



**Curriculum Guide  
and Subject Selection Booklet**

**Year 9  
2021**

**Marian Catholic College**



Dear Parents and Students

The Years 7-10 continuum of the NESA (NSW Education Standards Authority) broadens in Year 9 commencing Stage Five learning. This is a very exciting learning year at Marian Catholic College.

The Year 9 and 10 learning program has been specially designed to cater for the needs of students within this age group. The program is designed to enable students to use this time of exploration and self discovery as the basis of their learning, setting up opportunities for students to take risks in their learning before they need to apply those skills to the outside world. As a result, they can become more independent and face decision-making situations with confidence and knowledge that they have the skills to make the right choices.

It is essential that some careful thought is given to this process. Students are encouraged to draw on the advice of teachers, parents and caregivers, and reflect on their current work ethic, areas of success and personal interests as part of their discerning process. Choices should be appropriate personal ones and not choices based on what friends are doing or because a particular teacher usually teaches that subject.

I wish you well as you move into the Stage 5 at Marian and encourage you to make the most of the endless possibilities that your future learning will bring you.

With kind regards



Alan Le Brocque  
Principal

## **An Introduction to Stage 5**

Students are required to study courses in Years 7-10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. At Marian Catholic College, students will also undertake a 200 hour course in Religion (Sharing Our Story).

During Years 7 and 8, students have also studied courses in Creative Arts, Technology and Applied Studies and Languages Other Than English (Italian).

Students' reports will be based on the Course Performance Descriptors for each of the courses they have studied in Years 9 and 10. These descriptors have been developed by the NSW Education Standards Authority to describe the skills and knowledge students have achieved. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

# Frequently Asked Questions about Stage 5

## What is Stage 5?

The NSW Education Standards Authority, in their organisation of Curriculum considers Years 7 & 8 as Stage 4 and Years 9 & 10 as Stage 5.

## What is the NSW Education Standards Authority (NESA)?

The NSW Education Standards Authority was established under the Education Act 1990 (NSW) and in broad terms, is responsible for the curriculum from Kindergarten to Year 12, the registration and accreditation of non-government schools, and the assessment and examination of student achievement for the Higher School Certificate. Students are required to follow and complete a pattern of courses developed or approved by NESA.

## What is the course structure at this school?

Stage 5 are required to satisfactorily complete the following pattern of study:

- Religion Catholic Studies: Sharing our Story – 200 hours
- English - 200 hours
- Mathematics - 200 hours
- Science - 200 hours
- History - 100 hours
- Geography - 100 hours
- P.D. Health P.E. - 200 hours
- Electives 1 & 2 (Years 9 & 10) - 200 hours each

## How do students choose an elective?

Students have the opportunity to choose their electives from those listed in the second half of this booklet.

## On what basis should a student choose their elective?

Students should make their choice of an elective based on the answers to the following questions:

1. Am I interested in this subject area?
2. Do I like this subject or type of subject?
3. Is this a subject that I can work at and in which I can perform well?

## Can a student change an elective subject if they do not like their choice?

Yes, up until **Week 3 of Term 1 2021** and only if there is room in the class they want to move into.

Students who wish to change their elective choice need to:

1. Collect a change of subject form from the Leader of Curriculum
2. Appreciate that it is not automatic and requires a good reason, the support of their parents and cannot be used to avoid commitments in the subject that they wish to leave.
3. Accept that they are required to complete work that occurred in the subject that they are changing into prior to their move.

### **What effect will an unacceptable absence have on a student's "Satisfactory completion of Stage 5"?**

Students are expected to attend every lesson and all other organised activities for the all courses in their entire program.

Any extensive absence or an excessive total of absences that are deemed unacceptable by the Principal may result in the student being classed as having an unsatisfactory completion of that course (an "N" Award) and may therefore impact on the student's eligibility for entry into Stage 6 (Year 11 and 12).

A student is deemed to have unsatisfactory attendance if absences are so frequent that they hinder the student reaching a satisfactory outcome in a course.

### **What are the requirements for the "Satisfactory Completion of Stage 5"?**

For the Satisfactory completion of a course, it is the student's responsibility to:

1. Complete all assigned work including each assessment task, to the best of their ability.
2. Ensure that any questions about marks, grades or comments awarded for individual pieces of work are resolved by the time work is handed back to the teacher.
3. Demonstrate that through effort and achievement the student has met the requirements of the course.

### **What is an "N" award for unsatisfactory completion of a course?**

Students will receive an "N" Award determination in any course if they do not meet all the following requirements:

- a) Follow the course of study developed or endorsed by the NSW Education Standards Authority.
- b) Apply themselves with due diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- c) Achieve some or all of the outcomes of a particular course being studied.

*NOTE: The receipt of an "N" award determination may mean that the student is not eligible for progression to Stage 6.*

### **Are students and/or their parents given warning of unsatisfactory completion of a course?**

Yes. If the KLA Coordinator, on the recommendation of a teacher of a course, determines that a student is in danger of not completing a course satisfactorily, the student and/or their parents will be advised in writing in time for the student to correct the problem and satisfactorily complete the course.

### **Are there external School Certificate Examinations?**

No. The Record of School Assessment has replaced the School Certificate.

The **Record of School Achievement (RoSA)** is a new credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).

## **What is the Record of School Achievement?**

It is a cumulative credential – recognising all of a student’s academic achievements.

Instead of just showing what the results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC continue on to complete some further courses.

- The RoSA will show the Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If a student starts a course but leaves school before completing it, the RoSA will show evidence of enrolment.
- The RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

The RoSA will be awarded to all eligible students when they leave school.

- If a student transfers from one school to another at the end of Year 10 they will not receive a formal RoSA credential at this time.
- To receive a RoSA, students will need to meet the school’s attendance requirements.
- Students will be able to request a RoSA through the school when they talk to the teachers or principal about leaving and if they are eligible, the RoSA credential will be sent directly to the student.
- If students have completed any Life Skills courses they will receive your Life Skills Profile of Student Achievement at the same time as the RoSA.

The RoSA grades will be determined by the teachers using established guidelines and processes to ensure consistency of judgement.

- Grades for all courses in Year 10 and 11 will be based on student results in assessment tasks completed throughout the year. Assessment tasks may include tests developed and used in your school.
- Teachers are very experienced already in providing grades based on assessments. As part of introducing the RoSA, the Board will provide further support and resources to make sure grades are given fairly and consistently from school to school.

If a student is leaving school before getting the HSC they will have the option of sitting literacy and numeracy tests.

- The tests will be offered online and will be taken at school under the supervision of a teacher. If a student is leaving school they do not have to do these tests. The tests are a useful option for those who are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of ‘windows’ each year. Students will only be able to sit the tests once during each window but, if they later decide to stay at school longer, they will be able to take the tests again.
- The literacy and numeracy test results will be reported separately to the RoSA credential.
- The most recent results will be the results students are issued with when they leave school.

NESA is working on a new online package that will allow students to collect evidence of their extra-curricular achievements such as first-aid qualifications or volunteer work. The pilot project began in 2012.

**Where can a student/parent get more advice?**

- Assistant Principal-Learning and Teaching
- Leader of Curriculum
- Homeroom teachers and Pastoral Coordinator
- KLA Coordinators & Subject Teachers
- NSW Education Standards Authority web site: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## Stage 5 Assessment Policy

An Assessment Booklet will contain general school-wide policies for Stage 5. This will be received by students at the beginning of Year 9 and Year 10. It will include:

- guidelines on the types of assessment tasks considered suitable for measuring the various syllabus outcomes including the criteria the students will be assessed on;
- school procedures on the placement, timing and coordination of assessments;
- school procedures on administration of assessment tasks: providing adequate notice of tasks, submitting tasks, late submission of tasks, absence from tasks, malpractice in tasks;
- school requirements for reporting to students on performance in assessment tasks;
- procedures for ensuring parents are informed when students have failed to submit assessment tasks;
- procedures for informing parents and warning students when they are in danger of receiving an 'N' determination.

An '**N**' **determination** indicates that the student has failed to meet one or more of the following requirements:



- a) followed the course developed by NESAs
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- c) achieved some or all of the course outcomes.

***This may mean the student is not eligible for entry into Year 11.***

### **Applying the Course Performance Descriptors involves teachers in:**

- using assessment tasks (e.g. tests, practical work, assignments, presentations, projects, exams)
- discussions which relate to the knowledge and skills objectives in the Areas for Assessment;
- making assessment observations and recording judgments (e.g. marks, grades, comments);
- making a summative assessment judgement for each student (i.e. what is the extent of a student's achievement at the end of the course?);
- applying the Course Performance Descriptors to determine the most appropriate overall description of each student's achievement and awarding the grade.

Coordinators make the final judgement of the grade awarded on the basis of available assessment information and with reference to the Course Performance Descriptors. Schools will determine the actual grades to be awarded to their students.

## Pattern of Study – What are the choices?

Years 9 and 10 at Marian is a two year period referred to as Stage 5. As has been indicated, the pattern of study combines mandatory (compulsory) and elective subjects.

In accordance with the NSW Education Standards Authority and College requirements, the following subjects are studied by all students over Stage 5:

- Religious Education
- English
- Mathematics
- Science
- Personal Development, Health & Physical Education
- Australian History, Geography, Civics and Citizenship

Students can then choose to study **TWO** other subjects. These can come from the following Key Learning Areas:

- Human Society & Its Environment
- Personal Development, Health & Physical Education
- Technology and Applied Studies
- Languages Other Than English
- Creative and Performing Arts

Choosing the most appropriate subjects is very important as your choice is for the next two years. Please choose wisely. Ask questions of older students and discuss your choices with parents and teachers.

### Make your choices on the basis of:

Subjects you enjoy

Subjects in which you know you will do well

Subjects YOU want to do - not just because your friends are doing it, the teacher is easy to get along with or you think it's going to be easy....



The final elective subjects to be offered at Marian will be determined by the number of students requesting the course and the overall demands of the school curriculum and staff availability. The final decision will rest with the Principal.

# ***Mandatory Courses***

## ***Stage 5***

***2021***

## Religion - Catholic Studies

<b>Coordinator: Miss D Polimeni</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b>          'Catholic Studies' is an integrated, K to 12, Christian Religion program, cross referenced to Scripture and the Catechism of the Catholic Church. The Stage Five program builds upon the previous stages and prepares for the completion of the program in Stage Six.</p> <p>Course outcomes include that students should be able to understand and appreciate:</p> <ul style="list-style-type: none"> <li>• that God desires liberation for us all;</li> <li>• that the Church has a mission in the world;</li> <li>• that the Church's sacraments reconcile, renew and build up the Christian community; that the Bible, prayer and Church teaching are vital parts of a Christian life as expressed through different communities and lifestyles, and</li> <li>• that sacred places, persons and ethical codes play a significant role in the faith of Christian denominations and world religions.</li> </ul>	
<p><b>Year 9</b>          Key units studied in Year 9</p> <ul style="list-style-type: none"> <li>• Images of Jesus</li> <li>• The New Testament</li> <li>• Eucharist</li> <li>• Mary and the Saints</li> <li>• Meaning in the medial Religion and ethics</li> </ul>	<p><b>Year 10</b>          Key topics / units studied in Year 10</p> <ul style="list-style-type: none"> <li>• A Call to Unity</li> <li>• Reverence for Life</li> <li>• Moral Decision Making and Justice</li> <li>• Christianity in the Middle Ages</li> <li>• Ancient Religions</li> </ul>
<p><b>Particular Course requirements</b>          Formal assessment in Stage Five 'Catholic Studies' will provide an opportunity for all students to demonstrate their skills, knowledge and understanding of the course.</p> <p>All students will be expected to actively participate in School Masses, liturgies, retreats and reflection days as part of their course of study.</p>	
<p><b>Extension Opportunities</b>          Youth Ministry, Community Service opportunities, Liturgical preparation, participation in the Easter Liturgy, Participation in the Marian Community Group</p>	

# English

**Acting Coordinator: Mrs T Griffiths**

**Years 9 & 10**

## Course Description:

The aim of English in Stage 5 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

- Fiction: at least two works
- Poetry: a variety drawn from different anthologies and/or study of one or two poets
- Film: at least two works
- Nonfiction: at least two works
- Drama: at least two works

Within this students will be given experience of:

- spoken texts, print texts, visual texts, media, multimedia and digital texts
- texts which are widely regarded as quality literature
- Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, texts written about intercultural experiences and texts that provide insights about the peoples and cultures of Asia,
- Shakespearean drama
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels, and an appropriate range of digital texts, including film, media and multimedia

### Year 9

#### Key topics

1. **Can you see it my way?** - Students consider the ways texts use point of view and perspective to shape their narratives and the reasons for these choices. Students will study a variety of poetry, short stories, picture books and a novel. Students will then compose their own texts experimenting with point of view.
2. **Persuading the Public** - Students analyse the ways the public is persuaded through speeches, documentaries and mockumentaries. They will compare the ways composers persuade us and evaluate which is more effective, as well as composing their own persuasive texts.
3. **Befriending the Bard** - Students engage with Shakespearean drama: the language, the stories, the characters. In doing this they closely analyse one play. Students compare adaptations of Shakespeare and adapt one of his plays to the modern world themselves.
4. **On the Edge of Your Seat** - Students will study the Suspense Genre from origins of Gothic Horror to Modern Thrillers and Chillers. Students will respond to short stories, poetry, song lyrics, film clips and will finish the unit with a close study of a film.

### Year 10

#### Key topics

5. **Conflicting the Conflict** - Students consider how the concept of conflict is represented in literature and popular culture. They first study a series of poems and songs and finally a play. They will explore ways of representing conflict through a range of mediums.
6. **Making the Sale** - Students consider the ways that media outlets make money, persuade public opinion and convince consumers to purchase their product. They do this through a study of Current Affairs and News Programs and their parodies, as well as studying the power of advertising and propaganda.
7. **An Oldie but a Goodie** - Students focus on a classic novel, its composer and context and analyse the key features of the novel. They will also consider how this novel has become embedded into popular culture.
8. **Breaking the Mould** - Students will respond to a range of written texts that demonstrate different ways of conforming to or subverting character stereotypes. They will consider the construction of Heroes and Villains, as well as Gender Roles and the way composers create character. They will complete their study through the close analysis of a film.

### Particular Course requirements

Assessment in Stage 5 English includes common tasks across the language modes of speaking, listening, reading, writing, viewing and representing, as well as tasks set by individual class teachers.

### Extension Opportunities

Poetry and writing competitions, publication of writing; debating and public speaking, Playwriting Workshops, short film production, excursions to the theatre and Festival of the Word.

# Mathematics

**Coordinator: Mrs E Blanco**

**Years 9 & 10**

## **Course Description:**

The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of the subject enables students to develop a positive self-concept as learners of mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.

The objectives of the course include:

- **Working Mathematically** to develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.
- **Number and Algebra** to develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.
- **Measurement and Geometry** to identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning on problems
- **Statistics and Probability** to collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

## **Mathematics Learning in Stage 5**

**STAGE 5.2** – By the end of Stage 5.2, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. They apply their knowledge of percentages, fractions and decimals to problems involving conversion of rates, direct proportion, and financial contexts related to compound interest and depreciation. They also apply the index laws with integer indices to simplify expressions. They extend their skills in measurement to solve problems. Statistical skills are extended to include the construction of box-and-whisker plots and the calculation of interquartile range to analyse and compare data sets in appropriate data displays.

**STAGE 5.3** – By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. Students operate with irrational numbers and extend their knowledge of the number system to include all real numbers. Their knowledge of a wide range of geometrical facts and relationships is used to prove general properties in geometry, extending the concepts of similarity and congruence to more generalised applications. Students use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit.

## **Particular Course requirements**

This course requires the following :

- NESA approved Scientific Calculator ( Casio fx- 82AU Plus II or or Abacus SX-11 MATRIXn)
- Geometry set
- A4 5mm Grid Notebook

Assessments will be ongoing through Summative tests and Assessment for Learning activities which include class observations, quizzes, inquiry - based research activity, group work, open-ended investigations, practical activities, on-line and Google form quizzes and games.

## **Extension Opportunities**

Mathematics Challenge for Young Australians, Australian Mathematics Competition.

# Science

<b>Coordinator: Mrs E Dumbleton</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description.</b>            The Science course for Year 9 and year 10 develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and chemical world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence. This will enable them as individuals and as part of the community to make informed, responsible decisions about the use and influence of Science and technology on their lives.</p> <p>The study of Science in stage 5 is a prerequisite for the study of Biology, Chemistry, Physics, Earth and Environmental Science and Investigating Science in the senior years and develops problem solving skills for citizens of the Earth in the 21st Century.</p>	
<p><b>YEAR 9 KEY CONCEPTS</b>            Chemical reactions and the periodic table            Energy and Electricity            The Changing Earth and tectonic plates            Microorganisms and disease            Immune and Reproductive systems            Ecology and Ecosystems            Global systems: atmosphere, biosphere, hydrosphere and lithosphere            The Universe</p>	<p><b>YEAR 10 KEY CONCEPTS</b>            Genetics            Ethics in Science            Evolution            Radioactivity            Waves and the electromagnetic spectrum            Chemical reactions            Motion            Mandatory Student Research Project            Current developments in thinking and Technology in Science</p>
<p><b>Particular Course requirements</b></p> <p>The students will need to commit to learning and study as it will challenge their current thinking and develop skills in practical investigation and communication using the scientific method. They are encouraged to link their life experiences and observations to their learning and current issues in dealing with the Earth, its inhabitants and its environment.</p> <p>Work in the laboratory requires all students to follow laboratory protocol by wearing closed in leather shoes, safety glasses and aprons with no loose clothing and hair tied back when necessary. Safety is of paramount importance in the lab, so respectful and calm behaviour is expected at all times.</p>	
<p><b>Where could this Course Lead?</b>            This course prepares students for senior study of Biology, Chemistry, Physics, Earth and Environmental Science, Investigating Science and Extension Science and University study in any of the sciences. It prepares students to engage in their daily lives with an inquiring mind and develops values and ethics to make informed decisions.</p>	
<p><b>Extension Opportunities</b>            STEM opportunities, excursions, developing and area of interest with the student research project, connection to industry, mentors and expertise outside the College with Extension Science for the Higher School Certificate.</p>	

## Personal Development, Health & Physical Education

<b>Coordinator: Mrs G Calabro</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b>            Personal Development, Health &amp; Physical Education contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. This Stage 5 course reflects the multidimensional nature of health and physical activity in the context of a diverse and changing society. Learning in PDHPE develops in students the knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others.</p> <p>At Marian Catholic College, the Stage 5 PDHPE course aims to consolidate the structures already introduced in the PDHPE Stage 4 course. During this course, students will be given the opportunities to explore issues that are likely to impact on the health and well being of themselves and others, now and in the future. A continued emphasis is placed on effective communication, positive decision making, effective interaction in groups, confident movement, planning, and problem solving.</p>	
<p><b>Year 9</b>            Key topics / units studies in Year 9</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• State of Mind</li> <li>• Australia's Multicultural Landscape</li> <li>• Commit to be Fit</li> <li>• Practical lessons: athletics, court games, fitness, swimming, striking and fielding</li> </ul>	<p><b>Year 10</b>            Key topics / units studied in Year 10</p> <ul style="list-style-type: none"> <li>• Better Safe than Sorry</li> <li>• The Next Chapter</li> <li>• Health Information and Support Services</li> <li>• Responding Positively to Challenges</li> <li>• Practical lessons: Invasion games, competitive sports, gymnastics and modified games</li> </ul>
<p><b>Particular Course Requirements</b>            Students will need to adhere to the Marian Catholic College PDHPE Uniform and Occupational Health &amp; Safety Policies.</p> <p>Students will be assessed via:</p> <ul style="list-style-type: none"> <li>• Power-point Presentation</li> <li>• Research Tasks</li> <li>• Food Packaging Design</li> <li>• Practical movement skills</li> </ul>	<p><b>Particular Course Requirements</b>            Students will need to adhere to the Marian Catholic College PDHPE Uniform and Occupational Health &amp; Safety Policies.</p> <p>Students will be assessed via:</p> <ul style="list-style-type: none"> <li>• Research Tasks</li> <li>• Resume Design</li> <li>• Practical movement skills</li> <li>• Composition and Performance</li> </ul>
<p><b>Extension Opportunities</b>            Representative sport</p>	

# Australian History

**Coordinator: Mr W Lyon**

**Years 9 & 10**

## **Course Description:**

History allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence. The study of History investigates the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts.

## **Topics that may be studied:**

### **Year 9 - The Making of the Modern World**

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).

- Overview - The Making of the Modern World
- Movement of Peoples
- Australians At War (World Wars I and II)

### **Year 10 - The Modern World and Australia**

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.

- Overview - The Modern World and Australia
- Rights and Freedoms (1945 to present)
- Popular Culture
- The Vietnam War

## **Particular Course Requirements**

Undertaking and participating in a site study is a compulsory element of this course. Students must undertake 100 hours of History in Years 9 and 10.

## **Extension Opportunities**

Australian History competition, the Simpson Prize, ANZAC and Remembrance Day commemoration.

# Australian Geography

<b>Coordinator: Mr W Lyon</b>	<b>Years 9 &amp; 10</b>
<b>Course Description:</b> <p>The study of Geography provides a framework on which to build an overall view of the world. It assists in the development of the capacity to understand, cope with and enjoy that world and increases the understanding of the various forms of natural and cultural features on the land. It assists students to recognise and respond to the constant changes taking place in the immediate environment, and at regional, national and international levels.</p> <p>Since most geographical studies take place in real-life situations, students are able to use their experiences to develop concepts and acquire problem solving skills. Geography contributes towards improvements in the quality of life and encourages students to accept community responsibilities.</p> <p>The skills and capabilities developed through geographical study can be applied to further education, work and everyday life</p>	
<b>Main Areas studied:</b> <p><b>Sustainable Biomes</b></p> <ul style="list-style-type: none"><li>• Students examine the physical characteristics and productivity of biomes.</li></ul> <p><b>Changing Places</b></p> <ul style="list-style-type: none"><li>• Students examine the patterns and trends in population movements and the increasing urbanisation of countries.</li></ul> <p><b>Environmental Change and Management</b></p> <ul style="list-style-type: none"><li>• Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability.</li></ul> <p><b>Human Wellbeing</b></p> <ul style="list-style-type: none"><li>• Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries.</li></ul> <p>The syllabus incorporates Information and Communications Technologies (ICT) and provides fieldwork opportunities. At the end of this course it is our aim that all students will be aware and active Australian citizens.</p>	
<b>Particular Course Requirements</b> <p>Undertaking and participating in fieldwork is a compulsory element of this course. Students must undertake 100 hours of Geography in Years 9 and 10.</p>	
<b>Extension Opportunities</b> <p>Australian Geography competition</p>	

# ***Elective Courses***

***Stage 5***

***2021***

## Child Studies

<b>Coordinator: Mrs G Calabro</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b> Child Studies is a NESAC course.</p> <p>The course is designed to accommodate students who have a specific interest in early childhood education, childcare and the physical, social and emotional growth and development of children between 0 and 8 years of age. It enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.</p> <p>At Marian Catholic College, the Stage 5 Child Studies course aims to extend some of the structures introduced in the Stage 4 and 5 PDHPE course. There is a definite benefit for students who intend to study Community and Family Studies (CAFs) or Exploring Early Childhood (EEC) in the Preliminary and HSC course.</p>	
<p><b>Year 9 &amp; Year 10</b> Content/Modules that can be studied include:</p> <ul style="list-style-type: none"> <li>• Preparing for parenthood</li> <li>• Conception to birth</li> <li>• Family interactions</li> <li>• Newborn care</li> <li>• Growth and development</li> <li>• Play and the developing child</li> </ul>	<ul style="list-style-type: none"> <li>• Health and safety in childhood</li> <li>• Food and nutrition in childhood</li> <li>• Children and culture</li> <li>• Media and technology in childhood</li> <li>• Aboriginal cultures and childhood</li> <li>• The diverse needs of children</li> <li>• Childcare services and career opportunities</li> <li>• Starting school</li> </ul>
<p><b>Particular Course Requirements</b> Students may be assessed via:</p> <ul style="list-style-type: none"> <li>• Research Assignment</li> <li>• Practical Demonstrations</li> <li>• Work placement in Day Care Centres, Preschools and Maternity Ward</li> <li>• Realcare Baby Program</li> </ul>	

# Commerce

<b>Coordinator: Mr W Lyon</b>	<b>Years 9 &amp; 10</b>
<p><b>Commerce</b> enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political 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.</p> <p><b>In Years 9 and 10 students will study the following CORE topics:</b></p> <p><b>Year 9 : CORE</b></p> <ol style="list-style-type: none"> <li>1) <u>Consumer and Financial Decisions Choice</u> - 25 hours Students identify and research issues that individuals encounter when making consumer and financial decisions.</li> <li>2) <u>Employment and Work Futures</u> - 25 hours Students will investigate the contribution of work to the individual and society and the changing nature of work.</li> </ol> <p><b>Year 10 : CORE</b></p> <ol style="list-style-type: none"> <li>1) <u>Law, Society and Political Involvement</u> - 25 hours Encouraging students to develop an understanding of how laws affect individuals and groups, regulate society and participate in the democratic process.</li> <li>2) <u>The Economic and Business Environment</u> - 25 hours Students develop an understanding of the importance and features of the economic environment including markets.</li> </ol>	
<p><b>Year 9 – Options include:</b></p> <ol style="list-style-type: none"> <li>1) <u>Promotion and Selling</u> – 20 hours This topic allows for the investigation of the promotion and selling of goods and services including social, ethical and environmental considerations.</li> <li>2) <u>“\$20 Boss”</u> - 20 hours This school-developed option will allow students to gain practical skills in design, creating a prototype and testing their innovative product or service idea.</li> <li>3) <u>Travel</u> – 20 hours Explores the considerations that need to be made when planning for travel and solve problems encountered when travelling.</li> </ol>	<p><b>Year 10 – Options include:</b></p> <ol style="list-style-type: none"> <li>1) <u>Running a Business</u> – 20 hours Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business.</li> <li>2) <u>Investing – 20 hours</u> Explores the range of investment options available and analyses information and data to make informative investment decisions.</li> <li>3) <u>Towards Independence</u> - 20 hours Investigates financial, consumer, legal and employment issues which may affect them in the future.</li> </ol>
<p><b>Benefits of this course:</b> Commerce provides a useful background for Legal Studies, Economics, Society and Culture, Business Studies and Business Services in the senior school.</p>	
<p><b>Extension Opportunities</b> Students are encouraged to compete in a variety of competitions such as the Australian Schools Stock Market Game and the Tax, Super + You Competition. The class are given opportunities to create, interpret and analyse a variety of financial statements such as Balance Sheets, Cash Flow Statements and Revenue Statements. Students can also design a social media platform to promote a business venture and construct a travel itinerary in this course.</p>	

## Drama

<b>Coordinator: Mr M Segrave</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b> 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.</p> <p><b>What will students learn about?</b> All students undertake a unit of play building in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.</p> <p>At Marian Catholic College, the Stage 5 Drama course will cover a variety of topics in drama and theatre. The emphasis will be on active involvement and positive personal growth of the students as performers and as people.</p> <p>This course is for students who want to be moving, creating, collaborating, playing, enjoying, designing, performing and reflecting upon a wide range of dramatic activities.</p>	
<p><b>Year 9</b> Key topics / units studied in Year 9:</p> <ul style="list-style-type: none"> <li>• Unit 1 –Stagecraft &amp; Laban</li> <li>• Unit 2 – Elements of Drama</li> <li>• Unit 3 – From Script to Stage</li> <li>• Unit 4 – Improvisation &amp; Playbuilding</li> <li>• Unit 5 – Commedia dell’Arte</li> <li>• Unit 6 – Mini Monologue &amp; Playbuilding Unit</li> </ul>	<p><b>Year 10</b> Key topics/ units studied in Year 10:</p> <ul style="list-style-type: none"> <li>• Unit 1 – Creating a Character &amp; Stanislavski</li> <li>• Unit 2 – Theatrical Traditions</li> <li>• Unit 3 – Production Elements</li> <li>• Unit 4 - Playbuilding – Extending Theatricalities</li> <li>• Unit 5– Australian Theatre (Fractured Fairytales Production Elements)</li> <li>• Unit 6 – Mini Playbuilding Unit</li> </ul>
<p><b>Particular Course Requirements</b> There may be additional costs for the following activities: - Theatre shows - Workshops by professional performers As well, students are able to attend the Creative Arts Sydney Excursion in February or excursion to watch Musical productions.</p> <p>Assessment will cover the following areas:</p> <ul style="list-style-type: none"> <li>• Making drama</li> <li>• Performing</li> <li>• Critical response</li> </ul>	
<p><b>Extension Opportunities</b> Performing in the Creative Arts Carnival Night, Plays, Musicals, and Drama Showcase Nights</p>	

# Food Technology

<b>Coordinator: Mrs M Shannon</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b>          Food Technology provides students with a broad knowledge and understanding of nutrition, food properties, preparation and processing. It is an opportunity to design, produce, present and evaluate suitable solutions involving foods.          Food Technology is a practical subject where it offers the opportunity for students to develop skills for tertiary courses and life experiences relating to food preparation, cooking and presentation of foods both in the home and in the Food Industry.</p>	
<p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>• Semester 1: <b>Living a Healthy Life</b> <ul style="list-style-type: none"> <li>- Food Nutrients</li> <li>- Foods developed to enhance health.</li> <li>- Under &amp; Over nutrition</li> <li>- Food Consumption in Australia</li> <li>- National Guidelines for Healthy Eating.</li> <li>- Nutritional requirements at Different stages of life.</li> </ul> </li> <li>• Semester 2: <b>Let's Party:</b> <ul style="list-style-type: none"> <li>- Food Service &amp; Catering</li> <li>- Employment Opportunities in the Food Industry</li> <li>- Menu Planning Considerations</li> <li>- Recipe Development</li> <li>- Presenting &amp; Serving Food</li> <li>- Catering for Special Occasions</li> <li>- Cake Design Challenge</li> </ul> </li> </ul>	<p><b>Year 10</b></p> <ul style="list-style-type: none"> <li>• Semester 1: <b>The Oz ID.</b> <ul style="list-style-type: none"> <li>- Reasons for Food Inequity</li> <li>- Groups who experience Food Inequity</li> <li>- Use of Foods Native to Australia</li> <li>- Evolution of an Australian Cuisine</li> <li>- Preparation &amp; presentation of many Many multicultural cuisines.</li> <li>- Multicultural Banquets</li> <li>- Mystery Box Challenges</li> </ul> </li> <li>• Semester 2: <b>On The Cutting Edge.</b> <ul style="list-style-type: none"> <li>- Trends in Food.</li> <li>- Trends in dining and food service.</li> <li>- Food Styling and Photography</li> <li>- Reasons for developing new food products</li> <li>- Steps in new product development design</li> <li>- Competition – Designing &amp; presenting new products for school canteens.</li> <li>- Masterchef Challenges</li> <li>- Mystery Box Challenges</li> </ul> </li> </ul>
<p><b>Benefits of Food Technology:</b></p> <ul style="list-style-type: none"> <li>• The Food Industry is one of the largest employment sectors in Australia.</li> <li>• Food Technology encourages students to work in a team environment.</li> <li>• Hands on activities are used to broaden and deepen their practical food experiences.</li> <li>• Food Technology offers the opportunity for students to study nutrition and food science and develop food preparation and cooking skills for everyday life.</li> </ul>	
<p><b>Particular Course requirements</b></p> <ul style="list-style-type: none"> <li>• Students will participate in food practicals once a week.</li> <li>• Assessment is based on practical work &amp; research projects.</li> </ul>	
<p><b>Extension Opportunities</b>          Food Competitions &amp; Challenges.</p>	

## Geography Elective

Coordinator: Mr W Lyon

Years 9 & 10

### Course Description:

*Embark on a global journey of people and places, difference and diversity, cultural issues and social awareness.*

The Geography Elective course provides students with the opportunity to explore a wide variety of topics over two years. It is a separate course to the Mandatory Geography course and unlike the mandatory course enables topics to be studied in greater depth using a variety of interesting approaches. It is an inquiry based course.

### Topics to be studied:

There is flexibility for students to have input into the topics and case studies they wish to study. Students through inquiry will explore 5 topics from a list of 8 topics.

Topics to select from include:

- Oceanography
- Political Geography
- Australia's Neighbours
- Interactions and Patterns along a Transcontinental Transect
- Global Citizenship
- Primary Production
- Physical Geography
- School Developed Option

This course gives the opportunity to examine many contemporary issues in an informative and interesting manner and from a variety of perspectives. Students are challenged to acquire new knowledge, understanding and skills.

Opportunities for fieldwork shall occur throughout the course. It is an integral and mandatory part of the study of Geography. Valuable research skills shall be acquired which can be applied throughout the students' future studies in a variety of subject areas. Students can work independently to acquire geographical information, process the information and communicate it.

### Particular Course Requirements

Completing elective Geography should help student results in Australian Geography, enhance student understanding of the world from a physical and socio-cultural perspective and provides background information for Senior Geography and Society and Culture in Years 11 and 12.

### Extension Opportunities

Australian Geography Competition

## History Elective

**Coordinator: Mr W Lyon**

**Years 9 & 10**

### **Course Description:**

Elective History is an interesting and challenging course which covers themes and events in both the Modern and Ancient worlds.

The aim of the Elective History course is to enable students to acquire the historical skills, knowledge and understanding, values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

The Elective course builds upon, and consolidates, the skills taught in the Mandatory Australian History course.

### **Topics to be studied:**

There is flexibility for students to have input into the topics and case studies they wish to study. Topics are studied under three broad headings:

- History, Heritage and Archaeology
- Ancient, Medieval and Early Modern Societies
- Thematic Studies

Topics that could be studied include (but are not limited to) Jack the Ripper, Greek mythology, the Middle Ages and Witchcraft, Myths and Legends, History Mysteries, Biographies of the Past, and War and Peace.

Students will gain further insight into the unique methodology of the historian and an understanding of the actions, motives and feelings of people at various times in the past. It also develops in students an understanding of their own identity and shared heritage and a knowledge and understanding of other societies and cultures

### **Particular Course Requirements**

This course provides an excellent basis for 2 Unit Modern History, Ancient History, Society & Culture, Legal Studies and Studies of Religion in Years 11 and 12

### **Extension Opportunities**

Australian History Competition, the Simpson Prize, ANZAC and Remembrance Day Commemorations

## Industrial Technology - Metal

<b>Coordinator: Mrs M Shannon</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b>            The Industrial Technology Metal course is a 'hands on' practical course that provides students with opportunities to develop knowledge, understanding and skills in relation to various metal applications and associated industries.</p> <p>Core modules develop knowledge and skills in the use of materials, tools and techniques related to Metal which are enhanced and further developed through the study of specialist modules in Metal Machining and / or Fabrication.</p> <p>Using the Design Process, they investigate, communicate and evaluate practical projects. They learn to communicate their ideas and gain knowledge of the processes used in industry through excursion visits and research.</p> <p>Work, Health and Safety issues are very important and students will undertake safety tests before they are able to work in the workshop.</p>	
<p><b>Year 9</b>            Key topics / units studied in Year 9</p> <ul style="list-style-type: none"> <li>• WH &amp; S and Risk Management</li> <li>• Understanding Metal</li> <li>• Equipment, Tools and Machines</li> <li>• Techniques</li> <li>• Links to Industry</li> <li>• Design</li> <li>• Workplace Communication Skills</li> <li>• Societal and Environmental Impact</li> <li>• Possible Projects include: Paper Tray, Toolbox, Metalcraft Objects, Creative Metal Sculptures ...</li> </ul> <p>Folio / drawings will be required for each project completed</p>	<p><b>Year 10</b>            Key topics / units studied in Year 10:</p> <ul style="list-style-type: none"> <li>• WH&amp;S and Risk Management</li> <li>• Metal Properties</li> <li>• Equipment, Tools and Machines</li> <li>• Techniques: welding</li> <li>• Links to Industry</li> <li>• Designing</li> <li>• Workplace Communication Skills: working drawings</li> <li>• Possible Projects include: Windmills, Metalcraft Objects, Barbecues</li> </ul> <p>Folio / drawings will be required for each project completed</p>
<p><b>Particular Course Requirements:</b></p> <ul style="list-style-type: none"> <li>• Students will participate in practical work on a weekly basis.</li> <li>• Assessment is based on practical work skills, folio work &amp; tests.</li> <li>• Students are expected to adhere to MCC WHS policies and procedures in the workshop.</li> <li>• Solid leather shoes must be worn in workshops at all times.</li> </ul> <p><b>Benefits of Metal Technology:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge &amp; understanding of related Metal Industries and WHS matters.</li> <li>• Work collaboratively with others to achieve individual &amp; collective design projects</li> <li>• Problem solving, workplace communication &amp; cooperative work practices are embedded in all units of work.</li> <li>• Develop skills that may equip them for the workforce &amp; vocational pathways.</li> </ul>	

# Industrial Technology - Timber

<b>Coordinator: Mrs M Shannon</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description</b>            Timber Technology provides opportunities for students to develop knowledge, understanding and skills in relation to the Timber and Associated Industries.</p> <p>Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in Cabinetwork.</p> <p>This is a practical skill-based course with an emphasis on safety, excellence in work quality and an expectation of high productivity. In Year 9, students develop practical skills through structured and supervised steps completing two projects. This leads to more independent work and freedom of design when the students undertake their Year 10 projects.</p> <p>The Design Process is an important factor that will allow students to reach their design potential when undertaking their second project in Year Ten. The students will also develop skills and knowledge in the areas of carpentry and furniture joinery along with graphical drawing. Throughout the course students will develop quality research and folio documentation skills when producing their projects.</p>	
<p><b>Year 9</b>  <b>Key topics studied in Year 9</b></p> <ul style="list-style-type: none"> <li>• WH&amp;S and Risk Management</li> <li>• Folio Development</li> <li>• Fundamentals when working with timber</li> <li>• Techniques when working with timber</li> <li>• Links to Industry</li> <li>• Design application</li> <li>• Workplace Communication Skills</li> </ul> <p>Possible Projects : Lolly Dispenser, Footstool, Storage Container</p>	<p><b>Year 10</b>  <b>Key topics studied in Year 10</b></p> <ul style="list-style-type: none"> <li>• Re - visit WH&amp;S and Risk Management</li> <li>• Folio Development</li> <li>• Design Application</li> <li>• Techniques working with Timber</li> <li>• Links to Industry</li> <li>• Designing</li> <li>• Working Drawings</li> </ul> <p>Possible Projects: Occasional Table, Clocks, Stools</p>
<p><b>Particular Course Requirements:</b></p> <ul style="list-style-type: none"> <li>• Students will participate in practical work on a weekly basis.</li> <li>• Assessment is based on practical work skills, folio's and tests.</li> <li>• Students are expected to adhere to MCC WHS policies and procedures in the workshop.</li> <li>• Solid leather shoes must be worn in the workshops at all time.</li> </ul> <p><b>Benefits of Timber Technology:</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of related work industries and WHS matters.</li> <li>• Work collaboratively with others to achieve individual and collective design projects.</li> <li>• Problem solving, workplace communication &amp; cooperative work practices are embedded in all units of work.</li> <li>• Develop skills that may equip them for the workforce and vocational pathways.</li> </ul>	

# Information and Software Technology

**Coordinator: Mrs M Shannon**

**Years 9 & 10**

## **Course Description:**

The use of Information Technology crosses all domains and the focus of this unit is to increase student awareness and knowledge of appropriate procedures, equipment (hardware/software), formats, conventions and the social implications which apply to the study of IT. This computer based course aims to develop students' interest in the general use of IT in the world around them.

Students are made aware (develop an understanding) of the implications of the use of ICT and the social responsibilities as users of technology.

## **Content for Years 9 & 10**

### **Core Topics**

- Design, Produce and Evaluate
- Hardware
- Data Handling
- Issues
- Past, Current and Emerging Technologies
- People
- Software

**The Core Topics are taught through 4 – 8 projects incorporating some of the following options (minimum of 4 over two years):**

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Database Design
- Digital Media
- Internet and Website Development
- Networking Systems
- Robotics and Automated Systems
- Software Development and Programming

## **Particular Course Requirements**

The type of projects undertaken by the students will depend on the students' needs and interests and address real world problems. Documentation is an important tool for student learning as a means of recording a student's solution, development and reflection throughout a project. This will be an integral part of the assessment tools in this course. Student Netbooks are required at all lessons.

# ISTEM

<b>Coordinator: Mrs M Shannon</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b>            Integrated Science, Technology, Engineering and Mathematics (iSTEM) is a NESAs-endorsed, school-developed course. It covers a number of STEM related fields including Fundamentals, Aerodynamics, Mechatronics, Aerospace, CAD-CAM, Motion, Surveying, Statistics &amp; Biotechnology.            The main purpose of this NESAs-endorsed course is to better engage students in science, technology, engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21<sup>st</sup> century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing.</p>	
<p><b>Year 9</b>            Key topics / units studied in Year 9</p> <ul style="list-style-type: none"> <li>• <b>Engineering Fundamentals</b> <ul style="list-style-type: none"> <li>○ Utilise various hardware and software technologies to solve a broad range of engineering problems</li> </ul> </li> <li>• <b>Mechatronics</b> <ul style="list-style-type: none"> <li>○ Use a range of equipment to carry out experiments and construct projects in relation to mechatronic systems</li> </ul> </li> <li>• <b>Aerodynamics</b> <ul style="list-style-type: none"> <li>○ Perform experiments and projects to using a range of aerodynamic technologies to solve engineering problems</li> </ul> </li> <li>• <b>STEM-based minor project</b></li> </ul>	<p><b>Year 10</b>            Key topics / units studied in Year 10</p> <ul style="list-style-type: none"> <li>• <b>Motion</b> <ul style="list-style-type: none"> <li>○ Apply motion technologies to the design of student projects</li> </ul> </li> <li>• <b>CAD/CAM</b> <ul style="list-style-type: none"> <li>○ Design, construct parts, products or assemblies using CAD software and produce them using appropriate CAM technologies</li> </ul> </li> <li>• <b>Mechatronics- Drones</b></li> <li>• <b>Design for Space</b> <ul style="list-style-type: none"> <li>○ Design, construct and simulate solutions for space-related applications</li> </ul> </li> <li>• <b>STEM-based major project</b></li> </ul>
<p><b>Benefits of iSTEM</b></p> <ul style="list-style-type: none"> <li>• ISTEM empowers individuals with the skills to succeed and adapt to this changing world.</li> <li>• Future employment opportunities for our students will be enhanced with STEM-based knowledge.</li> <li>• ISTEM encourages students to think creatively and develops their critical thinking skills.</li> <li>• ISTEM fosters teamwork skills, experimentation, digital literacy and communication.</li> </ul> <p><b>Particular Course Requirements</b>            The type of projects undertaken by the students will depend on the students' needs and interests and address real-world engineering problems. Documentation is essential for student learning as a means of recording a student's solution, development and reflection throughout a project. This will be an integral part of the assessment tools in this course. Student netbooks will be required for all lessons.</p> <p><b>Extension Opportunities</b>            F1 in Schools – RoboCUP and Robotics Challenge days – FIRST Robotics Competition – Science and Engineering Challenge</p>	

# Italian

<b>Coordinator: Mr M Segrave</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b>            The ability to communicate in Italian is a powerful tool and a skill for life. It provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations. Italian is spoken in many countries throughout Europe, North and South America, Africa and Australasia.</p> <p>At Marian Catholic College, the Stage 5 Italian course aims to consolidate the structures and vocabulary already introduced in the Italian Stage 4 course. During this elective course, students will be given the opportunity to improve their communication skills and develop a wider application of their language skills. A continued emphasis is placed on the skills of reading, listening and speaking, which enables students to initiate and maintain effective communication in formal and informal situations. Students will become self-reliant in finding ways of applying the Italian language appropriately.</p> <p>Cultural content is an important aspect of the course and is introduced through the use of authentic materials in the classroom, DVDs and visits by native speakers. Students are provided with the opportunity to correspond regularly with Italian students, which enables them to increase their experience in the language and develop greater respect for and appreciation of the people, traditions and ways of life of Italian speaking communities.</p>	
<p><b>Year 9</b>            Key topics / units studied in Year 9</p> <ul style="list-style-type: none"> <li>• House and Home Environment</li> <li>• Family Life</li> <li>• Daily Routine</li> <li>• Friendships and Relationships</li> </ul>	<p><b>Year 10</b>            Key topics / units studied in Year 10</p> <ul style="list-style-type: none"> <li>• Hobbies and Pastimes</li> <li>• Travelling the Globe</li> <li>• Living as a Digital Citizen</li> <li>• The Creativity of Italians</li> </ul>
<p><b>Particular Course Requirements</b>            Prescribed Text book: <i>Parliamo Italiano Due</i> Text and Workbook</p> <p>Assessment will cover the following areas</p> <ul style="list-style-type: none"> <li>• Listening and Responding</li> <li>• Reading and Responding</li> <li>• Speaking</li> <li>• Writing</li> <li>• Making Linguistic Connections</li> <li>• Moving Between Cultures</li> </ul>	
<p><b>Extension Opportunities</b>            ACER Italian Language Certificate</p>	

# Music

<b>Coordinator: Mr M Segrave</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b>            Music is a medium of personal expression, enabling the sharing of ideas, feelings and experiences. As an art form, it helps to make links between the emotions, the intellect and imagination, which can be expressed and symbolised.</p> <p><b>What will students learn about?</b>            This elective course allows students to develop their abilities and aesthetic potential through responding to music. They will be performers, composers and critical listeners. They will improvise and arrange music in individual and ensemble situations. The course will increase aural awareness, and promote an appreciation of cultural traditions, past music traditions and present practices.</p> <p>There will be opportunities to respond to music in an individual way, which will increase the students' enjoyment of music.</p> <p><b>In Year 9 and 10, students must study the compulsory topic and at least FOUR additional topics</b>            Key topics / units studied in Year 9 and 10:</p> <ul style="list-style-type: none"> <li>• <b>Compulsory topic - Australian Music:</b>              Students must study Australian art music as well as other aspects of Australian music such as Popular Music or Aboriginal music</li> </ul>	
<p><b>Year 9</b>            Key topics / units studied in Year 9:</p> <ul style="list-style-type: none"> <li>• Unit 1 – Musicology</li> <li>• Unit 2 – Technology and Electronic Music</li> <li>• Unit 3 – Performance Quality</li> <li>• Unit 4 – Music of A Culture</li> <li>• Unit 5 – Classical Music - Introduction</li> </ul>	<p><b>Year 10</b>            Key topics / units studied in Year 9:</p> <ul style="list-style-type: none"> <li>• Unit 1 – Musicology - Jazz</li> <li>• Unit 2 – Music for Theatre</li> <li>• Unit 3 – Australian Music - Rock</li> <li>• Unit 4 – Australian Music – Art Music</li> </ul>
<p><b>Particular Course Requirements</b>            There may be addition costs for attending workshops.            As well, students are able to attend the Creative Arts Sydney Excursion in February or excursions to watch Musical productions.</p> <p>Assessment will cover the following areas:</p> <ul style="list-style-type: none"> <li>• Performing</li> <li>• Composing</li> <li>• Listening</li> </ul>	
<p><b>Extension Opportunities</b>            Performing in the Creative Arts Carnival Night, Choir, Musicals, Music Showcase Nights and Band Competitions.</p>	

# Photography & Digital Media

<b>Coordinator: Mr. M. Segrave</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b>          The aim of the <i>Photographic and Digital Media</i> is to enable students to:</p> <ul style="list-style-type: none"> <li>• develop and enjoy practical experiences in Photography, Digital Art, Film and Animation and represent ideas and interests in photographic and digital media works</li> <li>• understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.</li> <li>• to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames</li> <li>• to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.</li> </ul>	
<p><b>Year 9</b>          Key topics/ units studied in Year 9</p> <ul style="list-style-type: none"> <li>• Digital Photography</li> <li>• Graphic Characterisation- Illustrator</li> <li>• Animation &amp; Film 1</li> <li>• Digital ART- Manipulation of Images using Photoshop</li> </ul>	<p><b>Year 10</b>          Key topics/ units studied in Year 10</p> <ul style="list-style-type: none"> <li>• Digital Art: Cubism/Surrealism</li> <li>• Animation &amp; Film 2</li> <li>• Elements &amp; Principles of Design &amp; The Frames</li> <li>• Major Work- Student Choice from Digital Art, Photography, Animation and Film</li> </ul>
<p><b>Particular Course requirements</b>          Students will need to have a keen interest in Photography and Digital Media. Formal assessment in Stage Five 'Photography and Digital Media' will provide an opportunity for all students to demonstrate their skills, knowledge and understanding of the course. Students will be assessed on both the Historical and Critical Aspects of Photography and Digital Media, in forms of theory and practical artworks and projects.</p> <p>The course in Year 9 allows introduces the students to new concepts and computer software programs used in Digital Art, Photography, Animation and Film. The Year 10 course continues to fine tune the skills learnt in Year 9 and combines all aspects of the course into a Major Work.</p>	
<p><b>Extension Opportunities</b>          School Projects, Publicity and Advertising, designing and creating Publications for the school community, Designing and introducing creative spaces and exhibitions for the school community to grow in a creative sense.</p>	

## Physical Activity and Sports Studies

<b>Coordinator: Mrs G Calabro</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b> Physical Activity and Sports Studies is a NESAs course.</p> <p>The course is designed to accommodate those students who have a specific interest in health, fitness and sports science. It provides students with a more intense and specific alternative to the compulsory PDHPE curriculum.</p> <p>At Marian Catholic College, the Stage 5 Physical Activity and Sports Studies course aims to consolidate the structures already introduced in the PDHPE Stage 4 and 5 course. There is a definite benefit for students who intend to study PDHPE in Year 11 and 12 (Stage 6) or Sport, Life and Recreation (SLR) in Year 11 to study this course.</p>	
<p><b>Year 9</b> Key topics / units studied in Year 9</p> <ul style="list-style-type: none"> <li>• Physical Fitness</li> <li>• Body in Motion</li> <li>• Nutrition of Athletes</li> <li>• Fundamentals of Movement</li> <li>• Practical lesson: gym, archery, golf indoor sports, ten pin bowling</li> </ul>	<p><b>Year 10</b> Key topics / units studied in Year 10</p> <ul style="list-style-type: none"> <li>• Australian Sporting History</li> <li>• Lifestyle, Leisure and Recreation</li> <li>• Coaching</li> <li>• Event Planning</li> <li>• Practical lessons: canoeing, badminton, volleyball, squash, gym</li> </ul>
<p><b>Particular Course Requirements</b> Students will need to adhere to the Marian Catholic College PDHPE /PASS Uniform and Work, Health &amp; Safety Policies.</p> <p>Students may be assessed via:</p> <ul style="list-style-type: none"> <li>• Research Assignment</li> <li>• Movement skill and application</li> <li>• Coaching session (theory and practical)</li> <li>• Skill analysis</li> </ul>	

# Textiles Technology

<b>Coordinator: Mrs M Shannon</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description</b>          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 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.</p> <ul style="list-style-type: none"> <li>• Fashion Design</li> <li>• Interior Design</li> <li>• Costume Design</li> <li>• Textile arts</li> <li>• Non-apparel.</li> <li>• E- Textiles</li> <li>• Fashion Drawing</li> </ul> <p>By examining the work of designers, students will learn to 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. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.</p> <p><b>This course would suit students with interests / special skills in:</b> design, fashion, fashion drawing, making textiles items including garments, and the use of colour &amp; embellishments on Textile Items.</p>	
<p><b>Year 9:</b>  <b>Semester 1:</b>  <b>Interior Design: Chenille Cushion</b>  <b>Ottoman- designing &amp; printing with disperse dyes.</b>  <b>Interior Design Drawings</b></p> <p><b>Semester 2: Worn Stories: Deconstructing</b>  <b>A Textile Article.</b>  <b>Pyjama Party: PJ's</b></p>	<p><b>Year 10</b>  <b>Semester 1: New Beginnings</b>  <b>Decorative work- using solar</b>  <b>Dyes, Applique &amp; Embroidery.</b>  <b>Textile Art Picture Frame</b></p> <p><b>Semester 2: On The Boardwalk</b>  <b>Folio Work</b>  <b>Fashion Outfit</b>  <b>Fashion Drawing</b></p>
<p><b>Particular Course Requirements</b></p> <ul style="list-style-type: none"> <li>• Students will participate in practical work weekly.</li> <li>• Assessment is based on practical projects and research projects &amp; folio's.</li> </ul> <p><b>Benefits of Textile Technology:</b></p> <ul style="list-style-type: none"> <li>• Opportunity to work collaboratively with others to achieve individual &amp; collective goals.</li> <li>• Develop skills working with textile materials, equipment and techniques.</li> <li>• Problem solving, workplace communication &amp; cooperative work practices are embedded in all units of work</li> <li>• Develop skills that may equip them for the workforce and vocational pathways.</li> </ul>	

## Visual Arts

<b>Coordinator: Mr M Segrave</b>	<b>Years 9 &amp; 10</b>
<p><b>Course Description:</b> 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.</p> <p><b>What will students learn about?</b> Students learn to 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.</p> <p>They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.</p>	
<p><b>Year 9</b> Key topics / units studied in Year 9:</p> <ul style="list-style-type: none"><li>• Unit 1 – Subjective Portraiture – drawing and painting</li><li>• Unit 2 – Still Life Studies – Cubism Collage</li><li>• Unit 3 – Representations of the City – Post Modern Deconstruction</li><li>• Unit 4 – Postmodernism / 3D Artmaking</li></ul>	<p><b>Year 10</b> Key topics / units studied in Year 10:</p> <ul style="list-style-type: none"><li>• Unit 1 – Navigating the Body</li><li>• Unit 2 – The Natural Environment</li><li>• Unit 3 – Surrealism &amp; Fantasy</li><li>• Unit 4 – Creatures</li></ul>
<p><b>Particular Course requirements</b> There may be additional costs incurred for workshops. As well, students are able to attend the Creative Arts Sydney Excursion in February.</p> <p>Students will be required to build a body of work or art portfolio over each year (Year 9 &amp;10) and keep a visual arts process diary to support their artwork. Assessment will cover the following areas:</p> <ul style="list-style-type: none"><li>• Practical work</li><li>• Visual Arts Process Diary</li><li>• Historical studies</li><li>• Critical Studies</li><li>•</li></ul>	
<p><b>Extension Opportunities</b> Art Competitions, Presentation of Artworks at the Creative Arts Showcase Night, Membership of the Art Club, Artwork of the Month, Stage Set Design for School Musicals, exhibition at local galleries</p>	