

CHRIST OUR LIGHT



**MACKILLOP**  
Catholic College  
WARNEVALE

# Stage 5

# COURSE SUMMARY HANDBOOK

**YEARS 9 & 10**  
**2025-26**

## CONTENTS

Important Dates	3
<b>Core Course Summary</b>	
Religious Education	4
Geography (Mandatory)	5
English	6
History (Mandatory)	7
Mathematics	8
Personal Development, Health and Physical Education	9
Science	10
<b>Elective Course Outline</b>	11
Aboriginal Studies	12
Commerce	13
Computing Technology	14
Dance	15
Drama	16
Food Technology	17
Food Technology/Hospitality (VET)	18
Graphics Technology	19
History (Elective)	20
Industrial Technology – Timber	21
Industrial Technology – Building and Construction	22
Industrial Technology - Engineering	23
Japanese	24
Music	25
Physical Activity & Sport Studies	26
Photographic & Digital Media	27
Textiles Technology	28
Visual Arts	29
Visual Design – Ceramics	30

## **IMPORTANT DATES YEAR 9 2025**

### **Term 3**

Week 1	Course Summary Handbook distributed
Week 3	Monday 5 <sup>th</sup> August Information Evening and Subject Market 4-6pm
Week 3	Tuesday 6 <sup>th</sup> August Elective Course selections open
Week 5	Tuesday 20 <sup>th</sup> August Elective Course selections close
Week 6-7	Students' reselection for courses not available (if necessary)
Week 8	Course preferences finalised

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

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

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

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

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

## RELIGIOUS EDUCATION

### Course background

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

<p><b>Nature of the course</b></p>	<p>Religious Education is a mandatory Course in all Catholic Schools within the Diocese of Broken Bay. It is studied from Kindergarten through to Year 12. In senior years students are provided with an option to complete Studies in Catholic Thought or Studies of Religion. The course is provided with a 200 hour allocation per Stage.</p>
<p><b>What Students will learn about in this course</b></p>	<p style="text-align: center;"> <b>A9 - Exploring Ancient Words</b>  <b>D9 - Called to Healing and Hope</b>  <b>E9 - Living a Loving Life</b>  <b>C9 - The Search for Meaning</b>  <b>D10 - Called to Love and Serve</b>  <b>E10 - The Power of Catholic Social Teaching</b>  <b>B10 - The Story of the Church</b>  <b>A10 - Encountering Jesus through the Gospel of Luke</b> </p>
<p><b>What Students will learn to do from this course</b></p>	<p><b>Religious Education supports students to encounter Jesus as the source of Christian life by:</b></p> <ul style="list-style-type: none"> <li>● responding to the opportunities and challenges of the four contexts that impact the delivery of quality Religious Education in faithful and authentically responsive ways. Contexts: <i>Societal, Ecclesial, Educational and Digital</i> (Adapted from <a href="#">NCEC/BNE RE Curriculum</a>)</li> <li>● engaging with scripture in ways that challenge and inspire students to develop their knowledge and understanding of its meaning for their lives, for the Church and in the world</li> <li>● ensuring opportunities for student agency to stimulate growth in knowledge, understanding and skill development: <i>critical thinking, communication, collaboration, creativity</i></li> </ul> <p>Students will also complete a <b>Diocesan Common Assessment (DCA)</b> in Year 9 and Year 10.</p>
<p><b>Year 10</b></p>	<p>Students have the option of electing to do the Catholic Schools Youth Ministry International- courses in Year 10 named Introduction to Youth Ministry and 'Christian Leadership'. Which focuses on understanding the Youth Ministry Frameworks used in Catholic Schools Broken Bay as well as learn how to develop leadership skills in Youth Ministry. This is through application only in Term 3 Year 9.</p>

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

## GEOGRAPHY (MANDATORY)

### Course background

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

<b>Nature of the course</b>	In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments, and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.
<b>What Students will learn about in this course</b>	Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information.
<b>What Students will learn to do from this course</b>	They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities, ethical understanding and workplace skills.
<b>Course requirements</b>	All students must undertake fieldwork and where appropriate, students are provided with opportunities to investigate a wide range of places and environments from local to global scales.

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

## ENGLISH

### Course background

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

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

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

## HISTORY

### Course background

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

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

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

## MATHEMATICS

### Course background

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

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

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

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

For further information: **Mr Graham Taylor**, Leader of Learning and Teaching in Mathematics



## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### Course background

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

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

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

For further information please contact: **Mrs Nicole Abel**, Leader of Learning and Teaching in PDHPE

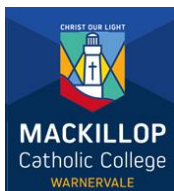
## SCIENCE

### Course background

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

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

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



## ELECTIVE COURSES

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

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

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

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

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

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

Students may choose to continue the VET courses into Year 11 where they will complete 2 units of their HSC study program by the end of Year 11.

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

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

**All online subject selections must be completed by Tuesday 20<sup>th</sup> August, 2025.**

## ABORIGINAL STUDIES

### Course background

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of Aboriginal Peoples, histories, cultures and experiences. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

<b>Nature of the course</b>	This course can be studied as 100 hours.
<b>What Students will learn about in this course</b>	Students learn about the diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality. They learn about the dynamic nature of cultural expression, and the maintenance of Aboriginal identities and cultures. They also develop understanding of the importance of self-determination and autonomy for the ongoing contribution and success of Aboriginal Peoples and communities. Students study historical and contemporary experiences of Aboriginal Peoples, factors that influence non-Aboriginal peoples' perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions. They learn about the range of interactions and relationships between Aboriginal Peoples and non-Aboriginal people, and the continued roles of Aboriginal Peoples and communities locally, regionally, nationally and internationally.
<b>What Students will learn to do from this course</b>	<p>Students develop understanding of community consultation protocols that enable them to engage respectfully and responsibly with their local Aboriginal community and other Aboriginal communities. They learn about the importance of Indigenous Cultural and Intellectual Property (ICIP), and ethical research practices to gather, protect and interpret data. In their research, students develop skills in the use of a range of research techniques and technologies to locate, select, organise and communicate information and findings.</p> <p>Through their study of core and option topics, case studies and research, students develop knowledge, understanding, skills, values and attitudes that are of value to their personal, social, cultural, academic and professional development, and enable them to become active and informed advocates for a just and inclusive world.</p>
<b>Course requirements</b>	None

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

## COMMERCE

### Course background

Commerce enables young people to develop the knowledge, understanding, skills, 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.

<b>Nature of the course</b>	This course can be studied as either 100 hours (Year 9 <b>or</b> Year 10) or 200 hours (both Year 9 <b>and</b> Year 10).
<b>What Students will learn about in this course</b>	<p>The course consists of a mandatory core section and a series of optional topics.</p> <p><b>100-hour course</b></p> <ul style="list-style-type: none"> <li>• a minimum of TWO Core Study topics</li> <li>• additional study of selected options to meet the 100-hour requirement.</li> </ul> <p><b>200-hour course</b></p> <ul style="list-style-type: none"> <li>• all FOUR Core Study topics</li> <li>• additional study of selected options to meet the 200-hour requirement.</li> </ul> <p>Each option builds on the essential learning of the core and allows students to extend core learning.</p> <p>The Core Study topics and options may be studied in any order or pattern.</p> <p><b>Core study</b></p> <p>Each Core Study topic should be 20–25 indicative hours</p> <ol style="list-style-type: none"> <li>1. Consumer and Financial Decisions</li> <li>2. The Economic and Business Environment</li> <li>3. Employment and Work Futures</li> <li>4. Law, Society and Political Involvement</li> </ol> <p><b>Options</b></p> <p>Each Option topic should be 15–25 indicative hours</p> <ol style="list-style-type: none"> <li>1. Our Economy</li> <li>2. Investing</li> <li>3. Promoting and Selling</li> <li>4. Running a Business</li> <li>5. Law in Action</li> <li>6. Travel</li> <li>7. Towards Independence</li> <li>8. School-developed Option</li> </ol>

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

## COMPUTING TECHNOLOGY

### Course background

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

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

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

## DANCE

### Course background

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

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

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

## DRAMA

### Course background

The study of drama enables young people to develop an interest in and enjoyment of investigating and enacting a wide range of theatrical forms, styles and acting methods. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas and dramatic works of others by creatively and collaboratively developing their own ideas into dramatic action for performance.

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

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



## FOOD TECHNOLOGY

### Course background

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

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

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

## FOOD TECHNOLOGY / HOSPITALITY (VET)

### Course Background

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

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

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

## GRAPHICS TECHNOLOGY

### Course background

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

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

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

## HISTORY (ELECTIVE)

### Course background

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

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

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

## INDUSTRIAL TECHNOLOGY – TIMBER

### Course background

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

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

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

## INDUSTRIAL TECHNOLOGY – BUILDING AND CONSTRUCTION

### Course background

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

- Construction and Renovation
- Outdoor Structures and Landscapes.

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

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

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

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

## INDUSTRIAL TECHNOLOGY - ENGINEERING

### Course background

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

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

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

## JAPANESE

### Course background

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

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

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



## MUSIC

### Course background

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

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

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

## PHYSICAL ACTIVITY & SPORTS STUDIES

### Course background

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

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

For further information please contact: **Mrs Nicole Abel**, Leader of Learning and Teaching in PDHPE.

## PHOTOGRAPHIC & DIGITAL MEDIA

### Course background

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

<b>Nature of the course</b>	This course can be studied as either 100 hours (Year 9 <b>or</b> Year 10) or 200 hours (both Year 9 <b>and</b> Year 10).
<b>What Students will learn about in this course</b>	<ul style="list-style-type: none"> <li>● the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms.</li> <li>● 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.</li> <li>● 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.</li> <li>● how their own lives and experiences can influence their making and critical and historical studies.</li> </ul>
<b>What Students will learn to do from this course</b>	<ul style="list-style-type: none"> <li>● make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time.</li> <li>● develop their research skills, approaches to experimentation and how to make informed personal choices and judgements.</li> <li>● record procedures and activities about their making practice in their Photographic and Digital Media journal.</li> <li>● investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.</li> <li>● 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.</li> </ul>
<b>Course requirements</b>	Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

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

## TEXTILES TECHNOLOGY

### Course background

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

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

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

## VISUAL ARTS

### Course background

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

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

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

## VISUAL DESIGN - Ceramics (specialised)

### Course background

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

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

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