The information contained in this publication is correct at the time of printing but may be subject to change without notice.
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Vision & Mission

VISION STATEMENT

Our Motto “strength and gentleness” inspires us to be faithful to our Catholic tradition; to persevere in the face of adversity; to respond creatively to those in need around us; and to be hopeful, resilient and courageous in moving forward in the presence of Jesus. So based and so inspired, our College community seeks to see in each person the image of God and thus to develop excellence in our caring, teaching and learning; to value each of our students as an individual; and to promote her full development, spiritually, intellectually and socially. We desire to awaken each to her dream, her capacities, her freedom and her choices.

MISSION STATEMENT

In following St Brigid’s vision, Kildare College is committed to creating a student-centred learning community seeking to live out the message of Jesus Christ and the Gospels.

In Kildare Ministries in the Brigidine tradition, we seek to:

- Be faithful to our Catholic Heritage;
- Welcome all people, especially the most vulnerable;
- Celebrate all that is good with joy and gratitude;
- Engender a love of learning, hope and a sense of purpose;
- Image and Practise justice and service.
Introduction

Welcome to the Curriculum Handbook for Years 9 and 10 at Kildare College. This booklet reflects the exciting range of learning opportunities available to students in the middle years of schooling. The aim of the booklet is to provide information to students and their families about the subjects on offer to enable students to choose the courses that reflect their interests and capabilities.

The curriculum in the middle years at Kildare College follows the new Australian Curriculum which has been implemented in the areas of English, Mathematics, Science and History and is being progressively implemented in other subject areas following a process of consultation and government approval.

Each of these curriculum frameworks stipulates Key Ideas and Learning Outcomes or Achievement Standards for each learning area as well as guidelines for teaching core capabilities including literacy, numeracy, critical thinking and ICT across the curriculum.

Year 8 students follow a core curriculum, maintaining balance across a wide range of subjects. In Year 9 students continue to study a compulsory core curriculum maintaining breadth in their learning whilst having opportunities to choose electives as they refine their interests and skills. In Year 10 students choose a greater number of their subjects as they begin to plan their pathway into the senior years of schooling and beyond.

The curriculum at Kildare College is designed to ensure that students acquire the knowledge, skills, values and attributes essential to their learning and their future careers. In the middle years of schooling adolescents need to be engaged and challenged by their learning in an environment that both nurtures and encourages excellence. In a girls’ school learning environment, young women “stop being the audience and become the players” (D and M Sadler).

Kildare College aims to respond to students’ diverse interests and talents and provide pathways to success in the SACE (South Australian Certificate of Education) and into the future.

We are proud of the teaching and learning that engages students at Kildare College through the core curriculum, a diverse range of elective subjects and the numerous co-curricular and extra curricular activities available.

We value the support from parents and families as partners in the education of their children and know that we work together in encouraging our young women to fulfil their learning potential.

Please read through the booklet carefully. If you have any questions or require additional information, please contact me at the College.

Annette Lamont
Acting Director Teaching and Learning
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## YEAR 9 & 10 CORE CURRICULUM & ELECTIVE SUBJECTS

### YEAR 9

**CORE SUBJECTS**
- English
- HASS (Integrated)
  - Civics & Citizenship
  - Economics & Business
  - History
  - Geography
- Health & Physical Education
- Italian
- Mathematics
- Religious Education
- Science
- Multimedia

**ELECTIVES**
- The Arts
  - Art
  - Drama
  - Music
  - Dance
- Hospitality & Design
  - Textiles
  - Food Technology

### YEAR 10

**CORE SUBJECTS**
- English
- Healthy Living (Health & Movement)
- History
- Mathematics
- Personal Learning Plan
- Religious Education
- Science

**ELECTIVES**
- The Arts
  - Art
  - Dance
  - Drama
  - Design
  - Music
- Business
  - Business & Society
- HASS
  - Geography
- Mathematics
  - Mathematical Methods
- Hospitality & Design
  - Child Studies
  - Food & Hospitality
  - Fashion & Textiles
- Information & Communication Technology
  - Multimedia
  - Certificate I Information, Digital Media & Technology
  - Media Arts

**LANGUAGES**
- Italian
INTRODUCING SACE

This information is provided to allow students to start thinking about their pathways into senior courses. It is particularly relevant for students entering Year 10 who begin the Personal Learning Plan as part of their SACE; however students in Years 8 and 9 may also be interested in understanding courses of study in the senior years to assist them in choosing elective subjects in future years.

What is SACE?

Students in Years 8-10 study a broad range of subjects in order to lay the foundations for success in the SACE. The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12).

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students are able to study a wide range of subjects and courses as part of the SACE.

The SACE has been recently redeveloped and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community.

When do students begin the SACE?

The SACE begins in Year 10 with the introduction of a compulsory subject called the Personal Learning Plan. The SACE then continues through Year 11 and Year 12.

What are some of the features of the SACE?

Students will:

♦ receive credits for many different forms of education and training (such as traditional subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
♦ be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
♦ receive A-E grades in every Stage 1 and Stage 2 SACE subject
♦ be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
♦ have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
♦ have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.

The requirements to achieve the SACE

To gain the certificate students must earn a minimum of 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

♦ a Personal Learning Plan at Stage 1, undertaken in Year 10, worth 10 credits
♦ at least 20 credits in literacy from a range of English/English as a Second Language studies at Stage 1
♦ at least 10 credits in numeracy from a range of Mathematics courses at Stage 1
♦ a major project of extended study or personal inquiry called the Research Project at Stage 2, worth 10 credits, studied in Year 11
♦ completion of at least 60 additional credits in Stage 2 subjects and courses.

In each of these compulsory components of the SACE, students must achieve a C grade or above.
In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

Students wishing to apply for university courses must complete 90 stage 2 credits to qualify for an ATAR (Australian Tertiary Admissions Rank).
PERSONAL LEARNING PLAN

What is it?

The Personal Learning Plan is a compulsory SACE subject, undertaken in Year 10. In this course students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:

♦ identify and research career paths and options (including further education, training and work)
♦ choose appropriate SACE subjects and courses based on plans for future work and study
♦ consider and access subjects and courses available in and beyond school
♦ review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills
♦ gain skills for future employment
♦ identify goals and plans for improvement
♦ review and adjust plans to achieve goals.

The Personal Learning Plan will contribute 10 credits towards the SACE.

Kildare College staff will work with students after they have formally completed the subject, through Pastoral Care and Careers Information sessions, to encourage students to continually review and update their goals and plans.

Where can I find more information about the subjects being offered from 2017?

If students in the middle years wish to discuss their subject elective choices or explore possible career interests, there are a number of avenues and opportunities to do so:

♦ Speak to teachers about elective choices
♦ Attend Parent, Teacher and Student Learning Reviews to talk about aptitudes and strengths in particular subjects
♦ Speak with Mrs Jayne Shortt, VET and Careers Coordinator about sources of information on careers

Parents and students in Year 9 are also encouraged to attend the Introduction to the SACE Information Evening:

‘Introduction to the SACE and Subject Selection’
6.30pm Thursday 15 September 2016

Further information about the SACE is also provided on the SACE Board website at www.saceboard.sa.edu.au
# KEY STAFF – KILDARE

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Subjects Year 9 & 10
YEAR 9

ART

ELECTIVE

LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION

This course is a continuation from Year 8 Art, wherein the students are challenged to use new skills and develop a Visual Arts Language.

Students will explore and experiment with a range of media, ideas and themes, whilst developing a variety of skills and techniques.

The course runs for one semester and students will focus on:
• 2D component (drawing, painting, printmaking or mixed-media)
• 3D component (clay, papier-mache’ or recycled sculpture)
• Theoretical Understanding (Arts Analysis and Response to Practitioners and their work)

All practical work will be supported by developmental work which will be recorded through the students’ visual diary. The theoretical work is to engage students with various practitioners and develop an understanding of the purpose and influences of different styles and themes of art.

YEAR 10

ART

ELECTIVE

LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION

This course focuses on the essential skills of visual literacy and creative problem solving.

Students will explore and experiment with a range of media, ideas and themes, whilst developing a variety of artistic skills and techniques.

All practical work will be supported by developmental work and research into relevant practitioners and their work.

Each semester course includes four components:
• 2D component (drawing, painting or mixed media)
• 3D component (clay, modroc design)
• Theoretical Understanding (Research and Analysis)

DESIGN

ELECTIVE

LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION

This course focuses on the essential skills of visual literacy and creative problem solving.

Students will employ the design process to produce a range of creative responses to a design brief. Students will explore and experiment with a range of media, ideas and themes, while developing a variety of design skills and techniques.

All practical work will be supported by developmental work and research into relevant designers and their work. This will be recorded in a Visual Diary (Folio).

The semester course includes four components:
• Visual Literacy (elements & principles)
• ICT (information communication technology)
• Technical Drawing
THE ARTS - ART & DESIGN FLOW CHART

YEAR 8
ART
(COMPULSORY)

YEAR 9
ART
(ELECTIVE)

YEAR 10
ART
(ELECTIVE)

YEAR 10
DESIGN
(ELECTIVE)

STAGE 1
VISUAL ARTS
(10 or 20 CREDITS)

STAGE 1
DESIGN
(10 or 20 CREDITS)

STAGE 2
VISUAL ARTS
(20 CREDITS)

STAGE 2
DESIGN
(20 CREDITS)
THE ARTS - DANCE

YEAR 9

DANCE

ELECTIVE

LENGTH OF COURSE: One semester

PRE-REQUISITES: Nil

COURSE DESCRIPTION

The Year 9 Dance course explores the elements, skills and processes of dance, through the integrated practices of technique, choreography, performance and appreciation. Work is built around the two interrelated strands, making and responding, developing students’ knowledge, understanding and skills in dance. Students develop an awareness of the safety and discipline involved in dance training. They learn about different dance styles and develop an understanding of the place of dance not just in our society, but globally. Students extend their range in working with the fundamental elements and techniques used to create dance and are given opportunities to choreograph, evaluate and present dance in a public arena.

Through the study of dance students aim to refine and develop their coordination and flexibility skills as well as enhance their physical fitness and balance.

Subject Requirements: Students must wear their P.E. uniform and/or black tights for all dance classes. (Note: black tights are not part of the Kildare school uniform; as such students who opt to wear tights must change out of them after dance class). A note from parents/caregivers is required for all students who are unable to participate in practical work.

LEARNING OUTCOMES

• Physical activity and participation
• Knowledge of dance styles, forms, genres and specialised dance terminology
• Dance technique and skills
• Understanding of the phases of the creative process
• Individual/group practice
• Peer coaching

YEAR 10

DANCE

ELECTIVE

LENGTH OF COURSE: One semester

PRE-REQUISITES: Some previous experience preferred

COURSE DESCRIPTION

The course aims to give students a wide range of performance skills and opportunities. Students will gain knowledge of the principles of jazz dance and work to strengthen their technique to a high level of skill. Choreographic principles are explored and used to communicate ideas, either individually or as part of a group. The practical component of the course focuses on jazz dance technique, a choreographic study (composition) and structured dance routines. Theoretical topics include dance styles research project, musical theatre review, safe dance practices and injury care. Through the study of dance students aim to refine and develop coordination, flexibility, physical fitness and balance.

LEARNING OUTCOMES

• Physical activity and participation
• Knowledge of dance styles, forms, genres and specialised dance terminology
• Dance technique and skills
• Understanding of the phases of the creative process
• Individual/group practice
• Peer coaching
YEAR 8
DANCE
(COMPULSORY)

YEAR 9
DANCE
(ELECTIVE)

YEAR 10
DANCE
(ELECTIVE)

STAGE 1
DANCE
(10 or 20 CREDITS)

STAGE 2
DANCE
(20 CREDITS)
THE ARTS - DRAMA

YEAR 9

DRAMA

ELECTIVE

LENGTH OF COURSE: One semester

PRE-REQUISITES: Nil

COURSE DESCRIPTION

Drama at Kildare complements the whole school curriculum and helps explore the students' lives and the worlds in which they live, think, feel and communicate. It teaches students to understand themselves and other people more clearly. Drama allows the students to experience what it is like to be another person and to perceive the world through someone else's eyes.

The Year 9 Drama course at Kildare College offers students a diverse range of experiences in creating and making performance. Students are able to study a range of units within semester length courses which involve them in the various techniques of improvisation, design (costumes, make-up & sets), media studies and play building.

YEAR 10

DRAMA A and/or DRAMA B

ELECTIVE

LENGTH OF COURSE: One or two semesters

PRE-REQUISITES: Nil

COURSE DESCRIPTION

Drama is a fantastic subject that uses skills and techniques which build up group dynamics as well as develop personal confidence. It is a lively subject that gets students out of the classroom and onto the stage. It enhances powers of observation, motor coordination and increases concentration. It is an important subject for personal development and is fun for all involved.

DRAMA A

A selection of great scripts will be used as the starting point for creating some high quality short plays for young performers. These scripts, written especially for high school drama students will be explored, edited, rehearsed and finally produced.

The Drama course consists of:

- Improvisation skills – thinking on your feet!
- Creating a character from scripts and from students' own original ideas
- Take a part onstage (or backstage) in a short play at a public performance
- Review writing and journal writing skills

Depending on the nature of the Year 10 Performance negotiated, rehearsals after school and at weekends may be required.

DRAMA B

Drama is an ever changing art form. The challenge of this course is to create a performance of high quality that incorporates a range of performance techniques including movement, dance, mime, singing, acting, puppeteer work as well as many other forms/mediums of production. All the usual Drama skills such as improvisation, characterisation and role-plays will still be in the course.

The Drama course consists of:

- Exciting new forms of drama in which we explore different drama techniques and present a major production. The play may involve singing, movement, puppet work, dancing, film and other multi-media aspects
- Advanced skills in improvisation
- How to create different characters
- Basic set, costume, make-up, lighting and sound skills and abilities
- Writing reports on your involvement in the play

Depending on the nature of the Year 10 Performance negotiated, rehearsals after school and at weekends may be required.
THE ARTS - DRAMA FLOW CHART

YEAR 8
DRAMA
(COMPULSORY)

YEAR 9
DRAMA
(ELECTIVE)

YEAR 10
DRAMA (A and/or B)
(ELECTIVE)

STAGE 1
DRAMA
Option for 1 or 2
Semesters of Drama
(20 CREDITS)

STAGE 2
DRAMA
(20 CREDITS)
THE ARTS - MUSIC

YEAR 9

MUSIC

ELECTIVE
LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Ensemble Performance
Ensemble performance (class band) forms a large part of the practical component of Year 9 music. Students rehearse and perform together on their chosen instruments and are expected to rehearse their parts privately as well as during class. Students will have the opportunity to perform as an ensemble at various functions on the school calendar, such as special Music Nights, Brigidine Day and lunchtime concerts.

Music Appreciation/Theory
Music Appreciation looks at:
- History of rock ‘n’ roll from its origins in slave music to its many styles in contemporary music
- Music media and how different media use music for entertainment, moods, themes or to sell products

Theory looks at:
A brief revision of Year 8 theory before building on students’ knowledge of key elements of music, such as pitch, rhythm, duration, dynamics while learning to use correct music terminology and vocabulary. Students learn to construct major scales and major and minor triads.

With limited places in Year 9 music, priority will go to students learning an instrument. It is expected that all girls planning on continuing with Music in Year 10 will learn an instrument privately as part of their studies in Year 9.

YEAR 10

MUSIC

ELECTIVE
LENGTH OF COURSE: Full year
PRE-REQUISITES: Previous instrument / voice study

COURSE DESCRIPTION

In Year 10 Music, students will develop skills and aural sensitivity through a wide range of experience with musical instruments and voice. They listen critically to their own music and that of others and develop analytical skills to evaluate and reflect upon music of different styles and from differing times and contexts.

A more intensive course is covered and there is an expectation that all students undertaking Music will study and perform on their chosen instrument/voice. Students continue to develop their theoretical knowledge and aural acuity. Performing in groups and individually develops further practical skills as does composition. Students studying Year 10 Music are expected to take instrument/voice lessons from private instructors either at school or outside of school and to cover the cost of these lessons themselves. It is also expected that students hire or buy their own instrument.

The Music course consists of:
- Musicianship – third grade fundamental theory – scales, syncopation, ties, slurs, intervals, chords and their extensions, key signatures. Aural guided listening skills
- Solo Performance
- Ensemble performance
- Arranging
- Music research project

In Year 10 Music, individual instrumental lessons are compulsory. It is also expected that students perform in an ensemble including rock band, or choir etc and make themselves available for performances at various events outside of lesson time. These might include Arts Nights, Masses, music concerts and primary school performances.

Students intending to take Stage 1 Music must complete a year of Music in Year 10.
THE ARTS - MUSIC FLOW CHART

YEAR 8
MUSIC
(COMPELLSORY)

YEAR 9
MUSIC
(ELECTIVE)

YEAR 10
MUSIC
(ELECTIVE)

STAGE 1
MUSIC
(20 CREDITS)

STAGE 2
MUSIC
(20 CREDITS)
ENGLISH

YEAR 9

ENGLISH

COMPULSORY

LENGTH OF COURSE: Full year

PRE-REQUISITES: Nil

COURSE DESCRIPTION

The study of English at Year 9 builds on the language skills taught in Year 8 and on the students’ earlier language experiences. Students learn how language works and how to use it effectively in a variety of situations.

In English, students are actively involved in using a range of texts. They are required to read, view and listen to novel, short story, film, poetry and media texts from different cultural viewpoints. As they study these texts, students are encouraged to explore ideas about themselves and their community. Students also use these texts as resources for creating their own texts.

As students learn about English language, they learn that there are different ways of using language and that particular choices may be more appropriate for specific contexts, purposes and audiences. Students learn about appropriate text structures and language features as they compose a range of written, oral and media texts.

The aim is that students develop an extensive language repertoire for personal and public use.

AREAS OF STUDY

• Prose Texts
  - Shared Novel
  - Independent Reading
• Short Story
• Critical Reading
• Poetry
• Film
• Text Production
• Written Language
• Oral Language (Listening & Speaking)
• Language Study/Usage

YEAR 10

ENGLISH

COMPULSORY

LENGTH OF COURSE: Full year

PRE-REQUISITES: Nil

COURSE DESCRIPTION

The study of English at Year 10 builds on the language skills taught in Year 8 & Year 9 and aims to prepare students for further study and application of English at Stage 1 & 2.

An important feature of English is the study of texts. Students are required to challenge, question and analyse texts in order to explore historical and cultural views and values. They become familiar with the way language, texts and meaning vary according to the writer’s purpose, audience and form. Thus, students are encouraged to explore ideas, and to think imaginatively and critically about themselves, their world and their global community.

Students learn that the different ways of using language both reflect and shape the values, attitudes and beliefs of their social and cultural group and that all texts, even those which have been self-composed, transmit particular cultural perspectives. As such, language can be manipulated in powerful ways to influence others.

AREAS OF STUDY

• Prose Texts
  - Shared Novel
  - Independent Reading
  - Critical Reading
• Poetry
• Film
• Drama: Introduction to Shakespeare
• Text Production
  - Written Language
  - Oral Language (Listening & Speaking)
• Language Study/Usage

Over the course of their Year 10 English studies, students will complete tasks that can be assessed as part of Stage 1 English Pathways, a course that will provide students with 10 credits towards their SACE.
ENGLISH FLOW CHART

YEAR 8
ENGLISH
(COMPULSORY)

YEAR 9
ENGLISH
(COMPULSORY)

YEAR 10
ENGLISH
(COMPULSORY)

STAGE 1
ENGLISH AS
ADDITIONAL
LANGUAGE (ST P)
(20 CREDITS)

STAGE 1
ESSENTIAL
ENGLISH
(20 CREDITS)

STAGE 2
ENGLISH
LITERARY STUDIES
(20 CREDITS)

STAGE 2
ESSENTIAL
ENGLISH
(20 CREDITS)
HOSPITALITY & DESIGN

YEAR 9

PART A - FABRICS

ELECTIVE
LENGTH OF COURSE: One term
PRE-REQUISITES: Nil

COURSE DESCRIPTION
During this course students will use a simple pattern to create pyjama shorts or pants. In the construction of the piece students may use techniques such as commercial construction and creating elastic casings. Students will also look at the structure of fabrics, with a focus on technological fabrics.

LEARNING ACTIVITIES
- Technological Fabric study
- Pattern use
- Project design, construction and critique
- Sewing techniques

PART B - FOOD TECHNOLOGY

ELECTIVE
LENGTH OF COURSE: One term
PRE-REQUISITES: Nil

COURSE DESCRIPTION
During this course students will explore a range of cooking techniques. They will have the opportunity to plan, prepare and present a number of sweet and savoury dishes showcasing these techniques. Students also research into the design and legal requirements of food packaging.

LEARNING INCLUDES
- Study of food packaging requirements
- Analysis of cooking techniques and outcomes
- Evaluation of practical skills
- Experimenting with presenting and plating up food

YEAR 10

CHILD STUDIES

ELECTIVE
LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION
Child Studies focuses on the health and well-being of children, with an emphasis on food intolerances and catering for children with different dietary requirements. Students learn about the different stages of development children go through at different ages. Students also learn about young children engaging in play and have a task making a toy for a child of a certain age range.

LEARNING ACTIVITIES
- Child development, wellbeing and safety
- Catering for children with different dietary requirements
- Designing and constructing a toy for a child
- Reflection and evaluation of learning

FOOD TECHNOLOGY

ELECTIVE
LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION
This course involves the planning, preparation and presentation of foods that could be used for various catering occasions. Students learn various cooking techniques and examine modern food products and trends. Students get the opportunity to design their own food packaging and cook meals to be served in a mock restaurant.

LEARNING ACTIVITIES
- Food presentation techniques
- Styles and trends in the Hospitality Industry
- Designing and making a food packaging
- Reflection and evaluation of learning
- Catering for a College function

FASHION & TEXTILES

ELECTIVE
LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION
This course focuses on students using simple and commercial style patterns to create a bag and a garment. Students will develop sewing techniques to create these pieces while following patterns and have the opportunity to design and create a mood board for a fashion range. Students also focus on fashion sketching and have the opportunity to design and draw their own garment following current trends.

LEARNING INCLUDES
- Sewing techniques
- Appropriate use of sewing equipment and skills
- Appropriate use of patterns
- Project design, construction and technique
- Reflection and evaluation of learning
HOSPITALITY & DESIGN FLOW CHART

YEAR 8
FOOD TECHNOLOGY/CREATIVE FABRICS
(ELECTIVE)

YEAR 9
PART A - TEXTILES
PART B - FOOD TECHNOLOGY
(ELECTIVE)

YEAR 10
CHILD STUDIES
(ELECTIVE)

YEAR 10
FOOD & HOSPITALITY
(ELECTIVE)

YEAR 10
FASHION & TEXTILES
(ELECTIVE)

STAGE 1
CHILD STUDIES
(10 CREDITS)

STAGE 1
FOOD & HOSPITALITY
(10 CREDITS)

STAGE 2
CHILD STUDIES
(20 CREDITS)

STAGE 2
FOOD & HOSPITALITY
(20 CREDITS)
HUMANITIES & SOCIAL SCIENCES (HASS)

YEAR 9

HASS

COMPULSORY

LENGTH OF COURSE: Full year
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Year 9 HASS is structured around units of learning in the areas of History, Geography, Civics and Citizenship and Economics and Business. This may include:

GEOGRAPHY
  • Biodiversity and global food security
  • Fair trade

HISTORY
  • Effects of the Industrial Revolution
  • Impact of colonisation on the ‘First Australians’
  • Causes and effects of the First World War

CIVICS & CITIZENSHIP
  • Political systems
  • Nature of citizenship, diversity and identity in today’s society

ECONOMICS & BUSINESS
  • Role of individuals, businesses and governments in the economy
  • Consumer and financial literacy

Learning and assessment activities may include:
  • Folios
  • Source Analysis
  • Individual and group activities

YEAR 10

HISTORY

COMPULSORY

LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION

In History students investigate ‘Rights and Freedoms’ to compare struggles experienced in America and Australia. Students study Australia’s involvement in conflicts over time and examine the causes, effects and significance of events such as the Holocaust, Kokoda, and Vietnam. Post-war migration is studied in the context of Australia’s changing migration patterns, the ‘White Australia Policy,’ ‘Populate or Perish,’ assimilation and multiculturalism. The course focuses on developing understanding, research skills and analysis of source materials.

Learning and assessment activities may include:
  • Historical Source Analysis
  • Persuasive Essay
  • Oral Reports
  • Class Debates
  • Research Project

GEOGRAPHY

ELECTIVE

LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Students focus on investigating global, national and local differences in ‘Human Wellbeing.’ They research programs designed to reduce the gap between differences in wellbeing and draw information from aid agencies in Australia and across the world to make comparisons. Students also investigate environmental geography through an in-depth study of rainfall and heat conditions in the Adelaide Hills area. Through fieldwork they explore the preparedness of residents’ homes in the event of a bushfire.

Learning and assessment activities may include:
  • Field Work
  • Persuasive Essay
  • Oral Reports
  • Class Debates

MEDIA ARTS

ELECTIVE

LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Students analyse how social and cultural values and alternative points of view are portrayed in media artworks. They produce representations that communicate alternate points of view in media artworks, applying design, production and distribution processes. Whilst focussing on film, students could also include gaming, website design and animation.

Learning and assessment activities may include:
  • Investigation
  • Product
  • Analysis
INFORMATION & COMMUNICATION TECHNOLOGY

YEAR 9

MULTIMEDIA

ELECTIVE
LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION
Students are provided with the opportunity to develop skills, knowledge and understanding in the use of Multimedia applications that will support their learning and presentations across the curriculum.

This course has the following focus areas:
- Manipulation of graphics using Photoshop
- ICT theory (digital images)
- Website creation using Google sites (online communication etiquette)
- Audacity
- Photo Story
- Creating websites using Adobe Dreamweaver

In this course there is significant emphasis on major projects which require designing, producing, critiquing and creative problem solving.

By completion of this course, students will be well placed to undertake Multimedia and/or VET Certificate 1 in Information, Digital Media and Technology in Year 10.

YEAR 10

CERTIFICATE 1 IN INFORMATION, DIGITAL MEDIA & TECHNOLOGY (SACE Credits)

ELECTIVE
LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION
Year 10 students will be provided with the opportunity to complete the following TAFE modules from the Certificate I in Information, Digital Media and Technology.

1. ICAICT101A: Operate a personal computer
2. ICAICT102A: Operate a word processing application
3. ICAICT103A: Use, communicate and search securely on the Internet
4. ICAICT104A: Use digital devices
5. ICAICT105A: Operate spreadsheet applications
6. ICAICT106A: Operate presentation packages

The students who undertake this course will obtain credit for the modules successfully completed. If all the modules are completed they receive the nationally accredited Certificate I in Information, Digital Media & Technology and SACE credits.

MULTIMEDIA

ELECTIVE
LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION
Students are provided with the opportunity to develop skills, knowledge and understanding in the use of Multimedia applications. The course has the following focus areas:
- Animation using Adobe Flash
- Introduction to using the digital video camera
- Movie Making with Adobe Premier Pro
- Website creation using Google Sites (Intermediate)
- Photoshop (Intermediate)

In this course there is significant emphasis on major projects that require the use of designing, producing and critiquing and creative problem solving.

Completion of this course will provide a good foundation for Stage 1 Information Processing & Publishing (Photoshop) or Information Processing & Publishing (Web Design).
YEAR 10

BUSINESS & SOCIETY

ELECTIVE
LENGTH OF COURSE: One semester
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Business is a dynamic activity that operates in a constantly changing global environment. Although its decision-making processes and operations are subject to various internal and external influences, business also acts as an initiator and agent of change in society.

Business & Society offers students the opportunity to undertake a semester of study, comprised of a unit in each of Business Studies, Legal Studies, Accounting and Economics.

Among the specific skills that may be developed in this course are the ability to investigate, analyse, evaluate, and communicate and the ability to use technology. Through their studies, students are encouraged to be enterprising, and to engage in interaction with business and the community.

LEARNING ACTIVITIES

Year 10 Business & Society is a semester subject, comprising 4 units of study with a variety of assessment tasks and methods.

Each unit of study will be 4 to 5 weeks in length:

Accounting
- Choosing a career and earning money – what comes next?
- Budgeting – spending money wisely
- Re-budgeting – unforeseen circumstances
- Bank reconciliations and balance sheets

Business Studies
- Why do businesses exist?
- How and what do businesses communicate with their customers?
  Differentiation
- What are your rights & responsibilities as a consumer? Assistance available
- Businesses acting ethically

Economics
- Making an economic cake
- Demand & supply
- Managing the economy

Legal Studies
- Criminal Law
- You are under arrest! How do you plead?
- Juvenile Crime
- Resolving the problem
INFORMATION & COMMUNICATION TECHNOLOGY FLOW CHART

YEAR 8
INFORMATION & COMMUNICATION TECHNOLOGY
(COMPULSORY)

YEAR 9
MULTIMEDIA
(ELECTIVE)

YEAR 10
CERTIFICATE 1
INFORMATION, DIGITAL MEDIA & TECHNOLOGY
(ELECTIVE - CREDITS)

YEAR 10
MULTIMEDIA
(ELECTIVE)

STAGE 1
INFORMATION TECHNOLOGY
(ST PAULS)
(10 CREDITS)

STAGE 1
INFORMATION PROCESSING & PUBLISHING
WEBSITE DESIGN & DIGITAL PRODUCTS
(10 CREDITS)

STAGE 1
INFORMATION PROCESSING & PUBLISHING - PHOTOSHOP
(10 CREDITS)

STAGE 2
MEDIA STUDIES
(10 CREDITS)

STAGE 2
INFORMATION TECHNOLOGY
(ST PAULS)
(10 CREDITS)

STAGE 2
INFORMATION PROCESSING & PUBLISHING
(20 CREDITS)
LANGUAGES OTHER THAN ENGLISH

YEAR 9

ITALIAN

COMPULSORY

LENGTH OF COURSE: Full year

PRE-REQUISITES: Completed Year 8 Italian

COURSE DESCRIPTION

Language learning allows students to gain knowledge and skills so that they can communicate and make comparisons across languages and cultures. In doing so, students extend their understanding of their own language, widen their network of interactions and strengthen their own literacy and numeracy skills.

In the study of Italian, students will develop their communication skills of listening, speaking, reading and writing. They will learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts.

Students will develop skills in understanding how languages work. Learners will also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and everyday life of people in Italy.

TOPICS INCLUDE

- Asking & giving directions
- Italian food and shops
- Housing in Italy
- Health and the body
- Festivals
- Travel and transport
- Weather
- Fashion

LEARNING ACTIVITIES

- Describing family members and the house
- Projects
- Role plays
- Italian movies
- Fashion parades
- Weather forecasts
- Cooking and eating Italian food

ADDITIONAL INFORMATION

In order to study a language at the senior levels, students must complete a year of Italian in Year 9 and continue the study of the language at Year 10.

YEAR 10

ITALIAN

ELECTIVE

LENGTH OF COURSE: Full year

PRE-REQUISITES: Completed Italian in Year 9

COURSE DESCRIPTION

Language learning allows students to gain knowledge and skills so that they can communicate and make comparisons across languages and cultures. In doing so, students extend their understanding of their own language, widen their network of interactions and strengthen their own literacy and numeracy skills.

In the study of Italian, students will develop their communication skills of listening, speaking, reading and writing. They will learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts.

Students will develop skills in understanding how languages work. Learners will also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and everyday life of people in Italy.

TOPICS INCLUDE

- The environment and recycling
- Looking for a job
- Youth and leisure
- Italian arts
- Technology and computers
- Holiday and tourism

LEARNING ACTIVITIES

- Italian Films
- Cooking and eating Italian food
- Traditional Italian folk dancing
- Presentation of role plays
- Singing Italian songs
- Activities using a variety of text types: letters, questionnaires, magazine articles, cartoons, television programs

ADDITIONAL INFORMATION

In order to study a language at the senior levels, students must study the language at Year 10 in both semesters.
LANGUAGES OTHER THAN ENGLISH FLOW CHART

YEAR 8
ITALIAN
(COMPULSORY)

YEAR 9
ITALIAN
(COMPULSORY)

YEAR 10
(ELECTIVE)
(FULL YEAR)

STAGE 1
ITALIAN
(20 CREDITS)

STAGE 2
ITALIAN
(20 CREDITS)
MATHEMATICS

YEAR 9

MATHEMATICS

COMPULSORY

LENGTH OF COURSE: Full year
PRE-REQUISITES: Year 8 Mathematics

COURSE DESCRIPTION

The Mathematics lessons in Year 9 at Kildare will be set according to strengths and capabilities.

The following topics are covered over the course of the year:

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

Assessment consists of several components. Skills and Application Tasks (Tests) provide students with the opportunity to demonstrate their mathematical skills and understanding, and analyse and interpret results within an applied context. These are timed tasks. Assignments are used for consolidation of concepts. The Investigations undertaken provide students with the opportunity to demonstrate their ability to collect and analyse data and draw conclusions. Students are generally given an extended time to complete these tasks.

YEAR 10

At Year 10 students have the opportunity to choose from 3 Mathematics courses offered on the advice of their teacher.

MATHMATICAL METHODS

COMPULSORY

LENGTH OF COURSE: Full year + 1 elective line
PRE-REQUISITES: Year 9 Mathematics

COURSE DESCRIPTION

Mathematics—Enrichment develops advanced skills in preparation for a range of Stage 1 courses.

Topics include:

- Number and Algebra: Surds, Indices, Quadratics
- Measurement and Geometry: Deductive Geometry, Trigonometry and Pythagoras
- Statistics and Probability: Chance and Data

GENERAL MATHEMATICS

COMPULSORY

LENGTH OF COURSE: Full year
PRE-REQUISITES: Year 9 Mathematics

COURSE DESCRIPTION

General Mathematics is designed for those students who want to build upon and review their mathematical knowledge from Year 9. The course develops skills in preparation for Stage 1 General Mathematics which is targeted at students whose future studies or employment pathways do not require knowledge of calculus or advanced algebraic concepts. The subject is designed for students who have a wide range of employment aspirations, including continuing studies at university or TAFE.

Topics include:

- Consumer arithmetic
- Statistics
- Measurement
- Linear Equations

ESSENTIAL MATHEMATICS

COMPULSORY

LENGTH OF COURSE: Full year
PRE-REQUISITES: Year 9 Mathematics

COURSE DESCRIPTION

Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Maths leads to only Essential Mathematics at Stage 1 where the course provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings.

This subject offers students the opportunity to prepare for post-school options of employment and further training.

Topics include:

- Percentages
- Rates
- Statistics
- Ratio
- Some workplace algebra basics
PERSONAL LEARNING PLAN

YEAR 10

PERSONAL LEARNING PLAN (PLP)

COMPULSORY

LENGTH OF COURSE: Full year
PRE-REQUISITES: None

COURSE DESCRIPTION

Each student plans for successful completion of the SACE by identifying and achieving goals and developing capabilities. They begin by:

- identifying and exploring learning goals, needs, and abilities;
- developing, making and communicating informed decisions about learning goals;
- suggesting topics for further development of skills needed to develop, implement, review and adjust their plan.

Some focus areas for students' plans include:

1. Communication
2. Social living and responsibility
3. Culture and knowledge
4. Personal characteristics
5. Health and wellbeing
6. Interpersonal and relationship skills
7. Work skills
8. Planning and decision making skills
9. Thinking skills and techniques
10. Learning skills

LEARNING AND ASSESSMENT ACTIVITIES

Students will experience a range of activities including excursions and guest speakers. Evidence of learning will be presented through:

- electronic reflection
- charts, tables, and other diagrammatic representations of planning and reflection
- discussion of evidence
- resume and work experience reports
- round table oral presentation
- interview
- multimedia presentation.
PHYSICAL EDUCATION & HEALTH

YEAR 9

HEALTH & PHYSICAL EDUCATION

COMPULSORY

LENGTH OF COURSE: Full year
PRE-REQUISITES: Nil

COURSE DESCRIPTION

Year 9 Health and Physical Education is composed of two lessons of PE and one Health lesson per week. In Physical Education lessons students will participate in a variety of health-related and skill-related physical activities and sports. In Health lessons, students will learn how to take positive action to maintain and enhance their own and others' health, safety and wellbeing.

Practical activities may include:
- Basketball
- Football codes
- Softrosse
- Athletics
- Fitness
- Life-long physical activities

Health topics include:
- Alcohol and other drugs
- Health of individuals and communities
- Mental health
- Relationships and Sexuality
- Safety

Learning activities:
- Small sided games and activities
- Participation in physical activities
- Group discussions
- Role plays
- Written exercises
- Individual and group work

Assessment
- Practical skills rubrics
- Self and peer assessments
- Written tasks

YEAR 10

HEALTHY LIVING/MOVEMENT

COMPULSORY

LENGTH OF COURSE: Full year
PRE-REQUISITES: Nil

COURSE DESCRIPTION

The Healthy Living course involves physical activity and a focus on health. The emphasis is on participation in movement and lifelong physical activity.

Students may participate in the following physical activities:
- Yoga
- Walking
- Self Defence
- Team games
- Outdoor activities
- Gym/Fitness Circuits

Health topics include:
- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health
- Relationships and sexuality
- Personal safety

Learning activities:
- Participation in physical activities
- Group discussions
- Role plays
- Written exercises
- Individual and group work

Assessment
- Practical skills rubrics
- Self and peer assessments
- Written tasks
PHYSICAL EDUCATION

YEAR 8
HEALTH & PHYSICAL EDUCATION
(COMPELLSORY)

YEAR 9
HEALTH & PHYSICAL EDUCATION
(COMPELLSORY)

YEAR 10
HEALTHY LIVING
(COMPELLSORY)

STAGE 1
PHYSICAL EDUCATION
(10 or 20 CREDITS)

STAGE 1
OUTDOOR EDUCATION
(10 CREDITS)

STAGE 1
SPECIALIST NETBALL
(10 CREDITS)

STAGE 2
PHYSICAL EDUCATION
(20 CREDITS)
RELIGIOUS EDUCATION

YEAR 9

RELIGIOUS EDUCATION

COMPULSORY

LENGTH OF COURSE: Full year

PRE-REQUISITES: Nil

COURSE DESCRIPTION

Units undertaken are:
- The Synoptic Gospels
- The Church in Australia
- Working for Justice
- Christian Traditions

RETREAT

The Retreat, which is a compulsory part of the course, has the theme “Respect”.

ASSESSMENT

- Debate
- Interview and reporting
- Research based assignments
- Mapping tasks
- Creative arts tasks
- Reflective tasks

YEAR 10

RELIGIOUS EDUCATION

COMPULSORY

LENGTH OF COURSE: One semester

PRE-REQUISITES: Nil

COURSE DESCRIPTION

Units undertaken are:
- World Religions
- Gospel of John
- Women in our Church
- Christian Ethics

RETREAT

The Retreat, which is a compulsory part of the curriculum, has as its theme “Body, Mind and Soul”.

ASSESSMENT

- Debate
- Research based Assignments
- Mapping tasks
- Thinking hats activity
- Report writing
- Role plays
- Creative arts tasks
- Reflective tasks
RELIGIOUS EDUCATION FLOW CHART

YEAR 8
RELIGIOUS EDUCATION
(COMPULSORY)

YEAR 9
RELIGIOUS EDUCATION
(COMPULSORY)

YEAR 10
RELIGIOUS EDUCATION
(COMPULSORY)

STAGE 1
RELIGIOUS STUDIES
(COMPULSORY)

STAGE 1
YOUTH MINISTRY
(ELECTIVE)

STAGE 2
RELIGIOUS STUDIES
(20 CREDITS)

STAGE 2
RELIGION
(10 CREDITS)
SCIENCE

YEAR 9

SCIENCE

COMPULSORY

LENGTH OF COURSE: Full year
PRE-REQUISITES: Year 8 Science

COURSE DESCRIPTION

All students in Year 9 at Kildare College study Science according to the Australian National Curriculum.

In Year 9, students explore ways in which the human body as a system responds to its environment and the effects of biotic and abiotic factors in ecosystems. They are introduced to the subatomic particles; protons, electrons and neutrons, and nuclear decay. They learn that matter can be rearranged through chemical change and are introduced to the concept of the conservation of matter and energy transfer. They begin to apply their understanding of energy and forces to continental movement.

Assessment occurs across the following areas: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills and consists of a number of tests, and investigations per semester.

YEAR 10

SCIENCE

COMPULSORY

LENGTH OF COURSE: Full year
PRE-REQUISITES: Year 9 Science

COURSE DESCRIPTION

All students in Year 10 at Kildare College study Science according to the Australian National Curriculum.

In Year 10, students analyse how the periodic table organises elements and use it to make predictions about their properties. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They investigate energy conservation and energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of cars. They evaluate the evidence for scientific theories that explain the origin of the universe and explain the processes that underpin heredity and evolution.

Assessment occurs across the following areas: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills and consists of tests, an examination and a number of investigations per semester.