

McAULEY

CATHOLIC CENTRAL SCHOOL

TUMUT

Stage 5 Handbook (Year 9 & 10)

2020



*Flowing Together Through
Faith and Learning*

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VISION STATEMENT and SCHOOL MOTTO

McAuley's vision statement 'Flowing Together Through Faith and Learning', is symbolic of the local area and its river. The symbol of flowing water evokes images of life, journey, hope and confidence. Faith recognises the importance of God in our lives, learning affirms the experiences our students encounter during their preparation for today's world and the future.

School Motto

Our School motto – 'Believe, Strive, Achieve' encourages students to reach their full potential in mind, body and spirit within the Catholic context of our school.

THE EXITING MCAULEY STUDENT

A student leaving McAuley Catholic Central School at the end of Year 10 should have the knowledge, skills, understandings, values and attitudes necessary to experience life-long relationships with God, others and the world around them.

We work towards children leaving McAuley Catholic Central School with the following abilities:

Being able to integrate their faith with life experience by:

- Combining religion with daily living
- Living by Gospel values – being understanding, forgiving, honest, accepting of others, seeking a more just society, and striving for unconditional love
- Being comfortable to pray and experiencing different kinds of prayer
- Participating in school and parish liturgies

Achieving their personal best by:

- Becoming self-reliant and self directed through personal goal setting and a commitment to life long learning
- Developing a positive attitude to self and others and a belief in their own worth
- Taking responsibility for their own actions, perceiving difficulties as challenges and steps to growth
- Be able to demonstrate their readiness to enter the work force, senior secondary schooling or TAFE

The ability to make a valuable contribution to the wider community by:

- Developing critical thinking skills and making informed decisions (reason reflect and critique)
- Being well informed about global issues and responding appropriately
- Having a knowledge of their own identity, heritage and cultural background
- Developing skills to access and use information and communication technology positively
- Having a realistic knowledge of the forces active in society

Being confident, optimistic and proud of their individuality by:

- Being honest, trustworthy, fair and just
- Respecting the different social, emotional and economic backgrounds of others
- Being able to contribute to the wider community through various levels of involvement
- Being open to, new ideas, to other cultures and that education is a lifelong process

BROAD SUBJECT OUTCOMES

Outcomes are specific statements of the intended results of student learning. At McAuley Catholic Central School the staff are committed to nurturing the growth of the students towards achieving both the broad learning outcomes as identified by NESA (NSW Education Standards Authority).

Australian Curriculum

All NSW Schools are required to operate under the guidance of NESA (NSW Education Standards Authority) Syllabus documents. These syllabus documents contain the Australian Curriculum Content Statements for the relevant Key Learning Area. The ongoing implementation of the Australian Curriculum for the new PDHPE syllabus will be staged as following:

* In 2019, students in Year 7 and 9 will study units based on the new syllabus

* In 2020 students from Years 7 to 10 will study units based on the new syllabus

The following broad learning outcomes summarise the skills, knowledge and understanding, values and attitudes essential for all students to succeed in and beyond their schooling.

These broad learning outcomes indicate that students will:

- Understand, develop and communicate ideas and information.
- Access, analyse, evaluate and use information from a variety of sources.
- Work collaboratively with others to achieve individual and collective goals.
- Possess the knowledge and skills necessary to maintain a safe and healthy lifestyle.
- Understand and appreciate the physical, biological and technological world and make responsible and informed decisions in relation to their world.
- Understand and appreciate social, cultural, geographical and historical contexts and participate as active and informed citizens.
- Express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.
- Understand, interpret and apply concepts related to numerical and spatial patterns, structures and relationships.
- Be productive, creative and confident in the use of technology and understand the impact of technology on society.
- Understand the work environment and be equipped with the knowledge, skills and understanding to evaluate potential career options and pathways.
- Develop a system of personal values based on their understanding of moral, ethical and spiritual matters.

STAGE 5 INFORMATION, 2020

The content of this handbook is relevant for all students attending McAuley Catholic Central School for Years 9 and 10 in 2020. It gives an overview of the requirements needed for the mandatory requirements to satisfy completion of Stage 5 schooling and provides information on the elective subjects that McAuley can offer in 2020.

Students who will be continuing on to Stage 6, (Years 11 and 12) should note that when choosing Year 9 and 10 Electives, there are **no pre-requisites** needed for any Year 11 and 12 courses of study.

Students need to make the best use of all counselling opportunities before making their choices, including talking to parents, Pastoral Care and Subject teachers. It is important that students design their own program of courses for Year 9 and 10 to suit their interests, skills and needs.

Student Misconduct

If a student's assessment presentations show evidence of misconduct, either by using other peoples work or absence from school to complete a task, he/she may be given a ZERO for the task. Cheating, talking or general misconduct during tests and examinations will be penalised. This will seriously affect the students' Final Grade and, in extreme cases, could stop him/her from completing the mandatory requirements of the Stage 5 curriculum.

NAPLAN & The Higher School Certificate (HSC)

The New South Wales Higher School Certificate (HSC) is a highly valued credential in Australia and internationally. NESA has identified key areas for reform through extensive consideration of issues relating to the HSC at board level and in consultation with major stakeholders over the past three years.

At the heart of the HSC reforms is the establishment of a minimum standard in literacy and numeracy for the award of the HSC. The minimum standard reform underpins the two other areas of reform – Curriculum and Assessment – through revised course structure and content, as well as streamlined assessment.

These reforms will come into effect over the next four years along with new Year 11 and 12 syllabuses in English, maths, science and history. The reforms include:

- establishing a minimum literacy and numeracy standard from 2020. Previously students in **Year 9 in 2017** were able to meet the standard by achieving Band 8 in NAPLAN in reading, writing and numeracy.
- From 2018, an online literacy and numeracy test has been made available for students to demonstrate they have met the standard.

More information about the minimum standard can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/stronger-hsc-standards/minimum-HSC-standard>

McAuley Catholic Central School Stage 5 Curriculum

| Key Learning Area | Mandatory Courses |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Religious Education</i> | All students study Religious Education, English, Mathematics and Science in Years 7, 8, 9 and 10. By the end of Year 10 all students must complete 400 hours in each of these subjects. |
| <i>English</i> | |
| <i>Mathematics</i> | |
| <i>Science</i> | |
| <i>HSIE</i> | |
| <i>PDHPE</i> | |

| Key Learning Area | Mandatory Courses | Elective Courses |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Creative Arts</i> | All students study 100-hour courses in each of Visual Arts and Music. | Dance Drama Music Photographic and Digital Media Visual Arts Visual Design |
| <i>Human Society and Its Environment (HSIE)</i> | In Stage 4 (Years 7–8) all students study 100-hour courses in each of History and Geography. In Stage 5 (Years 9–10) all students study 100-hours each of Australian History and Australian Geography. By the end of Year 10 all students must complete 400 hours of History and Geography combined. | Aboriginal Studies Commerce Geography Elective History Elective Work Education |
| <i>Languages</i> | All students must study 100 hours in one language over one continuous 12-month period at some stage during Years 7–10. | Aboriginal Languages Arabic Chinese Classical Greek French German Hebrew Indonesian Italian Latin Korean Japanese Modern Greek Russian Spanish Turkish Vietnamese |
| <i>Personal Development, Health and Physical Education (PDHPE)</i> | All students study PDHPE in Years 7, 8, 9 and 10. By the end of Year 10 all students must complete 300 hours of PDHPE. | Physical Activity and Sports Studies (CEC) |
| <i>Technological and Applied Studies (TAS)</i> | All students study Technology (mandatory) for 200 hours, usually in Stage 4 (Years 7–8.) | Agricultural Technology Food Technology Graphics Technology Industrial Technology Information and Software Technology Textiles Technologies |

MANDATORY SUBJECTS

At McAuley, all students in Years 9 and 10 must study these mandatory subjects:

- Religious Education
- English
- Mathematics
- Science
- Personal Development, Health and Physical Education
- Australian History
- Australian Geography
- Electives from across a number of Key Learning Areas (KLAs)



BYOD – Bring Your Own Device

Technology in school is not about the hardware and accessing the internet. It is developing digital literacies, and resources to enable learning. At McAuley Catholic Central School, our computers are tools that connect us to the world and help develop critical thinking skills that will help our students succeed in a rapidly changing global marketplace.

‘BYOD’ or “bring your own device” requires students to bring a device of their own choice to be used in support of their learning at school. The personal computer provides access to a range of applications that will assist them to process information, build key understanding of content and concepts along with the ability to design, create, share and solve problems.

Students at McAuley Catholic Central School will use the ICT to support:

- Communication
- Collaboration
- Rich learning tasks
- Curriculum

The learning management system that McAuley Catholic Central School uses is the Google suite and Google Classroom to enhance teaching and learning. These systems allow students to access their learning not only in the classroom, but from anywhere outside school hours through the internet. Parents are also encouraged to join Google classroom to be active participants in their child’s learning.

Students are responsible for managing their own devices (update, charging, virus protection, programs etc) and it is expected that they will be responsible digital citizens when participating in the BYOD program.

RELIGIOUS EDUCATION

Course Outline:

McAuley Catholic Central School is a Catholic Community which is part of the Archdiocese of Canberra and Goulburn. The school's Religious Education curriculum aims to impart Catholic teaching and tradition in every aspect of a student's spiritual and academic development.

All students study Religious Education, from the Archdioceses Syllabus (Treasures New and Old). Within each year there are a series of units designed to provide students with a Scripture-based contemporary view of the Christian faith within the Catholic tradition.

The following units are studied over the two years of the course:

God and God's Creation is concerned with how understandings of God and the created world shape Christian beliefs, Church teachings and Church practice. In this strand students have opportunities to explore and clarify personal and social values of respect, cooperation, responsibility and fairness.

Jesus and Discipleship is concerned with making meaning of Scriptural texts in order to understand what it means to be a disciple of Jesus. In this strand students have opportunities to explore and clarify personal and social values of compassion, service, and forgiveness.

Church in the World is concerned with how the mystery of God in the world has been understood and expressed by the Church and the implications it has for contemporary living. In this strand students have opportunities to explore and clarify personal and social values of truth, integrity and justice.

Prayer and Celebration is concerned with Sacraments of the Church, prayer, ritual and spirituality and how these are expressed in Church and other contexts. In this strand students have opportunities to develop wellbeing and to explore and clarify personal and social values of peace, freedom and tolerance. Each of these strands makes an equivalent contribution to the key learning area of Religious Education.

Assessment:

Students will be assessed on the following aspects of their course –

- ◇ Knowledge and understanding of concepts
- ◇ Research skills
- ◇ Participation in all activities
- ◇ Working with others

Retreats/Reflection Days:

All students will take part in a Spiritual Retreat. They attend a Western Region Retreat with all Year 9 students from Sacred Heart Cootamundra and St Anne's Temora, which is facilitated by a Youth Ministry team from the Archdiocese of Canberra Goulburn. Year 10 students are also involved in an Archdiocesan Retreat.

ENGLISH

Course Outline:

All English units follow an integrated approach in which the content gives structure to the variety of skills related to reading, writing, listening, viewing, responding and speaking.

The conventions of writing for a variety of purposes are treated in the context of the units studied.

Year 9 English

| | Text Categories | Topic | Text Types |
|---|----------------------------------|------------------------------------------|------------------------------------------------------|
| 1 | Film/video Drama | Romeo & Juliet | Narrative Recount Description Poetry |
| 2 | Fiction Poetry Non-Fiction | War | Narrative Recount Report Poetry Response |
| 3 | Fiction Film/Video | Conformity Independent Novel Study | Report Explanation Description Response |
| 4 | Visual Text | Advertising Documentary | Procedure Report Response |

Year 10 English

| | Text Categories | Topic | Text Types |
|---|--------------------------------------|------------------------------------------------------------|----------------------------------------|
| 1 | Fiction Film/video Drama | Prejudice Deadly Unna | Essay Poetry Response |
| 2 | Fiction Film/Video Non-Fiction | Macbeth Visual Literacy | Narrative Poster |
| 3 | Fiction Film/Video Non-Fiction | One Topic – Different Texts | Exposition Response Presentation |
| 4 | Fiction | Novel Study Revising Skills in all text types | Creative Writing |

Assessment:

In each term the students sit common assessment tasks across the form, which focus on specific skills and knowledge.

Grades:

Grades are awarded based on the student's demonstrated ability according to the Board of Studies, "Course Performance Descriptors". Thus the student's performance in common assessment tasks and class work is all carefully taken into consideration.

A student may be allocated a Grade A, B, C, D or E in adherence to the "Course Performance Descriptors".

An "N" Award may be awarded if a student fails to meet the minimum requirements of the course.

Independent Study:

Because students are exposed to and have to engage with a broader range of text forms including film, it is vital that independent study is encouraged.

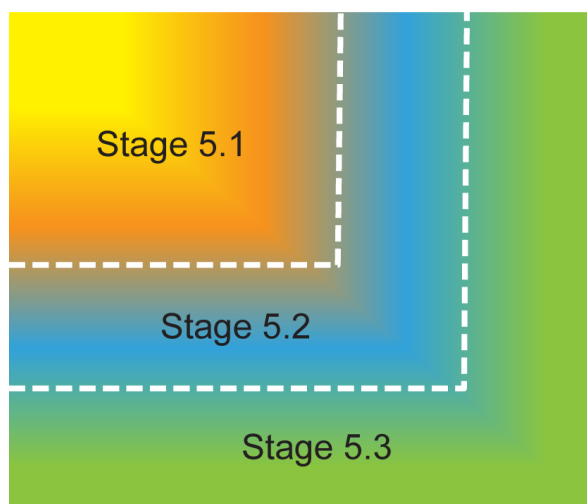
MATHEMATICS

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three sub stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus:

Course Description

- Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9
- Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8
- Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

The following diagram illustrates the relationship between the sub stages in Stage 5.



A large variety of 'endpoints' is possible in Stage 5. For example, some students may achieve all of the Stage 5.2 outcomes and a selection of the Stage 5.3 outcomes by the end of Year 10.

Homework:

All homework is posted on Google Classroom for students to access. Students also have access to 'Hotmaths online', which complements the teaching and learning of Mathematics.

Assessment:

This will occur within a "Standards – Referenced Framework". Standards are described in the Mathematics Syllabus by *outcomes and content*, showing *what is to be learned* and indicating the *scope and depth of learning*.

At McAuley Catholic Central School student assessment will be under the recommended framework using a combination of formal tests, assignment work and examinations as well as observation of students learning, progress and achievement. Teachers ensure students are given every opportunity to achieve the highest level for their ability.

SCIENCE

Course Outline:

The study of Science in Stage 5 develops students' scientific knowledge and understanding, skills, values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and the role of science in developing technology. Students also develop an appreciation of, and skills in, selecting, using resources and systems to solve problems.

The main topics that the students will study include:

Year 9

The Earth and its Resources
Mysterious Universe
Chemical Reactions
Electrical Energy and Light Energy
Body Systems

Year 10:

Chemistry - The Inside Story
Genetics
Evolution
Motion and Communication
Ecology and Global Systems

Assessment:

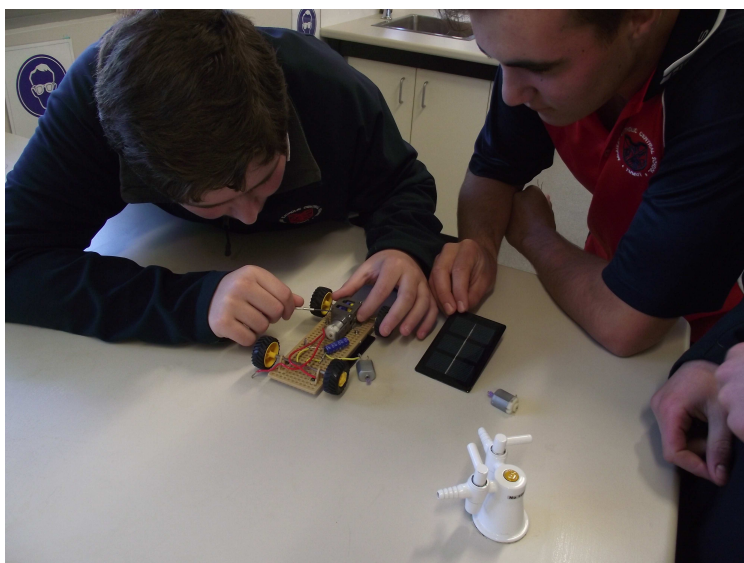
The assessment of student achievement in Science uses a variety of tasks, both formal and informal. Formal assessment instruments include class tests, examinations, practical exams, practical reports, assignments and class work. Informal assessment includes teacher observation during class work and practical work. At the end of Stage 5, assessment information is used to determine a grade from A to E for a student's school report. The Science Course Performance Descriptors are used for this purpose.

Student Individual Research Project:

In Year 9 each student must undertake at least one individual research project. It will be conducted over a period of at least 4 weeks and involve a 'hands on' practical investigation. Students should choose an investigation related to one of the topics they have studied or an area of interest to them. Some class time will be allocated to the planning stage, but the actual investigations will be completed in the students' own time.

Course Requirements and Costs:

Students are required to undertake mandatory fieldwork. Travel costs related to this may be involved.



PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course Description:

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.

Through PDHPE students develop knowledge and understanding, skills and values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?

All students study the following three strands:

- **Health, Wellbeing and Relationships** - focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others.
- **Movement Skill and Performance** focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity
- **Healthy, Safe and Active Lifestyles** focuses on the interrelationship between health and physical activity concepts.

-

What will students learn to do?

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interacting, problem-solving, decision-making, planning and moving.

Assessment:

A variety of assessment techniques and strategies will be used to assess student achievement: projects, assignments, investigations, reports, workbooks, worksheets, interviews, surveys, knowledge tests, skills test and recorded observation.

PDHPE is a compulsory subject. Its three components, Personal Development, Health and Physical Education carry equal weighting.

Students must actively participate in the Physical Education, or practical aspect of PDHPE for the required hours to satisfactorily complete the course.

HISTORY

Course Outline:

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 Making of the Modern World

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.

Year 9 Overview

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.

Depth Study 1

Making a Better World?

ONE of the following to be studied:

The Industrial Revolution

OR

Movement of peoples

OR

Progressive ideas and movements

Depth Study 2

Australia and Asia

ONE of the following to be studied:

Making a nation

OR

Asia and the world

Core Study – Depth Study 3

*Australians at War
(World Wars I and II)*

Mandatory study

The Modern World and Australia

Year 10 Overview

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.

| | | |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Study – Depth Study 4 <i>Rights and Freedoms (1945–present)</i> Mandatory study | Depth Study 5 <i>The Globalising World</i> ONE of the following to be studied: Popular culture OR The environment movement OR Migration experiences | Depth Study 6 <i>School-developed topic drawn from either of the overviews.</i> A list of suggested topics is provided in Depth Study 6 in Stage 5. |
|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Assessment:

A variety of assessment techniques will be used. These may include tests, exams, research assignments, reports and oral presentations.

Course Requirements and Costs:

Students are required to undertake mandatory fieldwork. Travel costs related to this will be involved. The Australian War Memorial may be visited during Year 9 as part of Depth Study 3.

GEOGRAPHY

Course Outline:

Stage 5 Geography has been designed to provide students with an understanding of the Australian Environment and its context. The four main focus areas and their general outline are as follows:

The following topics are studied in Years 9 & 10:

| | |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sustainable Biomes | Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated |
| Changing Places | Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship. |
| Environmental Change and Management | Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability |
| Human Wellbeing | Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined |

Together with the content areas on the previous page, students will develop skill in acquiring, processing and communicating geographical information and in participating as active and informed citizens.

Assessment:

A variety of assessment techniques will be used. These may include tests, exams, research assignments, reports and oral presentations.

Course Requirements and Costs:

Students are required to undertake mandatory fieldwork (eg. Visiting Wagga and its surrounding salinity problems, The War Memorial in Canberra or waste and recycling in Tumut). Travel costs related to this excursion will be involved.



ELECTIVE SUBJECTS

Students may choose either 100 hour (1 year) or 200 hour (2 year) courses. Choosing the most appropriate subjects is very important as your choice is for the next one or two years. Please choose wisely. Ask questions of older students and discuss your choices with parents and teachers. Here are a few points to remember while making your choices:

1. Choose subjects YOU like
2. Choose subjects in which you will do WELL &
3. DON'T choose subjects because your friends are choosing them.

Selecting 100 hour courses will allow students to study four different Electives across Years 9 and 10. Choosing to study two 200 hour courses over Years 9 and 10 is still an option, as well as one 200 hour course combined with two 100 hour courses.

For example;

Student A might choose Physical Activity and Sports Studies and Agricultural Technology in Year 9, and Industrial Technology and Textiles in Year 10.

Student B may choose to study Visual Art and Commerce for both Years 9 and 10.

Student C could select Visual Arts for Years 9 and 10, combined with Food Technology in Year 9 and Photographic and Digital Media in Year 10.

GRADES:

Grades will be awarded in all subjects based on the Common Grade Scale used by all NSW Schools. The following is a general outline of the meaning of the grades allocated:

COMMON GRADE SCALE:

The general performance descriptors describe performance at each of five grade levels:

| | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| B | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| C | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills. |
| D | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills. |
| E | The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills. |

METHOD OF DELIVERY:

The Elective courses will be delivered in one or a combination of ways:

- Face to face
- Distance Education

COURSE FEES:

The cost for face to face elective classes (classes taught at McAuley) is incorporated into Secondary Student Resource fee. If a student elects to undertake an elective course by distance education, then there are extra fees that apply. A fee guide for each of these courses is included in each subject description.

The Elective subjects offered at McAuley in 2020 will be selected from the following subjects listed below, depending on student subject selections and school staffing:

- Agricultural Technology
- Commerce
- Food Technology
- Industrial Technology (Electronics - Distance Education)
- Industrial Technology (Timber)
- Information Software and Technology
- Languages - (languages may be studied by Distance Education)
- Music (studied by Distance Education)
- Photographic and Digital Media
- Physical Activity and Sports Studies
- Textiles Technology
- Visual Arts

Satisfactory completion of 100 or 200 hours of Elective study during Stage 5 (Years 9 and 10) will be recorded with a Grade on the student's school report and Stage 5 Statement of Attainment.

The following pages provide a brief description of each of the Elective subjects that could be offered in 2020.

(For more detail, access the NESA (NSW Education Standards Authority) site

(<http://www.boardofstudies.nsw.edu.au/parents>)



VISUAL ARTS

Course Outline:

The Visual Arts fosters interest and enjoyment in the making and studying of art and offers a wide range of opportunities for students to be creative and develop their own interests. It encourages students to explore the world around them and develop ideas. They visually communicate their thoughts, feelings and understanding in an individual and thoughtful manner. The course components are: Art Making and Critical and Historical Study and a Visual Arts Process Diary is used to document work in both of these components.

Students experiment with new ways of using Media and develop skills and techniques in the making of art works.

Media areas which may be explored are:

| | | |
|---------------|---------------|--------------------------|
| Design | Painting | Photography |
| Drawing | Ceramics | Mixed media |
| Sculpture | Printmaking | Collage |
| Illustrations | Digital Media | Theatre & costume design |

Visual Art students are given the opportunity to travel to Sydney to watch a musical theatre production each year. This year (2019) we enjoyed the 'Charlie and the Chocolate Factory'. Students also have the opportunity to visit the National Gallery of Australia in Canberra to view the permanent collections and any special exhibitions. This year we were very fortunate to have a private tour of the 'Monet: Impression Sunrise' exhibition.

AGRICULTURAL TECHNOLOGIES

- 100 hour or 200 hour course.
- In the 200-hour course students will focus on a minimum of four agricultural enterprises.
- Students will be engaged for at least 50% of course time in a variety of practical experiences to produce sustainable and marketable plant and animal products.
- Scope for students to explore the career opportunities in agriculture and its related service industries
- Experience aspects of agricultural lifestyle through working with plants and animals.
- Increase knowledge and application of current and emerging technologies to the production, processing and marketing of products.

COMMERCE

- 100 hour or 200 hour course.
- To develop knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.
- Central to the course is the development of an understanding of the relationships between consumers, business and governments in the overall economy.
- To develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation.
- To develop the ability to research information, evaluate options and participate in collaborative decision-making.

FOOD TECHNOLOGY

- 100 hour or 200 hour course.
- Explores food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.
- Provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns.
- Addresses the importance of hygiene and safe working practices and legislation in the production of food.
- Provides students with the context through which to explore the richness, pleasure and variety food adds to life.
- Contributes to both vocational and general life experiences.

Students are encouraged to use their creativity and skills to design food products. This year we took part in an Australian wide 'Cheese your own creation' competition which involved students designing, producing a cheese product. The students then designed a calendar page which showcased their food creations. Results will be announced later this year.

INDUSTRIAL TECHNOLOGY (Timber)

- 100 hour or 200 hour course.
- Emphasis is on general wood skills and cabinet making.
- Areas covered include general workshop skills and safety procedures, hand and power tool usage, adhesives, abrasives and sealers, common joinery procedures, timber and manufactured board characteristics, design and costing skills.
- Develops an awareness of the relationship between technology, industry, society and the environment.
- Develops an understanding of work related environments.
- WH & S regulations require all students to supply their own safety glasses and ear muffs.
- Students who elect to do 200 hours of Industrial Technology (Timber) will undertake a major project during Year 10. Depending on the project selected, there may be an additional cost involved (for example to purchase hardwood timber to make an outdoor table).

INFORMATION SOFTWARE and TECHNOLOGY

- 100 hour or 200 hour course.
- It is important that technological competence in Information Software and Technology be developed by students for lifetime learning.
- Explore the Internet and its development
- Learn basic computer coding
- Computer modeling and simulation
- Basic Robotics & Robotics programming
- Multimedia
- Practical and project based work, incorporating the design process will help develop creative and critical thinking skills in students.
- Opportunities to build on ICT skills will be given through integrating application programs and hardware devices throughout the course.

- Equipping students to make appropriate use of, and informed choices about, Information Software and Technology both at a personal level and in the workplace.

INDUSTRIAL TECHNOLOGY - Electronics (Distance Education) – NOTE: all fees are approximate and payable to external provider.

- 200 hour course only.
- Core modules develop knowledge and skills in the use of materials, tools and techniques related to electronics.
- Specialist modules enhance these skills: Circuits and Components, and Computer Repair and Construction.
- Enrolment fee approximately \$340. Kit for core modules costs approximately \$55.00, kits for specialist modules costs approximately \$70-\$85.

MUSIC (Distance Education) NOTE: all fees are approximate and payable to external provider.

- 100 hour or 200 hour course.
- Students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening.
- Students are encouraged to learn an instrument.
- Mandatory topic is Australian Music. Baroque and Classical Music, Traditional music of other cultures, Jazz and Film Music are also covered.
- Enrolment fee approximately \$340

PHOTOGRAPHIC AND DIGITAL MEDIA

- 100 hour or 200 hour course.
- Enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century.
- Build a portfolio of work in still, interactive and moving forms.
- Investigate photographers, artists, designers, photographic and digital practices, conventions and innovations.

PHYSICAL ACTIVITY AND SPORTS STUDIES

- 100 hour or 200 hour course.
- Students will develop skills that develop their ability to work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport.
- Display management and planning skills to achieve personal and group goals in physical activity and sport (such as camping overnight and mountain walking/hiking).
- Perform movement skills with increasing proficiency.
- Will be required to participate in sports/activities in the wider community which will incur a cost (eg golf green fees or gym fees for gym classes)

- Analyse and appraise information, opinions and observations to inform physical activity and sport decisions.
- Modules are selected from each of the following three areas of study: Foundations of Physical Activity, Physical Activity and Sport in Society and Enhancing Participation and Performance.

TEXTILES TECHNOLOGIES

- 100 hour or 200 hour course
- Students gain an understanding of the properties and performance of different materials used in textiles.
- They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks.
- Students will learn creative process of design used in the work of textile designers, and apply this process when generating and developing textile design ideas.
- Students learn to select and manipulate appropriate materials using correct textiles techniques.
- Students gain an understanding of the creative process used in the work of textile designers.
- Extra materials may be individually purchased if required.

GRAPHICS TECHNOLOGY - NOTE: all fees are approximate and payable to external provider.

- 100 hour or 200 hour course.
- Practical skills needed for furniture and house design, together with associated landscaping.
- Various methods for drawing 2D and 3D designs, use of rendering to show texture, light and colour, planning and costing, government regulations and environmental considerations when selecting house sites and designing a home.
- Allows students to become confident and competent in the use of a range of technologies.
- Develops an understanding of work related environments.
- Students are required to provide their own A3 size drawing board and set squares (approx. \$100 if ordered through the school). Secondhand boards may be available from former students who have completed school.



INSTALLING SZapp



Apple devices:

1. On your device, open the App Store.
2. Search the App Store for SZapp.
3. Download and install SZapp.

Android devices:

1. On your device, open the Play Store.
2. Search the Play Store for SZapp.
3. Download and install SZapp.

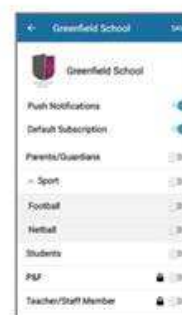
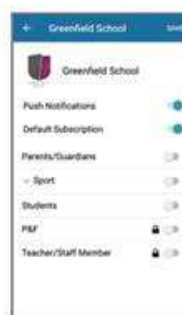


1. FIND YOUR SCHOOL

Select your school's region.
Search for and select your school.

2. REGISTER A USER

Before you can add your school, you will need to register. Register with your email, or sign in with Google or Facebook.



3. REGISTER A USER

Enter your email and name and then create a password.

4. MANAGING NOTIFICATIONS

Choose which group/s you would like to receive notifications from. Groups with arrows indicate that there are sub-groups which you can join.

For any further information see:
<http://www.schoolzineplus.com/app-faq>



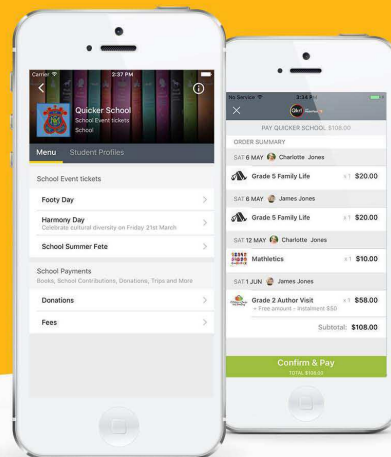


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Step 2 Register

Select your Country of Residence as 'Australia' and follow the steps to register

Step 3 Find our school

Our school will appear in 'Nearby Locations' if you're within 10km's of the school, or search for our school by name.

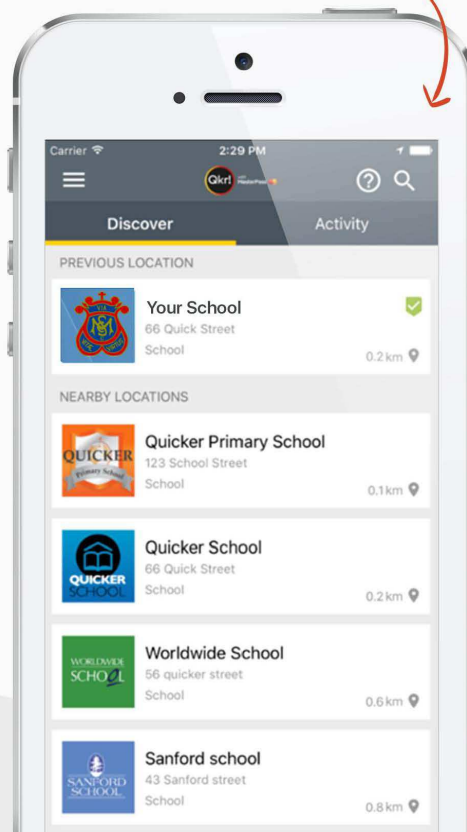
Step 4 Register your children

When first accessing our school you will be prompted to add a student profile for your child. This allows you to make orders and payments for them.

Search for our school name

If you have made a purchase you can select our school from 'Previous Location'

If you're within 10 kms of the school, you can select our school from 'Nearby Locations'



Selection Sheet for 2020

Name: _____

Stage 5 (Yr 9/10) Elective Choices for 2020.

- Please return your completed electives selection sheet by Wednesday 25th September.
- Choose your electives in preferred order. – eg place a 1 next to first choice and a 2 next to second preference
- Please choose 4 preferences for electives (eg number 1 through to 4)
- Every effort will be made to enable you to get your first 2 preferences.

| Subject | Preference |
|--------------------------------------------------------------|------------|
| Food Technology | |
| Physical Activity & Sports Studies (PASS) | |
| Agriculture | |
| Visual Art | |
| Commerce | |
| Industrial Technology – Timber | |
| Photo & Digital Media | |
| Textiles Technologies | |
| Information Software Technologies | |
| Distance Education (Please list subject to be studied below) | |

Distance Education Subject: _____