



**MCCARTHY
CATHOLIC COLLEGE
EMU PLAINS**

**YEAR 9
2020**

**ELECTIVE COURSES
HANDBOOK**

INFORMATION FOR YEAR 8 STUDENTS PROGRESSING TO YEAR 9

The following has been prepared to allow you and your parents to consider the elective subjects that will be available to you next year. Therefore, you should choose carefully those subjects which appeal to you and will be of use to you in your later study for the Higher School Certificate, TAFE or in employment. Please do not choose subjects for any lesser reason, such as, to be with your friends in a class of their choosing. This type of selection could lead you to frustration and a lack of fulfilment of your educational and vocational needs.

In Stage 4 (Years 7 and 8), all courses have been common to all students. In Stage 5 (Years 9 and 10), this will not be the case.

However for the next two years, Religious Education, English, Mathematics, Science, Geography, History, and Personal Development, Health and Physical Education will be compulsory courses for all students.

Selection of Elective Subjects

In Stage 5 students can select to study either:

- 2 two year subjects (over Years 9 and 10)
- 1 two year subject and 2 one year subjects (the two year subject over Year 9 and 10 and the 1 one year subject in Year 9 and the other in Year 10)
- 4 one year subjects (2 one year subjects in Year 9 and the other two in Year 10)

The students make the selections online and will be sent an email to complete selections online. Students are asked to select more subjects than required in the event that a class does not run or there is a clash of classes. Students are to give 4 preferences in the selections procedure, ordering these from (1-4), 1 being the most preferred.

For a subject to continue to run into Year 10, there needs to be enough students selecting the subject for the school to be able to staff and timetable it.

Key Dates

Date	Event
Monday 27 May 2019	McCarthy Pathways Information Evening (5:00 pm – 6:00 pm)
Wednesday 12 June 2019	Compulsory Subject Market Evening (5:00 pm – 7:00 pm)
Friday 14 June 2019	Complete online subject preferences form

REQUIREMENTS FOR SATISFACTORY COMPLETION OF A COURSE

A course of study will be added to your Record of School Achievement (RoSA) if, in the Principal's view, there is sufficient evidence that you have:

- a) **followed** the course developed or endorsed by the NSW Educational Standards Authority (NESA); and
- b) **applied** yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the teacher; and
- c) **achieved** some or all of the course outcomes.

If the pupil's attendance falls below 85% of lesson time for a course it may be very difficult to satisfactorily complete the above course criteria. Attendance, whilst not a criterion in itself, is regarded seriously. Students will be notified if they are at risk.

A FEW IMPORTANT POINTS TO CONSIDER

Students should note that courses chosen for Years 9 and 10 carry no obligation for those subjects to be continued into Years 11 and 12.

Generally speaking, courses in Years 11 and 12 are beginning courses with no requirement for the subject to have been studied before. For example, Economics in Stage 6 (Years 11 and 12) can be studied without a background in Stage 5 Commerce, though in the case of some subjects, Years 9 or 10 do provide a background of information that can be of assistance in senior school.

The listing of a subject in this booklet is **no guarantee that the subject will be taught** next year. All subjects are being offered but only those attracting sufficient numbers will be allowed to go ahead and be timetabled. Should you elect subjects that are dropped through lack of numbers, we will make every endeavour to give you your next choice of subjects. Every effort will be made to meet the expressed wishes of students and parents.

YEAR 8 STUDENTS AND THE HSC REFORMS

The announcement last year by the NSW Government about HSC reforms impacts Year 8 students as they progress through their schooling.

Literacy and Numeracy Standards

One of the key reforms will be that every student needs to meet a minimum standard for literacy (reading and writing) and numeracy to be eligible for the award of the Higher School Certificate (HSC).

The current system allows for students who leave school from the end of Year 10 through to before completing the HSC course to receive their Record of School Achievement (RoSA) and those students who complete the HSC course to receive their Higher School Certificate (HSC) and the RoSA. From 2020, students who have completed the HSC course, but not met the minimum literacy and numeracy standards will only receive the RoSA.

There will be time allowed (five years after completing the HSC course) for students to meet the minimum standards if they wish to receive the Higher School Certificate.

The introduction of the minimum standards has come about from concerns raised by employer and tertiary groups who have noticed a decline in literacy and numeracy skills of students completing their schooling. The reform has been adopted to ensure the integrity of the Higher School Certificate as a recognised and valued credential.

It is expected that the majority of students will have achieved the minimum standard by the end of their schooling and, with the five year period after leaving school, most would have achieved the standard.

Students will be given opportunities to demonstrate that they have met the minimum standard through online tests throughout Years 10, 11 and 12 in order to qualify to receive the Higher School Certificate as well as the Record of School Achievement.

As mentioned before, there is also the opportunity after a student has completed Year 12 and left school for them to demonstrate they have met the minimum standard. Students in this situation will have up to five years after leaving school to reach the minimum standard. Once they have attained the standard they will then be awarded the Higher School Certificate.

LEARNING DIVERSITY TEACHERS AND TEAM

Support for students with additional learning needs at McCarthy Catholic College is fostered through teachers within all classrooms across the curriculum. At times students may require additional support to complete skills and tasks within a particular subject area. The Learning and Diversity team at McCarthy offers support to all students.

The Learning and Diversity team works closely with classroom teachers to design learning opportunities for all students and where adjustments are identified, collaborative design occurs so that each student can achieve his or her best.

The Learning and Diversity team looks forward to assisting parents and students as they progress towards another phase in their educational achievements.

Complete Course Listing

Course Code	Course Name	Developed or Endorsed	Page Number
ELECTIVE SUBJECTS			
	Creative and Performing Arts		
9 DRA	Drama	D	9
9 MUS	Music	D	10
9 VA	Visual Arts	D	11
9 PDM	Photographic and Digital Media	D	12
	Human Society and Its Environment		
9 COM	Commerce	D	13
9 HIS	Elective History	D	14
9 GLC	Active Global Citizenship	D	15
	Languages Other Than English		
9 JAP	Japanese	D	16
9 SPA	Spanish	D	17
	Personal Development, Health and P.E.		
9 PAS	Physical Activity and Sports Studies	E	18
	Technological and Applied Studies		
9 AGR	Agricultural Technology (Year 9 only)	D	19
9 D&T	Design and Technology (Year 9 only)	D	20
9 ELE	Electronics	D	21
9 FT	Food Technology (Year 9 only)	D	22
9 ITT	Industrial Technology (Timber) (Year 9 only)	D	23
9 MME	Multimedia	D	24
9 TET	Textiles Technology (Year 9 only)	D	25
	STEM		
9 PTE	PTech	E	26

CREATIVE ARTS

Course: DRAMA

Course Description:

Drama is a performance subject with a body of knowledge including conventions, history, skills and methods of working. It is an integral part of our societies' cultural expression. Drama provides opportunities to explore social, cultural, ethical and spiritual beliefs. It encourages a cooperative approach to exploring the world through enactment. The collaborative nature of Drama engages students in a creative process of sharing, developing, and expressing emotions and ideas. Students take on a role as a means of exploring both familiar and unfamiliar aspects of their world.

Main Topic Covered

The essential content engages students in an integrated study of the elements through the practices within the context of playbuilding and at least two other dramatic forms or performance styles.

Examples of work that might be covered in could be:

- Improvisation
- Physical theatre
- Scripted drama
- Aboriginal performance
- Ancient Greek Drama
- Mime
- Commedia dell'arte
- Clowning
- Shakespeare
- Street and event theatre
- Melodrama
- Realism

All assessments in Drama are continuous, experiential and integrated within the practices of making, performing and appreciating drama.

Learning Experience

The aim of Drama in Stage 5 is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

Course: MUSIC

Course Description

The Music course is designed for students who wish to extend their experiences in music. Students gain a more in depth knowledge of the concepts of music and learn how to apply these to the learning experiences of:

- Performing
- Composing
- Listening

Main Topics Covered

Compulsory topic: Australian Music

Elective topics: Students must study at least two topics from the group of topics below.

Group 1

- Baroque Music
- Classical Music
- Nineteenth-Century Music
- Medieval Music
- Renaissance Music
- Art Music of the 20th and 21st Centuries
- Music of a culture

Group 2

- Popular Music
- Jazz
- Music for Radio, Film and Television and Multimedia
- Theatre Music
- Music of a Culture (different to group 1)
- Music for Small Ensembles
- Music for Large Ensembles
- Rock Music
- Music and Technology

Learning Experience

Each of these learning experiences, performing, composing and listening has an equal weighting and equal time will be spent on each learning experience in class.

Students will need to choose an instrument to learn and use in performances. It is strongly encouraged that students seek outside tuition in their chosen instrument.

Each student will develop their learning experiences and knowledge, understanding and skills in a range of musical contexts through the study of a compulsory topic and additional topics.

Throughout the course students will become familiar with a range of technologies that will enhance each of the learning experiences. Overall it is expected that a student choosing the elective course in Music will gain an appreciation, respect and tolerance for music created by themselves and others.

Course: PHOTOGRAPHIC AND DIGITAL MEDIA

Course Description:

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of Photographic and Digital Media as an important field of artistic practice, conceptual knowledge and technological procedures.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate Photographic and Digital Media in greater depth and breadth than through the Visual Arts elective course. In this syllabus students can explore reality, illusion and simulation through photographic and digital media, and the investigation of emergent technologies.

This syllabus provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved and been utilised over the 20th century and into the 21st century. Practice within the school context is intended to approximate practice used in the contemporary world by artists, photographers, videographers, filmmakers, animators and critics who provide real-world models for learning and make available career options to students.

Main Topic Covered

Opportunities are provided to explore both black and white photography through darkroom practice, as well as digital photography and videography using computers and manipulation programs.

The course content shares the Visual Arts structure of Practice, Conceptual Framework and Frames, allowing students to join the senior Visual Arts courses if so desired in Year 11 and Year 12, however this subject is not a pre-requisite to study Visual Art in Stage 6 (Years 11 and 12)

Learning Experience

The syllabus encourages students to become enthusiastic, informed and active participants and consumers in contemporary culture. It empowers students to engage in contemporary forms of communication and encourages the creative and confident use of Information and Communication Technologies.

Students will be assessed on their photographic products as well as theory content involving critical and historical studies.

Course: VISUAL ARTS

Course Description:

Visual Arts provides students with opportunities to develop their perceptual, conceptual and evaluative abilities in making images and objects, and in understanding more about the nature and meaning of artworks in contemporary society.

The mandatory Visual Arts course completed in Years 7 and 8 provides significant core experiences for all students. The additional course offered provides extension and further depth of study.

Main Topic Covered

Making artworks

(Assessment weighting 50%)

- Drawing
- Painting
- 3D forms
- Printmaking
- Photography
- Fibre
- Ceramics
- Electronic (video, graphics, etc)
- Collections

Critical Studies

(Assessment weighting 25%)

- Interpret and evaluate various works
- Exercise critical judgement and learn to write critical responses
- Consider other critics' interpretations
- Critically evaluate their own work

Historical Studies

(Assessment weighting 25%)

- Understand works in the context of time and place
- Investigate various historical perspectives
- Consider other historians' interpretations
- Develop awareness of links between past and present artists

Learning Experience

The Visual Arts course involves art making activities and critical and historical studies. Assessment is based on all areas, as they are of equal significance and value.

HUMAN SOCIETY AND ITS ENVIRONMENT

Course: COMMERCE

Course Description:

Commerce at McCarthy Catholic College will aim to give students personal competence and responsible participation in the changing commercial environment. Commerce has links across the curriculum, drawing upon and contributing towards other Key Learning Areas.

Students will examine concepts that will be useful for present and future life as responsible and informed members of society.

Main Topic Covered

Some areas that are explored across the topics include:

Consumer Choice

Students explore how and why people choose to purchase different products
How advertisers convince consumers to buy their goods

Personal Finance

Evolution of money across time
Options for saving, borrowing, investing

Law and Society

The development of the legal system in Australia
How laws are made and changed
Ways in which laws affect everyday life

Employment Issues

Options available for young people entering the workforce
Legal rights and responsibilities for workers and businesses
Locating jobs from a variety of sources

Optional Units

Other areas that may be explored include:

- Promotion/Selling
- E commerce
- Political Involvement: Law in Action
- Towards Independence
- Travel
- Running a business.

Learning Experience

Knowledge and understanding of the commercial environment in which we all live will enable students to make rational, considered and responsible decisions.

In Commerce, students are given the opportunity through group discussion (analysis, synthesis and evaluation) to learn the difference between fact and opinion. Through analysis of media and case study material and information from a variety of sources, they are encouraged to reach conclusions based on logical reasoning.

Group work is used to encourage teamwork and to allow scope for leadership. Enrichment is attained through detailed research assignments which enhances learning via a number of strategies including telephone techniques, surveys, reports, mapping and graphing exercises.

Course: ELECTIVE HISTORY

Course Description:

Elective History will be offered for students with a particular interest in History and who are wishing to study additional History and consolidate their skills and knowledge through the study of a number of different topics and themes.

Main Topic Covered

ONE topic from each of Topics 1, 2 and 3 will be studied.

Topic 1: Constructing History. This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Topics could be chosen from:

- Biography
- Family history
- Film as history
- Heritage and conservation
- History and the media
- Local history
- Museum and/or archives studies
- Historical reconstructions
- A history website/CD-ROM

Topic 2: Ancient, Medieval and Early Modern Societies. This topic offers an opportunity to study in depth the major features of an ancient, medieval or early modern society. Integral to this study should be the development of students' understanding of the nature of history and historical inquiry. Topics could be chosen from:

- Archaeology of the ancient world
- Medieval and early modern Europe
- The Ottoman Empire
- An Asian study
- The Americas
- The Pacific
- Africa
- A 19th-century study
- A 20th-century study

Topic 3: Thematic Studies. This topic offers the opportunity to enjoy the study of history for its intrinsic interest. Students should begin to work more independently and to apply the historical skills so far acquired. Topics could be chosen from:

- Heroes and villains
- Religious beliefs and rituals through the ages
- Sport and recreation in history
- War and peace
- World myths and legends
- Crime and punishment
- Music through history
- Slavery
- Terrorism
- Women in history
- A school-developed study

Course: ACTIVE GLOBAL CITIZEN**Course Description:**

In the study of Active Global Citizenship, students will investigate matters of global significance by identifying and understanding the 21st Century areas of: diversity, inequality, global justice, peace building, sustainability and the effect of change. Students develop critical thinking, problem solving and communication skills in a co-operative learning environment that promotes informed active citizenship.

Main Topic Covered

The course consists of four core modules and one elective participation module that consolidates the core modules through an experiential learning project. Core modules cover the essential knowledge, skills and understandings that are pre-requisites for the successful completion of the active citizenship component, outlined in the elective modules.

CORE STUDY

Core module 1: Global competency: 21st Century awareness (25 hours)

Core module 2: Problems and solutions: enquiry and critical thinking (15 hours)

Core module 3: Making a difference: advocacy and action (15 hours)

Core module 4: Working together: collaborative learning (15 hours)

ELECTIVE MODULES

Students choose from one of these four options to investigate a real-world problem at a local, national or international level, and develop and implement an appropriate plan of action. This is an experiential module, drawing on the knowledge, skills, and values from the core modules and developing a process of action.

ELECTIVES

(ONE to be chosen from the following)

Elective module 1: Local action for change

Elective module 2: National action for change

Elective module 3: Global action for change

Elective module 4: School Developed action for change option

LANGUAGES OTHER THAN ENGLISH

Course: JAPANESE

Course Description

Japanese is spoken by over 130 million people. With Japan being one of the largest economies in the world and one of Australia's biggest trading partners. This program is suitable for those wanting to learn Japanese for either business or simply to enhance your cultural understanding through learning both written and spoken elements of Japanese.

Main Topics Covered

Interacting in Japanese

- Exchanging information, ideas and opinions, and socialising, planning and negotiation.

Accessing and responding to Japanese texts

- Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts.

Composing Japanese texts

- Creating spoken, written, bilingual, digital and/or multimodal texts

Systems of the Japanese language

- Understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place.

Role of Japanese language and culture

- Understanding and reflecting on the role of language and culture in the exchange of meaning and considering how interaction shapes communication and identity.

Learning Experience

Our Japanese course is a continuation from the 100hr Stage 4 course but is also suitable for those who have little to no prior knowledge of the Japanese language.

Students will need access to a device which can enable them to participate in the interactive lessons both at home and at school. Students will need headphones in order to access listening components of the course.

Course: SPANISH

Course Description

Spanish is a lively and expressive language spoken by over 350 million people worldwide. It is the official language of 21 countries including Spain and the many diverse countries of Latin America as well as being used as a secondary language in many other countries. Aside from being one of the most popular romantic languages, learning Spanish will deepen your appreciation of both the Spanish and Hispanic cultures

Main Topics Covered

Interacting in Spanish

- Exchanging information, ideas and opinions and socialising, planning and negotiating

Accessing and responding to Spanish texts

- Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts.

Composing Spanish texts

- Creating spoken, written, bilingual, digital and/or multimodal texts

Systems of the Spanish language

- Understanding the language system including sound, writing, grammar and texts structure; and how language changes over time and place.

Role of Spanish language and culture

- Understanding and reflecting on the role of language and culture in the exchange of meaning and considering how interaction shapes communication and identity.

Learning Experience

Our beginners Spanish classes are suitable for learners who have no prior knowledge of the Spanish language. Students will need access to a device which can enable them to participate in interactive lessons both at home and at school. Students will need headphones in order to access listening components of the course.

Course: PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Course Description:

This subject provides a comprehensive study of physical activity and sport and provides students with a solid platform to enter their highly academic Stage 6 (Year 11 and 12) PDHPE course with a number of relevant experiences that instill a sense of familiarity and confidence beforehand. PASS is also an excellent avenue to use to improve sports performance. PASS is also a pathway for a plethora of job opportunities related to personal development, health, physical activity and sports. This subject involves theory and practical lessons at an even ratio.

Main Topic Covered

There are three areas of study with modules that accompany each:

Foundations of Physical Activity: <ul style="list-style-type: none">• Body Systems and Energy for Physical Activity• Physical Activity for Health• Physical Fitness• Fundamentals of Movement Skill Development• Nutrition and Physical Activity• Participating with Safety	Physical Activity and Sport in Society: <ul style="list-style-type: none">• Australia's Sporting Identity• Lifestyle, Leisure and Recreation• Physical Activity and Sport for Specific Groups• Opportunities and Pathways in Physical Activity and Sport• Issues in Physical Activity and Sport
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Enhancing Participation and Performance:

- Promoting Active Lifestyles
- Coaching
- Enhancing Performance – strategies and techniques
- Technology, Participation and Performance
- Event Management

These modules have been used to create the following units of work over a 200 hour course throughout Years 9 and 10.

- Year 9 PASS Theory: Systems of the Body and Exercise; Introduction to Coaching, Diet, the Athlete and Sports Performance; Fitness Development; Sports Medicine.
- Year 9 PASS Practical: Leadership in Team Sports; Coaching in Practice; Fitness Labs; Team Sports Competition.
- Year 10 PASS Theory: Skill Development and Enhancing Performance; Physical Activity (a. Physical activity for health; b. Physical Activity and Sport specific Groups; Promoting Active Lifestyles)
- Year 10 PASS Practical: Australian Sports, International Sports and Types of Movement; Evaluating Modified Games; Lifesaving, Water Safety and Aquatics.

Learning Experience

Assessment is continuous throughout the course and a wide range of procedures are used. These include researching, collaborating, creating, planning, organising, leading, and performing. Other methods include examinations, video analysis, health promotion projects, and teacher observation of the students at work by tracking various practical and theoretical performances. Assessment is often formative and therefore occurs during a unit of work rather than at the completion

PROJECTS

Coaching, plan and delivery Video analysis of a specialised skill Health promotion of physical activity Planning and leading a specialised skill development session	Creating, leading and evaluation a modified game Health promotion design Preparing and leading lifesaving water safety and aquatics to Year 7 students Regular practical workshops
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TECHNOLOGY AND APPLIED STUDIES

Course: AGRICULTURAL TECHNOLOGY - (Year 9 only)

Course Description:

Agricultural Technology builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.

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

Main Topic Covered

The enterprises studied typically include:

- Beef Cattle
- Sheep for Wool and Meat
- Broadacre Field Crops (such as Wheat, Barley and Canola)
- Poultry
- Vegetables

There is also an introductory unit on farm safety.

The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

Learning Experience

Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Tasks include:

- performance of practical skills of animal handling and management
- growing crop plants, recording their growth and management
- preparation of a herbarium collection of agriculturally important plants
- planning and preparation of an agricultural display for the Penrith show.

Course: DESIGN AND TECHNOLOGY - (Year 9 only)**Course Description:**

Design and Technology builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7-8 Syllabus*.

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

Main Topic Covered

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationships of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

Learning Experience

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

Assessment is continuous throughout the course and a wide range of procedures are used. These may include research projects, practical assignments, fieldwork and teacher observations of the students at work.

Course: ELECTRONICS

Course Description:

Electronics provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

The modules develop knowledge and skills in the use of materials, tools and techniques related to electronics, which are enhanced and further developed through the study of Circuits and Componentry.

Main Topic Covered

Practical projects reflect the nature of the Electronics focus areas and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies.

These may include:

- Electronic circuits and kits
- Electronic controlled devices
- CAD design
- Safety within the Electronic industry

Learning Experience

The major emphasis is on students actively planning and constructing quality practical projects for real world problems. Students will spend the majority of course time undertaking practical work, which includes designing, planning and constructing. Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce hand and CAD drawings and written reports to develop and communicate ideas and information relating to specific projects.

Course: FOOD TECHNOLOGY - (Year 9 only)**Course Description:**

The aim of Food Technology in the Stage 5 syllabus is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Main Topic Covered

Focus areas provide a context through which the course will be studied. There are four focus areas, three of which will be studied:

- Food in Australia
- Food Selection and Health
- Food Service and Catering
- Food for Special Occasions

Learning Experience

Practical experiences are an integral part of students time in Food Technology. These practical experiences include hands-on investigations designing, producing and evaluating activities that are readily assessed through applying direct observation and teacher judgement to the process and evaluating documentation when relevant.

When undertaking practical experiences, students could be assessed on their ability to:

- Demonstrate hygienic handling of food to ensure a safe and appealing product
- Select and apply appropriate techniques and equipment
- Manage OHS issues
- Apply appropriate methods of food processing, preparation and storage
- Plan, prepare, present and evaluate practical food activities
- Apply their acquired knowledge, understanding and skills in different contexts

Students undertaking this course will be required to purchase a full length cloth apron which they will be required to wear during all practical lessons as well as fully enclosed leather school shoes.

Optional – A container and disposal cutlery.

Course: INDUSTRIAL TECHNOLOGY – TIMBER- (Year 9 only)

Course Description:

The study of Industrial Technology in Stage 5 provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. It aims to lead students to an awareness of the relationship between technology, industry, society and the environment and develops their ability to make value judgements about issues, decisions and consequences arising from this interaction. Students will develop an awareness of the importance of environmental sustainability in relation to the use of materials and technologies and their effects on people and society.

Main Topic Covered

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinet work
- Wood Machining

Learning Experience

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These include:

- A chopping board / knife storage unit
- Tool box
- Rolling Pin

Assessment will be in the form of finished practical projects and reports and through the completion of research tasks and written portfolios.

Students will be required to wear fully enclosed leather school shoes.

Students are also expected to supply:

- Apron
- Safety glasses
- Ear plugs / muffs

Course: MULTIMEDIA

Course Description:

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia or photography which are enhanced and further developed through the study of specialist modules in multimedia-based technologies.

Main Topic Covered

Practical projects reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies. These may include

- Games and simulation
- Apps and interactivity
- Web Design
- Workplace skills, safety & links to industry.

Learning Experience

The major emphasis is on students learning about the properties and applications of materials associated with Multimedia systems. They will study the range of software, equipment and processes available in both commercial and domestic settings. Students will also learn about safe practices for practical work environments, including risk identification and minimisation strategies. Course work also includes workplace communication skills in recognising and designing signs, scripts, storyboards, sketches, and safety. Furthermore, this course will also investigate the societal and environmental impact that the multimedia industry has on the planet.

Course: TEXTILES TECHNOLOGY - (Year 9 only)

Course Description:

Textiles Technology is an elective subject for Stage 5 and builds on the knowledge, skills and experiences students developed in the Technology (Mandatory) Years 7-8 Syllabus.

A 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 historical, cultural and contemporary perspectives on textile design, development and appreciation factors affecting them as textile consumers. Students will investigate the work of textile designers and from their research make judgements about design ideas, selection of materials, the appropriate tools to use and quality of items.

Main Topic Covered

Project work forms the basis of each unit of work providing students with the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. Students all develop skills in the manipulation of textile materials dyeing, felling and screen printing as well as the documentation of their design ideas and experiences. Project work will be drawn from the FIVE focus areas:

- Apparel – including clothes and accessories
- Furnishings – including cushion, quilts
- Costume – including theatre costume, masks, headdress, dance costumes
- Textile Arts – including wall hangings, wearable designs, fabric based artworks
- Non Apparel – including toys, bags, tents, book covers

Learning Experience

Practical projects are designed to develop the student's skill in textile construction, design and develop knowledge and understanding related to textile matter. These range from boxers and singlet, soft toys, bags, cushions and upcycle a product.

Assessment is continuous throughout the course and a wide range of procedures are used. These may include research projects, observation, and finished practical projects with written documentation communicating their inspiration, design ideas and evaluating the finished project.

P-TECH

COURSE CONTEXT

P-TECH (Pathways in Technology) is a high school based educational pathway which ultimately provides options for students to study industry linked science, technology, engineering and maths (STEM) based subjects from Year 9 through to Year 12. McCarthy Catholic College is one of 14 schools across Australia and 2 in NSW chosen to be involved in the Australian Government supported P-TECH Initiative to establish career pathways.



P-TECH provides an opportunity for students to gain experience by working with industry mentors to build their skills for the workforce. McCarthy Catholic College has two industry partners for the P-TECH program who are PwC and Telstra, two of Australia's top employers. P-TECH in Year 9 will use the iSTEM curriculum to build understanding in the skills integral to an emerging workforce.

By providing students with the opportunity to engage with industry partners for work placement and mentoring, P-TECH students will build the technical and non-technical skills needed to succeed in school, further education and work.



P-TECH students will also undergo various workshops, industry visits and collaboration and activities all designed to further their growth and skill base. The course builds skills in working collaboratively and learning to persevere to achieve an outcome.

COURSE CONTENT

Core units' students will explore:

- STEM investigations and design principles
- STEM construction principles including: strength of materials, material properties, fluid mechanics, electricity & magnetism, thermodynamics
- Fundamental mechanics
- Mechatronics
- Technologies related to robotics
- Programming

