

Marist Regional College



YEAR 9

SUBJECT SELECTION GUIDE

2020

striving for excellence



learning for life

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Curriculum development at Marist Regional College is based on our Mission, Vision and our College Values, and the following set of guiding principles:

- Our curriculum must seek ways to show an appreciation of the richness and diversity of each member of the community.
- We are passionate about learning and celebrating the unique qualities and dignity of each member.
- The education we provide should encourage independent thinking and a responsible approach to life-long learning.
- Our curriculum should provide opportunities for students to make decisions about their own learning.
- Each student's self-image must be built up in very positive ways.
- A variety of experiences is important if students are to develop their talents, and this will only be achieved if we have a flexible approach to our planning and implementation of our programs.
- Our learning and teaching approaches offer hope and a sense of purpose.
- Every student is challenged and supported to pursue and achieve their own level of personal excellence.

‘We all have different gifts.
Each gift came because of the grace God gave us.’

Romans 12:6

FROM THE PRINCIPAL



Mr Adrian Drane

This handbook is designed to provide students and parents with information about the curriculum for Year 9. Compulsory core subjects, as defined by the Australian Curriculum are described, as well as a range of elective subjects, from which students choose according to interest and ability.

It is important to note that what electives a student chooses in Year 9 does not predetermine a path for them in their senior years. Elective choices should be based on interests, passions and expanding their experiences. Students can choose to specialise in any subject they wish in their senior years, without reference to their elective choices in Year 9.

A Student Progress Report is posted to parents towards the end of Term 1. The Progress Report indicates student progression in assessment and includes a Pastoral Care Group Leader comment. It is intended that the Progress Report will guide and inform discussions with your son or daughter and their teachers at our first Parent Teacher Evening.

In July, parents receive reports that include detailed assessment on academic progress and indications regarding attitude and participation. The style of each subject report varies according to whether it is an Australian Curriculum subject, criterion based subject or competency based subject.

Our aim is to provide an environment where each student values and enjoys learning. Students are taught to be effective communicators, who are able to engage in high-level critical thinking, creativity, problem solving and teamwork. Students are encouraged to be self-directed, ethical and responsible. Finally, students are challenged to extend their knowledge and skills to be learners with a pursuit of personal excellence in every field of endeavour.

I encourage you to please read this handbook carefully and discuss its contents with your daughter or son. Subject teachers can offer subject counselling and assist in determining which elective subjects suit the skills, competencies and interests of your child.

Please feel free to contact teachers to discuss subject choices or answer any questions you might have after considering the information within.

With best wishes

A handwritten signature in black ink, appearing to read 'A Drane', written in a cursive style.

Mr Adrian Drane
Principal

FROM THE DEPUTY PRINCIPAL LEARNING & TEACHING

Year 9 is a time of increasing independence for young adolescents as they strive to develop their own identity. The Year 9 Curriculum at Marist Regional College aims to strike a balance between building on the foundations established in the Middle Years and encouraging students to pursue their interests by taking an increased responsibility over their curriculum design.

It is also a key time to build their engagement with their learning. The Year 9 curriculum is designed to enable students to:

- broaden their outlook and make responsible choices
- be provided with a nurturing and challenging learning environment that encourages initiative, responsibility, resilience and personal academic excellence.



Mrs Kerrie Flynn

Students in Year 9 continue to undertake lessons in the core subject areas of Religion, English, Mathematics, Science, Humanities and Health and Physical Education, as prescribed by the Australian Curriculum.

Through challenging, relevant and diverse semester-based elective offerings, students are presented with exciting learning opportunities that enable each student to broaden their experiences and achieve success. They are encouraged to select a range of different electives, with a view to extending and developing personal interests and skills, and to give a broad and balanced education across a range of learning areas.

Students are asked to complete the Pathway Plan in this guide, prior to the Subject Advice Night, where they will have the opportunity to discuss their options with teachers and career advisory staff. It is usual for pathway plans to change, even as students move through each year; so it is important to develop strong underpinning skills in a broad range of experiences, to optimise opportunities, as students progress through each stage of their education at Marist Regional College.

The teaching staff and I look forward to assisting you in your subject selections.



Mrs Kerrie Flynn
Deputy Principal Learning and Teaching

YEAR 9 2020 ELECTIVES

YEAR 9 SUBJECT STRUCTURE

CORE SUBJECTS

Religious Education
English
Mathematics
Science
History and Geography
Health and Physical Education

ELECTIVE SUBJECTS

SEMESTER ONE

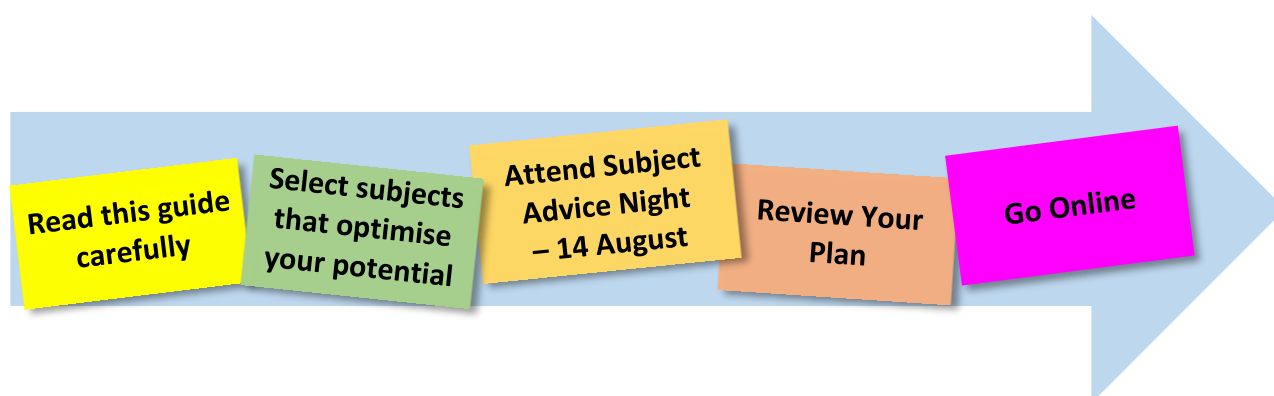
SEMESTER TWO

Students select electives from a wide selection within the areas of Health and Physical Education, STEM, Mathematics, Design and Technologies, The Arts and Languages.

Year 9 students are encouraged to choose electives across these learning areas to maximise their exposure to a wide range of skills and experiences.

Most electives are one semester (two terms) in length, allowing for six options over the course of the year. For continuity of study, a small number of electives are required to be selected for the full year.

NOTE: One semester is equal to two terms, eg. Semester One - Terms 1 & 2. Semester Two - Terms 3 & 4.



YEAR 9 2020 ELECTIVES

YEAR LONG COURSES		
LANGUAGES	French	YEAR LONG ELECTIVES These electives are designed for the entire year. One of these electives is equivalent to two (2) short courses.
	Japanese	
MATHS	Maths PLUS	
HPE	Sport Science (Anatomy & Physiology)	
SUPPORT	Curriculum Support Program	

SHORT COURSE ELECTIVES		
STEM	Ready, Set, GO! – Motion and Technology of Cars	NOTE: It is important to remember that courses will only run where there is enough interest to justify a class, and on staff availability once the timetable has been confirmed.
	Magnetic Attraction to Cheese	
WOOD TECHNOLOGY	The Wonders of Wood	
	Wood'n It Be Nice	
COMPUTER, GRAPHICS & DESIGN	CADD Basix	
	CADD Futures	
METAL TECHNOLOGY	Weldaway	
	Weldability	
FIBRES TECHNOLOGY	Clothing Construction	
	Lifestyle and Fashion	
FOOD TECHNOLOGY	Make a Meal of It	
	Food Culture	
SMALL ENGINES	Course A: Engine Essentials	
	Course B: Start Your Engines	
DIGITAL TECHNOLOGY	Above and Beyond	
	Coding: Playing with Python	
MEDIA ARTS	Life Through the Lens	
	Life on Film and Print	
VISUAL ART	Contemporary Art - DCP or PPS	
	Contemporary Art - Just Clay or Just Drawing	
DRAMA	Process to Performance	
	Shakespeare Rocks!	
MUSIC	Music Tech 2.0	
	Music Innovations	

YEAR 9 SUBJECT SELECTION					
SEMESTER ONE			SEMESTER TWO		
1A	1B	1C	2A	2B	2C
Maths Plus	Curriculum Support Program (by prior arrangement only)	STEM – Ready, Set, Go!	Maths Plus	Curriculum Support Program (by prior arrangement only)	STEM – Magnetic Attraction to Cheese
HPE - Sports Science	HPE - Sports Science	HPE - Sports Science	HPE - Sports Science	HPE - Sports Science	HPE - Sports Science
FOOD - Food Culture	FOOD - Make A Meal Of It	FIBRES - Clothing Construction	FOOD - Food Culture	FOOD - Make A Meal Of It	FIBRES - Lifestyle and Fashion
Small Engines A Engine Essentials	Small Engines A Engine Essentials	METAL - Weldaway	Small Engines B Start Your Engines	Small Engines B Start Your Engines	METAL - Weldaway
WOOD - Wood’n It Be Nice	WOOD - Wonders of Wood	WOOD - Wonders of Wood	WOOD - Wood’n It Be Nice	WOOD - Wonders of Wood	WOOD - Wood’n It Be Nice
METAL - Weldability	DIGITAL TECHNOLOGIES - Coding: Playing with Python	COMPUTER, GRAPHICS & DESIGN - CADD Futures	METAL - Weldability	DIGITAL TECHNOLOGIES - Above and Beyond	COMPUTER, GRAPHICS & DESIGN - CADD Futures
COMPUTER, GRAPHICS & DESIGN - CADD Basix	MEDIA ARTS - Life on Film and Print	DIGITAL TECHNOLOGIES - Above and Beyond	COMPUTER, GRAPHICS & DESIGN - CADD Basix	MEDIA ARTS - Life on Film and Print	DIGITAL TECHNOLOGIES - Coding: Playing with Python
MEDIA ARTS - Life Through the Lens	MUSIC - Music Innovations	DRAMA - Process to Performance	MUSIC - Music Tech 2.0	MUSIC - Music Tech 2.0	DRAMA - Shakespeare Rocks
ART - Contemporary Art Just Clay	ART - Contemporary Art DCP	MUSIC - Music Innovations	MEDIA ARTS - Life Through the Lens	ART - Contemporary Art PPS	MUSIC - Music Innovations
MUSIC - Music Tech 2.0	LANGUAGES - French	LANGUAGES - Japanese	ART - Contemporary Art Just Drawing	LANGUAGES - French	LANGUAGES - Japanese

ELECTIVE SELECTION PROCESS FOR YEAR 9

Students choose one elective from each of the 6 groups (1A, 1B, 1C, 2A, 2B, 2C) as a first preference and a second from each group as a second preference (reserve).

You must select a second preference (reserve) in each group, in the event that first preference courses are not available for some reason (eg. low numbers, etc.)

Where a course is repeated elsewhere, you may select that in your reserve preferences.

It must be understood that courses may not remain in the indicated group and may not run, or may be moved to another group, if need be.

EXAMPLE 1: STUDENT SUBJECT SELECTION

SEMESTER ONE			SEMESTER TWO		
1A	1B	1C	2A	2B	2C
Food Culture	Art Just Clay	Ready, Set, Go	Life Through the Lens	Wonders of Wood	Lifestyle & Fashion
PREFERENCE 2 (reserve)					
Music Tech 2.0	Coding: Playing with Python	Clothing Construction	Food Culture	Art Just Drawing	Shakespeare Rocks

EXAMPLE 2: STUDENT SUBJECT SELECTION

Students choosing Year-Long Electives (Japanese/French/Maths Plus/Sport Science/Curriculum Support Program) must choose the course in corresponding groups ie. 1A/2A 1B/2B 1C/2C

SEMESTER ONE			SEMESTER TWO		
1A	1B	1C	2A	2B	2C
Weldability	Music Innovations	Sport Science	CADD Basix	Make A Meal of It	Sport Science
PREFERENCE 2 (reserve)					
CADD Basix	French	Weldaway	Food Culture	French	Wood'n It Be Nice

YOUR TURN:

SEMESTER ONE			SEMESTER TWO		
1A	1B	1C	2A	2B	2C
PREFERENCES 2 (reserve)					

Remember:

- You can choose courses from any subject area, but it is best to try to have a range of experiences.
- If an elective is a year-long course (Languages, Maths Plus, Sport Science, Curriculum Support Group), you must choose the course in corresponding groups ie. 1A/2A 1B/2B 1C/2C
- Small Engines – You can do only Course A Engine Essentials, but cannot do Course B Start Your Engines without doing Course A.
- Apart from the above requirements, you can do up to 6 different short courses from any subject area.
- Your reserve course can be the same as your first preference, if it appears in a different group.

Will I get all of my choices?

It is very important that students choose wisely because their decisions determine which courses will run.

It may be that, after students have made their subject selections, some classes may be too small to be viable. This means that this particular elective class will not be available and the students' reserve electives will be referred to.

It may also be that a particular elective subject proves very popular. Often, we are then able to create more than one class of that elective, however, this is not always possible.

We value student choice in guiding our timetable and the subjects that are available. However, there will occasionally be classes which are too small to run, where the class has a student limit or where the completed timetable determines staffing availability.

Can I change subjects later?

Yes, you can make some subject changes before the cut-off date early in 2020. However, once the timetable is finalised in 2019 change may not be possible if the subject you wish to change to is no longer available. It can also be very difficult with many classes having size restrictions. You need to be aware that subject changes may result in changes to your other classes.

Please be aware that cut-off dates are strictly adhered to so there are minimal disruptions to classes and to ensure that students are able to successfully complete all course requirements. We encourage you to make considered and planned choices.

SUBJECT SELECTION PROCEDURE

All students in Year 9 will be required to select their subjects using the online process.

Step 1

Using this **Subject Selection Guide** select your preferences. Please make sure that you choose a balanced selection of subjects.

Step 2

Using the information on page 44 of this handbook as a guide, use your password and go online to record your subject selections. Please make sure you print **two copies** of your online subject selection receipt.

You can only enter your selections twice, so make sure you have a clear plan before you start.

Step 3

Hand your online receipt (signed by a parent/guardian) in to Student Services by **Friday 23 August**.

- **Please check that your parent/guardian has signed the form. Unsigned forms will not be accepted.**

IMPORTANT INFORMATION

Your choices indicated on the online Subject Selection Form will be used by the College to decide which subjects can actually be offered.

Where a subject is no longer available, your reserve preference will be allocated; so consider your reserves carefully, and be happy with your reserve choices.

Your subjects should be finalised by Thursday 22 August 2019.

CORE SUBJECTS: KEY LEARNING AREAS (KLAs)

Religious Education

At Marist Regional College we endeavour to introduce students to a view of the world founded on scripture and the ongoing tradition of the Church. This is embedded in the religious identity and culture of the school as expressed through the charisms of the Marist Fathers and Mercy Sisters.

Religious Education is organised into three interrelated strands: Knowledge and Understanding, Inquiry and Communication and Discernment and Making Connections. These strands are used to assess the learning of students from Years 7 to 10 and act as a continuum between the primary and secondary curriculums offered at Catholic schools within Tasmania.

Central to Religious Education at Marist is an understanding of Jesus Christ. Over their time at the school, students explore this within the context of Catholic spirituality and how they come to understand who they are in their own beliefs and where they belong in the world.

Students have opportunities to examine other world religions and world views as they compare and contrast principles, values and identities within Catholic Christianity. They investigate and shape their own thoughts and views in a considered and reflective way.

Core Australian Curriculum: English, Mathematics, Science, Humanities & Social Sciences, Health & Physical Education

English, Mathematics, Science, Humanities and Social Sciences, and Health and Physical Education courses are developed from the Australian Curriculum. These Australian Curriculum subjects will be assessed against National standards, and detailed descriptors can be found on the ACARA website <http://www.australiancurriculum.edu.au/> and through the Marist Regional College links on the College webpage www.mrc.tas.edu.au

Full Year Course

In any educational setting there is a wide spectrum of learners, learning styles and learning needs. Each student has a unique learning journey. Within the classroom, teachers are aware of and plan for students and differentiation – allowing them to access the curriculum at their level. A small number of students require additional assistance beyond that catered for in the classroom.

The aim of the Curriculum Support Program is to encourage students who have learning barriers to experience success. Support Staff focus on breaking down assessment tasks with students. They assist and develop students' skills in researching, summarising, note-taking and organisation. Due dates are reinforced. Where possible and/or necessary, Support Staff liaise with the subject teachers.

It is important to note that the Curriculum Support Program is not for the completion of tasks, but for an understanding of what a task requires, and to enable progression with work that might otherwise present a barrier to completion. There is an expectation that students will continue to work on assessments in the classroom and at home, as required.

Participation in the Curriculum Support Program is determined collaboratively with parents, teachers, the Deputy Principal, Learning and Teaching, and the Learning Enrichment Centre Coordinator.

This elective is by invitation only, and following discussion with the Deputy Principal, Learning and Teaching, and the Learning Enrichment Centre Coordinator.
Students must meet the eligibility criteria.

Please contact Helen Cox, Learning Enrichment Centre Coordinator for further information.

LANGUAGES OTHER THAN ENGLISH (LOTE)

Full Year Courses

Maintaining learning in a language other than English from Years 7 onward is enjoyable and has many advantages. A language also equips students to travel the world and with the potential for international careers.

Languages at Marist Regional College - **Start here, go anywhere!**

Discover Languages... Discover the World

- Discover the richness of another language and culture
- Discover the world of opportunities available to foreign language speakers
- Discover the benefits of expanding your knowledge of a language and culture.



LANGUAGES OTHER THAN ENGLISH (LOTE)

Year 9 French

Full Year Course

French is one of the most popular foreign languages studied by students around the world.

It is an advantage for students selecting Year 9 French to have studied French in Year 8, however, this course is open to all students, with or without prior knowledge of the language.

Students will build upon linguistic foundations, with topics including:

- French cuisine
- School, daily routines, family life and teen life
- Travelling to France, modes of transport
- Shopping, clothing, physical appearance and health.



Year 9 Japanese

Full Year Course

Japanese is a popular foreign language studied by students in Australia and beyond.

It is an advantage for students selecting Year 9 Japanese to have studied Japanese in Year 8, however, this course is open to all students, with or without prior knowledge of the language.

Students will build upon linguistic foundations with topics including:

- Families, occupations, future plans, celebrations and traditional Japanese festivals
- Describing people, animals and things in Japanese
- Leisure and recreation; Japanese food
- Shopping and getting around in Japan
- Katakana and kanji continue to be learned.



YEAR 9

THE ARTS: DRAMA

Semester Courses

Drama is one of the world's great art forms. It is a unique way for students to blend intellectual and emotional experience, in order to help define their identity both within their own community and the broader society. Through making, performing and studying plays and the theatre, students develop higher intellectual skills, empathy, social and communication competencies.

Through a study of Drama, students are provided with experiences which develop self-confidence, self-discipline and social skills. It teaches the effective use of the voice, non-verbal language and scripted drama. These courses aim to further develop students' voices and character skills. They will gain the presentation skills to speak clearly and effectively to make their voices heard. They will learn to act in an ensemble and to perform a role individually.



THE ARTS: DRAMA

Year 9 Process to Performance

Semester Course

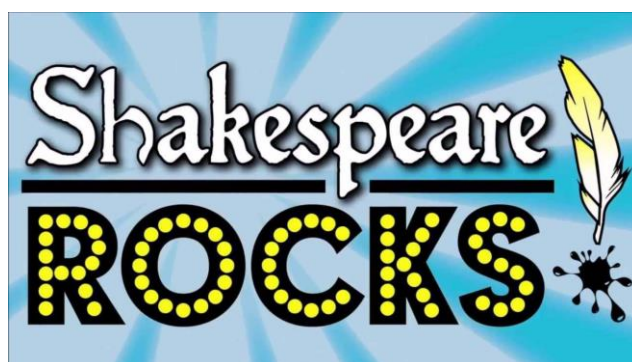
Using improvisation skills, students will work as a class to create a process drama using a photograph as a starting point. Students will develop characters and situations to create a final performance. In the second half of the semester, students will work to prepare performances for the Burnie Eisteddfod – these will centre on monologue and duologue work, with opportunities for students who are looking to extend their performance skills.



Year 9 Shakespeare Rocks!

Semester Course

Students will work together on a play by William Shakespeare. This course also allows students to be involved who would like to learn about the technical elements of Drama (including lighting, sound, set, props and costumes).



YEAR 9

THE ARTS: MUSIC

Semester Courses

Music is a powerful tool and an important part of cultural life. It makes a significant contribution to personal, social and cultural identities, and offers a unique form of self-expression and communication. Fundamental to the study of Music is the development of creativity and expression, which goes hand in hand with fostering concentration, listening skills and fine motor skills. Music helps students develop important interpersonal skills and a sense of responsibility and teamwork. Students who study Music can be inspired to create and enjoy music. They gain insight, discover sensibility and learn to balance self-discipline with artistic freedom.



Year 9 Music Tech 2.0

Semester Course

Music Tech 2.0 has broad appeal ranging from those looking for a digital based creative outlet to wanting to build skills for a potential career in sound engineering and production. Music Tech 2.0 introduces students to the basics of using music media programs such as Mixcraft 7 to create music and explores different ways of creating and combining sounds to produce music. Along with this, they will also become familiar with using external devices such as launch-pads, midi keyboards and external recording interfaces. Opportunities will exist for Music Tech 2.0 students to collaborate with students enrolled in Media Arts courses, combining film and audio productions. Students will further investigate the influence of digital technology over music production and how it relates to our modern society.



Year 9 Music Innovations

Semester Course

Music Innovations provides the opportunity to develop instrumental and vocal skills. The aim of this course is to enable students to gain a working knowledge of the purposes of music in today's society; in entertainment, communication and in the enhancement of other art forms. Students will develop their knowledge and skills in the areas of performing, improvising, composing, arranging and purposeful listening, both as soloists and as a member of an ensemble. There will be opportunities to:

- Attain skills on a chosen instrument
- Compose songs
- Study music of different cultures
- Learn basic P.A. and sound desk operation
- Perform to an audience as a soloist and in small groups
- Plan and/or perform in concerts
- Produce recordings in our 'state of the art' recording studio, including a recording of their original piece of music.



YEAR 9

THE ARTS: VISUAL ARTS

Semester Courses

Art students will consider the work of other artists and identify and analyse how these artists use visual conventions and viewpoints to communicate ideas. The students will apply this knowledge in their own art making and evaluate how they are influenced by their research. They will also gain an understanding of how presentation and display can enhance meaning.

Students have the opportunity to create art through the exploration and use of a variety of techniques and mediums in the studio areas of painting, drawing, printmaking, sculpture, multimedia, ceramics and digital photography. They will plan their art making in response to the exploration of techniques and processes used by others. Students will be encouraged to develop individual expression and creativity and will demonstrate the use of visual conventions, techniques and processes to communicate meaning in their artworks.

These courses will be of interest to students who enjoy being creative and working with varied art mediums.



THE ARTS: VISUAL ARTS

**Art is not necessary but it makes lives richer.
- Artist Unknown**

Year 9 Contemporary Art DCP

Semester Course

This course encompasses the studio areas of drawing, ceramics and printmaking. The course builds on skills and techniques introduced in Year 7 and 8 and provides a diverse and valuable range of experiences through which students can fully explore and develop their creativity.

Year 9 Contemporary Art PPS

Semester Course

This course encompasses the studio areas of painting, photography and sculpture. The course builds on skills and techniques introduced in Year 7 and 8 and provides a diverse and valuable range of experiences through which students can fully explore and develop their creativity.

NOTE: Students can choose either of these courses as a stand-alone option; however, students wishing to get the full range of experiences in the six key studio areas as a preparation for Year 10 and Senior College Art, should choose to do both over the course of the year.

Year 9 Contemporary Art - Just Clay

Semester Course

In this course, students will focus their creativity on the one medium, namely clay. Working with a range of techniques, they will have the opportunity to develop and extend their hand building skills and produce a range of functional and sculptural artworks.

Year 9 Contemporary Art - Just Drawing

Semester Course

This course is for students who love to draw. Students will express themselves in a range of drawing styles and mediums, producing creative responses to a range of tasks.



YEAR 9

THE ARTS: MEDIA ARTS

Semester Courses

Media Arts prepares students for working with digital technology and for further study in design and creative subjects. Students use photographic equipment, digital design applications and techniques using the Adobe Creative Suite to produce visual and printed media.

Students will work with industry standard software such as, Adobe Photoshop, Illustrator and Premier Pro, which they can upload onto their own laptop. The courses contain online tutorial material that students can access outside of class or at home. Students are expected to work independently but there will be some collaborative assignments during the year.

These courses will interest students who enjoy working on computers and are interested in a career in graphic design, film production, web design or a technology related creative field. Students must be prepared to supplement in-class teaching with online course material and to practise software techniques covered in class.

Experience in these courses can lead students to Media Arts in Year 10 and Media Production 2 or 3 in Senior College.



THE ARTS: MEDIA ARTS

Year 9 Life Through the Lens

Semester Course

This course covers an introduction to digital photography. It is a practical course which includes manipulating digital images to produce artwork; using digital SLR cameras to create photographs for artwork; creating original graphic designs and content for magazine layouts, advertisements and posters. Students use Adobe Photoshop to produce visual and printed media.

Students will create original content by drawing, sketching and using digital cameras to complement their designs. Students do not need to own a digital SLR of their own, but this would be beneficial if any future study in this area or Art is to take place.

Students will participate in excursions on and off campus and will be expected to conduct photoshoots at home.



Year 9 Life on Film and Print

Semester Course

This course covers an introduction to filming and editing and graphic design. Students will use digital cameras, Go-pros, video recorders and Premier Pro to edit interactive videos. Students will have the opportunity to collaborate with Music students to create and record an original music and video clip. Students will have the opportunity to participate in the MYSTATE Film Festival.

Life on Film and Print students use Adobe Photoshop or Illustrator to produce original graphic designed, printed content. The course includes producing original artwork with industry standard software with the Adobe Creative Suite, and digital cameras to create content for magazine layouts, advertisements and posters. Students will create original content by drawing, sketching and using digital cameras to complement their designs.



YEAR 9

Semester Courses

[illegible]

TECHNOLOGIES: FIBRES TECHNOLOGY

Year 9 Clothing Construction

Semester Course

Clothing Construction offers students further opportunities in applying the Elements and Principles of Design in the production of clothing and craft products.

They will begin to learn about the application of fashion design and develop skills in basic clothing construction and remodelling.

Students will keep a folio of their work whilst exploring construction and embellishing techniques, as well as through individual investigations. Machining skills will be further developed and students will learn about different types of fabrics and materials, and how to suitably apply these in the assembly of garments.



Year 9 Lifestyle and Fashion

Semester Course

Creativity and innovation will be strongly encouraged in this course. Lifestyle and Fashion, will support students design and production skills whilst working with more open design tasks and enabling the opportunity to negotiate aspects of their own learning in this area. In this course, students will be given the opportunity to apply sustainable design thinking to produce an item of soft furnishing made from recycled textile materials and textile wall art which explores techniques involving weaving, macramé, or felting.



YEAR 9

TECHNOLOGIES: METAL TECHNOLOGY

Semester Courses

Metal Technology focuses on the underpinning practices and production processes required to create predominately metal products. This is a practical course that introduces students to a range of tools, equipment, shaping and joining techniques and safety protocols associated with metal machinery and fabrication. In addition to these practical skills, students will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

By studying this subject, students enhance their opportunities regarding potential Senior College and employment pathways, leisure and lifelong learning. This subject provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.



TECHNOLOGIES: METAL TECHNOLOGY

Year 9 Weldaway

Semester Course

In Weldaway, students develop skills and knowledge in working with a range of different metalworking materials. Students learn how to read, understand and produce engineering drawings. Throughout the course, students are introduced to various machines, equipment and tools. It is paramount that students wear the correct personal protective equipment, as they will be using machinery not used in earlier year levels. Students will get the opportunity to learn varying welding and blacksmithing techniques, while having a major input into their design choices.

If you have an interest in some of the metalworking trades, then Weldaway is for you.

General Aims:

- Increase skill level and introduce more advanced equipment
- Use hand and machine tools in the workshop to produce completed projects
- Create basic engineering drawings
- Observe safety precautions
- Gain greater understanding of the design process.



Year 9 Weldability

Semester Course

Weldability will give students the opportunity to learn the many techniques used in industry today. This course is suited to students who are interested in producing metal projects using a range of materials, tools and equipment. Through theoretical and practical tasks, students will gain skills and knowledge to be able to produce a number of different projects. They will be expected to research, design and complete a free choice project, working off a basic engineering plan.

If you like to plan, design and create your own masterpieces, Weldability is for you. This course is the first step in gaining the required skills to go on to an exciting career in the metalworking industry.



General Aims:

- Introduce welding techniques
- Increase skill level and introduce more advanced equipment
- Use hand and machine tools in the workshop to produce completed projects
- Create basic engineering drawings
- Observe safety precautions.

YEAR 9

TECHNOLOGIES: WOOD TECHNOLOGY

Semester Courses

Wood Technology offers students the opportunity to design and produce projects using Tasmanian timbers and learn about the qualities and characters of different timbers. Students will be introduced to a range of technologies – materials, systems, tools and equipment. Students will develop a knowledge of safe workshop practices, and personal safety. They will consider the ways in which characteristics and properties can be combined to design solutions to problems for individuals and communities in a sustainable way. Students use creativity, innovation, and enterprise skill with increasing independence and collaboration.

The skills that students are exposed to in this subject area will enable them to enjoy woodwork as a hobby, and may lead on to future career paths or lifelong involvement with wood.

Who might be interested in Wood Technology?

This course would be of interest to a range of students:

- those that wish to explore their creative talents in a more hands-on practical subject
- those considering an occupation that deals with working in timber, such as carpentry, joinery or cabinet making
- those who would like to carry out home repairs and manufacture articles for themselves
- those interested in creating original designs in timber
- those who would like to have a greater appreciation of the design and function of consumer goods so they can appraise other constructions and designs
- those who are thinking of pursuing VET Construction and/or Wood and Metal Construction in Senior College.

Year 9 The Wonders of Wood

Semester Course

This course will involve the design and construction of a small timber project using a range of tools and appropriate construction techniques. Students will examine how pieces of furniture are put together. They will be introduced to various woodworking joints through the construction of functional projects; beginning with a stable table and progressing to an item of bedroom furniture, such as a side table or lamp.



Year 9 Wood'n It Be Nice

Semester Course

Students in this course will design and construct a coffee table using timber; acquiring the skills to then build a timber item of their choosing. Through designing and making practical projects of their choice, students will be exposed to current and relevant processes, techniques, materials and equipment. Participating in this design opportunity, students gain an understanding of contemporary design that takes into account the function and purpose of their chosen project.



TECHNOLOGIES: FOOD TECHNOLOGY

Semester Courses

Food Technology develops skills, techniques and knowledge to broaden students' understanding of what is current in food trends here in Australia and overseas.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing and preparation. It addresses the importance of hygiene and safe working practices. It also provides students the opportunity to explore the richness, pleasure and variety food adds to life. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

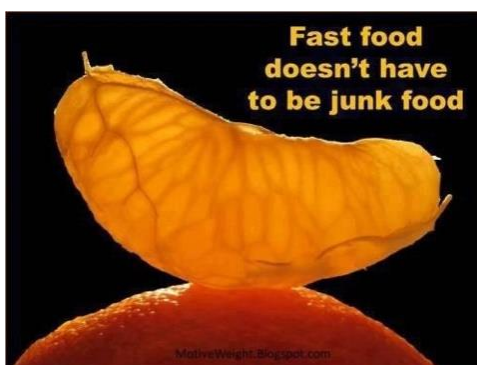
Students will cook each week; explore cookery techniques and work with fresh ingredients, creating nourishing, tasty food that suits our modern lifestyle.



Year 9 Make a Meal of It

Semester Course

Why purchase take-away foods when delicious, healthy meals can be quickly and easily prepared at home. In this course, students will learn important nutrition information that will enable them to make healthier food choices and develop practical food preparation skills. They will apply their knowledge and understanding about nutrition when designing and producing tasty recipes suitable for a busy, daily life. Throughout the semester, a range of delicious savoury and sweet dishes will be produced and students will have the opportunity to investigate food issues and design dishes of their own.



Year 9 Food Culture

Semester Course

Food Culture immerses students in examining and applying the food preparation skills required to produce café style and special occasion dishes. They will look at the important role food plays when socialising with friends and family, and how easy it is to prepare these dishes at home. Students will also look at the significance and reasons for eating and celebrating; what to consider when planning food for special events, and the importance of food presentation.



YEAR 9

TECHNOLOGIES: DIGITAL TECHNOLOGIES

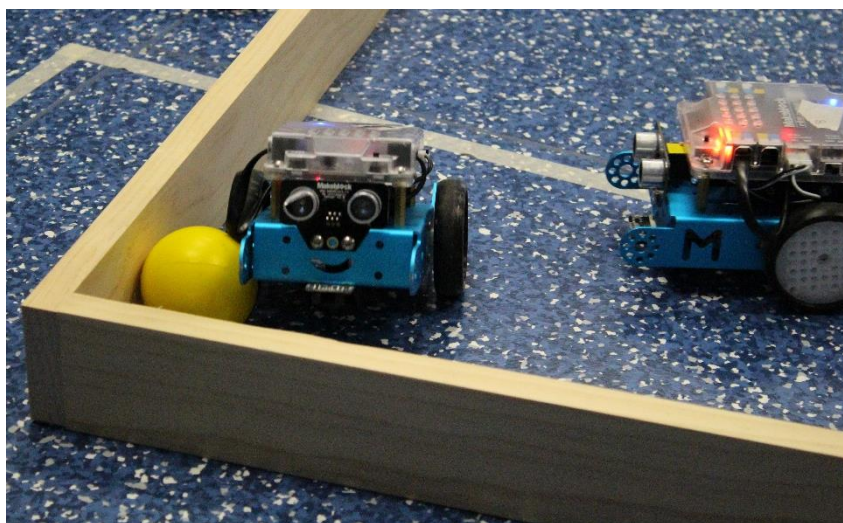
Semester Courses

'Digital Technologies gives students a range of skills that allow them to express themselves creatively in ways that we haven't even thought of before.'

Digital Technologies provides hands-on experience using creative thinking to create innovative solutions to problems. These courses build student resolve and resilience through the use of computational thinking and information systems to implement digital solutions.

Choosing to study Digital Technologies can unlock the skills required to create applications, program robots and develop games, leading to careers in fields such as engineering and software development.

Students are led to develop their own solutions using a range of differing hardware and software whilst always practicing the most fundamental skills, and creative problem solving. Effective use of technologies is critical in being a successful modern learner, and greater exposure to the concepts and theories of how technology is developed is essential in a rapidly changing world.



Year 9 Above and Beyond

Semester Course

Explore living in and travelling through space!

Gather your crew and get ready to explore, challenge and innovate in the demanding and inspiring expanse we call space! Do you have what it takes to go Above and Beyond?

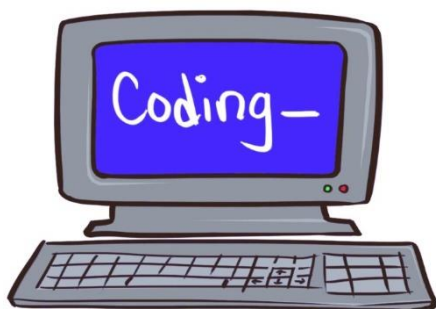
In this course, students will be challenged to think like scientists and engineers. They will solve a real-world problem and will also build, test and program an autonomous robot using LEGO® MINDSTORMS EV3 technology, to solve a set of missions in a Robot Game. Throughout their experience, students will operate under core values celebrating discovery, teamwork, and gracious professionalism.



Year 9 Coding: Playing with Python

Semester Course

Computer programs are everywhere. We are surrounded by devices such as mobile phones, cars, washing machines and games that need to be programmed with step-by-step instructions that tell the computer what to do. In this semester course, students will investigate the development of general purpose Coding/Programming and how this has evolved into the technologies we use today. Students will learn to think like a computer and the fundamentals of the Python programming language in a Game Design context, and develop 2D arcade style games with user controls. Python is an object-oriented, high-level programming language with integrated dynamic semantics primarily for web and app development, and used by computer programmers in the real world.



YEAR 9

TECHNOLOGIES: COMPUTER GRAPHICS & DESIGN

Semester Courses

Graphics engages students in solving real life design problems and presenting their ideas and solutions as graphical products. These graphical solutions are produced in the form of sketches, 3D printed models and Computer Aided Design and Drafting (CADD) generated drawings.

This subject will appeal to students who have an aptitude for sketching and drawing, and communicating via the use of graphical representations produced with CADD.

Note: Students can choose either of these subjects as a stand-alone option, however, the 2 subjects are linked and if students wish to get the full range of introductory CADD skills, to take into Year 10 and Senior College CADD, it is recommended that interested students choose both over the course of the year.



Year 9 CADD Basix

Semester Course

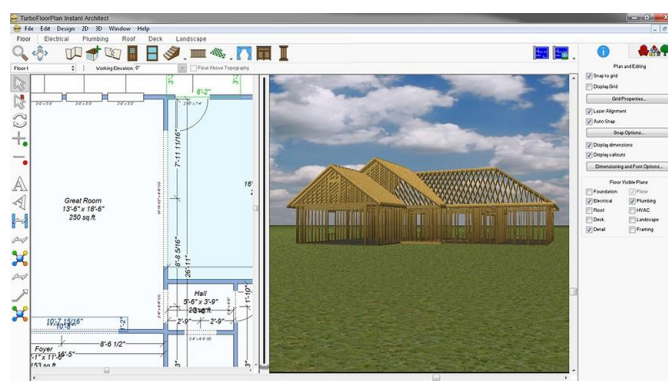
This course is an introduction to the world of CADD (Computer Aided Drawing and Design).

CADD Basix is suitable for students who are interested in knowing how careers and trades, such as Architecture, Engineering and Building and Construction use graphic skills to produce workshop plans and designs.

Skills learned in this subject, such as reading and creating multi-view plans, are life long and will give students an introduction to technical drawing that forms the foundation for the above listed career paths.

Students will learn to use software packages, such as Turbocad and TurboFloorPlan, as they explore drawing techniques and practices that are recognised world-wide as standard.

This course can lay a foundation that will allow students to explore further options in Year 10, Senior College and beyond, in Material and Design Technologies subjects, where they can utilise and apply their new-found skills and knowledge.



Year 9 CADD Futures

Semester Course

This course is an introduction to the world of Computer Aided Machinery (CAM). At Marist Regional College, we are lucky enough to have access to new technologies associated with CADD (Computer Aided Drawing and Design).

Having the ability to create personalised vinyl stickers, screen print t-shirts, design objects and 3D print, and “laser cut” materials are new skills and knowledge now readily available.

Students will have access to software packages, such as SignBlazer, UP Studio (3D printing) and LightBurn; as they learn the basics of the above skills.

These options are using new technologies previously thought unavailable to students. Our modern world is changing all the time and now these new skills may form career paths for the student of 2020.

By doing CADD Futures, students will become aware of the possibilities linked to future subject options at the College and career paths in the future.

YEAR 9

TECHNOLOGIES: SMALL ENGINES TECHNOLOGY

Semester Courses

These courses introduce students to the theoretical and practical aspects of small engines, the diagnosis of engine faults, and the procedures required to carry out maintenance and simple repairs. Through practical application, students will develop an understanding of four and two stroke engine operations, maintenance procedures and the correct use of tools and equipment for repair and maintenance. Students get hands-on experience working with a variety of workshop tools to disassemble, reassemble and test engines.



TECHNOLOGIES: SMALL ENGINES TECHNOLOGY

Year 9 Course A - Engine Essentials

Semester Course

Students can do this course as a stand-alone course.

This course gives an introduction into the following areas:

- Dismantle, study and re-assemble a Honda Four Stroke engine (supplied)
- The basics of a Four Stroke and Two Stroke engine
- Learn to diagnose and solve basic engine faults
- Learn how to select and use the correct Small Engines tools, e.g. sockets, ring spanners, and torque wrenches.



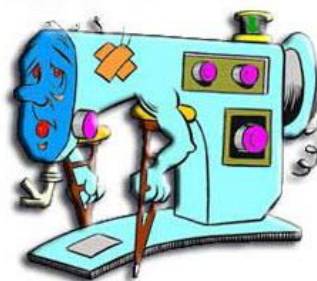
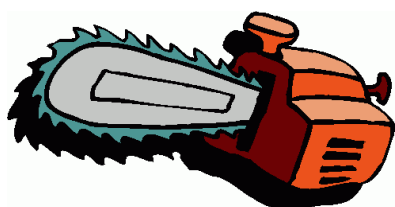
Year 9 Course B - Start Your Engines

Semester Course

Students who choose this course, must also choose Course A - Engine Essentials.

This course extends on the skills developed in Course A - Engine Essentials and gives students the opportunity to:

- Bring along their own small engine to service and/or repair
- Extend understanding of the operation of small engines, including timing, valves, torque etc.
- Learn about the basics of the Diesel Engine.



YEAR 9

STEM

(Science, Technology, Engineering & Mathematics)

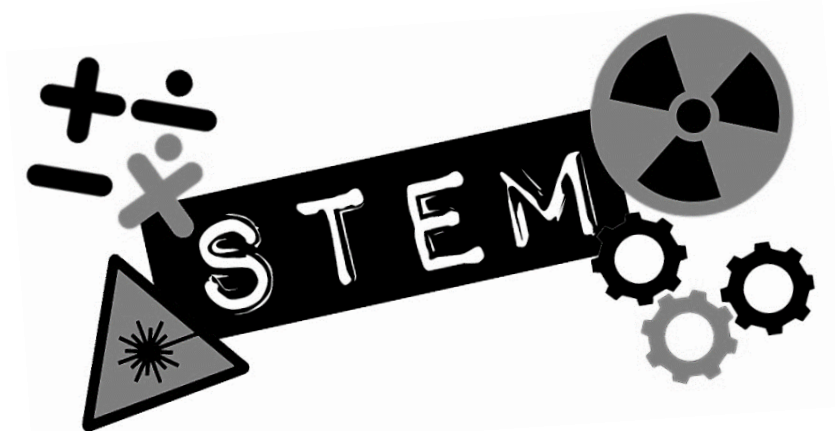
Semester Courses

Students electing to do this course would be expected to be independent learners and achieving at a high standard in Year 8 Science.

This course is for those students who would like to extend their understanding of the engineering, robotics, biological, chemical and physical sciences. This is a recommended course for students interested in a career in Science or the Engineering fields. Students will have the opportunity to develop a deeper understanding of the concepts underpinning the Senior Secondary Biology, Chemistry and Physics courses they may be wishing to choose in Years 11 and 12.

Students that successfully complete the Year 9 Science Technology Engineering and Mathematics (STEM) elective will have the opportunity to continue their studies as a Year 10 STEM elective course will be offered in 2020.

Students that did not choose STEM in Year 9 are allowed to apply for STEM in Year 10, but they must be achieving at a high standard in Year 9 Science and be an independent learner.



Year 9 Ready, Set, GO! - Motion & Technology of Cars *Semester Course*

In this course, students will study how to calculate the motion of cars by conducting experiments with model fan carts; calibrate and collect data, and graph using computer software programs. Students will construct a cardboard model car and learn how to build electric circuits to enable headlights and other electrical devices to work in their model car. Safety features will also be studied as outlined below. Note: A large part of the UTAS Science investigation will need to be done in the students own time at home. A summary of the Semester One course is below.

- Learning to use software and computerised equipment to take scientific readings of “data logging equipment”, such as model fan carts, and learn how to construct and read physics graphs
- Engineer electrical circuits in a model car to run headlights and various appliances
- Forces in cars - seat belts and airbag technology
- Designing your own experimental investigation and entering in the UTAS Science Investigation Competition
- Opportunity to enter into the UTAS Science Engineering Challenge
- Engage in STEM experiments.



Year 9 Magnetic Attraction to Cheese *Semester Course*

In this course, students will study microbes and how humans use these microbes to our benefit. For example, students will make camembert cheese. Students will study electromagnetism theory and apply this theory to a practical investigation, e.g. a wind turbine to calculate maximum current produced.

In part of Term 4, students will have the opportunity to use Lego robotics. A summary of the Semester Two course is below.

- Make camembert cheese, and study how humans have learnt to use microbes to our benefit. Gain practical insights to aspects of the dairy industry
- Design and construct projects around renewable energy resources
- Design and construct projects around electromagnetism, e.g. build an electromagnet and a working paper speaker
- Build Lego robotics and programing them to do certain applications.



YEAR 9

HEALTH & PHYSICAL EDUCATION: SPORT SCIENCE

Full Year Course

Sport Science is as an elective choice for Year 9 students. Students interested in sports, fitness and the function of the human body will benefit from, and enjoy these courses. Students will explore the anatomy and physiology of the human body and the science behind programming, to maximise health and athletic performance. Students also focus on motor skills and physical fitness, first aid and other sciences of the human body. It prepares students for further study in Coaching, Athletic Training, Fitness Consulting, Exercise Physiology and administering sports related programs.

This course is aimed at those students in Years 9 and 10 who have an interest in the factors that govern sports performance. It may appeal to students who would like to find out how athletes achieve elite performances in sports, and how the application of science is involved in the analysis and prescription of improved sports performance. The subject involves some theory investigation and practical activity work.

Although not a prerequisite, students wishing to study Sport Science in Year 10 are encouraged to complete Sport Science in Year 9.



Year 9 Sport Science (Anatomy & Physiology)

Full-Year Course

In Anatomy, students will study the following units:

- Physical Fitness: Benefits of fitness, health and skill related components of fitness
- Body Systems: Skeletal, articular, cardiovascular and muscular systems
- Nutrition and Athletic Performance: Role and function of nutrients, energy balance, measurement of diet in athletic performance.

In Physiology, students will study the following units:

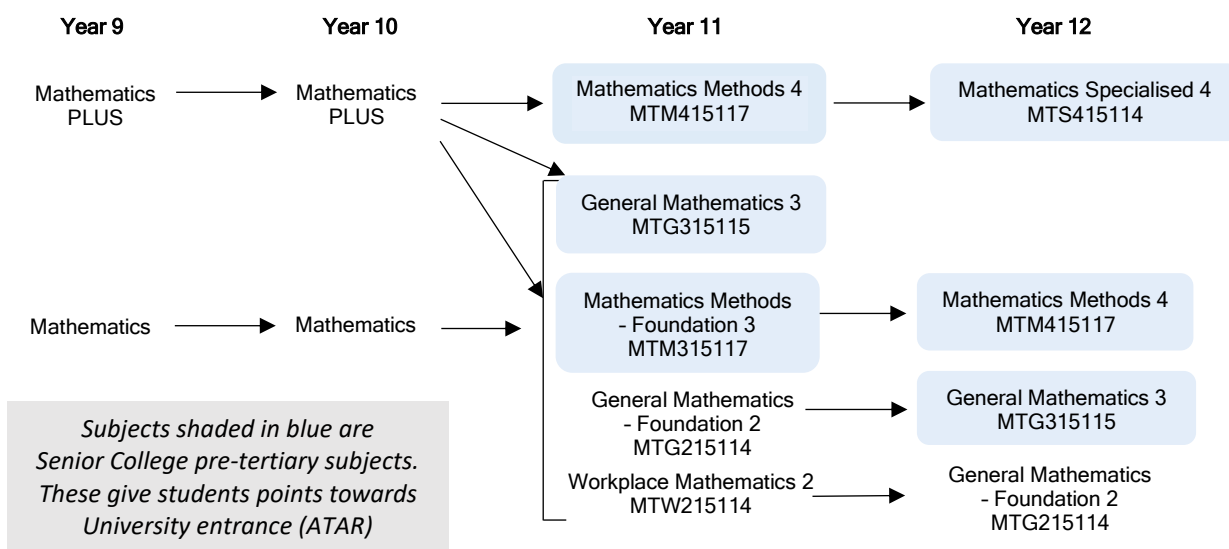
- Fitness Applied: Training techniques, training programs, effects of exercise on fitness, fitness tests, individual fitness programs
- Drugs in Sports: Types, drug testing and consequences
- Recreational Pursuit: An introduction to a lifetime recreational pursuit
- Current Affairs in Sports: Commonwealth/Olympic Games/World Championships, women in sports, media influence, violence in sports, professionalism.



MATHEMATICS

Year 9 Mathematics PLUS - Australian Curriculum

Full Year Course



This elective is **only available to students who have achieved a high standard in Year 8 Mathematics**, or show a high level of aptitude in this subject. Selection is via confirmation from the Learning Area Leader of Mathematics. **Numbers for this course are limited and final decisions will be made by the College.**

Students need to be aware that Year 9 Mathematics PLUS and Year 10 Mathematics PLUS is a two year course and places are limited.

It is a 'fast track' course designed for students with a high level of commitment to pursuing a strong Mathematics pathway in Senior College.

During the two years of study (Year 9 and Year 10), students will complete the Year 9 Australian Curriculum, Year 10 Australian Curriculum and the Senior College level Mathematics Methods Foundations course. This will enable students to enrol in Mathematics Methods 4 in Year 11 and then in Specialised Mathematics in Year 12.

Please note: Students cannot enter into Year 10 Mathematics Plus if they have not completed Year 9 Mathematics Plus.



YEAR 9

KEY QUESTIONS TO ASK WHEN CHOOSING YOUR ELECTIVES

Values:	What is important to you? What motivates you to study and work? What do you want work to provide you with?
Interests:	What activities are you good at? What do you enjoy doing? What would you like to do more of in the future?
Work conditions:	What work conditions would best suit you (indoors or outdoors)? How do you like to work (in an active role, in teams, on your own)? When would you like to work (during the day, weekends, on call)?
Location:	Where would you like to work and study?
Knowledge:	What would you like to learn about? What knowledge do you enjoy using?
Life balance:	How do you spend your time? What changes could/would you make if needed? What would you like to be able to achieve other than your career/work?
Aspirations:	What are your hopes and visions for your future? What do they tell you about your career direction and work roles that might suit you?
Skills:	What can you do now? What skills do you enjoy using and what skills would you like to develop?
Education:	What do you plan to study in the future? What do you need to learn to take you there?

ONLINE SUBJECT SELECTION INFORMATION

Web Preferences Access Guide

Web Preferences is a web application that allows students to enter their subject preferences online. This Access Guide details the procedures to access and use Web Preferences.

NOTE: You can only enter your choices on 2 occasions, so please plan your selections carefully before you start.

ONLINE STUDENT OPTIONS

Opens: 15 August
Closes: 22 August

STEP ONE - Accessing Web Preferences

To use Web Preferences you must open your web browser and open the following internet site.

www.selectmysubjects.com.au

When you access this page you will see a rectangle with the words 'Click Here To Open Web Preferences'. Click on the rectangle to access the login page.

STEP TWO - Logging into Web Preferences

You should now see a page titled: 'Welcome to Web Preferences'.

Welcome to Web Preferences

Web Preferences is a Web application that allows students to enter subject preferences online.

To enter Web Preferences, enter your Student Code and Password in the boxes below.

Student Code:

Password:

Enter

This page contains two text boxes, one to enter your Student Code and one to enter your password. Each student will be given a unique Student Code and Password. Enter the following case sensitive text in these boxes.

For example: **Student Code: TSS8-1-1**
Password: TTS

Then click the 'Enter' button.

If there is an error in entering either the Student Code or password, an error message in red text will be displayed at the bottom of the page.

STEP THREE - Selecting Preferences

To select your preferences press the 'Add Preferences' button located near the top left corner of the page and the 'Preference Selection' page will display. Follow the instruction on this page to select subjects from the drop down list boxes. When you have finished, press the 'Submit Preferences' button. **You can ONLY change your preferences TWICE before they are locked in.**

STEP FOUR - Validating Preferences

The 'Preference Validation' page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by pressing the 'Submit Preferences' button which will open a page titled 'Preference Receipt'.

STEP FIVE - Finishing Up

Print two copies of your 'Preference Receipt' page by pressing the "Print Receipt" button. Continue by pressing the 'Finish' button, which will return you to the home page. Exit by pressing the 'Log Out' button. You and your parent/guardian sign the printed receipt and return it to Student Services by **Friday 23 August 2019.**

STUDENT'S PREFERENCE RECEIPT EXAMPLE

Student Preference Receipt

Receipt No: TSS8 – 1 – 1- 160

Date: 20/08/2019: 9:16:17 AM

Student: John Smith

Preference List - Example

- Preference 1: Music
- Preference 2: Art
- Preference 3: Japanese
- Preference 4: Sport Science
- Preference 5: Metal Technology

Student Signature: _____

Parent/Guardian Signature: _____

Print off this page and submit (signed) to the Student Services office by **Friday 23 August 2019**.

WHO CAN PROVIDE ADVICE?

General questions

Mrs Kerrie Flynn, Deputy Principal Learning & Teaching

Careers advice, timetabling, subject counselling, subject changes, reporting, and faculty concerns.

Email: kflynn@mrc.tas.edu.au

Mr Mark Spurr, Middle Years Co-ordinators

Year 8 subject selection and curriculum.

Email: cwinchcombe@mrc.tas.edu.au mspurr@mrc.tas.edu.au

Mr Tim Horniblow, Careers Advisor

Careers advice and subject counselling, work experience, post-school options including university entrance, pathways to further training and work, gap year opportunities, specialist entrance tests.

Email: thorniblow@mrc.tas.edu.au

Mrs Helen Cox, Learning Enrichment Centre Co-ordinator

The Learning Enrichment Centre staff assist with testing, learning support, development of IEPs and pathway planning for students with particular learning needs and students with disabilities. Aboriginal students can be provided with Personal Pathway Planning through the LEC office.

Email: hcox@mrc.tas.edu.au

Subject specific advice

Learning Area

Religious Education

English

Mathematics

Science

Health and Physical Education

Humanities

The Arts

Design & Technologies

LOTE

Vocational Education & Training (VET)

Learning Area Leader

Mrs Loretta Andrews

Ms Jen Mertes

Mr Mike Clancy

Mr Darren Cox

Mr Stephen Eddington

Mrs Sarah Farrow

Mr Tom Lamb

Mr Shaun Summers

Mr Patrick Fabian

Miss Jennifer Reeves

landrews@mrc.tas.edu.au

jmertes@mrc.tas.edu.au

mclancy@mrc.tas.edu.au

dc Cox@mrc.tas.edu.au

seddington@mrc.tas.edu.au

sfarrow@mrc.tas.edu.au

tlamb@mrc.tas.edu.au

ssummers@mrc.tas.edu.au

pfabian@mrc.tas.edu.au

jreeves@mrc.tas.edu.au

NOTES



MARIST REGIONAL COLLEGE
PO Box 588, Burnie, Tasmania 7320
Telephone: (03) 6432 7600
Facsimile: (03) 6432 7630
Email: office@mrc.tas.edu.au
Website: www.mrc.tas.edu.au