

College
Mt St Patrick's College



Mt St Patrick's College

Stage 5 Handbook



In this sign is my hope

YEAR 9 SUBJECTS

TABLE OF CONTENTS	Page No.
Pattern of Courses: Years 7 – 10	3
Record of School Achievement (ROSA)	4
CORE SUBJECTS	
Religious Education	6
English	7
Mathematics	8
Science	10
Personal Development, Health and Physical Education (PDHPE)	11
Geography	12
History	13
ELECTIVE SUBJECTS	
<u>HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)</u>	
Commerce – 100 hrs	17
Commerce – 200 hrs	18
History – 100 hrs	19
<u>TECHNOLOGY & APPLIED STUDIES (TAS)</u>	
Industrial Technology – Timber	20
Industrial Technology – Multimedia	21
Food Technology	22
Textiles Technology	23
Marine and Aqua Technology	24
iSTEM – Integrated Skills, Technology, Engineering & Mechanics	25
<u>CREATIVE ARTS & PERFORMING ARTS (CAPA)</u>	
Music	26
Drama	27
Introduction to Photography	28
Visual Arts	29
<u>PDHPE</u>	
Physical Activity and Sports Studies	30
Child Studies	31
<u>LANGUAGES OTHER THAN ENGLISH (LOTE)</u>	
Japanese	32

PATTERN OF COURSES FOR YEAR 7 – 10 STUDENTS

The NSW Education Standards Authority (NESA) requires students to undertake a program of courses which includes at least:

- 400 hours of English to be completed by the end of Year 10.
- 400 hours of Mathematics to be completed by the end of Year 10.
- 400 hours of Science to be completed by the end of Year 10.
- 400 hours of Human Society and Its Environment to be completed by the end of Year 10 and must include the 100-hour mandatory courses of History and Geography.
- 100 hours to be completed in one language over one year.
- 100 mandatory hours in each of Visual Arts and Music.
- 200 hours within the Technical and Applied Studies Key Learning Area, incorporating a minimum of 50 hours of Computing Studies.
- 300 hours of mandatory Personal Development and Physical Education. This integrated course is to apply over each of Years 7-10 to allow for student maturation and to maintain physical fitness.

MT ST PATRICK COLLEGE COURSES

In keeping with the pattern of Courses mandated by NESA, all Year 9 and 10 students will study English, Mathematics, Science, History, Geography and PDHPE. Students also undertake the Studies of Religion course as part of the curriculum at Mt St Patrick College.

Other electives are chosen depending on interest and ability, and with a view to possible study in Years 11 and 12. However no elective course is a pre-requisite for Year 11 and 12.

LIFE SKILLS

For most students with special educational needs, the regular course outcomes and content in the Years 7 – 10 NESA syllabus will be appropriate. For a small percentage of students, in particular students with an intellectual disability, Life Skills courses can be offered in one or more subjects.

ELECTIVES

At Mt St Patrick College students elect to study two (2) one hundred hour elective courses. A one hundred hour course runs in either Year 9 or Year 10 and is completed within the year. The students also select one (1) two hundred hour elective to complete over both Year 9 and Year 10.

The selection process is outlined below.

1. Students nominate in order their preference for two hundred hour subjects.
2. The six most popular subjects run and students are allocated according to their preference.
3. The students then select one hundred hour subjects.
4. Once again the twelve most popular subjects run and students are allocated according to their preferences.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their HSC will receive a Record of School Achievement (ROSA).

The ROSA is a cumulative credential that allows students to accumulate their academic results until they leave school.

The ROSA includes Stage 5 and 6 results prior to the High School Certificate.

At any time a student can receive a snapshot of their results.

Students who go onto the HSC will receive their Year 11 and Year 12 results on their High School Certificate.

The ROSA is an exit certificate hence will only receive the certificate when they leave school.

Grades

ROSA will report Grades A – E for each subject completed by the student in Stage 5 and 6.

Literacy and Numeracy Tests

Students intending to leave school before the HSC can take an optional Literacy and Numeracy online.

These tests are offered twice a year in May and October.

These tests contain 60 multiple choice questions and are reported separately to the ROSA. They are not a requirement of the ROSA.

Recording Extracurricular Achievement “Up To Now”

Students can complete an online portfolio of their extracurricular achievements such as first aid qualifications and volunteer work.

Using Up 2 Now provides students with the opportunity to develop skills, describing, organising and presenting their broader learning, community service and volunteering involvement and other awards and achievements. This information can be shared with prospective employers or used to access other education or training pathways.

**MT ST PATRICK COLLEGE
MURWILLUMBAH**



CORE SUBJECTS

YEAR 9

Religious Education

Mt St Patrick College teaches the Catholic Studies Program which is the Lismore Diocesan 7-10 Religious Education Program.

This program is a Board-Endorsed Program.

The Religious Education program is a core subject for all students, regardless of their level of religious and Catholic commitment, and challenges all to grow in their personal faith according to their age and maturity.

The expectation is that students and their families will accept that, Religious Education, participation in worship, and emphasis on Christian values and Catholic teachings, are central to the philosophy and conduct of Mt St Patrick College.

The Religious Education Program provides opportunities for all students to attend retreat type experiences.

- Year 9 participate in a Reflection day out of class time and held on a school day
- Year 10 participate in Retreat experiences that occur over a three-day camp format.

These activities are regarded as an essential aspect of each student's religious formation and are compulsory for all students.

Angela Finkel
Leader of Learning - Religious Education



English

Over Stage 5, students must read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move from Stage 4 to Stage 5.

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

Stage 5	
Fiction	at least two works
Poetry	a variety drawn from different anthologies and/or study of one or two poets
Film	at least two works
Nonfiction	at least two works
Drama	at least two works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In **each Year** of Stage 5 students **must** study examples of:

- spoken texts
- print texts visual texts
- media, multimedia and digital texts.

Across the stage, the selection of texts **must** give students experience of:

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

In selecting specific texts for study in English, teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.

Note: students with special education needs may not be able to use all or some of the language modes. Some students with special education needs communicate through a variety of verbal or non-verbal communication systems or techniques. It is important to take account of the individual communication strategies used by these students and make appropriate curriculum adjustments.

LIFE SKILLS

For some students with special education needs, particularly those students with an intellectual disability, it may be determined that the Stage 4 and 5 outcomes and content are not appropriate. For these students, Life Skills outcomes and content can provide a relevant and meaningful program. Refer to the Introduction for further information about curriculum options for students with special education needs. Years 7-10 Life Skills outcomes and content are in the Life Skills section of the syllabus.

Katie Pinkstone
Leader of Learning - English

Mathematics

Mathematics is the study of number and space

More particularly it is:

- a search for patterns and relationships. This search, utilising acquired knowledge and skills, leads to the development of concepts and generalisations that can be applied when solving problems, improves our understanding of the world around us and meets the specific needs of people;
- a way of thinking characterised by processes such as exploring, manipulating, discovering, ordering, classifying, generalising, abstracting, estimating, calculating, predicting, describing, deducing, justifying, drawing and measuring;
- a powerful, precise and concise means of communication used to represent, to interpret, to explain and to predict;
- a creative activity. Accordingly, it involves invention, intuition and discovery.

Mathematics content is organised into three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Mathematics classes will be divided into three levels, previously been Advanced, Intermediate and Standard, now known as; 5.3, 5.2 and 5.1. Students who are in the 5.3 course will cover a greater range of topics and in greater detail than either the 5.2 or 5.1 courses.

Previously Called	Now Called
Advanced	5.3
Intermediate	5.2
Standard	5.1

An average mathematics student will complete Stage 3 in Primary School, Stage 4 in Year 8 and Stage 5 in Year 10. The courses make allowances for different ability levels in Mathematics. Students who are particularly gifted may be doing Stage 5 work in Year 9 or even 8. Conversely, students who have difficulties with Mathematics may effectively only be ready for Stage 4 work in Years 9 or 10.

Kyllie Bevan
Acting Leader of Learning - Mathematics



CONTINUUM of LEARNING

STRAND	5.1	5.2	5.3
Working Mathematically	Communicating	Communicating	Communicating
	Reasoning	Reasoning	Reasoning
	Problem Solving	Problem Solving	Problem Solving
Number and Algebra	Financial Mathematics	Financial Mathematics \diamond	
		Rates and Ratio	Rates and Ratio
		Algebraic Techniques	Algebraic Techniques \S
	Indices	Indices	Indices \S
		Equations	Equations \S
	Linear Relationships	Linear Relationships	Linear Relationships \S
	Non Linear Relationships	Non Linear Relationships \diamond	Non Linear Relationships \S Polynomials $\#$ Logarithms $\#$ Functions and other graphs $\#$
Measurement and Geometry	Area and Surface Area	Area and Surface Area	Area and Surface Area
		Volume	Volume
	Numbers of Any Magnitude		
	Right-Angled Triangles	Right-Angled Triangles \diamond	Trigonometry and Pythagoras Theorem \S
Statistics and Probability	Properties of Geometrical Figures	Properties of Geometrical Figures	Properties of Geometrical Figures \S Circle Geometry $\#$
	Single Variable Data Analysis	Single Variable Data \diamond Analysis	Single Variable Data Analysis
	Probability	Bivariate Data Analysis Probability	Bivariate Data Analysis

Note: symbol denotes requirement for stage 6 course \diamond = Mathematics Standard

\S = Mathematics Advanced

$\#$ = Mathematics Extension 1

Science

The study of science is mandatory for all students in Years 9 and 10.

At Mt St Patrick College, the Science department is concerned with achieving the knowledge, skills and value outcomes as required by NESA Science Syllabus and the Australian Curriculum. This in turn is achieved through the continuous build-up of knowledge in the four main disciplines of Science to allow adequate preparation for Science in Stage 6.

It is also of concern to the Science department that students develop a lively interest and enjoyment of Science. Hopefully this will help develop an awareness of the important role Science plays in society.

The topics that students study in year 9 and 10 to achieve all of the above are:

Year 9	Year 10
Plate Tectonics	Genetics and Evolution
Atoms	Moving
Ecosystems	Patterns in Chemistry
Waves & Energy	Energy transfer
Human Body	Chemical Changes
The Universe	Global Systems
	Student Research Project

An Accelerated Science class is selected for Year 9 using staff professional judgement, parent and student input. The class will complete the Year 9 and 10 course in one year (Year 9). In Year 10 successful accelerants will commence a Preliminary Science course.

Accelerants may then attempt a HSC Science course in Year 11, including Chemistry or Investigating Science.

Students who have completed the Science acceleration program then have the opportunity to complete a Distinction course or further University study.

As part of the Science course, students will be required to complete a student Research Project in Stage 5.

The role of Science in providing valuable skills and knowledge for either a career or everyday decisions has never been more important. As the technology we surround ourselves with increases in its complexity a solid grounding in Science can contribute significantly to making informed decisions and choices.

Sher Millward
Leader of Learning: Science



Personal Development, Health & Physical Education

COURSE DESCRIPTION:

The integrated study of Personal Development, Health and Physical Education is mandatory for all students in Years 9 and 10. It is a 200 hour course running for two years throughout Year 9 and 10. The aim of this course is to develop student's capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

PDHPE is an important part of any student's education. It makes a significant contribution in preparing students to take a responsible and productive role in society and to developing in them a commitment to life planning by encouraging a healthy and fulfilling life.

This course also provides background knowledge and skills useful in the Senior PDHPE Courses.

MAIN TOPICS COVERED:

Course content is achieved through theoretical and practical experiences. Content is presented in 3 strands

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles



Examples of topics included are:

Year 9

Health, wellbeing and relationships
Net and Court games
Drugs, Road Safety
Invasion Games
Fitness
Body Image
Modified Games

Year 10

Stress and Challenge
Movement composition and performance
Risk and Reward
Relationships
Valuing Diversity
Organising and Participating in Physical Activity

PARTICULAR COURSE REQUIREMENTS

To ensure safety while participating in physical activity students must wear:

- 1) correct sports shoes, laced properly
- 2) school hat
- 3) sport uniform

ASSESSMENT:

A variety of assessment techniques will be used to assess student performance in this course. These may include:

- Group and individual reports and presentation (oral/written)
- Projects, research assignments
- Scrapbooks, journals, log books, file collections and diaries
- Debates, role-plays, video analysis
- Workbooks and worksheets
- Movement tasks
- Teacher and peer observation
- Examinations and written tests

Simone Kendrick
Leader of Learning - PDHPE

Geography

Students at Mount St Patrick College study the new Australian Curriculum Geography Stage 5 syllabus. This will involve studying the entire Stage 5 Geography course in Year 9, followed by Stage 5 History in Year 10.

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

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. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

Geography Stage 5 – Year 9

	Content	Assessment
Term 1	Sustainable Biomes	Assignment
Term 2	Changing Places	Topic Test
Term 3	Environmental Change and Management	Coastal Field Study
Term 4	Human Wellbeing	Yearly exam

Aimee Blazek
Leader of Learning - HSIE

History

THE MAKING OF THE MODERN WORLD AND AUSTRALIA

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.

THE FOLLOWING HISTORICAL CONCEPTS ARE TO BE TAUGHT THROUGHOUT STAGE 5:

- **Continuity and change:** some aspects of a society, event or development change over time and others remain the same, eg features of life during the Industrial Revolution which changed or remained the same; features of an Asian society which changed or remained the same after contact with European powers.
- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects, eg reasons for the outbreak of World War I and the effects of this conflict; the reasons for and impact of the struggle for rights and freedoms of Aboriginal and Torres Strait Islander peoples.
- **Perspectives:** people from the past may have had different views and experiences, eg the landing at Gallipoli would be viewed differently by Australian and Turkish soldiers; nuclear testing in the Pacific would be viewed differently from an Australian and a French government point of view.
- **Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society, eg understanding the reasons why migrant groups made the decision to come to Australia and the difficulties they faced; understanding the viewpoints and actions of environmentalists in opposing developments such as the damming of Tasmania's Gordon River.
- **Significance:** the importance of an event, development, group or individual and their impact on their times and/or later periods, eg the importance of the changes brought about by the Industrial Revolution; the importance of World War II on Australia's relations with other countries.
- **Contestability:** how historians may dispute a particular interpretation of an historical source, event or issue, eg that the Gallipoli campaign 'gave birth to our nation'; whether Australia was justified in taking part in the Vietnam War.

THE FOLLOWING HISTORICAL SKILLS ARE TO BE TAUGHT THROUGHOUT STAGE 5:

- Comprehension: chronology, terms and concepts
- read and understand historical texts
- use historical terms and concepts in appropriate contexts (ACHHS165, ACHHS183)
- sequence historical events to demonstrate the relationship between different periods, people and places (ACHHS164, ACHHS182)
- Analysis and use of sources
- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources (ACHHS169, ACHHS187)
- process and synthesise information from a range of sources as evidence in an historical argument (ACHHS170, ACHHS188)
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry (ACHHS171, ACHHS189)
- Perspectives and interpretations
- identify and analyse the reasons for different perspectives in a particular historical context (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
- recognise that historians may interpret events and developments differently (ACHHS173, ACHHS191)
- Empathetic understanding
- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past (ACHHS172, ACHHS173, ACHHS190, ACHHS191)
- Research
- ask and evaluate different kinds of questions about the past to inform an historical inquiry (ACHHS166, ACHHS167, ACHHS184, ACHHS185)
- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods (ACHHS168, ACHHS186)
- Explanation and communication
- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources (ACHHS174, ACHHS188, ACHHS192)
- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes (ACHHS175, ACHHS193)

Stage 5

The Making of the Modern World [50 hours minimum teaching time]

For Stage 5, the two (2) overviews and four (4) of the six (6) Depth Studies must be studied. Depth Study 3 and Depth Study 4 are Core Studies, to be studied by all students.

<p>Overview</p> <p>The overview is approximately 10% of teaching time of <i>The Making of the Modern World</i>. The content from the overview may be used as an overall introduction to Depth Studies 1–3 or may be integrated with these depth studies.</p>		
<p>Depth Study 1</p> <p><i>Making a Better World?</i></p> <p>ONE of the following to be studied: The Industrial Revolution OR Movement of peoples OR Progressive ideas and movements</p>	<p>Depth Study 2</p> <p><i>Australia and Asia</i></p> <p>ONE of the following to be studied: Making a nation OR Asia and the world</p>	<p>Core Study – Depth Study 3</p> <p><i>Australians at War (World Wars I and II)</i></p> <p>Mandatory study</p>

The Modern World and Australia [50 hours minimum teaching time]

<p>Overview</p> <p>The overview is approximately 10% of teaching time of <i>The Modern World and Australia</i>. The content from the overview may be used as an overall introduction to Depth Studies 4–6 or may be integrated with these depth studies.</p>		
<p>Core Study – Depth Study 4</p> <p><i>Rights and Freedoms (1945–present)</i></p> <p>Mandatory study</p>	<p>Depth Study 5</p> <p><i>The Globalising World</i></p> <p>ONE of the following to be studied: Popular culture OR The environment movement OR Migration experiences</p>	<p>Depth Study 6</p> <p><i>School-developed topic drawn from either of the overviews.</i></p> <p>A list of suggested topics is provided in Depth Study 6 in Stage 5.</p>

All students must complete a site study in Stage 5. A virtual site study can be used if appropriate.

**MT ST PATRICK COLLEGE
MURWILLUMBAH**



ELECTIVE SUBJECTS

YEAR 9

Human Society and Its Environment

COMMERCE

Contact Person: Mrs Aimee Blazek	No. Hours: 100
Pre-requisites: Nil	No. of Years Studied: 1
Special Details: The Commerce syllabus incorporates work and employment-related content throughout the core and options of the course.	Course Fees: Brisbane "Ekka" Excursion \$40

COURSE DESCRIPTION:

The Commerce syllabus has been updated to reflect changes in our commercial world. Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

CORE TOPICS:

- 1.1 Consumer Choice 1.2 Personal Finance
- 2.1 Law & Society 2.2 Employment Issues

Options

- 1 Investing
- 2 Promoting and Selling
- 3 E-commerce
- 4 Global Links
- 5 Towards Independence
- 6 Political Involvement
- 7 Travel
- 8 Law in Action
- 9 Our Economy
- 10 Community Participation
- 11 Running a Business
- 12 School-developed Option



PARTICULAR COURSE REQUIREMENTS:

Students undertaking a 100-hour course may study either Core Part 1 or Core Part 2 and a minimum of three (3) options or Core Part 1 and Core Part 2 and one (1) option.

ASSESSMENT:

Commerce will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

COMMERCE

Contact Person: Mrs Aimee Blazek	No. Hours: 200
Pre-requisites: Nil	No. of Years Studied: 2
Special Details: The Commerce syllabus incorporates work and employment-related content throughout the core and options of the course.	Course Fees: Brisbane "Ekka" Excursion \$40 Local Businesses Excursions \$30 First Aid – "Introduction to First Aid" Full Day Course \$50

COURSE DESCRIPTION:

The Commerce syllabus has been updated to reflect changes in our commercial world. Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

CORE TOPICS:

1.2 Consumer Choice 1.2 Personal Finance
2.1 Law & Society 2.2 Employment Issues

Options

- 1 Investing
- 2 Promoting and Selling
- 3 E-commerce
- 4 Global Links
- 5 Towards Independence
- 6 Political Involvement
- 7 Travel
- 8 Law in Action
- 9 Our Economy
- 10 Community Participation
- 11 Running a Business
- 12 School-developed Option



PARTICULAR COURSE REQUIREMENTS:

Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five (5) options. The First Aid Course is highly recommended. The credentials gained are useful in employment situations.

ASSESSMENT:

Commerce will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

Financial Literacy Assessment – Students undertake pre-testing and actual test. The certificate is a useful guide for employers.

HISTORY

Contact Person: Mrs Aimee Blazek	No. Hours: 100 hrs
Pre-requisites: Nil	No. of Years Studied: 1
Special Details: Nil	Course Fees: TBA

COURSE DESCRIPTION:

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

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

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

CORE TOPICS:

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

- Constructing History
- Ancient, Medieval and Early Modern Societies
- Thematic Studies

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

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

BENEFITS OF THIS COURSE:

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

EXTENSION OPPORTUNITIES:

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

Technology and Applied Studies

INDUSTRIAL TECHNOLOGY - TIMBER

Contact Person: Dan Keogh, Dean Bressan	No. Hours: 100 or 200 Hours
Pre-requisites: An interest in designing and working with timber	No. of Years Studied: 1 or 2 Years
Special Details: Student will require Personal Protective Equipment	Course Fees: \$95 per year

COURSE DESCRIPTION:

Industrial Technology – Timber is a course that provides students with the opportunity to develop skills in design and practical woodworking as well as knowledge of associated skills and materials. Students learn about safe work practices, materials, related theory and develop a sense of personal satisfaction through the production of a range of practical projects.

MAIN TOPICS COVERED:

Students learn about materials, equipment, tools and techniques and design through a range of possible practical projects such as:

100 & 200 hrs

Beach Chair
Breakfast Tray
Trinket Box

200 hrs

Box Project
Occasional Table



PARTICULAR COURSE REQUIREMENTS:

Apron
Solid upper, non-slip closed-in shoes
Long hair must be tied back in a hairnet
Students may wish to have their own safety glasses

ASSESSMENT:

Assessment in this course is mainly based on the practical projects. Other assessment tools are also used including theory and practical exams, written reports and presentations.

INDUSTRIAL TECHNOLOGY – MULTIMEDIA

Contact Person: Natalie Webster, Dan Keogh	No. Hours: 100 or 200 Hours
Pre-requisites: None	No. of Years Studied: 1 or 2 Years
Special Details: Student will require personal laptop	Course Fees: \$95 per year

COURSE DESCRIPTION:

Industrial Technology – Multimedia provides opportunities for students to develop knowledge, understanding and skills in relation to the multimedia production process, digital photography and associated industries such as movie, animation, digital drawing and game making.

MAIN TOPICS COVERED:

100hrs

- Digital manipulation of photographs using Photoshop and other applications
- Digital presentations combining photos, animations and music
- Audio editing
- Video capture and production
- Creation of stop motion animations
- Digital Illustrations

200hrs

In addition to the above topics covered:

- Live video production skills
- Advanced video editing skills
- Digital 3D modelling
- Advanced visual effects skills
- Advanced audio editing
- Digital animation



PARTICULAR COURSE REQUIREMENTS:

Laptop

ASSESSMENT:

Assessment in this course is mainly based on the practical projects. Other assessment tools are also used including theory and practical exams, written reports and presentations.

FOOD TECHNOLOGY

Contact Person: Stephanie Carroll-Bennett and Samantha Lewis	No. Hours: 100 Hours and 200 Hours
Pre-requisites: An interest in designing and working with food.	No. of Years Studied: 1 year or 2 years
Special Details: Students undertake a range of practical experiences.	Course Fees: \$95 per year

COURSE DESCRIPTION:

The study of Food Technology provides students with a broad knowledge and understanding of food in relation to properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

MAIN TOPICS COVERED:

Practical experiences involving the development of food preparation skills through designing, producing and evaluating are integrated into the following Focus Areas:

100 & 200 Hour Course

- Food for Special Occasions
- Food Selection & Health
- Food Trends
- Food in Australia
- Food for Special Needs
- Food Product Development
- Food Service and Catering
- Food Equity

PARTICULAR COURSE REQUIREMENTS:

Well laundered apron
Solid upper, non-slip closed-in shoes
Long hair must be tied back

ASSESSMENT:

- practical experiences with food
- portfolios where students plan, prepare, present and evaluate food solutions
- research projects, written reports, exams and presentations – oral, multi-media.



TEXTILES TECHNOLOGY

Contact Person: Stephanie Carroll-Bennett and Samantha Lewis	No. Hours: 100 Hours
Pre-requisites: An interest in designing and working with the Textile Arts	No. of Years Studied: 1 year
Special Details: Students undertake a range of practical experience	Course Fees: \$50 Additional costs for purchase of fabrics, materials and patterns

COURSE DESCRIPTION:

Project work forms the basis of every unit where students will complete a textile item and develop the skills in *designing, producing and evaluating*. Areas of study including *design, properties and performance of Textiles and Textiles and Society*, will be integrated into units of work.

Units of work are based on the following *focus areas* or fields of textiles that will direct the choice of student projects:

- * Textile Arts – wall hangings, artwork, embroidery, wearable design
- * Non-Apparel – toys, bags, backpacks, book covers, tents etc.
- * Furnishings – cushions, quilt covers, lampshades, bed linen etc
- * Apparel – clothing & accessories - shoes, hats, jewellery, belts
- * Costume – theatre, masks, dance etc.

MAIN TOPICS COVERED:

(Projects can be varied according to student needs and interests)

100 & 200 hrs

Textile Arts – colouring, dyeing & decorating fabrics, felting

Non-Apparel – soft toy or bags

Apparel, clothing and Accessories - lingerie, skirts, pants, jewellery

PARTICULAR COURSE REQUIREMENTS:

Ownership of a sewing machine is an advantage while not being totally necessary.

Purchase of materials and patterns for projects. (skirts or pants, lingerie; soft toy; materials for project 1 – decorated bag or cushion provided)

A4 Art Folio for the Design Folio.

ASSESSMENT:

Projects and practical experiences, research projects, written reports, presentations and exams.

EXCURSIONS:

- Brisbane Ekka



MARINE AND AQUA TECHNOLOGY

Contact Person: Dan Keogh	No. Hours: 100 Hours
Pre-requisites: Nil	No. of Years Studied: 1 Year
Special Details: Students will go snorkelling as a part of this course	Course Fees: Fee \$25 and Approximately \$80 - snorkelling activity

COURSE DESCRIPTION:

Marine studies fits into an emerging field of study relating to sustainability of marine and related environments. It provides an opportunity for the future custodians of this environment to study it and appreciate its value. It also gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems. They will be involved in project development relating to coastal areas and other marine environments, as well as water-related enterprises and leisure activities.

MAIN TOPICS COVERED:

Marine Studies 1 100 hours

Core 1: Introduction to Marine and Aquaculture Technology

Optional Modules (5):
Module 6 Dangerous Marine Creatures
Module 19 Manufacturing Fishing Equipment
Module 18 Fish Harvesting
Module 5 Marine Mammals
Module 16 Basic Snorkelling

PARTICULAR COURSE REQUIREMENTS:

Practical experiences should occupy at least 50% of the course. The other 50% will involve theoretical work.



ASSESSMENT:

- 1) Half Yearly examination and Yearly examination each year
- 2) Other assessment strategies may include practical experiences (first-hand investigations and scientific reports), research projects, field reports, interviews, multi-media presentations, journals.

ISTEM

Integrated Skills, Technology, Engineering & Mechanics

Contact Person: Dan Keogh	No. Hours: 100 Hours
Pre-requisites: An interest in using Science, Technology & Maths to engineer solutions to everyday challenges. A desire to understand how & why things work.	No. of Years Studied: 1 Year
	Course Fees: A fee of \$40 is required for this course.

COURSE DESCRIPTION:

ISTEM is a new course introduced to help the future **engineers** and problem solvers of the future. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of engineering based problems.

The course aims to;

- Develop knowledge, skills and appreciation of engineers and technologists through problem solving and design;
- Develop the ability to investigate practical and theoretical solutions to problems in the world of engineering;
- Encourage a sense of purpose, enjoyment and personal satisfaction through project based learning.

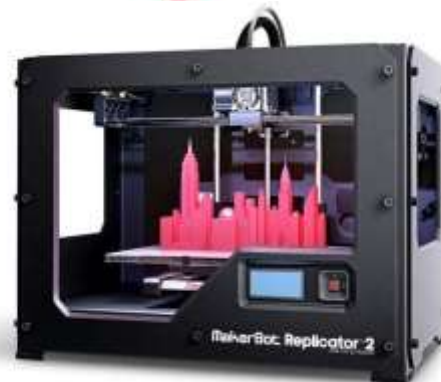
COURSE CONTENT

During the two year course students will study the following areas:

- Engineering Fundamentals
- Aerodynamics
- 3D CAD/CAM
- Motion
- Mechatronics

This content will be covered through completing the following activities:

- Research Projects
- Robotics
- Micro Controllers
- 3D Printing
- Laser Cutting
- Engineering Competitions



ASSESSMENT:

- 1) Half Yearly examination and Yearly examination each year
- 2) Other assessment strategies may include practical experiences (first-hand investigations and scientific reports), research projects, field reports, interviews, multi-media presentations, journals.

Creative Arts

MUSIC

Contact Person: Clara Cahill	No. Hours: 100 or 200 Hours
Pre-requisites: All students complete a mandatory Music course in Years 7 and 8	No. of Years Studied: 1 or 2 Years
	Course Fees: \$40 (100 hrs) per year \$80 (200 hrs) per year

COURSE DESCRIPTION:

The Music Course will build sequentially on the students' experiences in Years 7 and 8 and is designed for those students who wish to extend their musical learning. The main aim of the course is the participation in music making and the continual development of students' skills on their instrument/s or voice. Within each topic, students will develop their understanding of music theory and will learn to aurally analyse musical works from that particular genre or era. Students will also discover how to create their own compositions and how to use computer notation programs. The course is structured to cater for a range of student's abilities and interests.

MAIN TOPICS COVERED:

The Elective Music Course consists of an integrated approach to the learning experiences of Performing, Listening, and Composing. Through these experiences, students will acquire an understanding of the concepts of music and will gain knowledge and skills in performance techniques, music vocabulary, notation, music theory and music history. Students will study a range of repertoire from a variety of topics, which will include Traditional Music, Popular Music, Theatre Music, Australian Music, Classical Music and Jazz.

ASSESSMENT:

Students will be assessed in the three areas of Performing, Composing and Listening through a range of assessment tasks which may include:

Performing: performing individually and in small ensembles, improvising

Composing: creative tasks, both computer generated and hand written

Listening: aural and written exams



DRAMA

Contact Person: Michael Lill	No. Hours: 100 or 200 Hours
Pre-requisites: Nil	No. of Years Studied: 1 or 2 Years
Special Details: Nil	Course Fees: \$30 (100 hrs) per year \$60 (200 hrs) per year

COURSE DESCRIPTION:

The purpose of the Drama programme is to introduce students to the art of drama, and progressively embed a common understanding of dramatic elements, styles and conventions for all students in the classroom. In drama students are given the tools via kinaesthetic and aesthetic pathways to become critical thinkers and to develop informed consciences. At all times students are encouraged to model a Catholic approach to class work and to each other, with particular foci placed on the ideals of dignity, fairness and compassion.

The 100hr Drama programme is an introductory course, whereas the 200hr Drama programme unpacks and deals with the styles, conventions and elements of drama more closely.

MAIN TOPICS COVERED:

100 hour course outline

Term 1

Playbuilding / Improvisation
Process Drama / Political Theatre

Term 2

Realism and the Actor / The Stanislavski System
Scripted Drama / Monologues

Term 3

Performance Skills / Stagecraft
Comedy

Term 4

Augusto Boal / Theatre of the Oppressed
Forum Theatre

200 hour course outline

Term 1

Steven Berkoff / Physical Theatre

Term 2

Peter Brook "The Empty Space"
Dramatic Structure and Scriptwriting

Term 3

Epic Theatre
Forum Theatre

Term 4

Issue Based Playbuilding / Play Production
Project using Dramatic forms and theatre Styles studied throughout the course

PARTICULAR COURSE REQUIREMENTS

Motivation
Positive attitude
Preparation

ASSESSMENT:

Students are assessed in line with the 2003 Years 7 – 10 Drama Syllabus. Assessment is divided into three sections; *Making*, *Performing* and *Appreciating*. All three sections are weighted equally throughout the course.

Making tasks deal with the process of creating drama either autonomously or collaboratively.

Performing tasks deal with the art of performance and the process of staging in a given style.

Appreciating tasks deal with the knowledge acquired throughout the course. A particular focus is placed on essay writing, script writing, letter writing and critical analysis of *Making* and *Performance tasks*.

Assessment in Drama is

"...designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce work that leads to development of their knowledge, understanding and skills."

(Years 7 – 10 Syllabus, 2003)



INTRODUCTION TO PHOTOGRAPHY

Contact Person: Louise Devine	No. Hours: 100
Pre-requisites: Nil	No. of Years Studied: 1 Year
Special Details: Students MUST have their own digital camera . Preferably a SLR (Single Lens Reflex) camera.	Course Fees: \$ 50 - Course fees provide Black and white film Photographic chemicals, photographic and inkjet paper, ink, negative sleeves, mount board.
PLEASE NOTE: The numbers in this course is capped.	

COURSE DESCRIPTION:

Students are introduced to and practice skills in the areas of Wet Field - traditional black and white photography and Digital Technology to produce and interpret photographic images. This course provides a hands-on approach to Darkroom practices and Computer technologies. Students develop a sound understanding of design elements, compositional devices and through analysis an awareness of the power of images in their world.

MAIN TOPICS COVERED:

Conventions and Image Analysis
An introduction to photographic and darkroom practices
Image Making – A contemporary approach
Using technology to create and manipulate images



PARTICULAR COURSE REQUIREMENTS

Students **MUST** have their **own digital camera**. Preferably a SLR (Single Lens Reflex) camera. A 35mm film camera would also be an advantage as well as a phone capable of taking a good quality digital image. In addition, students will need to provide their own USB memory stick, a display folder with plastic sleeves and be responsible for the colour printing of images

ASSESSMENT:

Image Making – 60%
Critical and Historical Study 40%



VISUAL ARTS

<p>Contact Person: Clara Cahill</p> <p>Pre-requisites: Visual Arts – Stage 4 Mandatory Course – Years 7 & 8</p> <p>Special Details: Nil</p>	<p>No. Hours: 100 or 200 hours</p> <p>No. of Years Studied: 1 Year or 2 Years</p> <p>Course Fees: \$100 (200 hours) - \$50 (100 hours) - Course fees provide all specialist materials required for a student's art making. Students may however, elect to purchase additional items throughout the course such as a stretched canvas or graded pencils etc dependant on individual directions in their art making practice.</p>
--	--

COURSE DESCRIPTION:

Students explore, develop and resolve ideas in visual form. A variety of subject matter, 2 and 3D media, techniques and processes are experimented with and utilised in students' art making. Students also engage in critical and historical studies of art and artists in conjunction with their art making experiences. Different orientations for the making and interpreting of artworks, the network of procedures employed by artists, critics and historians in the production of work and the relationships between agencies in the art world are addressed in the Visual Arts Course.

MAIN TOPICS COVERED:

Expressive forms - Drawing, Painting, Printmaking, Mixed Media, Sculpture, Ceramics and Documented Forms.

Subject Matter – Still life, Portraiture, Landscape –Site Specific works, Appropriation

Historical and Critical studies of Australian and International artists

PARTICULAR COURSE REQUIREMENTS

Students are required to keep a Visual Arts Process Diary (provided in Visual Arts Fees)

Students are to provide a lined note book and display folder with plastic sleeves

ASSESSMENT:

Artmaking – 60%

Critical and Historical Study 40%



Personal Development, Health & Physical Education

PHYSICAL ACTIVITY AND SPORTS STUDIES

Contact Person: Simone Kendrick	No. Hours: 100 or 200 hours
Pre-requisites: Nil	No. of Years Studied: 1 Year or 2 Years
Special Details: Nil	Course Fees: 100 hrs - \$70 200 hrs - \$70 (Year 9) - \$70 approx. (Year 10)

COURSE DESCRIPTION:

This course is designed to meet the needs of the increasing number of students in Years 9 and 10 wishing to develop and extend their interest in physical activity, human performance and sport. It supports the growing awareness in society of the need to be active and informed, emphasising the importance and benefits of a healthy lifestyle.

Physical Activity and Sports Studies promotes the concept of learning through MOVEMENT. Hence there is a strong focus on physical activity in all modules. Students are encouraged to develop a commitment to lifelong participation in conjunction with enjoyment and appreciation of it.

Activities that take pupil beyond the confines of the 'traditional classroom' are wide and varied and include: guest speakers; visiting local facilities (eg. Gym, blood bank, sporting clubs); preparing healthy foods; participating in coaching sessions and training programs; interviewing community members; debating current issues and so on.

MAIN TOPICS COVERED:

100 hours Course Outline

- Body Systems
- Coaching
- Issues in Sport
- Outdoor Ed

200 hours Course Outline

- Body Systems
- Coaching
- Issues in Sport
- Physical Activity in Australia
- Technology in Sport
- Event management
- Fuel my body

PARTICULAR COURSE REQUIREMENTS

Students will be required to attend a compulsory one day excursion.

100 hrs – one day (\$70 approximately) Surfing, Initiative Activities, Body Boarding

200 hrs – one day (\$70 approximately in each year) Stand-Up Paddle Boarding, Canoeing, Tubing

There may also be other minimal costs eg. Gym attendance

ASSESSMENT:

A variety of assessment techniques will be used to assess student performance in this course. These may include:

- Group and individual reports and presentation (oral/written)
- Projects, research assignments
- Workbooks and worksheets
- Movement tasks
- Teacher and peer observation
- Examinations and written tests

CHILD STUDIES

Contact Person: Simone Kendrick	No. Hours: 100 hours
Pre-requisites: Nil	No. of Years Studied: 1 Year
Special Details: Nil	Course Fees: 100 hrs - \$40

COURSE DESCRIPTION:

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. It also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. It supports the growing awareness in society of the need to be informed, emphasising the importance and benefits of a healthy lifestyle.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Participation in this course will also support young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

A better start to life creates a better future for the child. Child Studies enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens

There is a strong focus on **practical** activity in all modules. Students are encouraged to develop a "hands on" approach to this topic in conjunction with enjoyment and appreciation of it.

MAIN TOPICS COVERED:

100 hours Course Outline

- Play and the Developing Child
- Food and Nutrition
- Media & Technology in Childhood
- Childcare Services & Career Opportunities



PARTICULAR COURSE REQUIREMENTS

Students may be required to attend an excursion. There may also be other minimal costs eg. Craft resources

ASSESSMENT:

A variety of assessment techniques will be used to assess student performance in this course. These may include:

- Group and individual reports and presentation (oral/written)
- Projects, research assignments
- Workbooks and worksheets
- Movement tasks
- Teacher and peer observation
- Examinations and written tests

Languages

JAPANESE

Contact Person: Sarah Ellison	No. Hours: 100 hours
Pre-requisites: Year 9 & 10 Japanese is a pre-requisite for Continuers Japanese	No. of Years Studied: 1 Year
Special Details: students who are successful in Senior Japanese (i.e. Sound Achievement or above) are awarded bonus ranks for entry into University courses.	Course Fees: NIL

WHY STUDY A LANGUAGE?

In a shrinking global environment foreign language skills are increasingly valuable, even essential in many distinguished careers ranging from the arts through economics to the sciences; students at Mount Saint Patrick College should not miss the opportunity of continued language study.

Language skills which have been developed until now will be further refined and students will gain confidence in communicating in a wide variety of contexts. Speaking and listening will be emphasised, along with reading and writing, to ensure students do not develop a mere academic knowledge of the language.

Learning a language is beneficial for all students. The intellectual demands and scholarship involved in learning a language gives Language courses a special place in providing enrichment and extension for all students.



COURSE DESCRIPTION:

The rich linguistic and cultural diversity of Australia, to which Japanese-speaking communities contribute significantly, provides an educational environment where the study of other languages and cultures is valued as a unique and integral part of the K–10 Curriculum. The satisfaction of engaging with the study of Japanese and of developing communication skills in the language will contribute to a student's intellectual enrichment. The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. There are sister city agreements between the two governments, providing Australian students with opportunities to host Japanese students, and to visit and study in Japan. Both Australia and Japan are members of the Asia Pacific Economic Community. Japan is one of Australia's leading trading partners. It is therefore important for Australia's long-term economic and social future that its relationship with Japan continues to be enhanced.

Through the study of Japanese students will be able to gain effective skills in communicating in the chosen language, to explore the relationship between Japanese and English, and to develop an understanding of Japanese culture.

COURSE CONTENT:

Semester 1

Students will be provided with a hiragana revision booklet, festivals research folder and a Katakana booklet. They will also work through the 'Obento Deluxe' workbook. Topics include – days, dates and months, hobbies and sports, places and transport, daily routine, traditional cultural and club activities, free-time and anime.

Semester 2

Students will work through 'Obento Deluxe' and 'Obento Supreme' workbooks. Topics include - telling the time, discussing daily activities, responding to questions, their immediate environments, providing reasons and talking about things they want to do, Japanese architecture, school life and seasons.



ASSESSMENT FOCUS:

Listening and Reading
Reading and Writing
Cultural Projects (PBL)
Speaking
Presentations (multimedia)

COURSE REQUIREMENTS

Students are to provide a lined note book and display folder.

ADDITIONAL COSTS

Students may be offered opportunities to attend cultural events that afford language immersion. These experiences may involve a cost. Students are also encouraged to participate in the Australian Language Certificate each year.

CAREER PATHWAYS

Because of Australia's location within the Asia-Pacific region, it is becoming increasingly important for young Australians to be able to converse with people in their own language. Japan provides Australia with its largest overseas market and opportunities in commerce, technology, law, healthcare, international relations, tourism and education are available to students who have a knowledge and understanding of Japanese language and culture. The range of job opportunities is constantly expanding with the established trade and business links between Australia and Japan. Knowledge of Japanese will establish a career advantage for young Australians.





In this sign is my hope

Mt St Patrick College
PO Box 195
Murwillumbah NSW 2484

Email: mspcmbah@lism.catholic.edu/au
Website: <https://mspcmurwillumbah.schoolzineplus.com/>