URSULA FRAYNE
CATHOLIC COLLEGE

2024
MIDDLE SCHOOL CURRICULUM HANDBOOK

CONTENTS

INTRODUCTION

The Middle School aims to create a supportive and progressive learning environment for students in Years 7-9 through the provision of specific academic, co-curricular and pastoral care programs that are sensitive to the developmental needs of young adolescents. The overriding goal is to nurture and develop our students into creative and critical thinkers instilled with a lifelong love of learning, who will be active citizens striving to create a just society.

The College's pastoral care program is critical in ensuring the wellbeing of students. Students become members of a Cluster group in the care of a Homeroom teacher and Cluster Cordinator. The Head of Year works closely with the students, Cluster Coordinators, Homeroom teachers, teachers and parents to foster a respectful and cooperative relationship between school and home to ensure students are both supported and appropriately challenged to succeed.

The ***Middle School Curriculum Handbook – 2024*** provides an overview of the curriculum in the Middle School years (Years 7-9) and the subject linkages between Middle School and Senior School courses. It also provides information to assist with the selection of **Elective** courses in Years 8 and 9**.**

I wish to acknowledge the contribution of the Learning Area Coordinators who, with their team of teachers, have developed the curriculum outlined in the Handbook.

The careful examination of the contents in this Handbook is an important component in developing an understanding of the Middle School, and as such, I encourage you to contact me if you feel that you require further clarification on any of the details provided in this publication.

Mrs Pauline Bourke
Head of Middle School

THE MIDDLE SCHOOL CURRICULUM

The relevance of the curriculum to students is at the centre of middle-schooling strategies. The Middle School curriculum at Ursula Frayne Catholic College has evolved in response to the needs of our students in Years 7 to 9.

Student Centred and Integrated Learning

The courses in the Middle School are **student centred.** Students are encouraged and supported in taking responsibility for their learning. Where possible, subject areas are **integrated** and not artificially compartmentalised. With this as a focus, particular emphasis is placed on:

- structuring learning experiences based on student needs
- promoting higher order thinking and problem-solving skills
- providing opportunities to develop skills in goal setting, organisation, negotiation, collaboration and self-evaluation and accessing information
- incorporating technology skills as a vital component of all learning.

Computer Technology is an integral component of the Core program. Students' information technology competencies are developed using their laptops.

CURRICULUM STRUCTURE

The Middle School curriculum comprises two components:

- **CORE PROGRAM**
- **ELECTIVES**

1. CORE PROGRAM

The subjects studied in the Core Program are:

- **Religious Education**
- **English**
- **Health**
- **Humanities and Social Sciences**
- **Languages - Italian or Japanese (compulsory in Years 7 and 8 only)**
- **Mathematics**
- **Physical Education**
- **Science**

All the subjects and learning opportunities in this component of the curriculum are compulsory for all students.

2. ELECTIVES

The Electives are offered in Year levels thus allowing students to build their capacity and expertise as they progress through the Middle School.

- Language is compulsory in Years 7 and 8 only. **Language is optional for students in Year 9**.
- Students in Years 7 and 8 must select **one subject** from **each** of the following **four areas**:
  - The Performing Arts
  - The Visual Arts
  - The Digital Technologies
  - The Design Technologies
- It is recommended that students in Year 9 choose **at least one** subject from The Arts and **one subject** from the Technologies.

Student Elective Selection – Year 7

Students choose **three Electives** each Semester. Students must choose **one subject** from **each** of the four Curriculum Areas as mandated by the Western Australian Curriculum and then can choose any two additional Electives from the list. The two additional Electives can be from any of the Curriculum Areas.

THE PERFORMING ARTS	THE VISUAL ARTS	DESIGN TECHNOLOGY	DIGITAL TECHNOLOGY
Dance	Art	Food Specialisation	Digital Technologies
Drama	Media	Materials Technology	
Music			

Student Elective Selection – Year 8

Students choose **two Electives** each Semester. Students must choose **one subject** from **each** of the four Curriculum Areas as mandated by the Western Australian Curriculum.

NOTE: Students wishing to undertake the study of Art in Year 9 must study Art in Year 8.

THE PERFORMING ARTS	THE VISUAL ARTS	DESIGN TECHNOLOGY	DIGITAL TECHNOLOGY
Dance	Art	Food Specialisation	Digital Technologies
Drama	Media	Materials Technology	
Music		Fashion and Design	

Student Elective Selection – Year 9

Students choose **two Electives** each Semester.

NOTE: It is recommended that students wishing to undertake the study of Art in Year 9 should have studied Art in Year 8.

It is recommended that students in Year 9 are to choose at least one Elective from The Arts and one Elective from the Technologies

The study of a Language is year course and is not compulsory. **Students who choose to study a Language will then choose only one other Elective per semester.**

THE ARTS	LANGUAGES	TECHNOLOGY & ENTERPRISE	PHYSICAL EDUCATION
Art	* Italian	Children, Family & the Community	Outdoor Education
Dance	* Japanese	Coding and Robotics	Specialist Sports
Drama		Food Specialisation	
Media	** Denotes Year Long Course*	Materials Technology - Metal	
Music		Materials Technology - Wood	
		Fashion and Design	

STEPS INVOLVED IN SELECTING ELECTIVES IN YEARS 7, 8 AND 9

- Read through the information regarding each Elective unit on offer.
- See Pages 4-5 for guidelines in selecting Electives.
- Students are required to make their selections for both Semesters 1 and 2.
- Complete the online year level Elective Selection Form by the advertised due date.
- The specific year level grid will be created directly after the final submission date. The final grid is a compromise that meets the **majority** of selections of students in the year group.

CHANGE OF ELECTIVES DURING THE YEAR

Students who wish to change an Elective are required to contact the Head of Middle School via SEQTA during the first week of Term 1 and Term 3.

FEES AND CHARGES

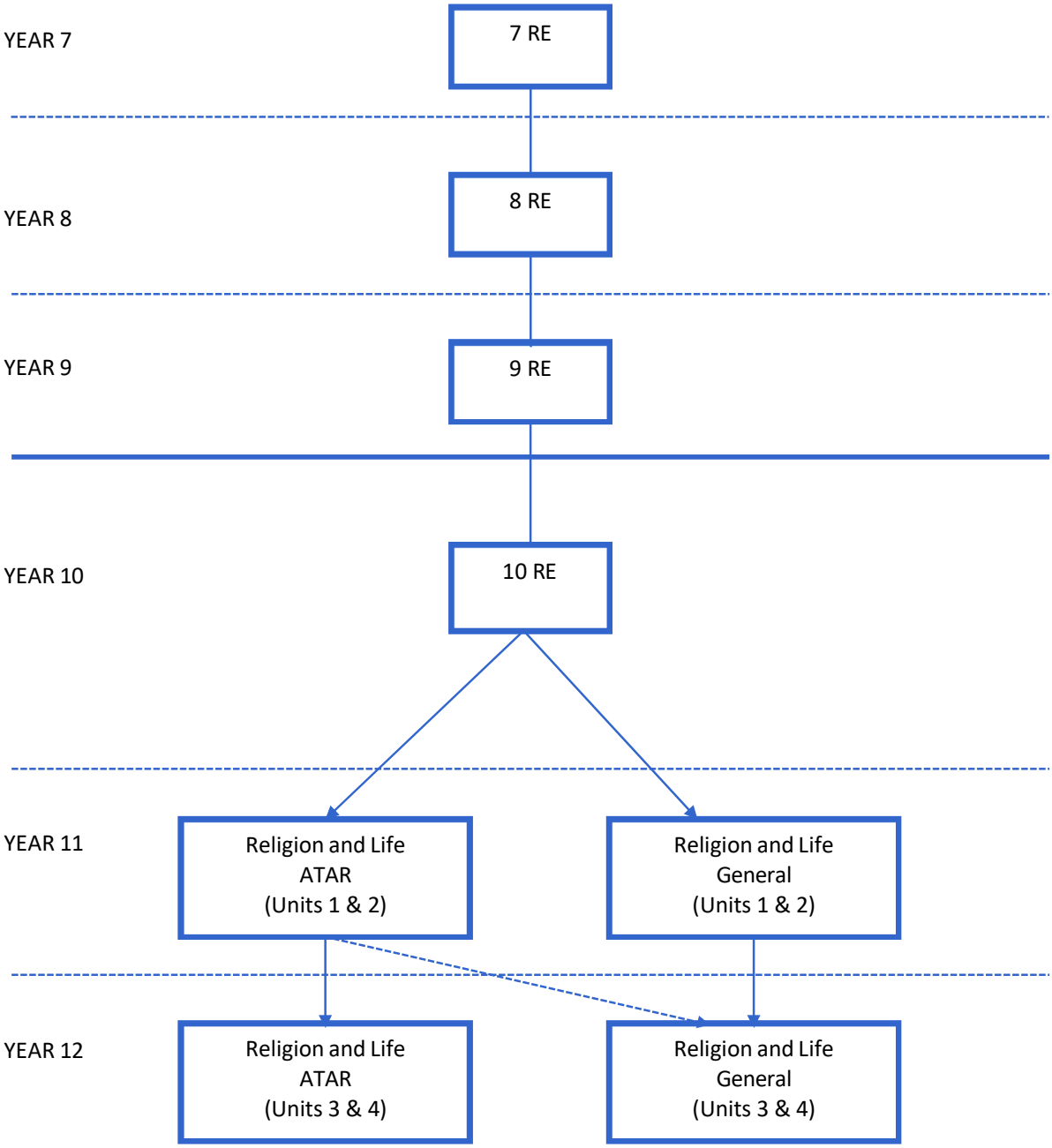
ELECTIVE	LENGTH OF COURSE	COST
Music	Semester	TBA
Year 9 Outdoor Education	Semester	$350.00
Year 9 Children, Family & Community	Semester	$25.00
Year 8 Fashion & Design	Semester	$45.00
Year 9 Fashion & Design	Semester	$45.00
Year 7 Food Specialisation	Semester	$50.00
Year 8 Food Specialisation	Semester	$55.00
Year 9 Food Specialisation	Semester	$60.00
Year 7 Materials Technology	Semester	$40.00
Year 8 Materials Technology	Semester	$55.00
Year 9 Materials Technology (Wood Context)	Semester	$55.00
Year 9 Materials Technology (Metals Context)	Semester	$55.00

Parents are advised that the following Middle School subjects incur a fee that will be charged to the Semester Fee account. Every effort is made by the College to keep these fees and charges to a minimum. Indicative fees for 2024 are set out below.

CORE SUBJECTS

COURSE OUTLINES

RELIGIOUS EDUCATION LEARNING AREA



Learning Area Coordinator, Religious Education: Mr Joshua Stock
joshua.stock@ufcc.wa.edu.au

DESIGN

Religious Education in Years 7, 8 and 9 is based on the Perth Archdiocesan Religious Education Guidelines. The following 5 outcomes are covered over the year in each Year group:

1. Discovering God
   Students understand that people come to discover God through experiences in creation.

2. Drawing on Human Experience
   Students understand the content of the Christian message and its significance by relating it to examples drawn from human experience.

3. Knowing Jesus
   Students know the person of Jesus, the model for living out the Christian mission in the world.

4. Living Like Jesus
   Students understand that Catholics are empowered to live like Jesus the Saviour as they draw on the power of God's Spirit.

5. Catholic Practices
   Students demonstrate the skills necessary in order to read and apply Scripture to life and to participate in Catholic ritual and prayer.

RETREATS

All year groups participate in a one-day retreat off-campus, the focus of which enables students to interact with fellow students in areas directly related to their course of study.

OVERVIEW: YEARS 7-9 RELIGIOUS EDUCATION

The **Religious Education** learning area focuses on the knowledge and understanding of the Gospel as it is handed on by the Catholic Church to those who follow Christ in today's world. The content and processes of the learning area are intended to ensure that students, through a process of cultural, systematic and critical reflection, learn the teachings of the Gospels and understand what it means to be a Christian and how Christians live their lives. Using a range of inquiry skills students develop an understanding of ways in which Christian's discover, understand and express their religious beliefs. They also use these skills to explore and analyse the role religion plays in human affairs and to explore issues of concern to Christianity.

YEAR 7 RELIGIOUS EDUCATION

In **Year 7** students are introduced to the person of Jesus and beliefs and practices of the Catholic Church. Through a basic study of the Sacraments of Initiation, the Liturgical Seasons, Prayer, Christian Morality and Social Justice, students learn what it means to live the Christian life. They will also receive a brief introduction to Church history.

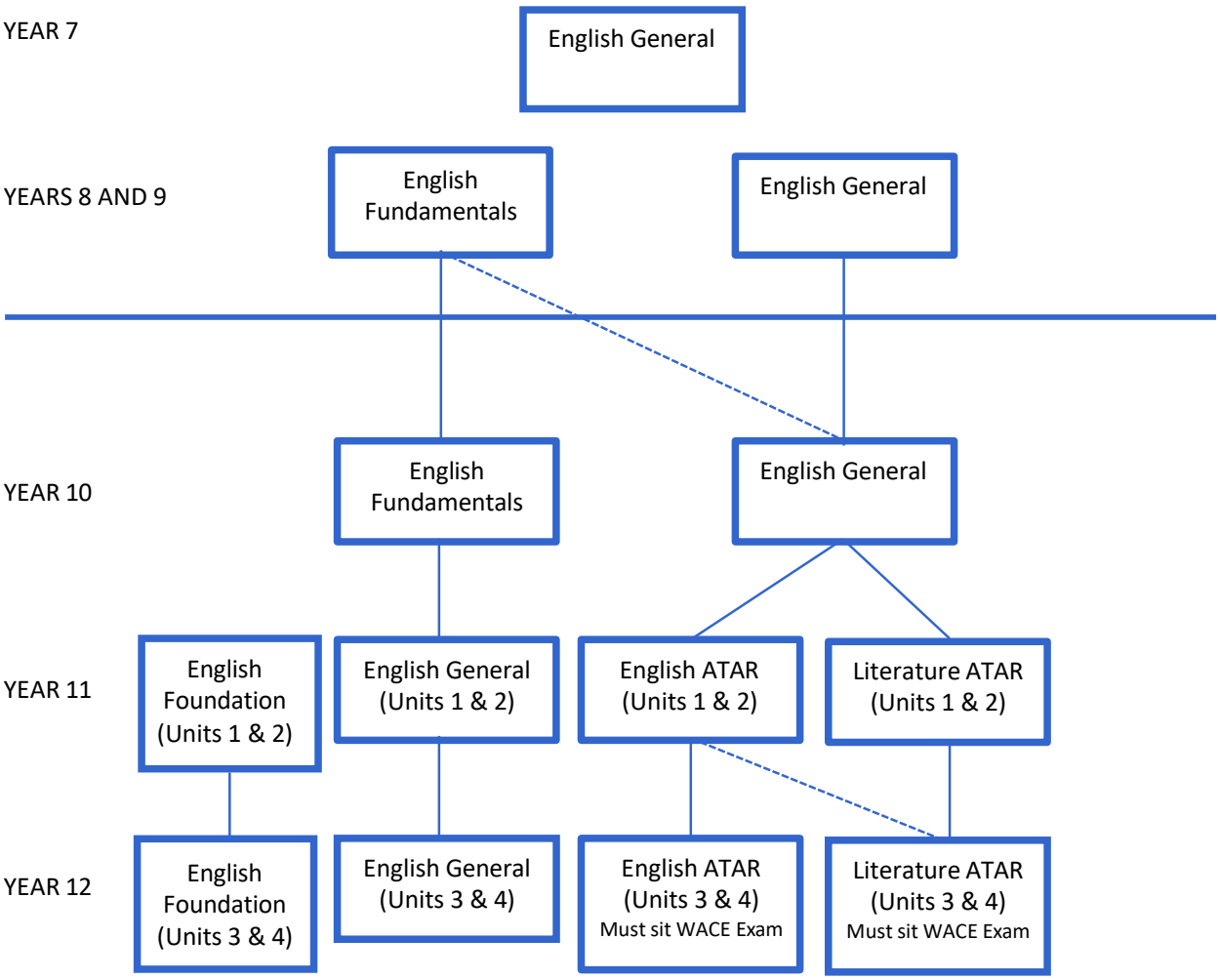
YEAR 8 RELIGIOUS EDUCATION

In **Year 8** students learn what people understand about God from creation and describe the relationship between people and the universe. They identify characteristics of community embodied in the Church. They learn that Catholics celebrate their relationship with God in the Mass and the Seven Sacraments.

YEAR 9 RELIGIOUS EDUCATION

In **Year 9** students learn that people have common questions and yearnings known as human heart questions. These questions lead people to God. They learn that the Magisterium guides Catholics in living out the Gospel. They recognise that Christians are called to share in the mission of Jesus by following God's laws.

ENGLISH LEARNING AREA



Please note: Students who wish to gain direct entry into University are advised to select English ATAR or Literature ATAR in Year 11 and 12.

Learning Area Coordinator, English: Ms Margaret Rath
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YEAR 7 ENGLISH

The Year 7 students will engage with various genres and concepts to demonstrate, challenge and extend their Writing, Reading, Listening and Speaking and Viewing skills.

The genres studied include fiction and non-fiction texts and the teaching strategies will include reading interpretation and analysis, writing, research and composition and verbal communication.

Students will engage in creative writing tasks and the study of Literature. There will be an opportunity for students to read and study a variety of texts from myths and legends, fairy tales to classic literature. The study of Indigenous and Asian texts will give students the opportunity to engage with texts from other cultures.

Students will develop their spelling, grammar and comprehension skills.

YEAR 8 ENGLISH

In Year 8, the English program is designed to assist students with developing new and different strategies to interpret and synthesise key information and ideas from a range of texts/sources.

Students will read, listen to, view and critically evaluate language in its printed, aural and visual form. They will study the role of characterisation in texts as well as exploring thematic development, cultural contexts and representations.

Students will read and write a range of texts and will also engage in public speaking and oral production tasks.

Some genres that will be examined will include feature film, novels, picture books and short stories. Students will be exposed to different writers through the literature studied, and will extend their ability to write essays, reports and creative tasks. Myths and legends will also be explored exposing students to Indigenous and Asian cultures.

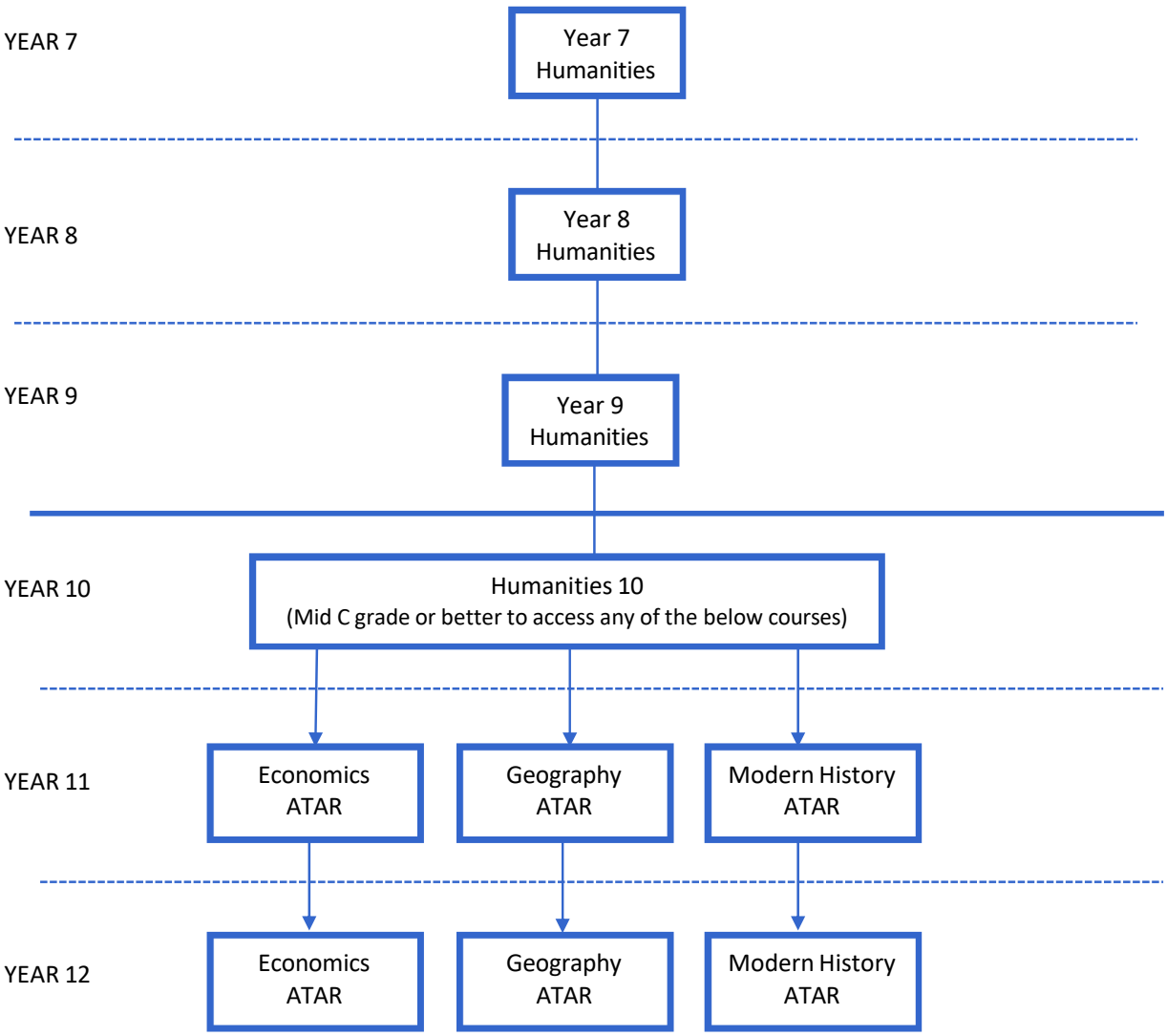
YEAR 9 ENGLISH

The Year 9 English course focuses on the development of strong analytical and essay writing skills and embraces the four main outcomes; Reading, Writing, Viewing and Listening and Speaking.

Students study a range of texts, both fiction and non-fiction. Genres studied include short stories, autobiographies, still images, comic books and novels. Students learn to analyse texts in relation to issues represented through the use of generic conventions. They will develop skills in reading and writing persuasive texts. Students will be provided with the opportunities to produce texts of their own and engage in public speaking and performance tasks.

Students will engage with contemporary and classic texts to develop their appreciation of a range of literature. Students will develop persuasive writing skills in preparation for NAPLAN testing and will engage in various multi-modal learning through online programs.

HUMANITIES AND SOCIAL SCIENCES LEARNING AREA



Learning Area Coordinator, Humanities and Social Sciences: Mr Paul Colombini
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HUMANITIES AND SOCIAL SCIENCES

The Humanities courses in the Middle School are designed to encourage students to investigate past and present societies and the cultural, physical and political environments that influence them.

YEAR 7

This is a year length course that covers four major areas:

- **Geography** – Water in the World and Place and Liveability
- **Politics and Law** – Designing our Political and Legal System
- **History** – Investigating the Ancient Past, Ancient Rome
- **Economics** – Producing and Consuming

Water in the World focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, how water scarcity is becoming an increasing issue in Australia and other parts of the world and measures that can be taken to address the problem of limited water supplies. Place and liveability explores the concept of place through an investigation of liveability. This topic examines factors that influence where people live, and strategies used to improve the liveability of places.

The political and legal aspect of the course, Designing our Political and Legal System, focuses upon the basic structure of Australia's political system in terms of the state and federal levels. It also addresses how the legal system aims to provide justice for all citizens.

The historical component of the course will focus on the Ancient Past. The unit will initially focus upon the methods used by historians and archaeologists when investigating past civilisations and cultures. The course will then examine Ancient Rome. Students will discover the origins and characteristics of this civilisation and the changes it experienced over time.

The unit, Producing and Consuming, introduces students to the role of consumers and producers in Australia's economy. Emphasis is also placed upon the characteristics of successful businesses and the importance of work to earn an income.

YEAR 8

This is a year length course that is divided into four distinct parts:

- **Geography** – Landforms and Landscapes and Changing Nations
- **Economics** – Participation and Influences in the Market Place
- **History** – Investigating Medieval Europe and the Black Death
- **Politics and Law** – Democracy and Law in Action

The geographical component of the course will provide students the opportunity to explore the physical and cultural features of the world. It will particularly focus on the significance of landscapes and landforms to human activities. The topic will explore the structure of the world and how its landscapes have resulted from several different processes. Mapping skills will also be a major focus and using large and medium scale maps, major topographic (landscape) features will be identified. The unit will also investigate the changes in the human geography of countries, seen primarily through shifts in population distribution.

The unit, Participation and influences in the Market Place, introduces students to the basic concepts of economics and, the relationships that exist between consumers and producers in markets. Also covered in the economics unit are the types of businesses, the role of the government in Australia's economy and the changing nature of employment.

The historical component of the course will focus upon the importance of the Middle Ages and the Black Death and their influences on contemporary societies and cultures. The unit will examine the Middle Ages (Medieval Period) from 500AD to 1500AD. Key events, people and themes that will be addressed include the emergence of the barbarian tribes, William the Conqueror, the Norman invasion of England and the feudal system. A major emphasis will be placed on the way of life during the Middle Ages in terms of social classes, food, religion and law and order. Students will also examine the impact the Black Death had on medieval societies.

The latter part of the course, Democracy and Law in Action, explores the major features of Australia's political system and emphasises the role of citizens in the democratic process. The law-making processes (statute and common law) are also examined.

YEAR 9

This is a year length course that addresses the following areas:

- **Geography** – Biomes and Food Security and Geographies of Interconnections
- **Economics** – Australia and the Global Economy
- **Politics and Law** – Our Democratic Rights
- **History** – The Industrial Revolution and World War I

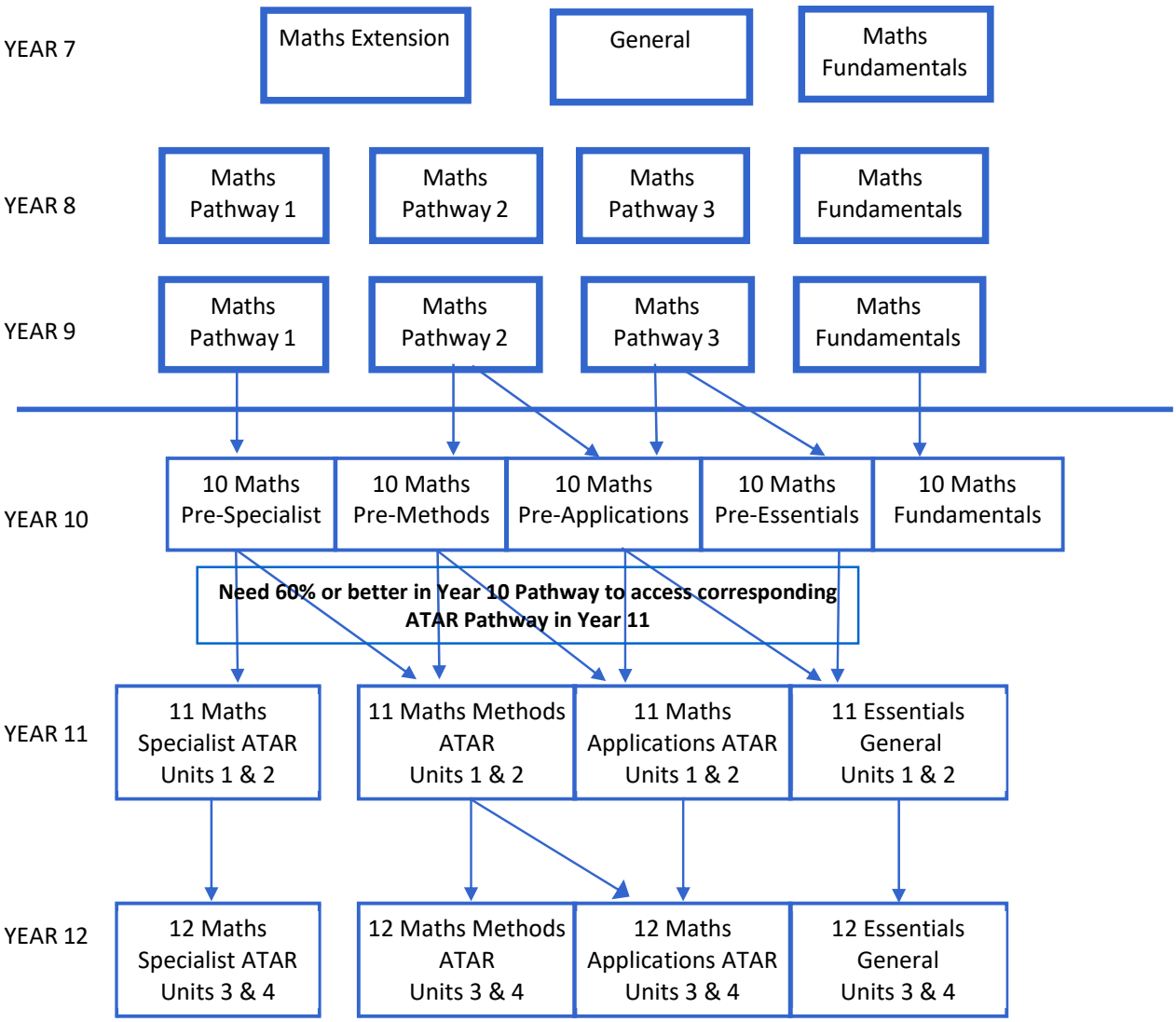
The first topic, Biomes and Food Security is a geography unit that focuses on the role of the biotic community and its impact on food production. This component of the course examines the biomes of the world, their alteration and significance as a source of food, and the environmental challenges and constraints on expanding food production in the future. Geographies of interconnections examines the perceptions people have of particular places and how this influences their connections to other locations.

The unit, Australia and the Global Economy, revises the basic concepts of economics and introduces students to the role of Australia in the global economy. Emphasis is placed upon Australia's trade links and how businesses maintain a competitive advantage in the world market.

The political and legal aspect of the course, Our Democratic Rights, focuses upon the nature of the main political parties in Australia and the factors that influence voters during an election. Also covered are the key features of Australia's court system and the types of cases heard by the different courts.

The historical component of the course begins with examining the technological innovations that led to the Industrial Revolution. Central to this theme are changes in agriculture, the expansion of the British Empire, living and working conditions during the period and improvements in transport. The second part of the History unit examines Australia's involvement in the First World War. It explores the effects the conflict had on Australians at both the war and home fronts, as well as identifying the importance of commemorating the Anzac legend.

MATHEMATICS LEARNING AREA



In Year 7 one class of high achievers will be formed. Placement is flexible and movement can occur at any time if results justify this.

Brief summary of courses in Senior School

Specialist ATAR: University bound. Must be taken with Methods; Vectors, complex numbers, Trigonometry, Calculus (Examinable)

Methods ATAR: University bound. Functions, Calculus, Trigonometry, Random variables (Examinable)

Applications ATAR: University bound. Finance, Networks, Statistics (Examinable)

Essentials General: Non-Examinable – Not ATAR Subject.

All Year 8, Year 9 and Year 10 classes are determined according to mathematical performance. Changes can occur at any time during the year on the Teacher's recommendation.

Each Pathway enables students to access the curriculum at an appropriate level.

——— *Solid line indicates recommended pathway when the student reaches Year 11.*

Learning Area Coordinator, Mathematics: Mrs Kerry Ellis
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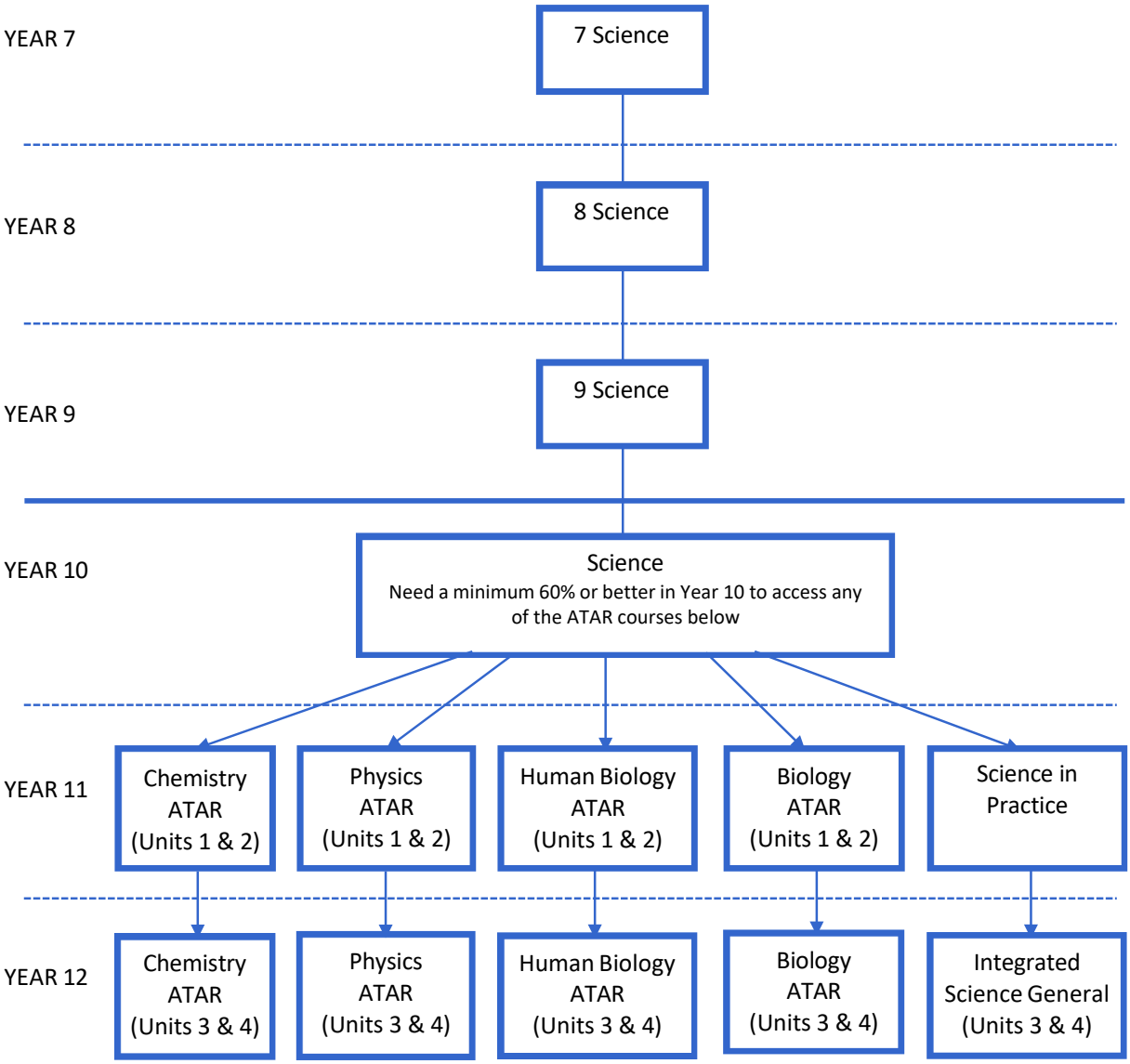
MATHEMATICS YEAR LEVEL DESCRIPTIONS

The Mathematics Learning Area has four proficiency strands and three content strands:

	Understanding	Fluency	Problem Solving	Reasoning
Number and Algebra				
Measurement and Geometry				
Statistics and Probability				

The proficiency strands *Understanding, Fluency, Problem Solving and Reasoning* are an integral part of mathematics content across the three content strands: *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

SCIENCE LEARNING AREA



Learning Area Coordinator, Science: Mr Richard Williams
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OVERVIEW

The Science curriculum in the Middle School aims to provide opportunities for students to develop an understanding of important Science concepts and processes; practices used to develop scientific knowledge; Science's contribution to our culture and society, and its applications in our lives.

The Science Curriculum consists of three interrelated strands:

1. **Science understanding** - which focuses on important concepts from across different areas of Science. These areas include: Biological Sciences, Chemical Sciences, Physical Sciences and Earth and Space Sciences
2. **Science inquiry skills** - which focuses on skills essential for working scientifically.
3. **Science as a human endeavour** - which focuses on the nature and influence of Science.

Each of these strands comprises of sub strands. At each year level, students will be exposed to concepts pertaining to each strand.

YEAR 7

By the end of Year 7, students will be able to describe techniques to separate pure substances from mixtures; represent and predict the effects of unbalanced forces, including Earth's gravity on motion; explain how the relative positions of Earth, the sun and moon affect phenomena on Earth; analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems; classify and organise diverse organisms based on observable differences and predict the effect of human and environmental changes on interactions between organisms.

Students will be able to describe situations where scientific knowledge has been used to solve a real-world problem.

Students will use Inquiry skills to identify questions that can be investigated scientifically; plan fair experimental methods, identifying variables to be changed and measured; select equipment that improves fairness and accuracy and describe how they considered safety. They will be able to draw on evidence to support their conclusions, summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They will be able to communicate their ideas, methods and findings using scientific language and appropriate representations.

YEAR 8

By the end of Year 8, students will be able to compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of the states of matter; identify different forms of energy and describe how energy transfers and transformations cause change in simple systems; compare the different processes of rock formation and describe the relationship between structure and function at cell, organ and body system levels.

Students will be able to explain how evidence has led to an improved understanding of a scientific idea and where science knowledge is used in various occupations.

Students will be able to construct questions that they can investigate scientifically; consider safety and ethics when planning investigations, including designing field or experimental methods; identify variables to be changed, measured and controlled; construct representations of their data to identify and analyse patterns and trends, and use these when justifying their conclusions. They will be able to explain how modifications to methods could improve the quality of their data; apply their scientific knowledge to evaluate claims made by others and use appropriate language and representations to communicate science ideas, methods and findings.

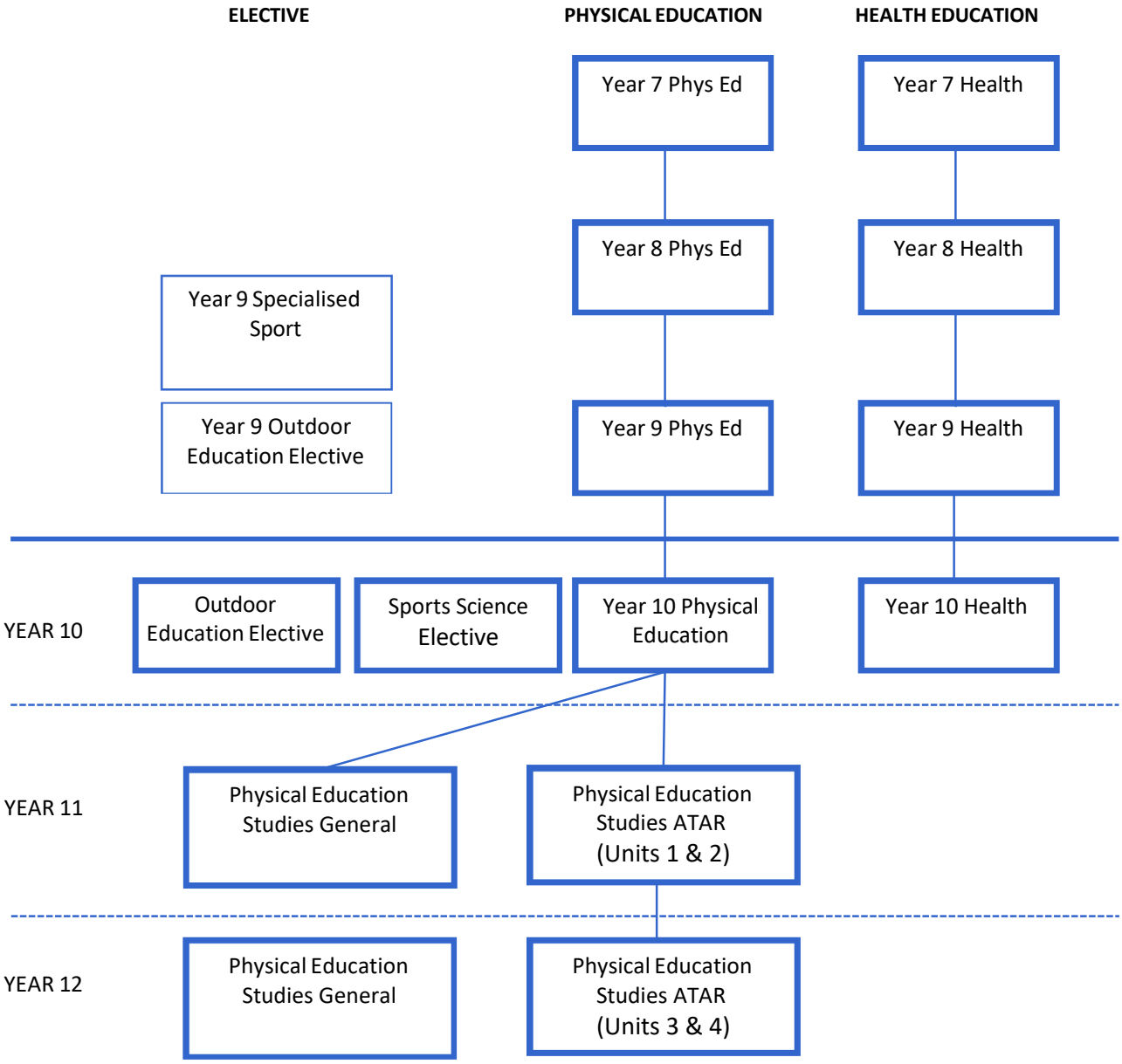
YEAR 9

By the end of Year 9, students will be able to explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions; describe wave and particle models of energy transfer and apply these to explain phenomena; explain global features and events in terms of geological processes and timescales; analyse how biological systems function and respond to external changes and describe ecosystems with reference to interdependencies, energy transfers and flows of matter.

Students will be able to describe social and technological factors that have influenced scientific developments.

Students will be able to design questions that can be investigated; design methods that include the control and measurement of variables and systematic collection of data and describe how they considered ethics and safety; analyse trends in data; identify relationships between variables and inconsistencies in results. They will be able to analyse their methods and the quality of their data, and suggest actions to improve the quality of their evidence; evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.

HEALTH AND PHYSICAL EDUCATION LEARNING AREA



Learning Area Coordinator, Health and Physical Education: Mrs Jodie Walsh
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PHYSICAL EDUCATION

Year 7 Physical Education

Students continue to develop and refine specialised movement skills and focus on developing tactical thinking skills in a range of contexts and applying them to physical activities. They have opportunities to analyse their own and others' performance using feedback to improve body control and coordination. They learn about health-related and skill-related components of fitness and the types of activities that improve individual aspects of fitness. The application of fair play and ethical behaviour continues to be a focus for students as they consider modified rules, scoring systems and equipment, which allows participants to enjoy physical activities and experience success. They begin to link activities and processes to the improvement of health and fitness.

The following activities will be taught to allow students to display these skills:

- Basketball
- Athletics/Fitness
- Gymnastics and Fundamental Movement Skills
- Swimming
- T-Ball

Year 8 Physical Education

Students continue to broaden their repertoire of specialised movement skills and knowledge of sophisticated tactical thinking skills, and apply these to an expanding array of physical activity contexts. They build on skills to analyse their own and others' performance and use basic terminology and concepts to describe movement patterns and suggest ways to improve performance outcomes. Students continue to reflect on, and refine, personal and social skills that support inclusive participation and fair play, and contribute to positive team cohesion.

The following activities will be taught to allow students to display these skills:

- Fitness
- Surfing
- Netball
- Squash
- AFL

Year 9 Physical Education

Students focus on elements of speed and accuracy in different movement environments, while continuing to develop the efficiency of specialised movement skills. They explore ways to evaluate their own and others' performances through analysis of skills and movement patterns using basic biomechanical concepts. They transfer previous knowledge of outcomes in movement situations to inform and refine skills, strategies and tactics to maximise success. Opportunities are provided for students to refine and consolidate skills and strategies for effective leadership and teamwork, and consistently apply ethical behaviour across a range of movement contexts.

The following activities will be taught to allow students to display these skills:

- Cycling
- Golf
- Touch Football (Rugby)
- Volleyball
- Soccer

HEALTH EDUCATION

Year 7 Health Education

In Health Education the content expands students' knowledge, understanding and skills to help them achieve successful outcomes in personal, social, movement and online situations. They learn how to take positive action to enhance their health, safety and wellbeing by applying problem-solving and effective communication skills, and through a range of preventive health practices.

Students identify strategies to promote their own and others' health, safety and wellbeing in different situations and across different environments. Students identify the health and social benefits of physical activity and associate the importance of physical activity as a preventative health strategy. Students apply appropriate health protocols in face-to-face and online interactions and understand the importance of positive relationships on health and wellbeing.

Many of these issues are taught in conjunction with Religious Education and Catholic Education Office guidelines.

Assessment
Written assignments and reflections are based on the Health and Physical Education Learning Area Outcomes, specified in the Australian Curriculum and WA Curriculum Framework.

Year 8 Health Education

In Year 8 Health Education, the content provides opportunities for students to further examine changes to their identity and ways to manage them. They continue to develop and refine decision-making skills and apply them to a range of situations, as well as in online environments. They investigate health-promotion activities that aim to improve the health and wellbeing of young people and continue to develop critical health literacy skills, including the ability to distinguish between credible and less credible sources of health information. Safety, Lifestyle Awareness, Growth and Development, Social and Emotional Health, Drug Education, Life Skills and fitness are some areas covered in Year 8.

Many of these issues are taught in conjunction with Religious Education and Catholic Education Office guidelines.

Students:

- Will learn that personal and contextual factors, and individual and group actions, shape health, wellbeing, safety and participation in physical activity.
- Will develop, value and reflect upon their own and others' strengths to promote healthy, active living for all.

Assessment
Written assignments and reflections are based on the Health and Physical Education Learning Area Outcomes, specified in the Australian Curriculum and WA Curriculum Framework.

Year 9 Health Education

Year 9 Health Education is aimed at broadening students' understanding of a series of personal and societal issues including Safety and First Aid, Lifestyle Awareness and discrimination, Growth and Development, Drugs and Life Skills, Cultural beliefs and respecting relationships. They are encouraged to reflect on these as they come to terms with their personal growth and socialisation.

Knowledge, understanding and skills in the *Personal, social and community health* strand recognise that health comprises physical, social, emotional, mental and spiritual dimensions and that health status varies across these dimensions and across time and contexts.

Students will:

- learn that personal and contextual factors, and individual and group actions, shape health, wellbeing, safety and participation in physical activity.
- develop, value and reflect upon their own and other peoples strengths to promote healthy, active living for all.
- The health-related aspects of this curriculum are informed by areas of study such as medicine, population health, sociology of health, nutrition, health psychology and health promotion.

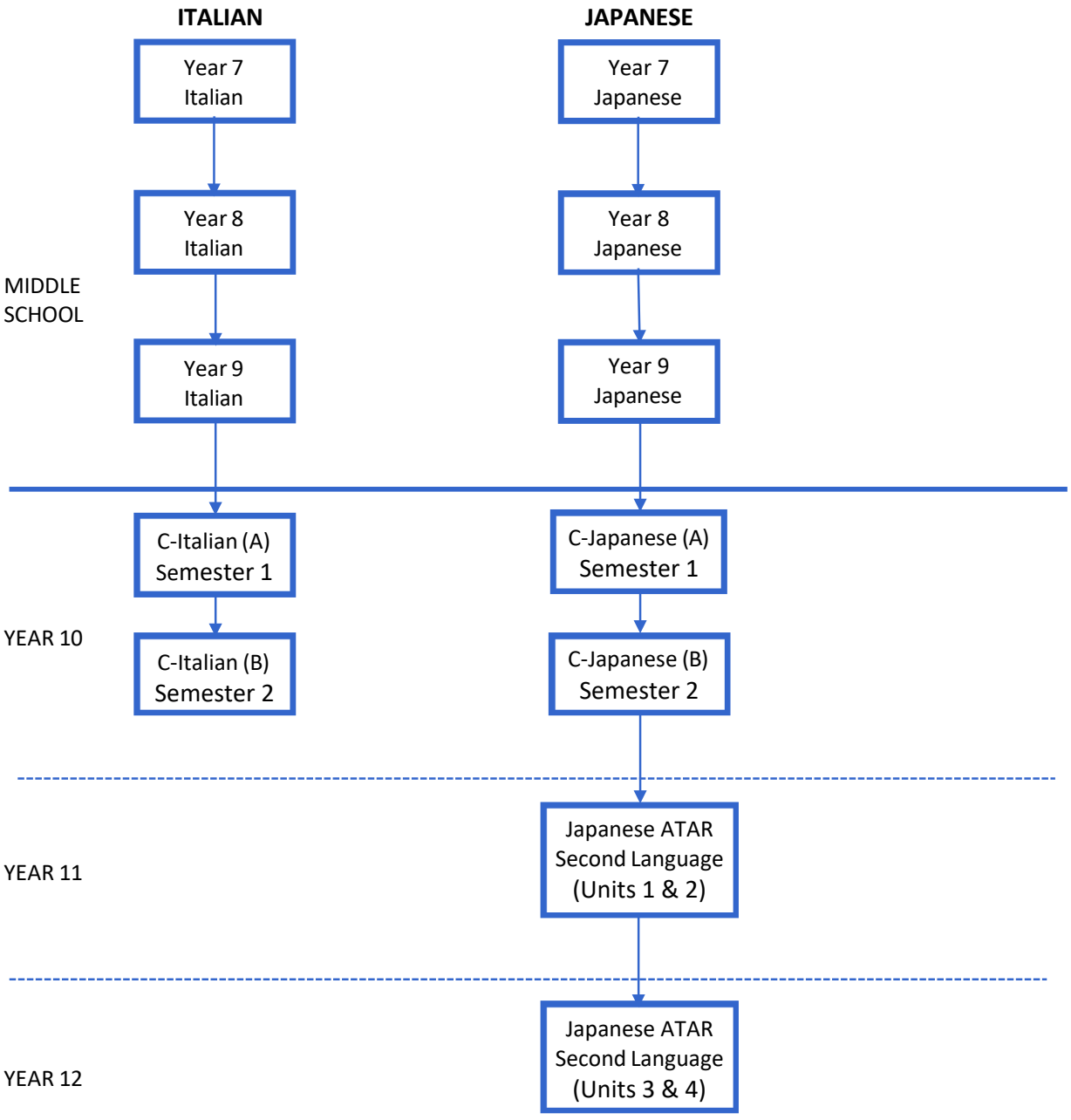
Many of these issues are taught in conjunction with Religious Education and Catholic Education Office guidelines.

Assessment

Written assessments and reflections are based on the Health and Physical Education Learning Area Outcomes, specified in the WA Curriculum Framework and Australian Curriculum.

LANGUAGES – YEARS 7 AND 8

- On entering Middle School, in Year 7 or Year 8, students are required to select Japanese or Italian.
- Languages are optional in Year 9.
- All Language subjects in the Middle School are year length courses.



Co-ordinating Teacher of Languages: Ms Erika Daniker
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YEAR 7 ITALIAN: Una vita sana (A Healthy Life)

Year length course
Pre-requisites: For beginners

Year 7 Italian builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 6. The focus is on extending the students' oral and written communication skills and their understandings of the Italian language and culture. Students will be given the opportunity to practice new Italian language skills, enriching their knowledge of Italy, Italian people and their way of life. The overall focus of the Year 7 course will be *una vita sana (a healthy life).* Students will explore the importance of relationships, food, physical activity and culture and how they relate to well being and living a healthy life. The themes covered throughout the year will include:

- Forging relationships
- Italian versus Australian lifestyle
- Celebrating together
- A healthy life

YEAR 8 ITALIAN: Salute e Benessere (Health and Wellbeing)

Year length course
Pre-requisites: Completion of Year 7 Italian

Year 8 Italian builds on the skills, knowledge and understanding required of students to communicate in the Italian language developed in Year 7. The focus is on extending the students' oral and written communication skills and their understandings of the Italian language and culture. The overall focus of the Year 8 course is Salute e Benessere (Health and Wellbeing). Students will explore the Italian and Australian lifestyle and how it affects the health and wellbeing of its population. The themes covered throughout the year will include:

- School and wellbeing
- Eating well
- Seasons and wellbeing
- Health and the body

YEAR 7 JAPANESE: Nihongo e yokoso! (Welcome to Japanese)

Year length course
Pre-requisites: For beginners

Students will embark on a journey, whereby they will be able to build their foundation skills, knowledge of the language and its culture whilst also building and enriching their understanding of their own language and culture. Students engage in a wealth of activities to practise and consolidate these skills through the four macro skills of listening, reading, writing and speaking. Students also learn and practise Hiragana, one of the Japanese writing systems. Kanji script for numbers is also covered in this course. Some cultural aspects such as general facts on Japan will be studied throughout the year. The following main topics will be covered throughout the year.

- Basic greetings and numbers 1 to 100
- Introducing oneself (name, age, phone number)
- Likes
- Where are you from? (Talking about one's nationality, where one lives)
- Family and descriptions of people

YEAR 8 JAPANESE: Nihongo wa omoshiroi! (Japanese is Interesting)

Year length course
Pre-requisites: Completion of Year 7 Japanese

Students will continue their journey in the language and deepen their language skills and intercultural competence with confidence. Students will engage in a wealth of activities including the four macro skills of listening, reading, writing and speaking. Students will continue to consolidate their Hiragana. The Katakana script is introduced during the year. Students learn and practise Katakana and build their understanding of the use of Katakana linguistically and culturally. Some Kanji characters will also be introduced. The following main topics will be covered throughout the year.

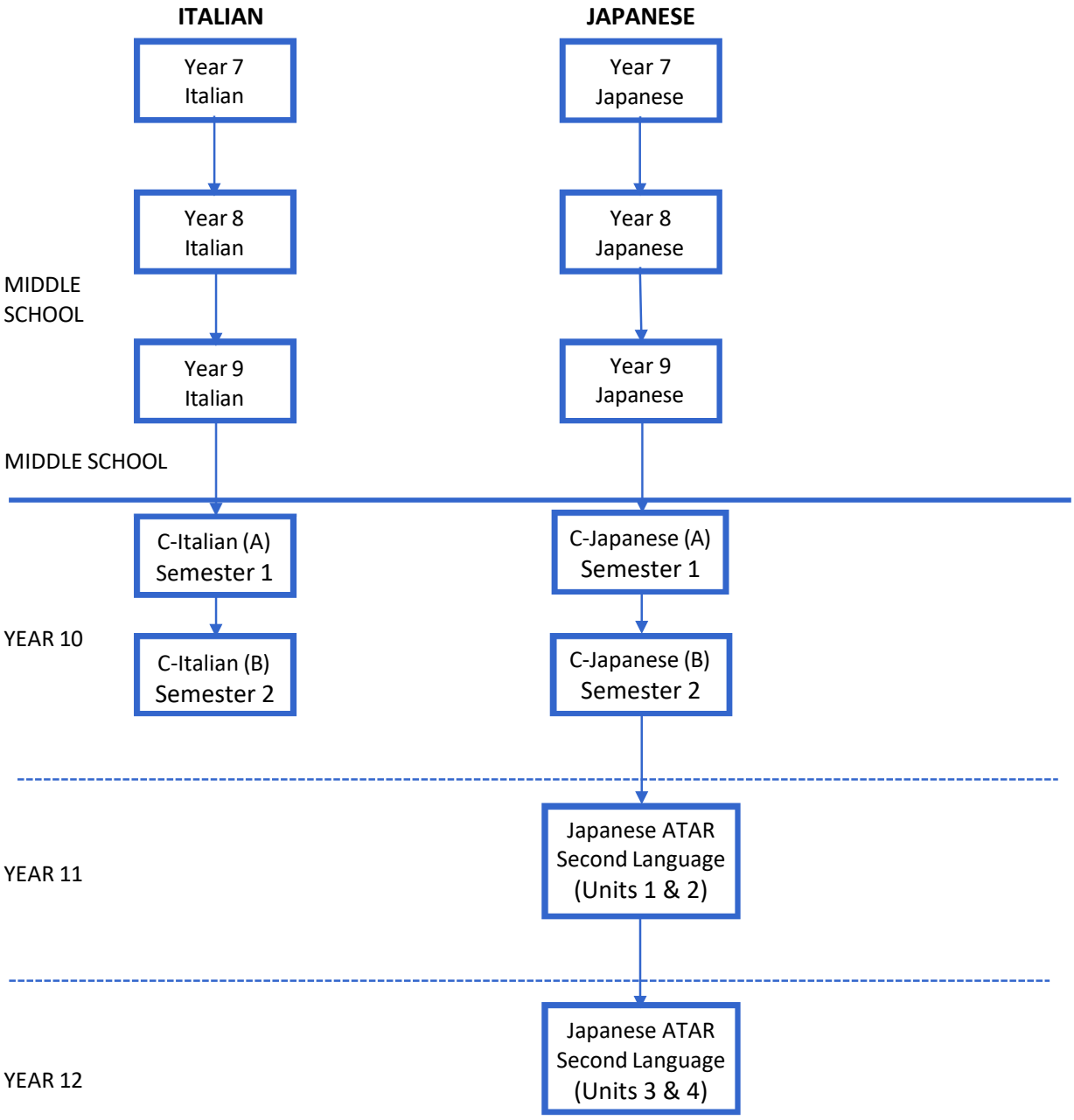
- School year
- Timing
- Hobbies
- Likes and dislikes
- Activities
- Suggesting activities

ELECTIVE SUBJECTS

COURSE OUTLINES

LANGUAGES – YEAR 9

- On entering Middle School, in Year 7 or Year 8, students are required to select Japanese or Italian.
- Languages are optional in Year 9.
- All Language subjects in the Middle School are year length courses.



Co-ordinating Teacher of Languages: Ms Erika Daniker
erika.danker@ufcc.wa.edu.au

YEAR 9 ITALIAN: Continuare a Parlare Italiano Insieme (Continue to Speak Italian together)

Year length course
Pre-requisites: Completion of Year 8 Italian

Students are encouraged to continue to absorb the Italian culture and language, and to embrace the opportunity to communicate in Italian with confidence. They will continue to develop their intercultural competence. This course is more advanced and begins to prepare the students for the study of Italian in the Senior School. The students will be introduced to reflexive verbs and to the first of the past tenses used in Italian. Each of the themes covered will continue to develop the students' ability to communicate in each of the four macro skills of listening, speaking, reading and writing. The themes covered throughout the year will include:

- Italy, here we come
- Daily routines of young Italians
- House and home
- Family life

YEAR 9 JAPANESE: Nihongo ga dekiru! (I Can Speak Japanese)

Year length course
Pre-requisites: Completion of Year 8 Japanese

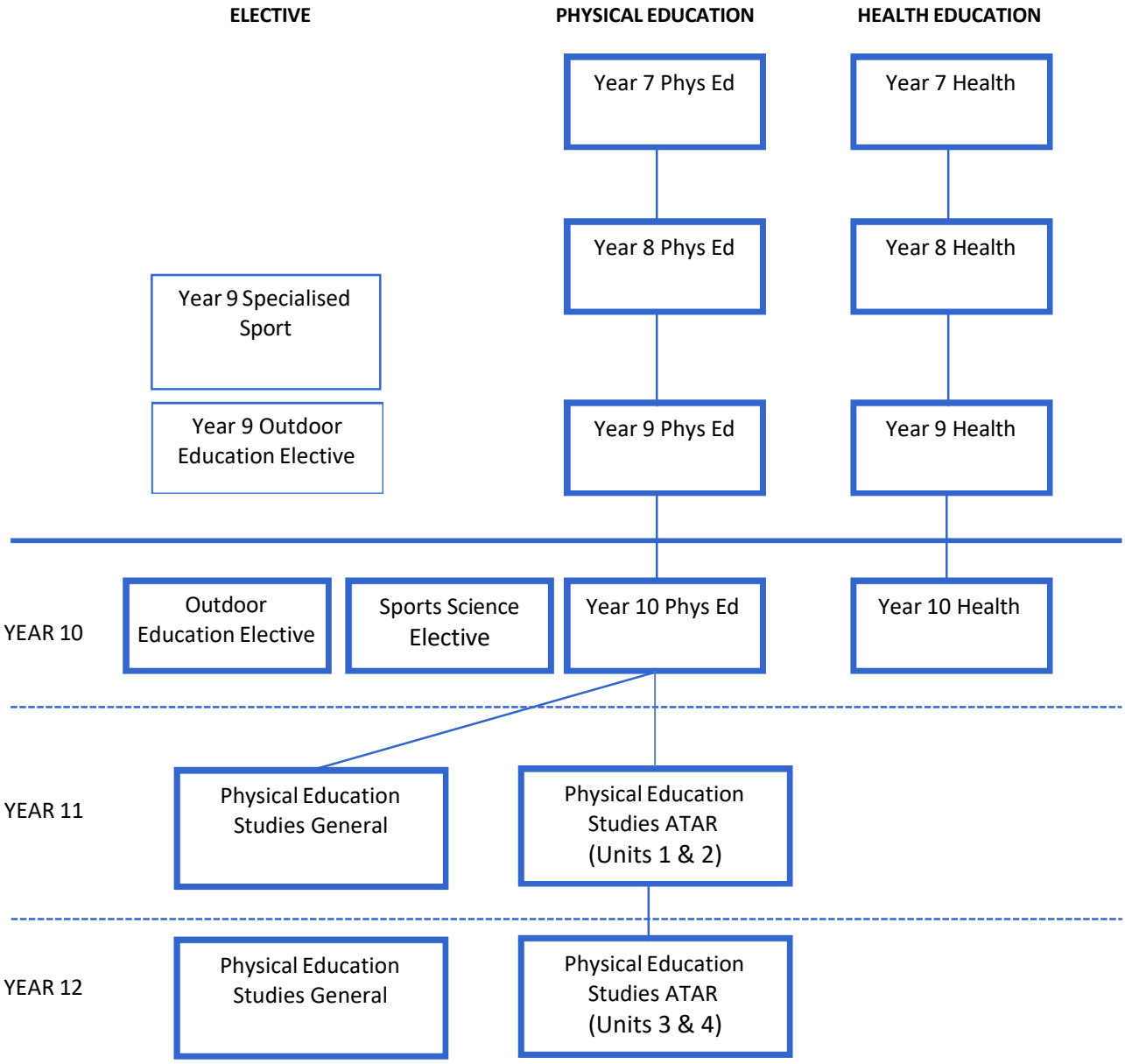
Students are encouraged to continue their language learning journey which will offer the opportunity to enrich their communication skills in the language and their intercultural understanding across cultures. This course is more advanced and offers fundamental skills to prepare students for Senior School. Students will be able to increase their skills in the Japanese Language through learning more advanced sentence structures that are comprised of a greater range of vocabulary including an array of verbs as well as new tenses.

Students will continue to practice and consolidate their Katakana skills whilst also introduced to new Kanji characters throughout the year. There are four themes that will be covered which will continue to develop the students' ability to communicate in each of the four skills of listening, speaking, reading, and writing.

The following main topics will be covered throughout the year:

- Places and transport
- Weekly and weekend activities
- Spare time activities and inviting someone along
- Talking about events in the past

HEALTH AND PHYSICAL EDUCATION LEARNING AREA



Learning Area Coordinator, Health and Physical Education: Mrs Jodie Walsh
jodie.walsh@ufcc.wa.edu.au

YEAR 9 PHYSICAL EDUCATION ELECTIVES

Specialised Sport (Semester 1 *or* Semester 2)

Semester length course

This course aims to build on and run alongside the Year 9 PE programme as a specialised elective. This course is designed to extend students who have a genuine interest in a variety of sports. Students will focus on many aspects of sports including skills, rules, strategies and tactics, as well as nutrition, injury prevention and the importance of warm-ups and cool downs.

This model of instruction emphasises learner investment in the active search for information about sport (and life) relevant issues such as skills, rules, game strategies and social dynamics by collective action with peers, followed by interpretation of the information in such a way that eventually it can become knowledge for the students. Sports may include – Floorball, Netball, Basketball, AFL, Badminton and Tennis.

Outdoor Education (Semester 1 *or* Semester 2)

Semester length course
Approximate Course Cost: $350

Course Outline
This option allows students the opportunity to participate in activities beyond the normal range of the school Physical Education programme. The activities are designed to be challenging and are structured to extend the individual. The activities covered in Year 9 include:

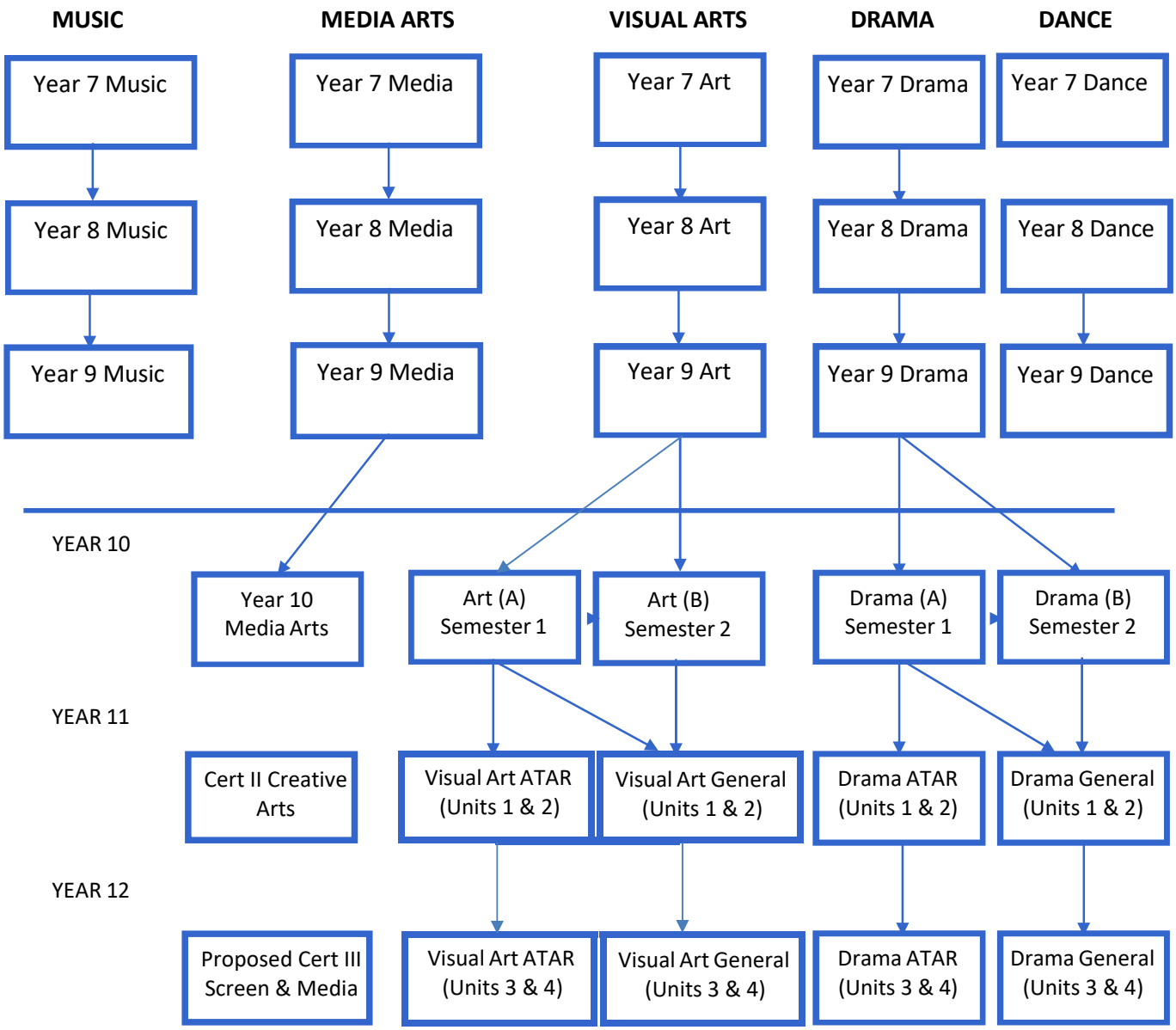
- Team building activities (initiative games)
- Kayaking
- Camp craft and environmental awareness
- Snorkelling
- Sailing
- Orienteering and navigation
- Students *must* be able to **demonstrate sound swimming skills.**

At the end of year, a 3 days and 2 nights, compulsory camp, including a day trip to Rottnest, is held to demonstrate the students' culminated skills.

Assessment
Students will be assessed on the Health and Physical Education Learning Area Outcomes.

Materials
All tents, cooking equipment and activities is supplied. Students are responsible for their own change of clothes which is (unless otherwise stated) their physical education uniform, including the College hat. The fee is made up to cover facility hire and the camp.

THE ARTS



Learning Area Coordinator, The Arts: Mr Matthew Hall
matthew.hall@ufcc.wa.edu.au

YEAR 7 ART

Semester length course

Making: Year 7 students will be introduced to 3-dimensional art through the creation of a ceramics project. As part of developing their design, they will use variety of drawing media which will include, B pencils, watercolour pencils, charcoal, and technology. In this unit, subject matter will focus on the student acquiring observational and imaginative drawing techniques and translating these 2D concepts into a 3D ceramic sculpture. Each task will be connected to understanding how the Elements and Principles of Art and Design can be applied to each composition. Students will gain organisational skills by being responsible for assembling an A3 Visual Diary which will display their artworks in sequential order of completion.

Responding: Students will complete a written response to a drawing artwork by a contemporary artist. In the response, students will be encouraged to apply image analysis skills which link to knowledge of the Elements and Principles of Art and Design. As a result, students gain an increasing awareness of how an artist may communicate meaning in their artworks.

YEAR 8 ART

Semester length course

Making: Year 8 students will expand their knowledge of drawing media and will be encouraged to apply a multimedia drawing approach which will incorporate different types of media in the one work. The students will be guided through an Ancient Art Timeline/Modern Art Timeline: they will assemble very brief notes on the features of the focus era and then apply a practical drawing task to the knowledge. Drawing techniques could include understanding perspective, tonal drawing and proportions of the human body. Students will gain organisational skills by being responsible for assembling an A3 Visual Diary which will display their artworks in sequential order.

The Second Term will focus on 3D construction skills, which will include design drawing. Selected media could include, clay, wood, found objects, wire, fabric, etc. – any durable media that can be easily manipulated in the art room. Connection to the Elements and Principles of Art and Design will also be encouraged throughout the unit as will the continuing assembly of the Visual Diary.

Responding: Ancient Art Timeline - Students will be provided with brief notes outlining the main features of the focus era, reference to the Elements and Principles will also be included in the written activity. Students will complete a written response to a drawing artwork by a contemporary artist. In the response, students will be encouraged to apply image analysis skills which link to knowledge of the Elements and Principles of Art and Design. As a result, students gain an increasing awareness of how an artist may communicate meaning in their artworks.

YEAR 9 ART

Semester length course
Prerequisite: Year 8 Art is beneficial

Colour mixing and brush techniques using acrylic and oil paint. Practical painting activities will focus on a Modern Art Timeline with a new art style introduced each week. Reference to the Elements and Principles of Art and Design will be made throughout the project. In the second half of the semester, students will design and paint a canvas, theme to be decided. Students will gain organisational skills by being responsible for assembling an A3 Visual Diary which will display their artworks in sequential order of completion.

Responding: Brief notes will be provided, relative to the era under focus. Elements and Principles will be referred to throughout this activity. Students will complete a written response to an unseen artwork by a contemporary artist. In the response, students will be encouraged to apply image analysis skills which link to knowledge of the Elements and Principles of Art and Design. As a result, students gain an increasing awareness of how an artist may communicate meaning in their artworks.

YEAR 7 DANCE

Semester length course

In Year 7, students learn the foundations of dance through technical skills, improvisation, and choreography. They explore the elements of dance (body, energy, space and time) and how they can be used to shape performances and communicate ideas. Students develop skills such as body control, posture, strength, flexibility, balance and coordination. They learn technique and movement from a variety of styles, including jazz and hip hop. Students also learn about the importance of safe dance practices. In addition to learning the technical aspects of dance, students are given opportunities to develop their performance and group work skills. Students are also encouraged to reflect on choreography, which helps them to develop their understanding of dance as an art form and a way of communicating ideas.

YEAR 8 DANCE

Semester length course

In Year 8, students build on their dance skills and knowledge of safe dance practices. They expand their repertoire of technical movements by learning different styles, such as jazz, lyrical and contemporary. Students are presented with opportunities to improvise and choreograph, where they explore a variety of genres and concepts. They also strive to deepen their understanding of the elements of dance and how they can be used to enhance a choreographer's intent. In addition to learning the practical aspects of dance, students develop their performance skills by presenting their choreography to an audience and receiving feedback. Students are also challenged to think critically about the ways in which dance can communicate meaning and how it has evolved throughout history.

YEAR 9 DANCE

Semester length course
Pre-requisite: Year 8 Dance is beneficial

In Year 9, students refine the choreographic process by using the elements of dance to communicate ideas and emotions. They refine their technical dance skills and build an awareness of the body, and how it is used in specific dance styles. Students continue to learn technique from a variety of styles including contemporary, lyrical and cultural dance. With a continued focus on safe dance practices, students learn to work within their own capabilities, and safely within groups. Students have further opportunities to enhance their performance skills by presenting their work to an audience, where they can receive feedback from peers and teachers. They discuss the use of the elements of dance, choreographic devices and design concepts in the dances they make and view. Students are also encouraged to consider the role of dance culturally and how dance can be used to promote social change.

YEAR 7 DRAMA (INTRODUCTORY)

Semester length course

In Year 7, Drama students will be given an opportunity to plan, develop and present drama to peers by safely using processes, techniques, and Elements of Drama. Students will be given opportunities to develop self-confidence and collaborative skills through drama games and exercises. Their drama will be improvised using selected drama forms and styles. Students will explore the origins of theatre through exploring ritual, storytelling, and Greek Mythology. They will perform a group devised Chorus piece. Student work is the focus of informal reflective processes using general drama terminology and language.

YEAR 8 DRAMA (STORYTELLING)

Semester length course

Year 8 Drama continues to build on a student's repertoire of skills and techniques that can be used across everyday life. Building self-confidence and collaborative skills, Drama students will be given opportunities to plan, refine and present drama to peers by safely using elements and conventions of drama. Year 8 Drama focuses on presentational theatre from a variety of sources around the world such as mime, extended improvisations and beginning an understanding of devised theatre through the form of creating their own fractured fairy tale. Student work in devised and/or scripted drama is the focus of informal reflective processes using more detailed drama terminology.

YEAR 9 DRAMA (MODERN DRAMA)

Semester length course

Year 9 Drama presents the opportunity for students to refine their knowledge and skills of the Elements of Drama and apply them to new forms and styles. This unit focuses on where drama is present in the world today and how we can use drama conventions in our lives. Students will plan, devise, rehearse and perform these forms and focus on reflective and responsive processes supported through scaffolded frameworks using drama terminology and language. The forms covered will include melodrama, commedia dell'arte, journalism and extended improvisation – all through the styles of presentational and representational theatre.

YEAR 7 MUSIC

Semester length course

In Year 7, students are given opportunities to apply their music skills and knowledge when performing, composing and listening to music. They develop their aural skills and aural memory to identify, sing/play and transcribe music, making connections between sound and notation. They experiment with the elements of music to improvise and create simple compositions within given frameworks, using invented and conventional notation and music terminology to record and communicate music ideas.

Students are provided with opportunities to participate in listening, analysis and focusing on the use of elements of music and key stylistic features. Students practice, rehearse and perform ensemble music to develop technical skills and an increasing awareness of musical expression. As performers and audience members, they are encouraged to express their thoughts and feelings about music, identifying personal preferences and the reasons for them.

YEAR 8 MUSIC

Semester length course

Pre-requisite: It is important that students be engaged in the learning of instrumental music or voice as this course builds upon expected known skills gained from one-on-one music tuition.

In Year 8, students are given further opportunities to develop music skills and knowledge when performing, composing and listening to music. They continue to develop aural skills and aural memory to identify, sing/play and notate simple rhythmic and melodic patterns and chord progressions. They are provided with opportunities to create and refine music ideas by using the elements of music within given frameworks, imitating musical structures and styles. They use notation, terminology and technology to record and communicate music ideas.

Students listen to, and discuss music, using scores and music terminology to identify the use and purpose of music elements and key contextual and stylistic features. Students rehearse and perform ensemble music, developing technical skills and expression. As performers and audience members, they make observations and express opinions about a range of music.

YEAR 9 MUSIC

Semester length course
Pre-requisite: It is important that students be engaged in the learning of instrumental music or voice as this course builds upon expected known skills gained from one-on-one music tuition.

In Year 9, students continue to explore and develop their music skills and knowledge when performing, composing, and listening to music. They develop their aural skills and aural memory, provided opportunities to refine music ideas through the elements of music and using notation and terminology to communicate ideas. Students identify the use and purpose of key contextual and stylistic features, develop technical performance skills , and create opinions on a range of music.

YEAR 7 MEDIA

Semester length course

Get ready to say "lights, camera and action!" as we learn about photography and ways to capture engaging, interesting and thought-provoking images. Through teamwork, students will learn to apply design and compositional techniques to enhance their creative productions. They will also be introduced to postproduction workflows, including editing and digital manipulation, aligning with industry standards. This practical and skills-focussed subject equips students with valuable abilities applicable in various media contexts.

YEAR 8 MEDIA

Semester length course

Building on the foundational concepts from previous years, Year 8 Media delves into the planning, production and editing of a movie poster and a music video recreation. Utilising industry-standard software such as Adobe Photoshop, students will learn to apply their understanding of codes and conventions, intended audiences, and context to create content tailored for specific purposes. Additionally, students will explore current media consumption trends and their implications. The focus is on creatively and safely utilising technology to produce engaging and impactful content.

YEAR 9 MEDIA

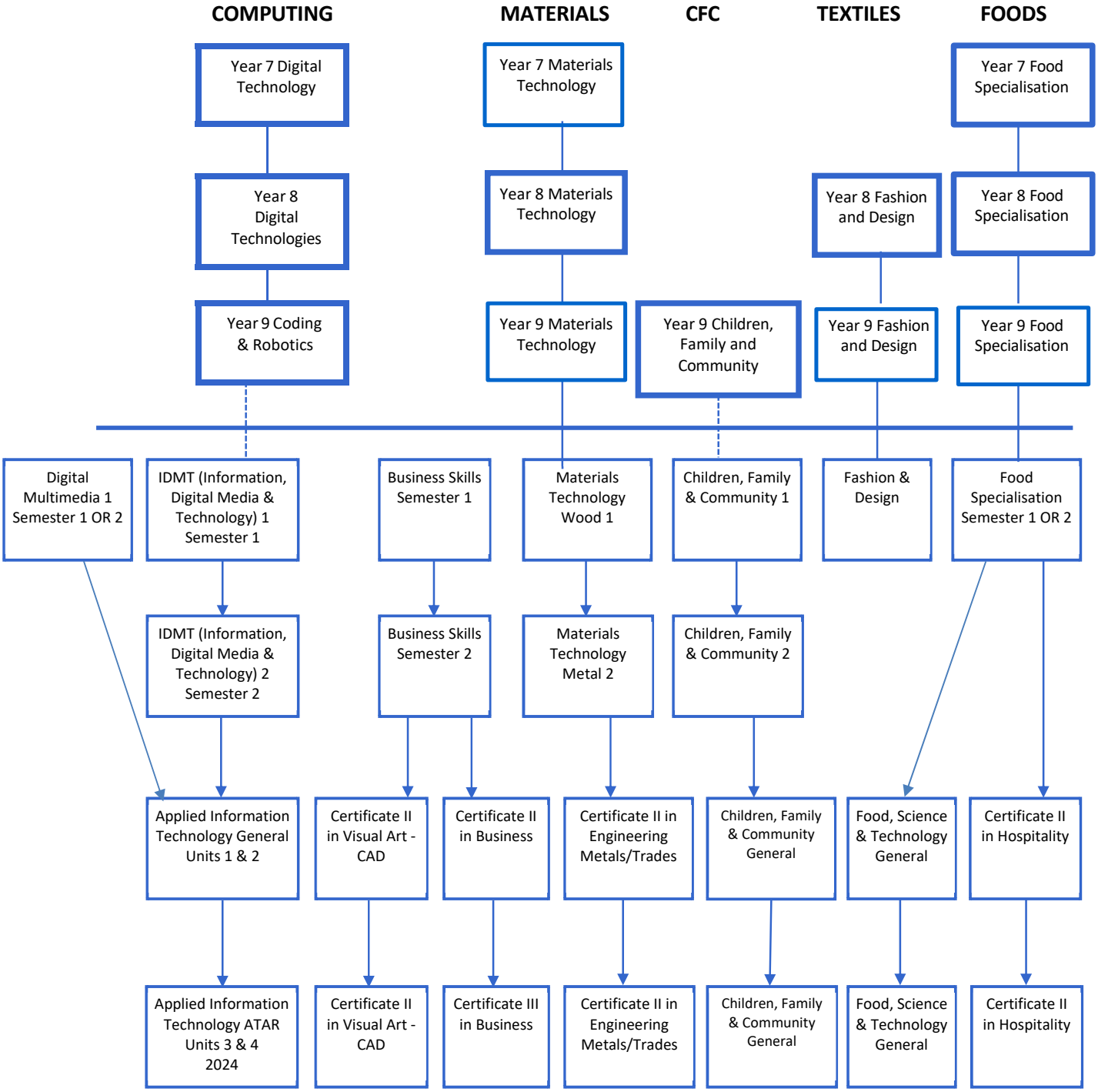
Semester length course
Prerequisite: - Year 8 Media is beneficial

Year 9 Media offers an exciting exploration into the world of podcasts and documentary filmmaking. Students will learn essential production skills and techniques required to produce engaging content for diverse audiences. Working individually or in teams, they will follow industry standard workflows to create captivating podcast radio segments and documentary films.

Focus areas:

1) Podcasts: This module centres on the art of podcasting, where students will learn the craft of creating compelling audio content. They will explore narrative structures, interview techniques and effective storytelling to create impactful podcasts. Technical aspects include sound recording and editing.
2) Documentary film: building on the foundational skills from previous years students will work collaboratively in groups to develop documentary films on a selected topic. Each team member will have a distinct responsibility showcasing their planning concept, development, and application of editing visual and audio skills. The final submission will be a thought-provoking documentary that communicates valuable information to the audience.

TECHNOLOGIES/ VET, WORKPLACE LEARNING AND CAREERS



Learning Area Coordinator, Technologies: Mrs Paula Szymenderski
paula.szymenderski@ufcc.wa.edu.au

Learning Area Coordinator, VET, Workplace Learning and Careers: Mr Michael Openshaw
michael.openshaw@ufcc.wa.edu.au

YEAR 7 DIGITAL TECHNOLOGIES

Semester length course
Pre-requisite: Nil

Digital Technologies focuses on developing understanding and skills in computational thinking, such as breaking down and solving problems, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

In the course, students will have opportunities to create a range of digital solutions, such as simulations and prototypes. Students predict and evaluate their developed and existing solutions, considering time, tasks, and data. They will explore the properties of networked systems and acquire data from a range of digital systems to model objects and events. They further develop their understanding of the vital role that data plays in their lives and the importance of the safe and sustainable use of information systems. Students plan and manage individual and team projects and consider ways of managing the exchange of ideas, files and feedback. When communicating and collaborating online, students develop an understanding of different social contexts; for example, acknowledging cultural practices and meeting legal obligations.

YEAR 8 – DIGITAL TECHNOLOGIES

Semester length course
Pre-requisite: Nil

Digital Technologies focuses on developing understanding and skills in computational thinking, such as decomposing problems, and engaging students with a wider range of information systems as they broaden their experiences and involvement in national, regional and global activities.

Students will have opportunities to design and create a range of digital solutions, such as designing a user interface, while considering user experience factors, such as user expertise, accessibility and usability requirements. They will investigate the properties of networked systems and their suitability and use for the transmission of data types. Students will acquire, analyse, visualise and evaluate various types of data, examine the complexities of storing and transmitting that data, and then use data to model objects and events that shape the communities they actively engage with. They will further develop their understanding of the vital role that data plays in their lives, and how data and related systems define and are limited by technical, environmental, economic and social constraints.

YEAR 9 CODING AND ROBOTICS

Semester length course
Pre-requisite: Nil

Through the use of robots and computers, students are provided with the opportunity to develop a practical and theoretical approach to problem solving and investigations. Students will design and build a variety of vehicles and robotic machines and use programming principles and techniques to control and manoeuvre them.

The activities undertaken will require students to build robotic machines, program them to perform specific tasks and evaluate their work to progress to more complex examples. Students will also be introduced to computer programming principles, syntax and structures.

YEAR 8 FASHION AND DESIGN

Semester length course
Pre-requisite: Nil
Cost: $45

This course is an introduction to design skills and sewing knowledge. Students use the design process to learn creative thinking and practical problem-solving skills using textiles. They will be required to attain a sewing machine licence by demonstrating specific operational proficiency. Students will design, produce and display a functional item incorporating multiple techniques such as sewing machine sewn construction, insertion of a zip, sewn embellishments (such as a button) and a handsewn finishing. Work is evaluated on the design process, efficiency of work practices, through to the quality of the finished products.

YEAR 9 FASHION AND DESIGN

Semester length course
Pre-requisite: Nil
Cost: $45

This course is structured to further develop design skills and sewing knowledge. Students use the design process to learn creative thinking and practical problem-solving skills using textiles.

We will investigate safe and sustainable practices by developing a newspaper style report on 'eco fashion' as a definition and evaluate manufacturers and designers who are setting an example in the fashion industry. Students will be required to renew or attain a sewing machine licence by demonstrating specific operational proficiency. They will design, produce and display a functional item and a wearable garment incorporating multiple techniques such as sewing machine sewn construction, insertion of a sleeve or waistband construction, hand sewing and tailoring techniques to ensure a quality fitting garment. Work is evaluated on the design process, efficiency of work practices, through to the quality of the finished products.

YEAR 7 FOOD SPECIALISATION

Semester length course
Pre-requisite: Nil
Cost: $50

Welcome to the beginning of your culinary journey!

In this course students will begin by learning about essential safety and hygiene skills. While becoming more comfortable in the kitchen students will develop their practical skills using different food preparation techniques and equipment. Students will also investigate food trends and the impact new technologies have on the food industry. By the end of the semester students will be able to confidently plan and create nutritious meals to share with family and friends.

YEAR 8 FOOD SPECIALISATION - FOOD PRODUCTION

Semester length course
Pre-requisite: Nil
Cost: $55

In this course students are given the opportunity to develop the foundational skills that will enable them to gain future employment in the hospitality industry. Students will work individually and in groups to create innovative healthy meals to satisfy their needs and the needs of others in the community. A range of domestic and commercial equipment will be used during practical lessons where the students will explore the sensory properties of food.

YEAR 9 FOOD SPECIALISATION - SOCIAL ASPECTS OF FOOD

Semester length course
Pre-requisite: Nil
Cost: $60

Social Aspects of Food is designed to equip young people with the skills and knowledge to be able to produce and understand the importance of healthy and nutritious food. There is a focus on convenience food compared to self-prepared food, different cooking techniques, tasty recipes for young people, social aspects of food catering, food styling and photography and lastly, what we should be eating to maintain a healthy lifestyle.

YEAR 9 CHILDREN, FAMILY AND COMMUNITY

Semester length course
Pre-requisite: Nil
Cost: $25

This course is focused on the growth and development of children from conception to two years of age. The caring for children course will allow students to identify the roles and responsibilities of the family and how they prepare for the arrival of a newborn child. Students will understand that caring for children is a complex responsibility and cover a range of topics including the importance of play, the domains of development and the needs of babies and young children.

YEAR 7 MATERIALS TECHNOLOGY

Semester length course
Pre-requisite*:* Nil
Cost: $40

This is a semester long course designed to familiarise students to a variety of materials, tools and equipment used in a workshop setting. Students are taught essential safe work practices when working on simple projects. Students are introduced to Computer Aided Drafting (CAD) that will allow them to design solutions, draw them, and through the use of modern manufacturing technologies such as 3D printing and Laser cutting turn them into real products. Emphasis is placed on choosing materials and processes that consider economic, environmental and sustainable solutions.

YEAR 8 MATERIALS TECHNOLOGY

Semester length courses
Pre-requisite*:* Nil
Cost: $55

This is an introductory course that allows for the exploration and use of three common materials, wood, plastics and metal. Through instruction and practical work students will be guided to safely manipulate these materials to make everyday products. They consider the ways characteristics and properties of technologies can be combined to produce sustainable solutions. Student's Computer Aided Drafting (CAD) skills will be developed to produce drawings that can used to complete design tasks through 3D printing or the manual manipulation of materials. In this course, students develop the necessary expertise to competently handle latter courses.

YEAR 9 MATERIALS TECHNOLOGY - WOOD CONTEXT

Semester length courses
Pre-requisite*:* Year 8 Materials Technology is beneficial
Cost: $55

Students have the opportunities to use design and technologies knowledge and understanding, processes and production skills to produce solutions to everyday needs. Students specifically focus on wood as the main material, considering environmental and social sustainability factors when producing solutions. They have the opportunity to use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of new technologies such as 3D printers and Computer Aided Drafting (CAD) software, students have the opportunities to generate and represent original ideas and production plans in two dimensional and three-dimensional representations

Throughout the course students will be taught to identify and establish safety procedures that minimise risk and manage projects.

YEAR 9 MATERIALS TECHNOLOGY - METAL CONTEXT

Semester length course
Pre-requisite: Year 8 Materials Technology is Beneficial
Cost: $55

Students have the opportunities to use design and technologies knowledge and understanding, processes and production skills to produce solutions to everyday needs. Students specifically focus on metal as the main material, considering environmental and social sustainability factors when producing solutions. They can use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

Using a range of new technologies such as the CNC plasma Cutter and Computer Aided Drafting (CAD) software, students have the opportunities to generate and represent original ideas and production plans in two dimensional and three-dimensional representations.

Throughout the course students will be taught to identify and establish safety procedures that minimise risk and manage projects.