dramatic and theatrical works in a range of theatrical styles, for different audiences.
- Document and reflect on their own creative practice and critique the performance work of self and others, inclusive of professional theatre productions.

Course Requirements

Students are required to have a Drama Logbook.

Course: Music	KLA: CAPA/L
<p>Course Description</p> <p>Students have an opportunity to expand their musical abilities in this subject. As an artform, 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.</p>	
<p>What will students learn about?</p> <ul style="list-style-type: none"> ● The concepts of music more in depth ● Applying the concepts of music through learning experiences ● Perform. Compose and listen to music with the context of a range of styles, periods and genres 	
<p>What will students learn to do?</p> <ul style="list-style-type: none"> ● Perform music in a range of musical contexts. ● Compose music. ● Apply technology in performance and compositions. ● Appreciate a broad range of musical styles 	
<p>Course Requirements</p> <p>N/A</p>	

Course: **Photographic and Digital Media**

KLA: **CAPA/L**

Course Description

The Photography and Digital Media course, considers individual learning styles and is centred around 21st Century skills, enabling each individual learner to be adaptable and experimental in their learning about a range of photographic and digital media applications. Students will have the opportunity to develop their photography and editing skills while exploring a range of photographers, filmmakers, animators and other digital media artists. Students are encouraged to explore and experiment with a range of digital media applications in making their digital media works.

What will students learn about?

- Developing their own photographic practice
- Still, interactive, animation, film and other forms of digital media practice
- Applying skills and techniques
- How to reflect experiences and intentions through digital media works
- Historical and critical aspects of the artworld
- The three concepts of PDM

What will students learn to do?

- Explore a wide range of contemporary and traditional photographic practices
- Use a digital and physical portfolio to develop and document ideas
- Work collaboratively
- Adapt research skills in develop ideas and exploring other digital media artists
- Respond and inquire about historical and critical information
- Apply the three concepts of PDM

Course Requirements

Portfolio - College Supplied

Consumable items fee - \$100

Course: **Visual Arts**

KLA: **CAPA/L**

Course Description

Visual Arts provides students an opportunity to explore and engage in the enjoyment of making and creating artworks. The Visual Arts course is structured around not only the making of art, but learning about new techniques and mediums while exploring artist practice in a variety of ways. The Visual Arts course, considers individual learning styles and is centred around 21st Century skills, enabling each individual learner to be adaptable and experimental in their learning while exploring the contemporary world.

What will students learn about?

- Making artworks in a variety of forms
- Developing individual Bodies of Work
- Contemporary and traditional art trends
- Historical and critical aspects of the artworld
- The Concepts of Art

What will students learn to do?

- Develop and implement ideas to create successful Bodies of Work
- Explore a wide range if contemporary and traditional artmaking
- Work collaboratively
- Document and develop ideas in a Visual Arts Process Diary
- Respond and inquire about historical and critical
- Apply the Concepts of Art

Course Requirements

Visual Arts Process Diary - College Supplied
Consumable items fee - \$100

Course: **Commerce**

KLA: **HSIE**

Course Description

Commerce enables students to demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They analyse the rights and responsibilities of individuals in a range of contexts, and the role of law in society. Students develop skills in decision-making and problem-solving, related to a range of issues, and apply skills to construct plans designed to achieve a range of goals.

Students assess consumer, financial, economic, business, legal, political and employment information using research and communication skills. Through the investigation of contemporary issues, students work independently and collaboratively to meet individual and collective goals. They develop knowledge of civics and skills for citizenship, and recognise the importance of being an informed, responsible and active citizen.

What will students learn about?

All students will study Consumer and Financial Decisions, The Economic and Business Environment, Employment and Work Futures and Law, Society and Political Involvement. Students will also study options topic chosen from; Our Economy, Investing, Promoting and Selling, Running a Business, Law in Action, Travel, Towards Independence and School-developed Option.

Students develop an understanding of their legal rights and responsibilities and how the law impacts on them and society. They also learn about employment issues and consumer responsibility.

What will students learn to do?

Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.

Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses.

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Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

Course Requirements

N/A

Course: Physical Activity and Sport Studies	KLA: PDHPE
<p>Course Description</p> <p>Physical Activity and Sport Studies is an elective Content Endorsed Course that has been designed to replace school-designed courses such as Human Movement. The course aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. The elective is in addition to the existing mandatory PDHPE Years 7-10 syllabus.</p>	
<p>What will students learn about?</p> <p>The new course has been structured to allow schools to program courses for their students from each of the following areas:</p> <p><i>Foundations of Physical Activity</i></p> <ul style="list-style-type: none"> ● Body systems and energy for physical activity ● Physical fitness ● Physical activity for health ● Nutrition and physical activity ● Fundamentals of movement skill development ● Participating with safety. <p><i>Physical Activity and History of Sport In Society</i></p> <ul style="list-style-type: none"> ● Opportunities and pathways in physical activity – Outdoor Challenge 	
<p>What will students learn to do?</p> <p><i>Enhance Participation and Performance</i></p> <ul style="list-style-type: none"> ● Participate in active lifestyle activities ● Coaching ● Technology, participation and performance ● Event management ● Enhance performance – strategies and techniques 	
<p>Course Requirements</p> <p>Year 9 – As part of the course students will be required to participate in an overnight excursion. The excursion will be to the coast (surfing/surf lifesaving). The cost will be \$240.00 (approx.). This cost can be paid off over time with payment in full to be made by the time of the excursion sometime in Term 4.</p>	

Course: Child Studies	KLA: PDHPE
<p>Course Description</p> <p>This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.</p> <p>Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.</p> <p>The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children.</p>	
<p>What will students learn about?</p> <p>The content is organised into the following modules:</p> <ul style="list-style-type: none"> ● Preparing for parenthood ● Conception to birth ● Family interactions ● Newborn care ● Growth and development ● Play and the developing child ● Health and safety in childhood ● Food and nutrition in childhood ● Children and culture ● Media and technology in childhood ● Aboriginal cultures and childhood ● The diverse needs of children ● Childcare services and career opportunities. <p>Students will study 8 of the above 25 hour modules over the course of two years.</p>	
<p>Course Requirements</p> <p>N/A</p>	

Course: Japanese	KLA: CAPA/L
<p>Course Description</p> <p>Japanese provides students with the opportunity to further their studies in second language acquisition. The course focuses on the Japanese language, with emphasis on everyday language that will enable students to function in a range of practical situations. Students will further develop their knowledge of the three scripts used when writing in Japanese. Where possible, Japanese will be used for classroom interactions to promote confidence in listening and speaking. Culture and language cannot be separated, and there will be many opportunities for students to further explore Japan’s rich cultural heritage.</p>	
<p>What will students learn about?</p> <p>Students learn about a variety of grammatical structures in context. Topics that may be included are;</p> <ul style="list-style-type: none"> ● Shopping ● invitations ● school life ● friends & family ● special occasions ● customs & culture ● Housing ● food ● travel & holidays ● transport ● directions ● entertainment <p>Students will also have the opportunity to learn about traditional Japanese arts such as calligraphy, sumo wrestling, tea ceremony, kimono, bonsai and others.</p>	
<p>What will students learn to do?</p> <p>Students will learn to communicate confidently on familiar topics in both written and spoken Japanese. Students will learn to read and write the Hiragana and Katakana scripts within the first six months of the course. They will then begin to learn Kanji which will enable them to enjoy the cultural art of shodou, or Japanese calligraphy.</p> <p>Students will learn to prepare Japanese meals, write letters and emails in Japanese, use appropriate greetings at certain times, listen for specific information, organise to meet friends, give and follow directions and to respect the cultural differences between nations.</p>	
<p>Course Requirements</p> <p>To cover the cost of the student workbook and other consumables, there will be a \$100 fee (approx.) per year.</p>	

Course: Agriculture	KLA: TAS
<p>Course Description</p> <p>Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.</p> <p>Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.</p> <p>The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.</p>	
<p>What will students learn about?</p> <p>The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.</p>	
<p>What will students learn to do?</p> <p>Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.</p>	
<p>Course Requirements</p> <p>To cover the cost of consumable items, there will be a fee of \$60.00 (approx.) per year.</p>	

Course: Design and Technology	KLA: TAS
Course Description The study of <i>Design and Technology Years 7–10 Syllabus</i> will assist students to appreciate and be informed about a range of careers in design and technological innovation. Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose.	
What will students learn about? The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. They can investigate processes of design and technology in a responsible, safe, ethical and collaborative manner and in a range of design fields. Present and emerging technologies, innovation, enterprise and exploring preferred futures are considered in relation to their impact on society and environments.	
What will students learn to do? Students will develop the skills necessary for the safe use and maintenance of a variety of technologies in the production of their design projects. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.	
Course Requirements To cover the cost of consumable items, there will be a fee of \$120.00 (approx.) per year.	

Course: Food Technology	KLA: TAS
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Course Description

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.

What will students learn about?

Students will learn about 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.

- Food in Australia
- Food service and catering
- Food for special occasions
- Food for special needs
- Food selection and health
- Food trends

What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Course Requirements

To cover the cost of consumable items, there will be a fee of \$120.00 (approx.) per year.

Course: **Graphics Technology**

KLA: **TAS**

Course Description The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media

What will students learn about?

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students undertaking 200 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Cartography and Surveying
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration

What will students learn to do?

The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

Course Requirements

To cover the cost of consumable items, including the drawing kits, there will be a fee of \$50.00 (approx.) per year. Drawing Boards are an optional extra purchase.

Course: Industrial Technology - Metal	KLA: TAS
<p>Course Description</p> <p>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.</p>	
<p>What will students learn about?</p> <p>Students will learn about the properties and applications of materials related to metal. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.</p>	
<p>What will students learn to do?</p> <p>The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of equipment to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.</p> <p>Practical projects provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These may include:</p> <ul style="list-style-type: none"> ● sheet metal projects ● metal machining projects ● fabricated projects 	
<p>Course Requirements</p> <p>To cover the cost of consumable items, there will be a fee of \$120.00 (approx.) per year.</p>	

Course: Industrial Technology - Timber	KLA: TAS
<p>Course Description</p> <p>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.</p>	
<p>What will students learn about?</p> <p>Students will learn about the properties and applications of materials related to timber. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.</p>	
<p>What will students learn to do?</p> <p>The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of equipment to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.</p> <p>Practical projects provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:</p> <ul style="list-style-type: none"> ● furniture items ● decorative timber products ● storage and display units 	
<p>Course Requirements</p> <p>To cover the cost of consumable items, there will be a fee of \$120.00 (approx.) per year.</p>	

Course: **Information Software and Technology**

KLA: TAS

Course Description

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.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the College. 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.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Software Development and Programming
- Authoring and Multimedia
- Robotics and Automated Systems
- Internet and Website Development

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Course Requirements

N/A

1 Year Elective Courses

*Some courses have excursions, which have an additional cost component.

Course Name:	The Artist – Exploring Artmaking	
Overview/ Key Ideas	This unit is for students of all abilities who are interested in creating a range of artworks. Students will learn new skills and techniques in painting, drawing, and other media of their choice. This course allows students the freedom to work at their own pace, to experiment with many artmaking materials and has no theory requirements. Students are supplied with all course materials.	
	Key Outcomes	Events
Option 1	<ul style="list-style-type: none"> ● 2D: Trial by error: Drawing introduction to techniques ● Exploring a range of techniques and mediums ● Apply knowledge to artmaking 	Exhibit Work
Option 2	<p>Watercolour and Acrylic Painting</p> <ul style="list-style-type: none"> ● Using a range of techniques to create works on paper and canvas 	Students are generally offered an excursion to an Art Gallery
Option 3	<p>Oil Painting</p> <ul style="list-style-type: none"> ● Using a range of materials, tools and canvas to create artworks 	Entering Art Competitions
Option 4	<p>Hands On Sculpture</p> <ul style="list-style-type: none"> ● Construction of 3D images in choice of materials ● May have an online focus 	
Option 5	<p>Artist in Residence - Free Choice</p> <ul style="list-style-type: none"> ● Applying skills learnt throughout the year ● Exhibit works in the Mater Bald exhibition 	

Course Name:	Boot Camp - Fitness	
Overview/ Key Ideas	<p>A predominantly practical course aimed to improve strength, aerobic and anaerobic fitness over the duration of the year Not for the faint-hearted! Practical fitness activities most lessons Research current findings about fitness Recording and testing of fitness</p>	<ul style="list-style-type: none"> ● Practical ● Performance ● Fitness ● Goal setting ● Assessment of Fitness Skills
Key Outcomes		End of Term Indicators/Event
Term 1	<p>Aerobic fitness activities</p> <ul style="list-style-type: none"> ● Testing: Where am I at the moment? Where do I want to be by the end of Term/Year? ● Research current practices ● Participate in a variety of aerobic activities using the FITT principle 	<p>Testing: Week 1 and week 10 Provide feedback on improvement.</p> <p>Use information to set future goals.</p>
Term 2	<p>Anaerobic fitness activities</p> <ul style="list-style-type: none"> ● Testing of anaerobic fitness ● Investigation of different anaerobic training methods ● Participate in a variety of anaerobic fitness activities. ● SPECIAL GUEST INSTRUCTOR 	<p>Testing: Week 1 and week 10 Provide feedback on improvement.</p> <p>Use information to set future goals.</p> <p>Semester 1 Handicap fitness challenge</p>
Term 3	<p>Strength training</p> <ul style="list-style-type: none"> ● Testing of strength: core and major muscle groups ● Participate in a variety of activities aimed at improving strength ● Plyometrics ● Gym visit ● Benefits of strength training for long term health 	<p>Testing: Week 1 and week 10 Provide feedback on improvement.</p> <p>Use information to set future goals.</p>
Term 4	<p>Boot Camp</p> <ul style="list-style-type: none"> ● Bootcamp: intense fitness sessions ● High Intensity Interval Training ● Goal setting and reflection and End of year Handicap challenge 	<p>Testing: Week 8 Provide feedback on improvement.</p> <p>Use information to set future goals.</p> <p>Semester 2 Handicap fitness challenge</p>

Course Name:	Fishing	
Overview/Key Ideas	<p>Students will learn about a variety of fishing techniques.</p> <p>Students will develop an understanding of a variety of fish species and be able to identify their habitat. Students will learn about camping and camp cooking.</p> <p>Students will learn about the Australian Fishing industry and the role that fisheries play in the management of our local waterways.</p> <p>Students will develop an understanding of aquaculture.</p>	<ul style="list-style-type: none"> ● Product ● Performance ● Presentation ● Competency Assessment of Key Skills ● For an Audience
	Key Outcomes	End of Term Indicators/Event
Term 1	<ul style="list-style-type: none"> ● Introduction to techniques (Bait, Lure, Fly, Salt, Fresh, Recreational, Commercial) ● Rules and regulations ● Fish habits, habitat and handling techniques ● Application of techniques ● Understanding waterways ● Local waterways ● Guest presenter 	<ul style="list-style-type: none"> ● Day trip to Narrandera Fisheries Centre ● Day trip to local waterway ● Presentation on fish species
Term 2	<ul style="list-style-type: none"> ● Rod holder design and construction ● Trip Planning and organization ● Camping and Camp cooking techniques for fish ● Safety considerations 	<ul style="list-style-type: none"> ● Two-night alpine excursion to employ and assess content covered ● Rod Holder construction and use evaluation
Term 3	<ul style="list-style-type: none"> ● Fishing Industries ● Fisheries Management ● Fishing Conservation ● Aquaculture ● Fish Biology 	<ul style="list-style-type: none"> ● Development of aquaculture program for Ag plot ● Overnight trip to Gaden Trout Hatchery Jindabyne
Term 4	<ul style="list-style-type: none"> ● Lure Making ● Lure Construction ● Fly fishing techniques ● Fly tying ● Fly fishing workshop 	<ul style="list-style-type: none"> ● Overnight trip to local waterway of student's choice ● Visit to local lure maker ● Lure construction project evaluation

Excursion costs are yet to be determined maybe around \$150 - \$200

Course Name:	Get Creative with Writing (GCW)	
Overview/Key Ideas	<ul style="list-style-type: none"> ● Creative writing techniques and styles ● Poetic styles ● Experimenting with language ● Free writing ● Writing workshops ● Different genres ● Opportunities for a major work e.g. novella, suite of poetry, speeches, graphic novel etc 	<ul style="list-style-type: none"> ● Product ● Collaboration ● Presentation ● Drafting ● The Writing Process ● Peer evaluations
Key Outcomes		End of Term Indicators/Event
Term 1	<ul style="list-style-type: none"> ● Introduction to writing ● Writing styles ● Showing and not telling ● Experimenting with structure 	<ul style="list-style-type: none"> ● ongoing writing ● writing portfolio ● reflection statement
Term 2	<ul style="list-style-type: none"> ● Poetic forms and features ● Writing poetry ● Experimenting with poetry ● Composing a suite of poetry with a specific theme ● Presenting an anthology of poetry 	<ul style="list-style-type: none"> ● Poetry Anthology ● Suite of poetry
Term 3	<ul style="list-style-type: none"> ● Conventions of narrative ● Narrative styles ● Genre ● Graphic novels ● Writing workshops with an expert ● Developing a personal voice in writing ● Composing an original text 	<ul style="list-style-type: none"> ● Final composition ● Ongoing work ● Peer Evaluation ● Self Evaluation
Term 4	<ul style="list-style-type: none"> ● Personal Interest Project (PIP) ● Compose an original piece in your chosen form ● Evaluate your work and the work of others 	<ul style="list-style-type: none"> ● PIP ● Process diary ● Peer and Self Evaluation

Course Name:	Hunger Games	
Overview/ Key Ideas	<p>With the idea that one day we all leave home for many reasons, and after small discussions with parents, students would be guided through the basic skills of cooking and surviving on a healthy diet.</p> <p>Each week practical tasks will be based on the topic we are investigating.</p>	<ul style="list-style-type: none"> ● Product ● Performance ● Presentation ● Competency Assessment of Key Skills
Key Outcomes		End of Term Indicators/Event
Term 1	<ul style="list-style-type: none"> ● Basics – hygiene and safety ● Reading recipes ● Looking at equipment and utensils ● Budgets ● Pantry basics 	<ul style="list-style-type: none"> ● Creating a kitchen on a budget ● Pantry ● Equipment ● Utensils
Term 2	<ul style="list-style-type: none"> ● Breakfast ● Lunch ● Dinner ● Desserts 	Using basic foods to make simple meals for a purpose Breakfast, lunch, etc
Term 3	<ul style="list-style-type: none"> ● Countries 	Each student to research a country and determine the food/recipe cooked each week.
Term 4	<ul style="list-style-type: none"> ● Planning a dinner party 	Planning a dinner party on a budget and inviting families to share.

Course Name:	Mad As Science	
Overview/ Key Ideas	Students will develop their predictive, questioning, and communicating scientific skills. Students will work together and individually to complete various investigations and projects.	
	Key Outcomes	End of Term Indicators/ Events
Term 1	Human Anatomy and Physiology <ul style="list-style-type: none"> ● Parts of the body ● How organs work ● How disease and illness affect how the body functions 	<ul style="list-style-type: none"> ● Organ dissections
Term 2	Forensics <ul style="list-style-type: none"> ● Physical evidence ● Chemical evidence ● Collection of evidence ● Evidence analysis 	<ul style="list-style-type: none"> ● Solve a forensic investigation
Term 3	Science Investigation <ul style="list-style-type: none"> ● Participate in teams to investigate an area of interest Behavioural Science <ul style="list-style-type: none"> ● How people act ● How spies use Science 	<ul style="list-style-type: none"> ● Completion of a Scientific Report outlining the investigation completed.
Term 4	Science and Engineering <ul style="list-style-type: none"> ● Creating functioning models of everyday objects using cardboard and other materials. 	<ul style="list-style-type: none"> ● Functioning models

Course Name	Ninja Warriors		Cost - \$180
Overview/ Key Ideas	<ul style="list-style-type: none"> ● This is a practical based subject with the purpose to engage students in their own health in a fun environment. It's suited for any fitness level and ability ● Students will learn foundational knowledge on how to move well and improve functional movement ● They will learn about mobility to help care for their body and how to prepare healthy food 		<ul style="list-style-type: none"> ● There will be special guest coach from Crossfit Victus ● An excursion at the end of each term ● An end of year championships ● Team challenges ● Healthy banquet lunch in term 4
	Key Outcomes		End of Term Indicators
Term 1	<ul style="list-style-type: none"> ● Learn the foundations of Crossfit movements - focusing on the foundational movements and skills ● Participate in standardised movement test ● Teaching healthy habits ● Introduce mobility ● <i>Excursion 1 (½ day)</i> - Crossfit Victus skills and movement Master Class with a guest coach from Victus ● Students will use different equipment to learn new skills 		<ul style="list-style-type: none"> ● Understanding of basic movements ● Understanding the meaning of healthy habits ● Goal setting
Term 2	<ul style="list-style-type: none"> ● Continue to build on their crossfit skills ● Building knowledge of mobility ● Teaching healthy habits ● Prepare healthy meals ● <i>Excursion 2</i> - Crossfit Victus Obstacle course, students compete in an obstacle course they design at Crossfit Victus 		<ul style="list-style-type: none"> ● Progression of skills and performing mobility ● Understand healthy habits and cooking
Term 3	<ul style="list-style-type: none"> ● Continue to build on their crossfit skills - students will start to learn about designing their own workout of the day (WOD) ● Continue with mobility ● Prepare a healthy meal ● <i>Excursion 3</i> - Wagga Beach WOD designed by student and guest coach from Victus 		<ul style="list-style-type: none"> ● Increased fitness and range of movement ● Able to cook or prepare a healthy meal ● Able to design a WOD
Term 4	<ul style="list-style-type: none"> ● Students start to create their own WOD ● Cook a healthy banquet to eat together ● They get to teach a WOD they designed ● Team challenge ● Championships ● <i>Excursion 4</i> - All day at Borambola Sports and Recreation Centre 		<ul style="list-style-type: none"> ● Increased range of movement and fitness ● Re-test their ability ● Re-evaluate their goals ● Being able to design and prepare a healthy banquet

Course Name:	Outdoor Education & Recreation	
Overview/ Key Ideas	Develop skills in and experience a range of outdoor activities. Design and plan outdoor recreation activities. Implement exit strategies for emergency planning.	<ul style="list-style-type: none"> ● Product ● Performance ● Presentation ● Competency Assessment of Key Skills ● For an Audience
	Key Outcomes	End of Term Indicators/Event
Term 1	<ul style="list-style-type: none"> ● Flat water canoeing licence ● First Aid Certificate ● Interpret weather ● Provide instruction ● Carry out trip planning and preparation 	<ul style="list-style-type: none"> ● Part-day excursions ● Day activity excursions
Term 2	<ul style="list-style-type: none"> ● Rock climbing/abseiling ● Guide an outdoor recreation activity ● Facilitate groups/customer service ● Conduct site inspections 	
Term 3	<ul style="list-style-type: none"> ● Winter Activity (skiing/snowboarding) ● Plan an outdoor recreation activity ● Minimize environmental impacts ● Undertake Risk Analysis of activity ● Respond to emergency situation 	
Term 4	<ul style="list-style-type: none"> ● Group-decided activity, with skill identification and training program, culminating in skill assessment and planned group activity 	

In 2019 Students went on a two day excursion to the snow fields and a caving trip, the cost of these excursions was \$680.

Course Name:	School of Rock	
Course Outline	Students learn to perform Rock music repertoire representing varying styles of Rock which culminates in a performance for an audience. Students will form Rock Bands and learn set repertoire with scope to perform and compose their own Rock Music.	
	Unit Outline	End of Term Indicators/Event
Term 1	Rock music from the 1950s and 1960s. Students form Rock Bands and perform early Rock songs from The Beatles and Elvis. A focus on Blues Rock and Rhythm 'n' Blues and the characteristics of Rock Music.	<ul style="list-style-type: none"> ● Incursion – Rock Guitar Techniques ● Performance/Workshop by Rock Guitarist ● Incursion – Drum kit Rock Music Techniques ● Performance/Workshop ● Incursion – Synthesiser programming ● Performance/ demonstration/Workshop
Term 2	Heavy Rock music characteristics. Students perform songs from Heavy Rock Bands. A focus on Improvisation.	
Term 3	<p>Students perform music representative of 1980s, 1990s and 21st Century. Students learn to perform songs from the 1980s with a focus on Glam Rock and the incorporation of synthesiser programming.</p> <p>Students prepare for a concert showcasing Rock Bands and songs performed throughout the year.</p> <p>Students are designated roles including performing, roadies/sound, costuming, public relations and promoter.</p>	
Term 4	Students rehearse and complete final preparations for a concert showcasing Rock Bands. A focus on sound engineering.	

Course Name:	Creative Industries: Stage, Screen, and Live Events	
Overview/Key Ideas	This subject is for students who want to learn more about the Creative Industries with a focus on the managing and staging of live events, technical elements of television production and filmmaking. The course will utilise experiential learning in order to develop students' skills in technical operations and production design and coordination. Students will also gain a basic understanding of WHS practices relevant to the Creative /industries and, extend their knowledge and appreciation of the Creative and Performing Arts. Additionally, students can develop their knowledge of the vocational and university pathways available to prepare them for careers in the Creative Industries.	
	Key Outcomes	End of Term Indicators/Events
Term 1	<p>Introduction to Staging, Design and Administrative roles and responsibilities within the Creative Industries Gain a theoretical understanding of the basic Work, Health and Safety practices required in order to work in the Creative Industries</p> <ul style="list-style-type: none"> ● Learn about the different management, design, creative and technical roles within live performance ● Develop skills in the operation of audio, lighting and vision equipment through experiential learning experiences 	<ul style="list-style-type: none"> ● Understanding of key WHS practices relevant to work within the creative industries. ● Ability to operate basic sound, lighting and audio-visual equipment to enhance live performance in-class exercises.
Term 2	<p>College Production and Introduction to Television Production</p> <ul style="list-style-type: none"> ● Consolidate understanding of the management, design, creative and technical roles through working in allocated administrative or crewing role in preparation for the MDCC Musical production ● Gain an experiential understanding of the management, design, creative and technical roles involved in television production ● Learn basic skills in the operation of the camera, sound, and lighting for television production 	<ul style="list-style-type: none"> ● Working as part of the publicity or technical crew for MDCC 2020 musical production ● Visiting the CSU Stage and Screen television studio to develop understanding and practical skills required for television production
Term 3	<p>Short Filmmaking and Special Effects Makeup</p> <ul style="list-style-type: none"> ● Develop skills in scripting, storyboarding, acting and/or direction in order to produce an original short film in groups; ● Learn how to use SFX makeup. 	<ul style="list-style-type: none"> ● Producing a short film in groups to enter in the MyState Student Film Festival ● Critique of live performances viewed as part of the Sydney Drama Excursion
Term 4	<p>Planning and Event management</p> <ul style="list-style-type: none"> ● Develop an understanding and the skills to plan and manage an event ● Host and deliver customer service to patrons at a live event 	<ul style="list-style-type: none"> ● Host a college event for MDCC or MDPS students. Such as the MDCX Exhibition and Arts Week

Course Name:	iSTEM	
Overview/Key Ideas	Students will investigate a range of technologies and projects to develop their understanding of Science, Technology, Engineering and Mathematics. Students will work individually and in teams to create various projects.	
	Key Outcomes	End of Term Indicators/Events
Term 1	<p>Project 1 Students choose a project question around digital technologies. Students will work through the inquiry process to design and evaluate their project Students participate in an excursion to Melbourne Students will be supported on the development of their ideas Students will gain an industry mentor</p>	Participation in events and showcase
Term 2 and 3	<p>Robocup (Canberra) and Interschool Coding Championships (CSU - Agritech Hub)</p> <ul style="list-style-type: none"> • Students will use EV3 to create a soccer team, dancing robot or rescue robot Students will run through Python Coding to compete against schools in the Riverina. Students will attend an excursion to the CSU • Overnight excursion to Canberra for Robocup comp 	
Term 3	<p>Project 2</p> <ul style="list-style-type: none"> • Students will change their focus and ideas to develop a different project around digital technologies. Students will work through the inquiry process 	
Term 4	<ul style="list-style-type: none"> • Students continue to work on their project. • Students coordinate and showcase student works to an audience. 	

Course Name:	Sushi and Other Adventures	
Course Outline	This course is designed specifically for students who want to explore the amazing culture of Japan without the pressures of learning the language. The course aims to introduce students to a wide variety of Japan's food, traditions and cultural art forms and is a hands-on course.	
	Unit Outline	End of Term Indicators
Term 1	Introduction to Japanese cultural arts. Students look at various traditional arts of Japan including ikebana, bonsai, kimono, calligraphy, tea ceremony, woodblock printing, pottery, indigo dyeing, bonsai trees, origami and washi paper making. As a group, students can choose 2 that they would like to try during this term.	Students will showcase their creations and photograph their work.
Term 2	Japanese Cooking - Students will learn about the flavours used in Japanese cooking and have the opportunity to make and eat a variety of dishes that are less well known than sushi.	Students produce Japanese meals throughout the term culminating in a sit down meal.
Term 3	Manga and Anime - Two of Japan's biggest industries. We will look at the popularity of these two pop culture icons and learn to draw manga characters.	Students showcase their manga drawings or their ideas for an anime series/movie.
Term 4	House name plates - In Japan, all houses have a name plate with the surname. Students will carve kanji of their choosing into wood to create one of these beautiful objects. Woodblock Printing - Students will attempt this traditional art form to create a keepsake for themselves.	Students will showcase their creations and photograph their work.

Course Name:	Styling, Fashion and Design	
Overview/Key Ideas	<p>This unit will explore elements of fashion, image and interior styling. Students will consider a range of styling and design opportunities which will allow them to explore their creativity, whilst applying elements of the design process. Students will also look at past and existing trends, inspirations and icons that have impacted on the design world. Furthermore, students will examine aspects of styling in industries such as fashion, interiors, food, events, film, advertising, visual merchandising and magazines.</p>	<ul style="list-style-type: none"> ● Product ● Purpose ● Presentation ● Evaluation
	Key Outcomes	End of Term Indicators
Term 1	<p>Clothing and Fashion</p> <ul style="list-style-type: none"> ● History and trends of international fashion ● Fashion industry and possible career choices ● Clothing and aesthetical aspects 	Students present ideas and inspiration for their own clothing range.
Term 2	<p>Interior Design and Styling</p> <ul style="list-style-type: none"> ● Design aspects: colour/texture/space/room etc. ● Interior design industry and careers ● Home and styling 	Students design their own room and present in a portfolio.
Term 3	<p>Event and Party Styling</p> <ul style="list-style-type: none"> ● Purpose of events and party styling ● Aspects of design ● Meeting the requirements of the event and the client 	Students plan and design their own event or party for a particular purpose.
Term 4	<p>Image Styling</p> <ul style="list-style-type: none"> ● Explore aspects of styling in industries such as fashion, interiors, food, events, film, advertising, visual merchandising, and magazines ● Media and social media - styling for the people ● Purpose of image styling and how it impacts an audience 	Students create their own set of images for a particular purpose. They present these in the form of a multimodal proposal.

School Determined Courses

Course Description

The Stage 5 Religious Education course consolidates and builds on learning from previous stages of schooling based on the *Sharing Our Story* syllabus. This syllabus is based on the following foundation statements:

- Profession of Faith
- Celebration of the Christian Mystery
- Life in Christ
- Prayer

What will students learn about?

The main areas of study in Year 9 are:

- The New Testament
- Images of Jesus
- Moral Decision Making
- Living Simply
- Eucharist
- Meaning in the Media – Religion and Ethics

Mandatory Courses

Course: English

KLA: English

Course Description

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, rhetorical, critical and reflective.

What will students learn about?

Students develop their control of language by reading and viewing a range of texts and by writing with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing.

What will students learn to do?

Students 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. They learn to think in ways that are imaginative, interpretive and critical. They develop skills to express themselves and their relationships with others and the world, and they reflect on their learning.

Course Requirements

In Stage 5 (Years 9–10) NESA requires students to experience at least two works each of: fiction, film, non-fiction and drama, a variety of poetry drawn from different anthologies or from particular poets.

In Stage 5, the selection of texts must also give students experience of Shakespearean drama.

Course Description

Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments

What will students learn about?

Students learn about geographical issues and the responses to them including appropriate methods of citizenship for their management.

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

Course Requirements

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

Course: History

KLA: HSIE

Course Description

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia.

What will students learn about?

Students explore the nature of history, how historians investigate the past and the importance of conserving our heritage.

Students develop an understanding of significant developments in Australia's social, political and cultural history including Federation, the Vietnam War era and the social history of one decade in depth. Australia's international relationships are examined through World War One and Two and our role as a global citizen. The changing rights and freedoms of Aboriginal peoples and other groups in Australia are also studied.

What will students learn to do?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

Course Requirements

All students must complete a site study in Stage 4 and Stage 5.

Course Description

Mathematics provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

What will students learn about?

The three courses in Stage 5 are:

Stage 5.1 Pathway – Standard Course

- The Standard Course is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9.
- Content covered includes; financial mathematics, basic algebra, linear relationships, measurement, trigonometry, statistics and probability.
- The course builds student confidence in using mathematics both in the classroom and for use in later life.

Stage 5.2 Pathway – Intermediate Course

- The Intermediate Course is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes by the end of Year 8.
- All the topics from 5.1 are included plus further numerical computation, further algebraic skills, algebraic fractions, trigonometry involving bearings, further surface area and volume of 3-dimensional solids and bivariate data analysis.

Stage 5.3 Pathway – Advanced Course

- The Advanced Course builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.
- All the topics from 5.2 and 5.1 are covered as well as surds, indices, multi-stage probability, non-right angled trigonometry, quadratic equations and (time permitting) polynomials, circle geometry and logarithms.
- It is a demanding course which is suited to students who have demonstrated a high level of proficiency in mathematics.

What will students learn to do?

Students will become confident, creative users and communicators of mathematics, and be able to investigate, represent and interpret situations in their personal and future work lives. They will be able to recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

**Course: Personal Development,
Health & Physical Education**

KLA: PDHPE

Course Description

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential.

Through PDHPE students develop knowledge, understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community

What will students learn to do?

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interaction, problem-solving, decision-making, planning and moving.

Course: Science

KLA: Science

Course Description

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

What will students learn about?

Through their study of Science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

What will students learn to do?

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making 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, which will involve a 'hands-on' practical investigation.

NAME: _____

Email: _____

Selection Sheet must be returned to Mr Fitzpatrick by Wednesday 18th August, Term 3 Week 6

2 Year Electives Select TWO Electives in your order of preference and ONE course as a reserve.

CREATIVE and PERFORMING ARTS	Drama
	Music
	Photographic and Digital Media
	Visual Arts
HUMAN SOCIETY and ITS ENVIRONMENT	Commerce
PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION (PDHPE)	Physical Activity and Sports Studies
	Child Studies
LANGUAGES	Japanese
TECHNOLOGY and APPLIED STUDIES	Agriculture
	Design and Technology
	Food Technology
	Graphics Technology
	Industrial Technology - Metal
	Industrial Technology - Timber
	Information Software Technology (IST)

2 Year Elective choices *in your order of preference*

1.	2.	3.
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1 Year Electives Choices (Year 9 only) *Select ONE Interest Elective and TWO additional courses as reserves*

The Artist - Exploring Art Making
Boot Camp - Fitness
Fishing
Get Creative with Writing (GCW)
Hunger Games
Mad As Science
Ninja Warriors
Outdoor Education & Recreation
School of Rock (Rock Music)
Stage, Screen and Live Events
iSTEM
Sushi and Other Adventures
Styling, Fashion and Design

1 Year Interest Elective Choices *in your order of preference*

1.	2. Reserve	3. Reserve
Parent/Carer		