



# YEAR 9

# SUBJECT SELECTION GUIDE 2024

## TABLE OF CONTENTS

From the Principal	4
From the Deputy Principal Learning & Teaching	5
Who Can Provide Advice?	6
Using the Guide to Choose Electives	7
Subject Selection Procedure	8
Online Subject Selection Information	9
Student's Preference Receipt Example	10
Core Subjects Explained	11
Curriculum Support Program	12
Electives on Offer	13-39

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.

**'For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.'**

*Jeremiah 29:11*

## FROM THE PRINCIPAL



**Mr Gregg Sharman**

This handbook is designed to provide students and parents/guardians 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 the 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 provided to parents/guardians 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/guardians 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 son or daughter. Subject teachers can offer subject counselling and assistance 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.

Regards

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

Mr Gregg Sharman

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 Emily Sass**

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 **year long** elective offerings, students are presented with exciting learning opportunities which 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.

While every effort is made to give each student their choices, there may be situations where this may not be possible for a number of reasons, including, class sizes, timetable restrictions and staffing capacity. Thus, it is very important that reserve electives are considered carefully, and online subject selections are completed in full and on time.

Wishing you the very best in your Year 9 pursuits.

A handwritten signature in blue ink, appearing to read 'E. Sass'.

Mrs Emily Sass  
Deputy Principal Learning and Teaching

## WHO CAN PROVIDE ADVICE?

When making your subject selections the following staff are available to assist.

### General Questions

#### **Mrs Emily Sass, Deputy Principal Learning & Teaching**

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

Email: [esass@mrc.tas.edu.au](mailto:esass@mrc.tas.edu.au)

#### **Mr Luke Wescombe, Pathways 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: [lwescombe@mrc.tas.edu.au](mailto:lwescombe@mrc.tas.edu.au)

#### **Mr Wayne Gale – Curriculum, Systems and Timetable Operations**

Email: [wgale@mrc.tas.edu.au](mailto:wgale@mrc.tas.edu.au)

#### **Miss Bobbi-Jo Bailey - Director of Curriculum & Pedagogy**

Email: [bbailey@mrc.tas.edu.au](mailto:bbailey@mrc.tas.edu.au)

#### **Miss Jennifer Reeves, VET Coordinator**

Vocational Education and Training courses, Australian School-Based Apprenticeships,

Cadetships Email: [jreeves@mrc.tas.edu.au](mailto:jreeves@mrc.tas.edu.au)

#### **Mr Aaron Humphrey, Director of Student Support**

The Student Support Centre provides testing support and develops individual learning programs for students with disabilities or learning support and extension, as well as pathways planning support and programs to meet our students' needs.

Email: [studentsupport@mrc.tas.edu.au](mailto:studentsupport@mrc.tas.edu.au)

### Subject/Learning Area Advice

Learning Area	Learning Area Leader / Heads of Department	Email
Religious Education	Mrs Emily Sass	<a href="mailto:esass@mrc.tas.edu.au">esass@mrc.tas.edu.au</a>
English	Ms Jen Mertes	<a href="mailto:jmertes@mrc.tas.edu.au">jmertes@mrc.tas.edu.au</a>
Mathematics	Mr Mike Clancy	<a href="mailto:mclancy@mrc.tas.edu.au">mclancy@mrc.tas.edu.au</a>
Humanities	Mrs Sarah Farrow	<a href="mailto:sfarrow@mrc.tas.edu.au">sfarrow@mrc.tas.edu.au</a>
Science	Mrs Donna Scott	<a href="mailto:dscott@mrc.tas.edu.au">dscott@mrc.tas.edu.au</a>
Health & Physical Education	Mr Alex Johnstone	<a href="mailto:alexjohnstone@mrc.tas.edu.au">alexjohnstone@mrc.tas.edu.au</a>
The Arts	Mr Tom Lamb	<a href="mailto:tlamb@mrc.tas.edu.au">tlamb@mrc.tas.edu.au</a>
Design & Production (Metal/Wood)	Mr Stuart Cooper	<a href="mailto:scooper@mrc.tas.edu.au">scooper@mrc.tas.edu.au</a>
Vocational Education & Training (VET)	Ms Jennifer Reeves	<a href="mailto:jreeves@mrc.tas.edu.au">jreeves@mrc.tas.edu.au</a>
Art	Ms Celena Kapene-Laing	<a href="mailto:claing@mrc.tas.edu.au">claing@mrc.tas.edu.au</a>
Drama	Ms Jessica Magee	<a href="mailto:jmagee@mrc.tas.edu.au">jmagee@mrc.tas.edu.au</a>
Languages	Mrs Sarah Farrow	<a href="mailto:sfarrow@mrc.tas.edu.au">sfarrow@mrc.tas.edu.au</a>
Outdoor Education	Mr Toby Skene	<a href="mailto:tskene@mrc.tas.edu.au">tskene@mrc.tas.edu.au</a>
Digital Technologies	Mr Steve King	<a href="mailto:sking@mrc.tas.edu.au">sking@mrc.tas.edu.au</a>
Food and Fibres	Ms Karina Lemon	<a href="mailto:klemon@mrc.tas.edu.au">klemon@mrc.tas.edu.au</a>

For other subject-specific advice, please refer to the teacher delivering the subject or the Learning Area Leaders for Visual Arts, Drama, Home Economics or Languages.

# USING THE GUIDE TO CHOOSE ELECTIVES

In Years 9 and 10 students have the opportunity to experience a broad and rich curriculum through the wide range of elective subjects.

## Year 9

**Choose 3 Electives**  
(Plus 2 reserves)

We encourage students to select at least one elective from **Technology, LOTE** or the **Arts** learning areas

## Year 10

**Choose 3 Electives**  
(Plus 2 reserves)

It is recommended that students select electives that they will enjoy and provide them with a variety of experiences.

The following electives are available in 2024:

Faculty	Year 9	Year 10
<b>LOTE</b> (Languages Other Than English)	French Japanese	French Japanese
<b>The Arts</b>	Drama Music Visual Arts Media Arts Dance	Drama Music Visual Arts Media Arts Dance Musical Theatre
<b>Technology</b>	Fibres Technology Food Technology Metal Technology Wood Technology Computer Graphics & Design Digital Technology STEM	Fibres Technology Food Technology Metal Technology Wood Technology Computer Graphics & Design Digital Projects STEM
<b>Health &amp; Physical Education</b>	Sports Science (Anatomy & Physiology) Sport and Recreation	Sport Science (Sport Psychology) Outdoor Education
<b>Humanities</b>	Geography, Economics & Business	Geography Economics and Business
<b>Mathematics</b>	Mathematics PLUS	Mathematics PLUS
<b>VET</b> (Vocational Education & Training)		Introduction to Hospitality Introduction to Construction Introduction to Automotive Introduction to Baking & Cookery
<b>SC Subjects</b> (These count as 2 electives)		Introduction to Sociology & Psychology 2

# SUBJECT SELECTION PROCEDURE

## Step 1

Use the subject Selection Booklet, Subject Advice Night, Pathways Advisor, Parents, Teachers, other students and anyone else to help you form ideas about which subjects you would like to select. Have these written in a list with your first preference at the top, followed by your second and third preference and then two reserve choices.

## Step 2

You will receive an email that has a link which takes you to an online subject selection platform (Web Preferences). **Please select electives (including reserves) in order of preference. This is important as subjects are assigned according to this order.** Make sure you print **two copies** of your online subject selection receipt.

NOTE: You can only enter your selections twice, so make sure you have a clear plan (Step 1) before you start.

## Step 3

Hand in one copy of your Subject Selection Receipt to your Pastoral Care Teacher by Monday 21st August 2023.

- \* Please signed the receipt yourself.
- \* Please have your parent/caregiver signed the receipt as well.

### **IMPORTANT INFORMATION**

Your choices indicated on the online Subject Selection platform (Web Preferences) will be used by the College to decide which subjects can actually be offered. **When a subject is withdrawn, your reserve preference will be allocated, so consider your reserves carefully. If you do not get your first few preferences because they clash, your reserves will be automatically allocated, so please order your preferences carefully and be happy with your reserve choices.**

**Your subjects should be finalised by Sunday 20th August 2023.**

## Will I get all of my choices?

*Not necessarily.*

- **Subjects and subject lines are computer generated to maximize student options, sometimes subjects clash. Final approval for a subject to go ahead will be dependent upon the numbers choosing that particular subject.**
- Enrolments in some subjects may have to be limited. If necessary, entrance to a subject will be allocated on the basis of performance in related courses in 2023.

## Can I change subjects later?

- Yes, you can make some subject changes before the cut-off date early in 2024. However, once the timetable is finalised in 2023 change can 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.**



# ONLINE SUBJECT SELECTION INFORMATION

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.**

## **STEP ONE - Accessing Web Preferences**

All Students will receive an email regarding Subject Selection. This email will have a link that takes you directly to your subject selection page.

## **STEP TWO - 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 THREE - 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 FOUR - Finishing Up**

Print 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 Pastoral Care Teacher by **Monday, 21 August 2023**.

## **Online Student Options**

**Opens: 17th August**

**Closes: 20th August**

# STUDENT'S PREFERENCE RECEIPT EXAMPLE

Student Preference Receipt:

Receipt No: TSS8 – 1 – 1- 160

Date: 15/08/2023: 9:16:17 AM

Student: John Smith

**EXAMPLE**

## Preference List - Example

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

Student Signature: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_

Print off **two** copies of this page and submit **one** copy to your Pastoral Care Teacher by **Monday, 21 August 2023**.  
The other copy is for you to keep!

## CORE SUBJECTS: KEY LEARNING AREAS (KLAs)

### Religious Education

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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

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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](http://www.mrc.tas.edu.au)

# CURRICULUM SUPPORT PROGRAM

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 what is catered for in a traditional classroom setting.

The aim of the Curriculum Support Program is to encourage students who have learning barriers to experience success. Teaching 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, Teaching Staff liaise with the subject teachers.

It is important to note the Curriculum Support Program is not for the completion of tasks, but for an understanding of what it is a task requires and to enable progression with work which might otherwise present a barrier to completion. There is an expectation 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 and the school.

**This elective is will be confirmed by the Director of Student Support, Year Level Coordinators and Subject Specific Teachers.**

Students must meet eligibility criteria. The placement of the Curriculum Support Program will be determined during the timetable construction. As this line is on an elective line, eligible students will need to forego a preferred elective to undertake the program.

For further information contact: Aaron Humphrey - Director of Student Support

# LANGUAGES

## FRENCH/JAPANESE

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.



# HUMANITIES

## Geography, Economics and Business

This elective course will give students the opportunity to further investigate the areas of Geography, Business & Economics in Year 9.

The course will consist of one semester of Geography and one semester of Business & Economics.

Students that enjoy Geography will have the chance to further investigate Biomes & Food Security and Interconnections (the way that people are connected both physically or by technology). This study is in addition to the one unit of Geography studied in Year 9 HASS.

In the Business & Economics portion of the course, students will learn about the Australian and Global financial sector and our trading relationships as well as researching challenges businesses and entrepreneurs may face.

Students interested in studying Business & Economics in Year 10 would benefit from undertaking this course.

# THE ARTS

## DRAMA

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.

Over the course of they year, students study units in improvisation, script development and devised theatre, ensemble performance, children's theatre, voice, character and movement. Students who study Drama have a strong capacity for careers in public speaking, teaching, presenting, performing, arts administration, direction, and leadership.



# THE ARTS

## DANCE

### Dance - Choreography, Technique and Performance

Students will develop their understanding of dance as an art-form, exploring the features and elements of dance making, technique and performance. Dancers will work collaboratively and individually to choreograph and publicly perform in a range of genres such as Contemporary, Jazz and cultural dance. Reflection and appraisal tasks will allow students to respond plus deepen their understanding of dance and the body.

### Activities/Assessment:

Students will be assessed through a range of activities such as choreographic tasks, performances to public audiences, excursions, workshops, journal entries and written critiques.





# THE ARTS

## MUSIC

Year 9 Music offers students an opportunity to expand their musical knowledge of the world around them and to build and diversify their practical skills through personal performance choices.

Students will be able to specialise in a performance medium as well as study the influence of cultural diversity on Music. Students will continue to build their theoretical knowledge of Music through composition, arrangement, solo and ensemble performance including an extended period of time learning how to compose music and manipulate sound through Music software programs such as Mixcraft. They will gain experience using equipment such as midi keyboards and recording interfaces and will spend some time working in our recording studio.

Pathways out of Year 9 Music include classical and contemporary performance, music production, sound engineering and digital composition and performance.



# THE ARTS

## VISUAL ARTS

The Visual Arts 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.

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, digital photography and photo manipulation.

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.

Experience in this course can lead students to Visual Arts in Year 10, Visual Arts 2 or 3 and Studio Practice 3 in Senior College.



# THE ARTS

## MEDIA ARTS

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 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 with cameras and on computers and are interested in a career in graphic design, film production, web design or an arts or 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 this course can lead students to Media Arts in Year 10 and Media Production 2 or 3 in Senior College.





# TECHNOLOGIES

## FOOD TECHNOLOGY

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.

In this course, students will learn important nutrition information which will enable them to make healthier food choices and develop practical food preparation skills. They will also broaden their understanding of what is current in food trends here in Australia and overseas.

They will apply their knowledge and understanding with the Design Process when designing and producing tasty recipes suitable for a busy, daily life. Throughout the year, 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.



# DESIGN AND TECHNOLOGIES

## METAL

Design and Technology Metal focuses on the underpinning practices and production processes required to create predominately metal products.

This is a practical course which will offer students the opportunity to be introduced 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. Students will also learn about principles of design, correct machine operation and maintenance, and workshop safety.

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. They will enhance their skills and knowledge through the completion of set projects, which may lead to students undertaking projects that they design. Through working with a range of different materials, students will learn how to design, prepare and construct projects following industry standards.

Some of the practical skills undertaken are, but not limited to, are;

- Using a range of Materials used in Metal applications.
- Welding (Mig, Stick, bronze and introductory Tig)
- Forging (Metal treatment).
- Oxy/Acetylene cutting and heating.
- Grinding and cutting.
- Plasma Cutting.
- Rolling.
- Using hand tools.
- Drilling.
- Safety and the correct use of PPE.

By studying this subject, students enhance their opportunities regarding potential Senior College and employment pathways, leisure and lifelong learning.



# DESIGN AND TECHNOLOGIES

## WOOD

Design and Technology Wood offers students the opportunity to develop their skills and knowledge to design and produce projects using Tasmanian timbers and learn about the qualities and characters of different timbers.

Through the design, make and appraise process, this course will involve the design and construction of small timber projects using a range of tools and appropriate construction techniques. Students will be introduced to a range of relevant technology processes – materials, systems, tools, and equipment and examine how items are put together. 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 will use creativity, innovation, and enterprise skill with increasing independence and collaboration. The skills 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:

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

# TECHNOLOGIES

## DIGITAL TECHNOLOGIES

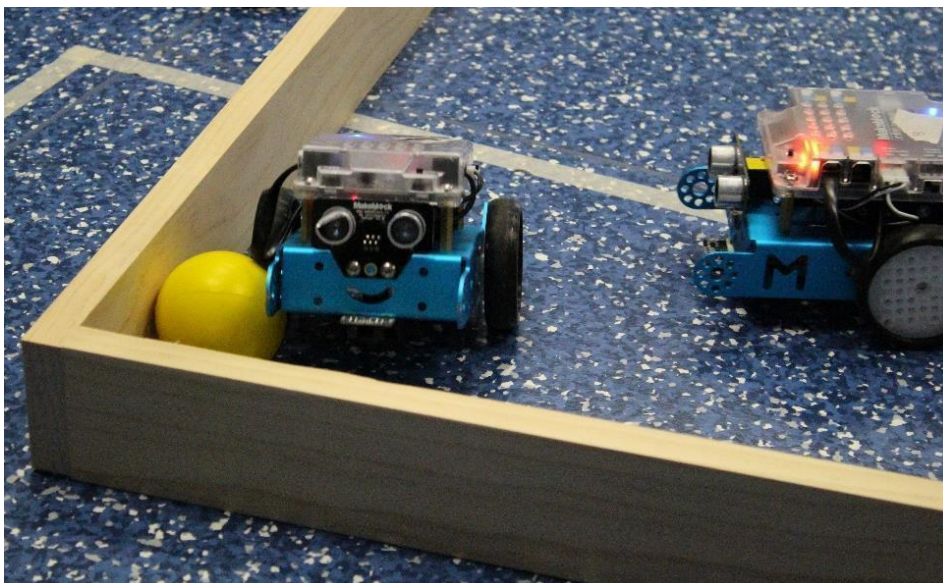
'Digital Technologies gives students a range of skills that allow them to express themselves creatively in ways that we haven't even thought of before.'

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.





# TECHNOLOGIES

## COMPUTER GRAPHICS & DESIGN

The Computer Graphics & Design subject area (CADD) engages students in solving real life design problems and presenting their solutions using the computer as their drawing tool. This subject will appeal to students who have an interest and aptitude for using computers and are willing to learn how use them as a way of drawing and communicating ideas.

Year 9 CADD course is suitable for students who are interested in knowing how careers and trades, such as Architecture, Engineering, Building and Construction and Metal Fabrication 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.

This subject can lay a foundation that will allow students to explore further education options in Year 10, Senior College and beyond. Material and Design Technologies courses such as CADD, Design & Production and Housing & Design are all subjects that can utilise new-found skills and knowledge gained in Grade 9 CADD.

Students will learn to use software packages, such as Turbocad and house design packages such TurboFloorPlan and Home By Me, as they explore drawing techniques and practices that are recognised worldwide as standard.

Year 9 CADD will also form an introduction to the world of Computer Aided Machinery (CAM). At Marist Regional College, we are lucky enough to have access to machinery associated with CADD industry such as 3D printers, Laser cutters and Vinyl cutters.

Having the ability to create personalised vinyl stickers, screen print t-shirts, design and then 3D print prototypes, and laser cut materials are new skills and knowledge now readily available to students in this subject. Having access to software such as Cut Studio (vinyl cutting), UP Studio (3D printing) and LightBurn (laser cutting) as students they learn the basics of these skills and techniques is a window into future industries. Our modern industrial world is changing all the time and these new skills may form career paths for the student of 2024.



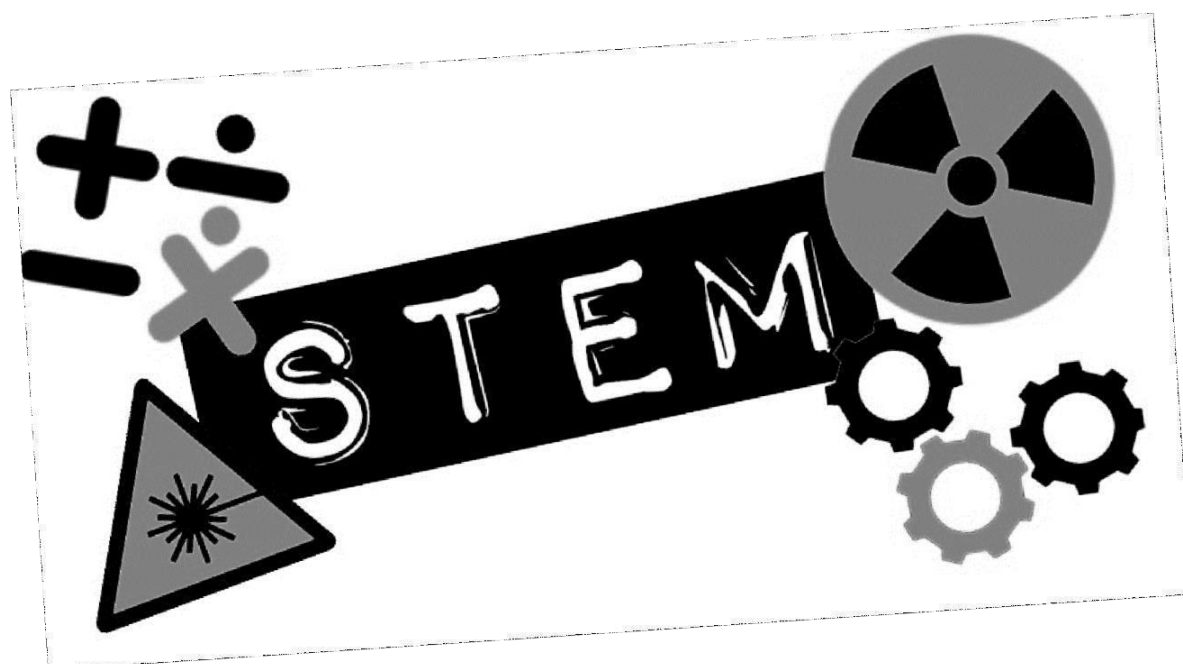
# STEM

## Science, Technology, Engineering & Mathematics

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, 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 in Year 10 STEM.



# HEALTH & PHYSICAL EDUCATION

## SPORT SCIENCE

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 administrating 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.



# HEALTH & PHYSICAL EDUCATION

## SPORT & RECREATION

Year 9 Sport and Recreation provides an introduction into further Sport and Recreation subjects that we offer at the College. The subject creates a pathway for Outdoor Education, Fitness, Sport & Recreation and Athlete Development in Year 10 and Senior College. This is mostly a practical subject and an outlet for students who would like to include more physical movement in their school days on top of HPE.

### **Minimum requirements:**

'Meeting Requirements' or better in Year 8 HPE. 'C' or better in Year 8 HPE.

### **Term 1 – Outdoor Education Experiences**

- Team Building
- Resilience
- Safety in the outdoors
- Weather patterns
- Archery, Basic Orienteering, Basic Bushwalking

### **Term 2 – Fitness Experiences**

- Gym induction/usage
- Technique
- Practical Sport Science concepts – chosen activity/sport
- Training Methods – cardio, strength, HIIT,
- Goal Setting
- Workout plans

### **Term 3 – Sport & Recreation Experiences**

- Community exposure
- Sport Ed model – create roster, teams, rules

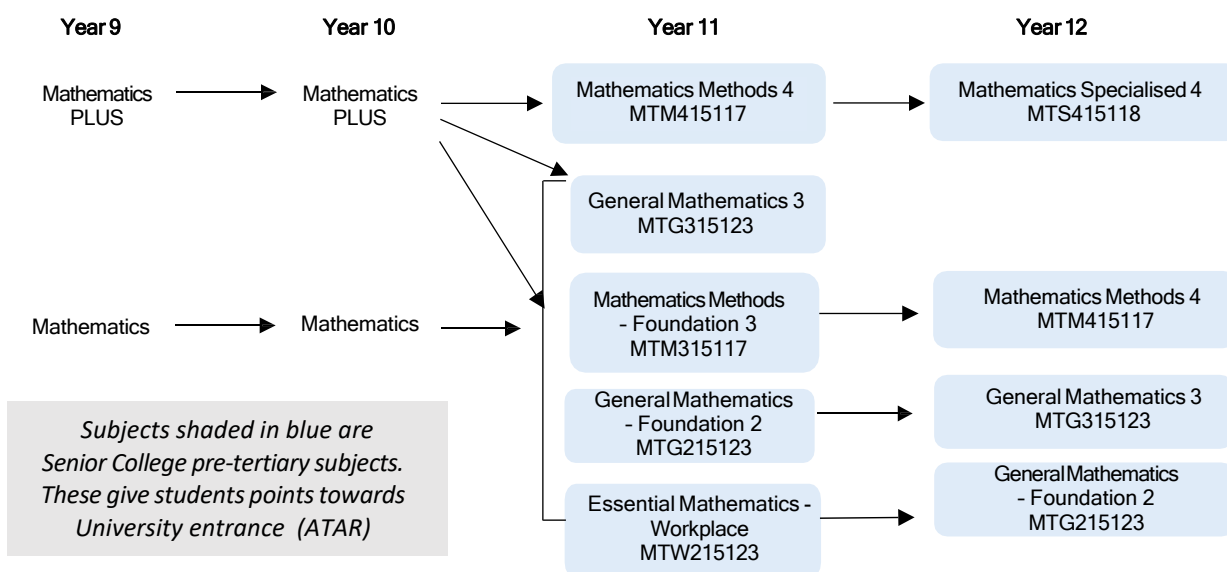
### **Term 4 – Student Driven**

- Re focus on one of the previous experiences based class demand



# MATHEMATICS

## Year 9 Mathematics PLUS - Australian Curriculum



### Maths Plus

Entry into this subject is via invitation only from the Learning Area Leader of Mathematics. Families will be mailed an invitation in early Term 4.

This elective is suitable for student who are achieving a very high standard in Year 8 Mathematics, or show a high level of aptitude in this subject. Numbers in this course are limited and hence it is via invitation only.

**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.**

If you are interested in this subject, please discuss your suitability with your Mathematics Teacher to see if they believe you will meet the criteria for entry into this subject.

# YEAR 9

# NOTES:

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