

MacKillop  
Catholic College



# YEAR 9 SUBJECT SELECTION GUIDE



2024

# INTRODUCTION

Mackillop Catholic College is committed to creating a dynamic and supportive learning environment where students are provided with opportunities to realise their potential and pursue their aspirations. Students in Year 9 consolidate their foundational learning through participation in subjects and courses that develop skill sets designed to set them up to succeed as independent, self-directed, and motivated learners, who are able to engage collaboratively with their peers to produce meaningful and relevant products of their learning.

Throughout Year 9, students will begin to consider their future directions and pathway options for the QCE Phase of the curriculum in years 10 - 12, by acknowledging their personal strengths, skills, and past successes. Subjects studied in Year 9 should enable such future decisions to be made in confidence.

There are three specialist lines, and in Semester 2, one of these lines will encompass JSS. This means that students who wish to participate in JSS do so as part of their specialist classes, and will do two other specialists.

This handbook is designed to support our Year 8 students make best decisions when selecting specialist courses of study for Year 9. It contains relevant information pertaining to curriculum structures and courses that will be offered in 2024.

# YEAR 9 CURRICULUM

In Year 9 all students will study a total of eight (8) courses each semester (6 core + 3 specialist). The structure of the subject offerings for Year 9 2023 will be as follows:

## Core Subjects

- ▶ Religious Education
- ▶ English
- ▶ Mathematics
- ▶ Science
- ▶ Health and Physical Education
- ▶ Humanities and Social Sciences - History

## Specialist Subjects

- ▶ Design and Technology – Food Technology
- ▶ Design and Technology – Industrial Technology
- ▶ Design and Technology – Design Technology
- ▶ Digital Technologies
- ▶ Drama
- ▶ Health and Physical Education Extension
- ▶ Japanese
- ▶ Music
- ▶ Philosophy, History, Inquiry and Literature (PHIL) Extension
- ▶ Introduction to Marine and Aquatic Practices
- ▶ Visual Arts
- ▶ Business and Economics
- ▶ Global, Peace and Justice Studies (Civics)
- ▶ Geography
- ▶ JSS – Semester 2 only

**In selecting Specialist Subjects in Year 9, it is important that students consider:**

- ▶ Areas that are of interest
- ▶ Achievement and success experienced in Year 7 and Year 8
- ▶ Potential pathways after school - university, VET, career and associated prerequisites
- ▶ Subjects that will extend and challenge
- ▶ Likely subjects to be studied in Years 11 and 12

**Students should not choose a subject based on**

- ▶ Friends taking it
- ▶ They've heard it's easy
- ▶ They have heard they need to do it even though they hate it and haven't passed it previously

**How can parents help?**

- ▶ Supporting students in the subject selection process by discussing the topics studied in the subject outline provided in this handbook
- ▶ Encouraging participation in subjects where students can feel success
- ▶ Being aware of the College's expectations and assessment programs
- ▶ Taking opportunities to communicate with teachers to discuss their child's options for future pathways

# Religious Education



## *Why study this subject?*

- Appreciate the diversity of belief and faith systems
- Understand the importance of faith and belief systems
- Develop critical and creative thinking skills
- Appreciate the spiritual and the divine

## *Possible topics covered*

- Beliefs
- Sacred Texts
- Church
- Christian Life

## *What will students do?*

- Develop understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE).
- Understand the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today
- Explore two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts.
- Continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices

- Develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

### *How will students be assessed?*

- Exams
- Research assessment
- Critical analysis of source material
- Visual representations
- Biblical criticism

### *Pathways to Senior Subjects*

- Study of Religion (General)
- Catholic Faith in Action

### *Recommendations*

- Core Subject

# English

## English



### *Why study this subject?*

- The study of English is central to your learning and development.
- It helps create confident communicators, imaginative thinkers and informed citizens.
- It is through the study of English that individuals gain increasing control over language to analyse, understand, communicate and build relationships with others and with the world around them.

### *Possible topics covered*

- Media Texts and Opinionative Writing
- Gothic Literature and Narrative Intervention
- Dramatic Monologues
- Analytical Writing

### *What will students do?*

- In English, the students engage with a range of literary texts for enjoyment.
- These contemporary and classic texts are aimed to support and challenge new ways of thinking.
- Using these texts, students will develop skills around knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

### *How will students be assessed?*

- Students will complete assessment tasks that allow for creative responses using imaginative, informative, and persuasive text types. This may include:
  - Essays
  - Feature articles
  - Multimodal presentations
  - Short Stories

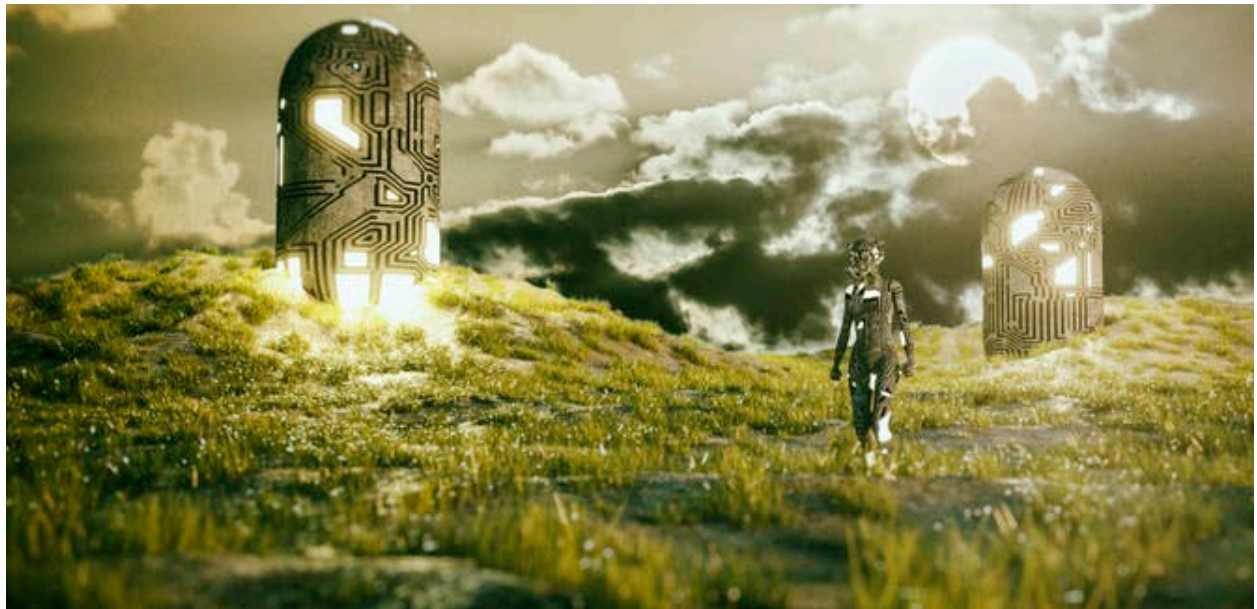
### *Pathways to Senior Subjects*

- An “at standard” achievement in English is a pre-requisite for a number of subjects in the Senior Years
- Essential English (Applied)
- English (General)
- Literature (General)
- English and Literature Extension (Extension)

### *Recommendations*

- Core Subject

## English Extension: Philosophy, History, Inquiry and Literature



### *Why study this subject?*

- This course has been designed to give stimulating learning experiences and to cater more substantially for the Year 9 students who have a developing ability and interest in Philosophy, History and Literature
- Work covered will provide an extension of students’ knowledge and skills outside the areas studied in their English and Humanities. Topics are designed to cater for the needs of students looking for a challenge beyond the scope of what is available in Core courses
- Develop skills that will provide a solid basis for students planning on selecting specialised subjects in senior secondary.

### *Possible topics covered*

- Moral and Ethical Philosophy – Politics of Fear



- Climate Change, STEM and Speculative fiction

### *What will students do?*

- Develop your understanding of how disciplines are connected and rely on each other for comprehensive understanding
- Explore a range of ideas and concepts and how these are reflected across the disciplines
- Investigate the representation of ideas and create your own representations
- Challenge and extend your thinking beyond the realms of core learning
- Examine texts that represent climate change and STEM ideas and the importance of literature in conveying these concepts.

### *How will students be assessed?*

- Assessment may include:
  - Independent inquiry
  - Projects
  - A range of creative and analytical responses

### *Pathways to Senior Subjects*

- English (General)
- Literature (General)
- English and Literature Extension (Extension)
- Philosophy and Reason (General)
- Ancient History (General)
- Modern History (General)

### *Recommendations*

- An interest and demonstrated ability (B range and higher) in English and Humanities subjects

# Humanities and Social Sciences

## History



### *Why study this subject?*

- The study of History is fundamental to understanding how the modern world works, and why it is the way it is
- It helps create an appreciation of the vast differences among humans, allowing people to become effective global citizens
- History promotes critical thinking, analysis and evaluation skills.

### *Possible topics covered*

- Industrial Revolution
- The Making of Australia
- World War One

### *What will students do?*

- Students will examine the period 1750 – 1918, a time of industrialisation and rapid change in the ways people lived, worked, and thought
- They will examine concepts such as nationalism and imperialism
- Students will analyse, interpret, and evaluate a range of historical sources to understand the range of perspectives on a given topic
- They will apply historical thinking skills, such as significance, causation, and change and continuity.

### *How will students be assessed?*

- Assessment may include:
  - Historical Essays
  - Multimodal presentations
  - Source analysis exams

- Independent Source Investigation

### *Pathways to Senior Subjects*

- Ancient History (General)
- Modern History (General)

### *Recommendations*

- Core Subject

# Geography



### *Why study this subject?*

- Develop a sense of wonder, curiosity and respect about places, people, cultures and environments throughout the world
- Acquire a deep geographical knowledge of their own locality, Australia, the Asia region and the world
- Develop your ability to think geographically, using geographical concepts
- To be competent, critical and creative users of geographical inquiry methods and skills
- To become informed, responsible and active citizens who can contribute to the development of an environmentally and economically sustainable, and socially just world.

### *Possible topics covered*

- Biomes and food security
- Geographies of interconnections

### *What will students do?*

- Biomes and Food Security
  - investigate the different ecosystems in the world and how humans have altered these biomes for their own purposes
  - explore the availability of food in different parts of the world and examine how we try to combat poverty and feed a hungry world
  - Examine the inequities that arise in the food industry in different parts of the world.
- Geographies of Interconnection

- Investigate how products we use every day are made, and the geographic and environmental cost of these products
- Explore the environmental impact of e-waste and fast fashion
- Examine the music festival industry, and how they can be more sustainable.

### *How will students be assessed?*

- Assessment may include:
  - Exams
  - Field trips
  - Research assessment
  - Digital portfolio
  - Data representation
  - Data interpretation

### *Pathways to Senior Subjects*

- Geography (General)

### *Recommendations*

- A Sound (C) in Year 8 Geography. An interest in global geographical issues, use of data and mapping

## Business and Economics



### *Why study this subject?*

- Develop enterprising behaviours and capabilities that can be transferable into life, work and business opportunities
- Understand of the ways society allocates limited resources to satisfy needs and wants, and how to participate in the economy as consumers, workers and producers

- Understanding of the work and business environments within the Australian economy and its interactions and relationships with the global economy, in particular the Asia region
- Develop reasoning and interpretation skills to apply economics and business concepts to make informed decisions
- Develop understandings that will enable you to actively and ethically participate in the local, national, regional and global economy as economically, financially and business-literate citizens.

### *Possible topics covered*

- The global economy
- Consumerism
- Entrepreneurship
- Trade and the Global Market
- Financial risk and rewards

### *What will students do?*

- Explore what it means for Australia to be part of the Asia region and the global economy
- Consider the role of the Australian economy in allocating and distributing resources and analyse the interdependence of participants in the global economy, including the implications of decisions made by individuals, business and governments
- Understand the role businesses play in society
- Analyse the interdependence in trade and the impacts on different parties
- Understand financial risk and reward
- Entrepreneurial characteristics and skills
- Develop financial literacy
- Work in teams to create a product and market the product
- Reflect on the effectiveness of their business venture.

### *How will students be assessed?*

- Assessment may include:
  - Exams
  - Research assessment
  - Digital portfolio
  - Practical Application

### *Pathways to Senior Subjects*

- Business (General)
- Certificate III in Business (VET)

### *Recommendations*

- An interest in learning about owning your own business



# Japanese



## *Why study this subject?*

- Continue to develop knowledge and appreciation of the Japanese language
- Develop critical thinking skills
- Continue to develop an understanding and appreciation of Japanese culture.

## *Possible topics covered*

- My Personal History
- Tourism
- Weather and Seasons
- Family and Occupation

## *What will students do?*

- Students will continue to explore Japanese culture and build upon the foundational language learnt in year 8 Japanese
- Students will consolidate and extend their knowledge of Hiragana and Kanji and be introduced to Katakana, as well as grammatical structures to communicate with ease
- In the My Personal History unit, students use language to describe the major milestones in their life and examine to what extent where they live influence their milestones
- In Unit 2, students explore various tourism attractions around Japan

- In the unit Weather & Seasonal Activities, students compare and contrast the weather and seasonal change between Australia and Japan, and learn the various seasonal activities and festivals Japanese people treasure and enjoy in each season
- As the end of Year 9 approaches, students become more conscious of their subject selections for Year 10 and their future career options so they will learn various vocabulary for their dream jobs.

### *How will students be assessed?*

- Assessment may include:
  - Dialogues
  - Speeches
  - Oral presentations
  - Vocabulary tests
  - Grammar tests
  - Writing tasks
  - Reading comprehension tasks
  - Listening comprehension tasks
  - Bilingual research presentations

### *Pathways to Senior Subjects*

- Japanese (General)

### *Recommendations*

- A C Grade in Year 8 Japanese

# Mathematics



## *Why study this subject?*

- Continue to develop essential mathematical skills, knowledge and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Continue to develop the numeracy capabilities required in their personal, work, and civic life
- Develop the fundamentals on which mathematical specialties and professional applications of mathematics are built.

## *Topics covered*

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

## *What will students do?*

- Apply Index Laws to numerical expressions with integer indices and Scientific notation
- Investigate the simple interest formula and its application
- Explain similarity in shapes and explore scale factor
- Investigate surface area and volume
- Calculate the area of composite shapes and the surface area and volume of prisms
- Use the distributive law to extend and expand algebraic expressions including binomials
- Investigate Pythagoras and applying trigonometry to solve problems
- Investigate linear and non-linear relationships
- Find the midpoint and gradient of a line segment and solving linear equations



- Calculate probability of two-step experiments
- Use statistics to analyse everyday questions and issues using primary and secondary numerical and categorical data, constructing back-to-back and stem and leaf plots and histograms to describe data.

### *How will students be assessed?*

- Examinations
- Problem-solving and modelling tasks

### *Pathways to Senior Subjects*

- Essential Mathematics (Applied)
- General Mathematics (General)
- Mathematic Methods (General)
- Specialist Mathematics (General)

### *Recommendations*

- Core subject

# Science



## *Why study this subject?*

- Develop an interest, curiosity and willingness to explore, ask questions about and speculate on the changing world in which you live. Science unites Numeracy and literacy in a targeted inquiry model for the curious
- Continue to develop your critical and creative thinking skills to solve problems
- Develop a stronger understanding of the scientific disciplines to support decision making process for Years senior subject selection and possible vocation preparation.

## *Topics covered*

- Chemistry
- Physics
- Biology
- Earth Science

## *What will students do?*

- Experience a range of scientific disciplines and topics to help them identify their strengths and interests for future subject selection and better preparedness for potentially participating in specialised year 10 science trimesters
- Apply the law of conservation of energy and analyse its applications in systems and model the wave and particle model when it transfers and transforms to predict, describe and explain phenomena
- Compare the role of body systems in regulating and co-ordinating the bodies response to a range of stimulus and describe the form of function of cells in ensuring species survival
- Explain the model and arrangements of atoms in chemical equations, explain the models discovery to include sub-atomic particles and be able to describe radioactive decay and how to utilise the phenomena for positive outcomes
- Describe, investigate and analyse carbons role in various earth systems with a focus on combustion, photosynthesis and respiration

- Develop and foster key inquiry skills in numeracy and literacy to help develop their analysis and justification ability and to identify and plan
- Supplement and reinforce the curriculum with regular practical experiments designed to reinforce and challenge students and convert theory to long term memory via application and consistency

### *How will students be assessed?*

- Data Analysis
- Experimental Investigations
- Research Investigations
- Examinations

### *Pathways to Senior Subjects*

- Biology (General)
- Chemistry (General)
- Earth and Environmental Science (General)
- Marine Science (General)
- Psychology (General)
- Physics (General)
- Science in Practice (Applied)

### *Recommendations*

- Core

# Introduction to Marine and Aquatics Practices



### *Why study this subject?*

- This course has been designed to give stimulating learning experiences and to cater more substantially for the Year 9 students who have a developing ability and interest Marine Biology and Aquatics practices
- Work covered will provide an extension of students' knowledge and skills outside the areas studied in their science courses. Topics will develop skills and foster inquiry into potential pathways in the marine science disciplines
- It is stressed that the course will not duplicate what is covered in either the junior or senior science courses, however the skills developed will provide a solid basis for students planning on selecting specialised Marine and Aquatics Practices subject both academic and practical

### *Possible topics covered*

- Recreational boating
- Snorkelling
- Fisheries and Aquaculture
- Marine Ecology
- Navigation
- Oceanography
- Careers

### *What will students do?*

- The course is structured to develop lifelong learning skills: such as critical thinking, divergent thinking, information literacy, self-awareness and interconnectedness, transfer of learning and teamwork through the lens of the ocean and its systems
- The course has a high degree of practical work. The theoretical component encourages, through open ended investigations, critical and creative thinking. It is most suitable for independent students who take responsibility for their own learning and utilises a student-centred approach to learning

### *How will students be assessed?*

- Projects
- Research and Investigation Reports

### *Pathways to Senior Subjects*

- Marine Science (General)
- Biology (General)
- Aquatic practices (Applied)

### *Recommendations*

- While practically based it is strongly recommended that students should be performing comfortably at an A or B in Year 8 Mathematics, Science and Technology



# The Arts

## Drama



### *Why study this subject?*

- Build personal confidence and express individuality and social identity
- Manage the interpersonal and intrapersonal skills required to work effectively both individually and in groups
- Learn to be an innovative thinker
- Become adept at communicating
- Engage in learning experiences that integrate oral, kinaesthetic and visual communication to create meaning.

### *Possible topics covered*

- Improvisation
- Directorial visions
- Performing scripted Drama

### *What will students do?*

- Explore the dramatic form of Improvisation
- Work collaboratively to devise their own scripted and non-scripted dramatic works which they perform at the end of each unit
- Create a Dramaturgical portfolio, encompassing all aspects of theatre making including costuming, sets and lighting

### *How will students be assessed?*

- Journaling
- Performance critique/evaluations
- Ongoing observation of practical performances and application

- Research assessment
- Performances

### *Pathways to Senior Subjects*

- Drama (General)

### *Recommendations*

- C or higher in Year 8 Drama
- Enjoyment of and commitment to live performance

## Music



### *Why study this subject?*

- Learn practical performance skills on the Piano and Guitar so you can learn songs that you enjoy and play music with other musicians
- Learn to read and write music so you can independently learn songs that you are interested in performing
- Learn to compose music so you can create original songs for your personal self-expression
- Learn to use music technology so you can record and produce your own original music
- Learn about a range of music genres and styles, which will lead you to a deeper understanding and appreciation of music you listen to

### *Possible topics covered*

- Performance – Piano and Guitar
- Theory – reading and writing Music
- Composition
- Responding – Analyse and evaluate the Elements of Music

### *What will students do?*

- interpret, rehearse and perform songs and instrumental pieces demonstrating technical and expressive skills



- students identify and analyse how the elements of music are used in Music and apply this knowledge in their compositions
- evaluate musical choices they make to communicate meaning as composers
- manipulate the elements of music and stylistic conventions to compose music
- Record music using music hardware and software
- use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

### *How will students be assessed?*

- Performance
- Composition
- Responding

### *Pathways to Senior Subjects*

- Music (General)
- Music Extension (General)
- Music in Practice (Applied)

### *Recommendations*

- Enjoyment in performance
- Involvement in College Music Programme
- C or higher in Year 8 Music

## Visual Arts



### *Why study this subject?*

- Gain a thorough foundation for further study in Visual Art
- Problem solve through self-directed learning
- Embed your own ideas, thoughts, feelings and observations into your learning
- Develop as an individual equipped with 21st century, transferable skills.



### *Possible topics covered*

- Making Art
- Responding to Art

### *What will students do?*

- Evaluate how representations communicate artistic intentions in artworks they make and view
- Evaluate artworks and displays from different cultures, times and places
- Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks
- Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

### *How will students be assessed?*

- Folio of Work
- Visual Journal
- Written Assignments

### *Pathways to Senior Subjects*

- Visual Art (General)
- Visual Arts in Practice (Applied)

### *Recommendations*

- C or higher in Year 8 Visual Art

# Technologies

## Digital Technologies



### *Why study this subject?*

The study of Digital Technologies provides students with opportunities to:

- Gain a thorough foundation in digital literacy skills.
- Use problem solving skills, that involves critical, creative, and innovative thinking.
- Develop collaborative and communication skills that are essential for 21<sup>st</sup> century careers and study pathways.
- Develop an in-depth understanding of cybersecurity, coding, technological impacts, innovative futures, and global connectivity.

### *Possible topics covered*

- Coding, programming, and algorithms
- Web and app development
- Data representation, analysis, and visualisation
- Cybersecurity and digital citizenship
- Robotics, automation, and emerging technologies
- Project-based learning and digital literacy

### *What will students do?*

- Explore more complex programming languages like Python, JavaScript, or Java.
- Develop problem-solving through coding challenges and projects.
- Use HTML and CSS for web page creation, as well as develop a basic understanding of web design principles.
- Create interactive web applications using JavaScript.
- Apply binary and hexadecimal number systems.
- Investigate how computers store, manipulate data, encode, and decode data.

- Basic data analysis using spreadsheets.
- Introduction to data science concepts, including charts and graphs to visualize data.
- Investigate online safety and responsible internet usage.
- Understand cyber threats and how to protect against them, as well as the basic concepts of encryption and data security.
- Explore robotics concepts and programming robots, with hands-on experience with robotic kits.
- Explore emerging technologies like artificial intelligence (AI), virtual reality (VR), and augmented reality (AR).

### *How will students be assessed?*

- Folio of Work
- Multimodal projects, including practical demonstrations.
- Written Assignments
- Exams

### *Pathways to Senior Subjects*

- Digital Solutions (General)
- Information Communication Technologies (Applied)
- Cert III in IT (VET)

## Design Technology



### *Why study this subject?*

The study of Design provides students with opportunities to:

- experience design through exploring needs, wants and opportunities
- learn the value of creativity and build resilience as they experience iterative design processes
- take risks and experiment with alternatives
- seek creative and innovative solutions to solve basic design problems.

### *Possible topics covered*

- Design in practice
- Sustainable design

### *What will students do?*

- Solve design problems using the design process of representing ideas, design concepts and design information using drawing and prototyping
- Devise ideas in response to design problems
- Synthesise ideas and design information to propose design concepts
- Evaluate ideas and design concepts to make refinements
- Create prototypes for designed solutions.

### *How will students be assessed?*

- Design Folio

### *Pathways to Senior Subjects*

- Design (General)
- Engineering (General)

### *Recommendations*

- An interest in, and curiosity in designing to solve problems.

## Food Technology



### *Why study this subject?*

- In Food Technology, students will be provided with opportunities to develop their practical cooking skills in the kitchen where they will learn about making relevant food choices for their future health



- This is a subject to take if you enjoy cooking at home for family and friends or are interested in developing practical cooking skills and knowledge about food trends around the world.

### *Possible topics covered*

- Food Science
- Food product development

### *What will students do?*

- Students will develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products
- They will also investigate the food science behind the preparation of food end products
- Students will undertake practical cooking lessons each week to develop and refine their culinary skills.

### *How will students be assessed?*

- Projects
- Practical skills
- Examinations
- Design Tasks

### *Pathways to Senior Subjects*

- Food and Nutrition (General)
- Certificate III Hospitality (VET)

### *Recommendations*

- An interest in developing both practical skills and knowledge in food.

# Industrial Design Technology



### *Why study this subject?*

- The course provides a unique opportunity for students to experience the challenge and personal satisfaction of undertaking practical work in a safe, new and exciting environment
- This course has been designed to give stimulating learning experiences and to cater more substantially for the Year 9 students who have a developing ability and interest in practical, materials based technologies, such as woodwork and metalwork
- Work covered will provide a practical application of design skills acquired in Year 7 and 8, and will focus on practical and industrial based technologies and construction.

### *Possible topics covered*

- Woodwork
- Metalwork

### *What will students do?*

- Students investigate the nature and functions of available materials and resources through the application of inquiry, research, and problem-solving methodologies
- gain knowledge of tool safety, workshop safety and personal safety as governed by Workplace Health and Safety requirements
- Students will be able to confidently transfer their skills and problem-solving abilities to future life situations
- Students will undertake a range of construction projects using a variety of construction and design methods.

### *How will students be assessed?*

- Projects
- Design folios
- Practical skills

### *Pathways to Senior Subjects*

- Engineering Skills (Applied)
- Building and Construction Skills (Applied)
- Certificate II in Furnishing (VET)
- Certificate II in Engineering (VET)

### *Recommendations*

- Interest in practical applications of wood and metalwork



# Health and Physical Education

## H P E



### *Why study this subject?*

- Enjoy physical activity as part of the school curriculum
- Develop skills and knowledge of a range of sports and physical activity
- Explore a range of health topics that will provide life skills.

### *Possible topics covered*

- Practical units including korfbal, European handball, cricket, touch football, table tennis, athletics, volleyball
- Alcohol and other drugs
- Food and nutrition
- Australia's sporting identity
- First aid / sports injury management
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships
- Challenge and adventure activities
- Coaching games and sports
- Lifelong physical activities

### *What will students do?*

- refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement concepts
- apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits



- apply more specialised movement skills and complex movement strategies and concepts in different movement environments
- explore movement concepts and strategies to evaluate and refine their own and others' movement performances
- analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures.

### *How will students be assessed?*

- Practical observations
- Research assignments
- Data collection
- Written reports
- Examinations
- Multimodal presentations

### *Pathways to Senior Subjects*

- Physical Education (General)
- Sport and Recreation (Applied)
- Certificate III in Fitness (VET)

### *Recommendations*

- Core

## HPE Extension



### *Why study this subject?*

- To find out what it takes to become an elite athlete
- Develop high performance skills, fitness, and behaviours

- Insight from professionals on how to achieve success
- Explore a range of health/fitness topics that will provide life skills.

### *Possible topics covered*

- Strength and conditioning training both in our own fitness gym and community gyms
- Food and nutrition
- Health benefits of physical activity
- Sports psychology and mental health
- Aerobic and anaerobic training
- Video analysis of techniques
- Yoga
- Fitness program design
- Research into professional elite athletes
- Offsite visits to senior sport trainings
- Guest speakers from professional coaches, players, fitness/health specialists.

### *What will students do?*

- Refine and apply sports psychology strategies for maintaining a positive outlook and maintaining targeted arousal levels
- Apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits
- Apply more specialised movement skills and complex movement strategies using individualised coaching and video analysis
- Explore movement concepts and strategies to evaluate and refine their own and others' movement performances
- Hear and learn from professionals about what it takes to play at the top level.

### *How will students be assessed?*

- Practical observations
- Research assignments
- Data collection
- Written reports
- Examinations
- Multimodal presentations

### *Pathways to Senior Subjects*

- Physical Education (General)
- Health (General)

### *Recommendations*

- Current or recent involvement in a sport at either club or inter-school level
- Passion towards going further in at least one chosen sport

# MacKillop

Catholic College

