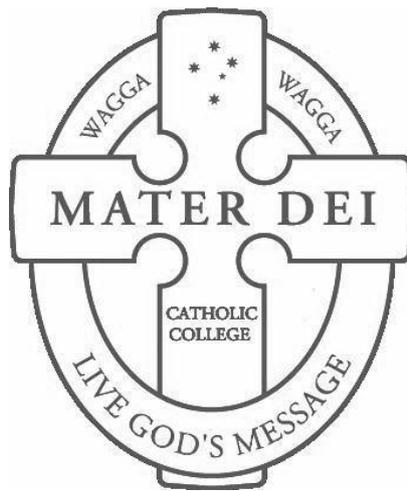


Mater Dei Catholic College



Subject Information Book

**Year 9
2018**

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

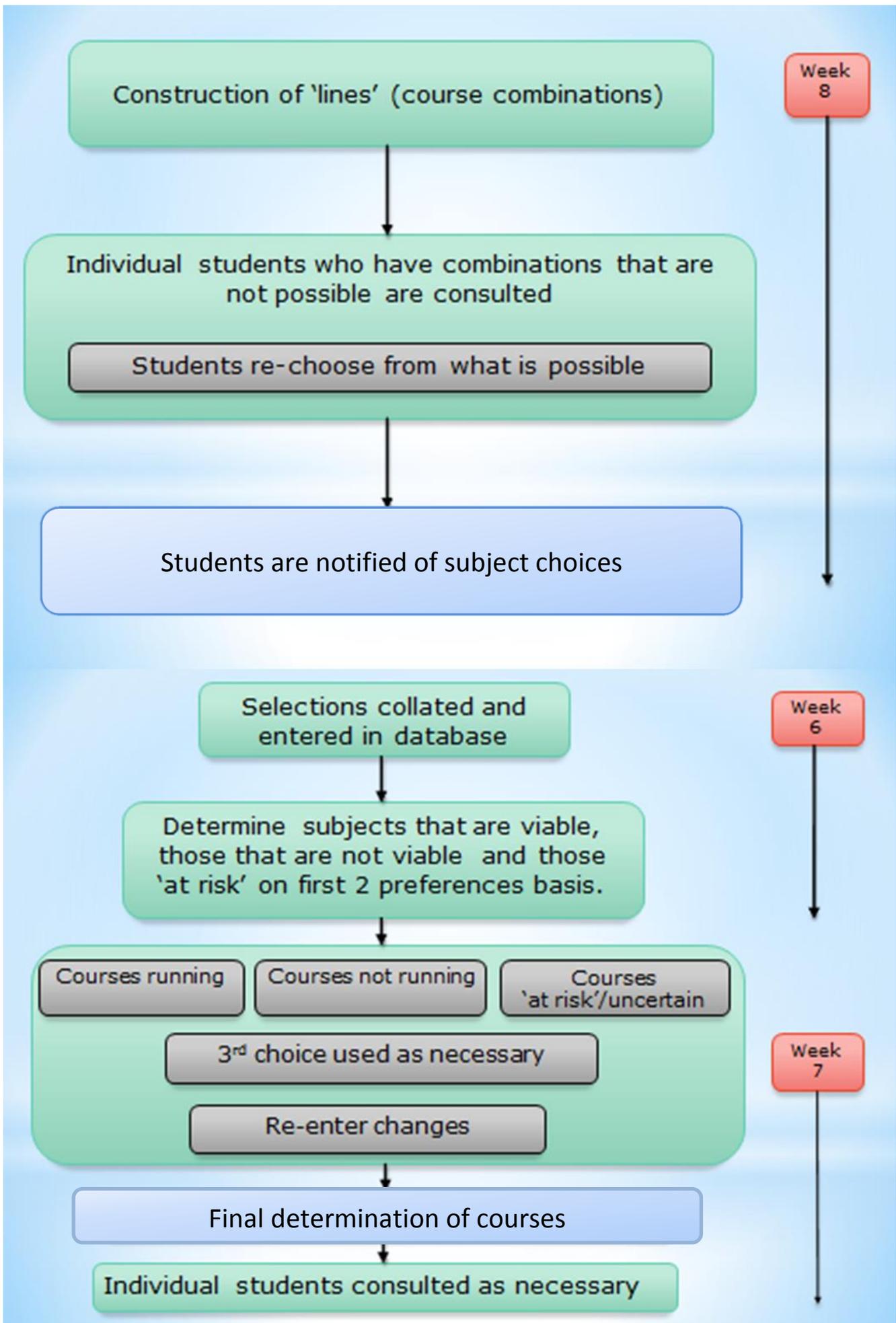
Eligibility Requirements for the Successful Completion of Stage 5

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 Selections



Year 9 2018 Subject Selections

Selection Sheet must be returned to Mr Fitzpatrick by 9.00am on Monday, 21 August Week 6 Term 3.



NAME: _____

2 Year Elective 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 Sport Studies
LANGUAGES	Japanese
TECHNOLOGY and APPLIED STUDIES	Agriculture
	Design and Technology
	Food Technology
	Graphics Technology
	Industrial Technology – Metal
	Industrial Technology – Timber
VOCATIONAL EDUCATION & TRAINING (VET)	Information Software Technology
	VET Information & Digital Technology

2 Year Electives Choices in your order of preference

Reserve

1.	2.	3.

1 Year Interest Electives List (Year 9 only) Select ONE Interest Elective and ONE additional course as a reserve.

Art Making – Your Choice Painting/Drawing/Sculpture
Boot Camp - Fitness
Book Reading
Challenge Plus & Duke of Edinburgh
Connections– Mind- Body - Spirit
Fishing
Get Creative with Writing (GCW)
Golf
Hunger Games
Interior Design
Outdoor Education & Recreation
Rock Band – Music Performance
Songwriting, Recording and Performance
Sound Design
Textiles

1 Year Interest Elective Choices in your order of preference

1.	2. Reserve
Parent / Carer	Date

2 Year Elective Courses

Course: **Drama**

KLA: **Creative and Performing Arts**

Course Description

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.

What will students learn about?

All students undertake a unit of playbuilding 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. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. 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.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Course: **Music**

KLA: **Creative and Performing Arts**

Course Description

All students should have the opportunity to develop their musical abilities and potential. 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.

What will students learn about?

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpins the development of skills in performing, composing and listening.

Course: **Photographic and Digital Media**

KLA: **Creative and Performing Arts**

Course Description

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

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students learn to do?

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Course Requirements

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

To cover the cost of consumable items, there will be a fee of \$90.00 (approx.) per year.

Course: **Visual Arts**

KLA: **Creative and Performing Arts**

Course Description

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

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Course Requirements

To cover the cost of consumable items, there will be a fee of \$90.00 (approx.) per year.

Course: **Commerce**

KLA: **HSIE**

Course Description

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

What will students learn about?

All students study *Consumer Choice* and *Personal Finance*. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study *Legal and Employment Issues*, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

Course Description

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.

What will students learn about?

The new course has been structured to allow schools to program courses for their students from each of the following areas:

Foundations of Physical Activity

- 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.

Physical Activity and History of Sport / Society

- Opportunities and pathways in physical activity – Outdoor Challenge

What will students learn to do?*Enhance Participation and Performance*

- Participate in active lifestyle activities
- Coaching
- Technology, participation and performance
- Event management
- Enhance performance – strategies and techniques

Course Requirements

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 \$160.00 (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.

Year 10 – Students will be expected to attend a one day excursion to the AIS in Canberra at a cost of \$40.00 (approx.).

Course: **Japanese**

KLA: **LOTE**

Course Description

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.

What will students learn about?

Students learn about a variety of grammatical structures in context. Topics that may be included are;

• Shopping	• housing
• invitations	• food
• school life	• travel & holidays
• friends & family	• transport
• special occasions	• directions
• customs & culture	• entertainment

Students will also have the opportunity to learn about traditional Japanese arts such as calligraphy, sumo wrestling, tea ceremony, kimono, bonsai and others.

What will students learn to do?

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.

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.

Course Requirements

To cover the cost of the student workbook and other consumables, there will be a \$100 fee (approx.) per year.

Course: **Agriculture**

KLA: **TAS**

Course Description

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.

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.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

What will students learn about?

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.

What will students learn to do?

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.

Course Requirements

To cover the cost of consumable items, there will be a fee of \$50.00 (approx.) per year.

Course: **Design and Technology**

KLA: **TAS**

Course Description

The study of *Design and Technology Years 7–10 Syllabus* 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 \$110.00 (approx.) per year.

Course: **Food Technology**

KLA: **TAS**

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 for special occasions
- Food selection and health
- Food service and catering
- Food for special needs
- 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 \$110.00 (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 \$70.00 (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 \$110.00 (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 \$110.00 (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

Course: **Information & Digital Technology**

KLA: **VET**

Course Description

Information Technology is a Board of Studies Endorsed Vocational Education and Training course for Stage 5 students. Information Technology offers students the opportunity to achieve industry standard competencies leading to entry-level employment and/or further education and training in the Information Technology field.

The 100 hour course in Year 9 leads into a 120 hour “Early Commencement of Stage 6” Information Technology course in Year 10. The additional 20 hours of training in Year 10 will be delivered outside the regular timetable, students will need to make a commitment to fulfil this requirement.

What will students learn about?

Students undertaking Information Technology will learn about operating computer hardware and computing software packages, designing organisational documents using computing software packages and working effectively in an Information Technology environment.

What will students learn to do?

Students will develop a range of skills required to work effectively in an environment where information technology is used and supported. These include:

- oral and written communication skills
- the use of software application packages
- the use of a range of information technology hardware
- safe work practices
- identify and repair basic computer faults
- work effectively as part of a team in an IT environment

Qualifications

At the end of Year 10, a student who has met course requirements will have a Certificate I in Information Technology (ICA10105), with Statements of Attainment towards Certificate II.

1 Year Elective Courses

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

Course Name:	Art Making – Your Choice Painting/Drawing/Sculpture	
Overview/ Key Ideas	<p>Students will initially be involved in some drawing and painting basics. Experimentation with a variety of mediums will occur. Students are able to choose their preferred medium. It is expected students will gain skills by producing a number of artworks.</p>	<ul style="list-style-type: none"> • Product • Performance • Presentation • Competency Assessment of Key Skills
	Key Outcomes	End of Term Indicators/Event
Term 1	<p>Exploring Mediums</p> <ul style="list-style-type: none"> • Investigating differences and characteristics of particular mediums • Trial and error practice • Equipment • Drawing basics and colour/tone 	Art work and Student folio
Term 2	<p>ART Practice in chosen medium</p> <ul style="list-style-type: none"> • Basic Techniques and materials. • Drawing and composition. • Research artists – collect images for inspiration. • Complete art work or series of. 	Art work and Student folio
Term 3	<ul style="list-style-type: none"> • Refining techniques • Investigating more advanced techniques 	Student folio
Term 4	<ul style="list-style-type: none"> • Own Choice produce a series of art works 	Exhibition of student folio's and paintings

Course Name:	Boot Camp - Fitness	
Overview/ Key Ideas A predominantly practical course aimed to improve strength, aerobic and anaerobic fitness over the duration of the year. Not for the feint-hearted! Practical fitness activities most lessons. Research current findings about fitness. Recording and testing of fitness.		<ul style="list-style-type: none"> • Practical • Performance • Fitness • Goal setting • Assessment of Fitness Skills
	Key Outcomes	End of Term Indicators/Event
Term 1	Aerobic fitness activities <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. 	Testing: Week 1 and week 10. Provide feedback on improvement. Use information to set future goals.
Term 2	Anaerobic fitness activities <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 	Testing: Week 1 and week 10. Provide feedback on improvement. Use information to set future goals. Semester 1 Handicap fitness challenge
Term 3	Strength training <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 	Testing: Week 1 and week 10. Provide feedback on improvement. Use information to set future goals.
Term 4	Boot Camp <ul style="list-style-type: none"> • Bootcamp: intense fitness sessions • High Intensity Interval Training • Goal setting and reflection and End of year Handicap challenge 	Testing: Week 8. Provide feedback on improvement. Use information to set future goals. Semester 2 Handicap fitness challenge

Course Name:	Book Club	
Overview/ Key Ideas	<p>An interest elective for those who love to read.</p> <ul style="list-style-type: none"> • Quiet reading with a mix of personal choice and teacher selected novels. • A book selected every 4 weeks, with a 'Tuesday Night Bookclub'- style discussion held twice a Term, where each student holds a different role in the discussion. • A nice way to 'chill out' and relax and improve your literacy skills • Opportunity to discuss and share opinions and thoughts about each book • A way to 'de-stress' in a no-pressure elective. 	<ul style="list-style-type: none"> • Product • Performance • Presentation • Competency Assessment of Key Skills
	End of Term Indicators/Event	
Term 1	<p>Reading for fun Teacher chooses a text which is discussed at the end of a 4 week period. (Twice a term)</p> <ul style="list-style-type: none"> • The last two weeks of Term, students bring in their own choice of text and share their thoughts with the rest of the class. 	<p>Teacher to select one book to read Weeks 1-4, and another book Weeks 5-8 'Jennifer Byrne Bookclub' discussion enacted. Weeks 9-10 Free choice</p>
Term 2	<p>Reading for fun Teacher chooses a text which is discussed at the end of a 4 week period. (Twice a term)</p> <ul style="list-style-type: none"> • The last two weeks of Term, students bring in their own choice of text and share their thoughts with the rest of the class. 	<p>Teacher to select one book to read Weeks 1-4, and another book Weeks 5-8 'Jennifer Byrne Bookclub' discussion enacted. Weeks 9-10 Free choice</p>
Term 3	<p>Movies and Books</p> <ul style="list-style-type: none"> • Same as previous Terms, however, one book will also be a movie which we will watch. 	<p>Watch the Movie of the book being read. (2 Movies for the term).</p>
Term 4	<p>Try a new Genre</p> <ul style="list-style-type: none"> • Same as previous terms, however, each student has to select a genre they would not normally to read during the Term. 	<p>Share your thoughts about a new genre in the Bookclub discussion</p>

Course Name:	Challenge Plus and Duke of Edinburgh	
Overview/ Key Ideas	This course encompasses <ul style="list-style-type: none"> • Initiative and self-responsibility • Leadership skills • Bushcraft & Outdoor education • Physical challenges • Duke of Edinburgh (encompasses Community Service) 	<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 Challenge Plus – Duke of Edinburgh’s Award • Leadership/Team Building • Self-Identity – strengths and weaknesses • High Ropes – Rock Climbing Excursion 	<ul style="list-style-type: none"> • Self-evaluation • Goal setting • Establishing Assessors
Term 2	<ul style="list-style-type: none"> • First Aid • Bushcraft - survival • Day Hike at the Rock 	<ul style="list-style-type: none"> • Initiate Duke of Edinburgh • First Aid RESUS Certificate
Term 3	<ul style="list-style-type: none"> • Bushcraft – Navigation/Orienteering • Establishing Journey groups – team prep • Day Ski trip to Falls Creek 	<ul style="list-style-type: none"> • Physical challenges • Reporting • Acquisition of new skills
Term 4	<ul style="list-style-type: none"> • Day Excursion (e.g. kayaking) • Preparation for team journey (eg. meals, menus, plans etc.) • Practice Journey (Hiking local wilderness area) – Overnight • Evaluation & reporting • Adventurous Journey (Hiking Kosciusko Wilderness Area) - Overnight 	<ul style="list-style-type: none"> • Major Excursion success • Duke of Edinburgh Award completion • Self-evaluation

- **The Duke of Education organization Charges a standard fee of \$130 to apply to receive the Bronze Medallion**

In 2017 Students went on two excursions the cost of these excursion in 2017 was \$300

Course Name:	Connections - Mind, Body, Spirit	
Overview/ Key Ideas	<p>Creating connections and greater awareness of ourselves, others and our broader community through yoga, mindfulness techniques, meditation, ecology and sustainability practices. The above will be explored through practical experiences including excursions within our local community. This unit is an opportunity to nurture and explore your mind, body and soul.</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"> • Connection to Body & Spirit through physical movement. Increase balance, strength and flexibility with a combination of basic and modified yoga poses. 	<ul style="list-style-type: none"> • Each student delivers a physical movement session.
Term 2	<ul style="list-style-type: none"> • Connection to Mind & Spirit through mindfulness. Learn the techniques of mindfulness. Mindfulness is the practice of focusing your attention on the present moment—and accepting it without judgment. 	<ul style="list-style-type: none"> • Students develop their own mindfulness toolbox of techniques.
Term 3	<ul style="list-style-type: none"> • Connection to Mind & Spirit through meditation. Master the basics of meditation through the use of guided practice, visualisation and mantras to help harness your ‘monkey mind’. 	<ul style="list-style-type: none"> • Reflections on Meditation practice and development of guidelines for peers.
Term 4	<ul style="list-style-type: none"> • Connection to Earth, through ecology and help create a sustainable future. Learn how to use, conserve and enhance community resources, to maintain and improve the total quality of life, now and into the future. 	<ul style="list-style-type: none"> • Creation of sustainable products to give to community members.

Course Name:	Fishing	
Overview/ Key Ideas	<p>Students will learn about a variety of fishing techniques 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 Students will learn about the Australian Fishing industry and the role that fisheries play in the management of our local waterways 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 Narranderra 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 cost 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:	GOLF	
Overview/ Key Ideas	Developing golf skills and knowledge of course etiquette and the rules of golf. Improving handicaps. This will be a practical course where students will be playing golf and receiving specialist instruction on golf skills, rules and etiquette.	<ul style="list-style-type: none"> • skills • performance • competition • handicapping
	Key Outcomes	End of Term Indicators/Event
Term 1	<ul style="list-style-type: none"> • Equipment • Putting skills • Reading the green • Course etiquette • Rules of play 	Competition and handicapping
Term 2	<ul style="list-style-type: none"> • Short game • Wedge play • Grip • Bunkers • Course etiquette and rules of play 	Competition and handicapping
Term 3	<ul style="list-style-type: none"> • Iron play • Grip and swing analysis • Course etiquette and rules of play 	Competition and handicapping
Term 4	<ul style="list-style-type: none"> • Driver • Swing analysis • Course etiquette and rules of play 	Steve Elkington Golf Competition and handicapping

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. 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 	Creating a kitchen on a budget <ul style="list-style-type: none"> - 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:	Interior Design
Overview/ Key Ideas	<p><u>Skills and Competencies -</u></p> <ul style="list-style-type: none"> • Taking Initiative - research and design • Being Collaborative - working on solutions in teams • Creatively problem solving – being confident and understanding tastes and preferences • Communication skills – to the client / team • Abstract thinking – being creative and solution focused
	Key Outcomes
Term 1	<ul style="list-style-type: none"> • Exploration of the fundamentals of design • Trends in Australian and International design • History and eras of change • Fashion influencing interior design • Colour, textiles & shapes • Use of design and design exposure in media and communication – print, internet, TV and film.
Term 2	<ul style="list-style-type: none"> • Create a portfolio of Interior Design Styles • Concepts and skills associated with designing a home’s Interior • Explore skills associated with design and virtually dress the interior of a home
Term 3	<ul style="list-style-type: none"> • Individual Project creation and practical skills; painting, decorating, dressing, art choices, photography • Develop a client brief; interviewing skills, establishing budget and priorities, wish list and non-negotiables. • Develop a magazine cover and article to tell your design story.
Term 4	<ul style="list-style-type: none"> • Practical Design Experience; working with local designers, styling, the design process, colours • Apply their skills to revitalise or refresh a room • Excursion

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 2016 Students went on a two day excursion to the snow fields and a caving trip, the cost of these excursion in 2016 was \$630.

Course Name:	Rock Band – Music Performance	
Overview/ Key Ideas	<ul style="list-style-type: none"> • Students will develop skills performing in a variety of Rock & Contemporary Music Ensembles. • Students will learn to set up PA systems and control sound desks. • Students are required to have experience playing an instrument with a focus on Acoustic/ Electric Guitar, Bass Guitar, Vocals, Drums, Piano/Keyboard, Woodwind and Brass instruments. 	<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"> • Performance of Early Rock and Blues songs. • Various techniques to present a successful performance. • Setting up basic PA systems 	Various class performances.
Term 2	<ul style="list-style-type: none"> • Performance of different styles of Rock such as Pop and Heavy Rock. • The different roles of instruments in a Rock ensemble • How to arrange a Rock Song including adding Instrumental parts 	Half yearly performance and also Community performance.
Term 3	<ul style="list-style-type: none"> • Continued performance of Contemporary Music including Punk, Heavy Metal and Funk. • Setting up more advanced PA systems-THE USE OF VARIOUS MICROPHONES. • How to operate a sound desk. • Record and mix a performance 	Students will all have the opportunity to Sound Mix and Record class performances.
Term 4	<ul style="list-style-type: none"> • Performance of more advanced Rock/Contemporary repertoire. • Learn how to organize and promote a Music Event or performance. • Attend Rock performance 	End of year concert. Students will organise and perform a Concert of various repertoire performed throughout the year.

Course Name:	Song Writing, Recording & Performance	
Overview/ Key Ideas	<ul style="list-style-type: none"> • Students learn how to <i>write and record</i> their own songs, first as a group and then individually. • Students will <i>record and create a CD</i>. • A <i>Rock Band</i> will be formed. Students will have the opportunity to <i>perform</i> their own music and covers at various venues. 	<ul style="list-style-type: none"> • Product • Performance • Presentation • Competency record of Key Skills • For an Audience
	Key Outcomes	End of Term Indicators/Event
Term 1	<ul style="list-style-type: none"> • Song <i>lyric</i> writing. • <i>Perform</i> and cover contemporary songs of their choice as a band. • Practical instrumental and vocal skill development. 	<p>Can write <i>lyrics</i> to a song. Rock band <i>performs</i> at a venue.</p>
Term 2	<ul style="list-style-type: none"> • Learn the basics of <i>song writing</i>. • <i>Whole group</i> song writing. • Practical instrumental and vocal skill development. 	<p><i>Group writes song</i> together. Rock band <i>performs</i> their song at a venue with other covers.</p>
Term 3	<ul style="list-style-type: none"> • <i>Individual</i> song writing. • Investigating and experimenting with music <i>recording devices</i> and equipment. • Students <i>record</i> their own songs and <i>publish</i> these on <i>YouTube</i>. • Practical instrumental and vocal skill development. 	<p><i>Students record and publish</i> their individual and group song/s using <i>YouTube</i>.</p>
Term 4	<ul style="list-style-type: none"> • Entrepreneurial skill development in <i>producing and selling a CD</i>. • Enter any possible song writing <i>competitions</i>. Unearthed Triple J etc. • Songs could go on College answering machine, call waiting etc. • Practical instrumental and vocal skill development. 	<p><i>Create and record</i> a group CD and CD cover. Enter song writing <i>competitions</i>.</p>

Course Name:	Sound Design	
Overview/ Key Ideas	<p>This course is about analysing and experimenting with sounds and music in Film and TV. Students will have an opportunity to look at the industry of Sound design and the various roles and elements of it including film music, sound effects, foley artists and dialogue replacement, or dubbing. Students will aim to combine these elements to replace all audio to a chosen video clip.</p>	<ul style="list-style-type: none"> • Product • Performance • Presentation • Competency Assessment of Key Skills • For an Audience
	Key Outcomes	End of Term Indicators/Events
Term 1	<p>ADR - Automated Dialogue Replacement</p> <ul style="list-style-type: none"> • What is ADR? • Dialogue replacement exercises • Analysing extra effects using in dialogue 	Replace audio for a chosen video
Term 2	<p>Foley Artists</p> <ul style="list-style-type: none"> • History of Foley Artists • Foley Artist pit • Analysing different activity sound • Creating a foley pit 	Add foley effects to chosen video
Term 3	<p>Sound effects -</p> <ul style="list-style-type: none"> • recording sound effects • Layering sound effects • Manipulating sounds 	Add Extra sound effects to chosen video
Term 4	<p>Film Music</p> <ul style="list-style-type: none"> • Further analysis of film music • Using film music to manipulate a scene • Composing for film 	Compose or select appropriate music for a chosen video and create a final mix combining all tasks.

Course Name:	Textiles	
Overview/ Key Ideas	Investigating materials, sewing, fabrics and fabric choices. Creating garments and student interest products such as soft toys and patchwork quilts. Manipulating fabrics to create a product	<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"> • Equipment, machine and over-locker • Sewing techniques and skills • Fabric identification – natural and synthetic • Health and safety • Small project such as a soft toy or boxer shorts 	Folio of samples Project
Term 2	<ul style="list-style-type: none"> • Following a pattern • Garment creation of student choice • Investigating the latest fashions • For example - dress, boxer shorts, jumper, beanies, skirt, costume • Guest speaker and or excursion to local industry 	Garment construction
Term 3	<ul style="list-style-type: none"> • Manipulating fabrics • Tie dying, printing, cutting, laser printing, weaving, • Using manipulated fabric to create an accessory or decorative item 	Folio of samples Project
Term 4	<ul style="list-style-type: none"> • Student choice • Using the skills investigated throughout the year plus any further required, students are to make a product, accessory or apparel item. 	Final product Process folio

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, interpretive, critical and powerful.

What will students learn about?

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts 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) the Board of Studies 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: **Geography**

KLA: **HSIE**

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: **Mathematics**

KLA: **Mathematics**

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?

Three courses will be offered in Stage 5. Students will be advised as to the most appropriate course for them based on their current results.

Stage 5.1 has been designed to cover financial mathematics, basic algebra, linear relationships, measurement, trigonometry, statistics and probability. The course focus is to learn the topics at a more comfortable pace, in more depth, therefore building up student confidence in using mathematics both in the classroom and in later life.

Stage 5.2 contains all topics included in 5.1 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. Students undertaking this pathway generally achieved a B grade to a high D grade in Year 8 Mathematics. Due to additional topics, the teaching pace is faster than 5.1.

Stage 5.3 contains all the topics from 5.2 and 5.1 plus topics such as surds, indices, multi-stage probability, non-right angled trigonometry, quadratic equations and (time permitting) polynomials, circle geometry and logarithms. This pathway is very demanding on students' time and ability and therefore students undertaking this pathway generally achieve an A grade to a high B Grade in Year 8 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.