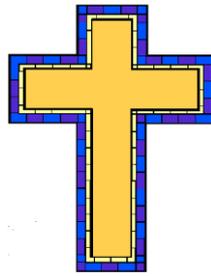




**Stage 5**  
**Subject**  
**Information**  
**Handbook**

**Year 9 2019**  
**Year 10 2020**



Do your best  
and  
God will bless your efforts.



*St Mary of the Cross MacKillop*  
22.11.1899

## From the Principal

*Dear Parents/Carers and students,*

*This booklet is designed to help you understand the program of study you will be following in Years 9 and 10 and to assist you in putting together the package of courses you intend to study over the next two years.*

*There are several important things to consider when making your choice. Do not choose a subject simply because you think it might be relevant for your future career. You do not know what that career might be — many of the jobs of the twenty-first century have not yet been developed and you are likely to change careers three or four times during your working life. Broad understandings of people and the world, and the skills required to access and organise information form a stronger basis for a career than gaining specialised information that can be outdated by the time you enter the workforce.*

*You should choose subjects which interest you and ones in which you are likely to meet success. You need to be interested in courses you will be required to study every school day for **two years** and able to achieve some success in them. Each of the elective courses is designed for 200 hours over two years. Please read the information provided very carefully and make wise choices.*

*You should not make choices that are based on your perceptions of the requirements of Years 11 and 12 courses. Years 9 & 10 Commerce, for example, is not required for entry into Business Studies in Years 11 and 12. In fact, only some HSC Language courses require you to study a particular elective course in Years 9 and 10. Entry into subjects in Year 11 is more often governed by the level of your achievement across Years 9 and 10, especially in English, Mathematics and Science.*

*St. Joseph's is committed to a broad and balanced education with a particular ethos. Firstly, it is a Catholic school; all students are expected to be genuine in their search for God and open to growing in knowledge and love of their faith traditions. Secondly, it is a school, which places high expectations on schoolwork and study, with all students expected to do their very best at whichever subjects they have chosen. Thirdly, St. Joseph's has clear regulations and specific expectations in areas ranging from uniform and appearance, to attendance and punctuality, to respect and good behaviour. Fourthly, the school also has a broad extra-curricular program, in which all students are expected to participate. All four areas serve to fulfil this school's mission – to empower young women to make a difference to the world in the spirit of St Mary of the Cross MacKillop.*

*I wish you well for your middle secondary years at St Joseph's Catholic College.*

Mr Tony McCudden  
**Principal**

# Contents

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From the Principal.....	3
Staff Directory.....	5
Record of Student Achievement.....	6
The Common Grade Scale.....	7
Life Skills.....	8
Program of Study.....	9
<b>Description of Compulsory subjects.....</b>	<b>10</b>
English.....	11
Geography.....	12
History.....	13
Mathematics.....	14
Personal Development, Health & Physical Education.....	16
Religious Education.....	17
Science.....	18
<b>Description of Elective subjects.....</b>	<b>19</b>
Commerce.....	20
Dance.....	21
Drama.....	22
Food Technology.....	23
French.....	24
Industrial Technology – Timber.....	25
Japanese.....	26
Music.....	27
Physical Activity & Sports Studies.....	28
Photographic & Digital Media.....	29
STEM (Science, Technology, Engineering and Mathematics).....	30
Textiles Technology.....	31
Visual Arts.....	31

## Staff Directory 2018

<b>COLLEGE LEADERSHIP TEAM</b>	
<b>Principal</b>	Mr Tony McCudden
<b>Assistant Principal</b>	Ms Anne Lovett
<b>Leader of Religious Education</b>	Ms Nicole Harrison
<b>Leader of Student Wellbeing</b>	Mrs Cathy Toby
<b>Leader of Learning and Teaching ( Acting)</b>	Mrs Alexandra McArdle
<b>Leader of Administration</b>	Mr Kirk Mercer
<b>Business Manager</b>	Ms Nicole Murphy
<b>MANAGEMENT SYSTEMS</b>	
<b>Leader of Management Systems</b>	Mrs Ashlee Hanson and Mrs Michelle D'Offay
<b>COLLEGE MINISTRY</b>	
<b>Youth Minister and Leader of Mission</b>	Mrs Fiona Green
<b>YEAR LEADER</b>	
<b>Year 8</b>	Ms Louise Nash
<b>LEADERS OF LEARNING</b>	
<b>Religious Education</b>	Ms Nicole Harrison
<b>English ( Acting)</b>	Mrs Maria Woodhouse
<b>HSIE</b> (Human Society & its Environment: History, Commerce, Geography) ( Acting)	Mr Colin Back/Mrs Ann Martin
<b>Mathematics</b>	Mrs Ruth Hayes
<b>Dance &amp; PDHPE</b> (Personal Development Health & Physical Education)	Mrs Janelle Bartholomew
<b>Science</b>	Mrs Amanda Eades
<b>TAS</b> (Technological & Applied Studies)	Mrs Anne Evanson
<b>Creative Arts</b> (Visual Arts & Drama, Music)	Mrs Sue Lockwood
<b>LOTE</b> (Languages Other Than English)	Mrs Samantha Andersen
<b>Learning Support</b>	Mrs Tracy Simpson
<b>Vocational Education &amp; Training/TAFE</b>	Mrs Christine Wilkinson
<b>SPECIAL RESOURCE TEACHERS</b>	
<b>School Counsellor</b>	Mrs Christine Hain
<b>Librarian</b>	Mrs Karen Powers
<b>Careers Advisor</b>	Mrs Christine Wilkinson
<b>Representative Sports Coordinator</b>	Mrs Debra Northey
<b>Disability Provisions</b> – teacher in charge	Mrs Tracy Simpson
<b>NSW School of Languages Supervisor</b>	Mrs Samantha Andersen

## Record of Student Achievement (RoSA)

The Record of Student Achievement (RoSA) is the credential provided by the NSW Education Standards Authority (NESA) to any eligible student who has left school after the end of Year 10 up to and before completing the Higher School Certificate. At the end of Year 10 the RoSA will list all mandatory and additional Stage 5 courses together with the grade achieved. The formal RoSA credential is only available to students who leave school, however, all students will be able to access and print a Student eRecord of their results via their NESA Students Online account: [students online](#) at any time after the end of Year 10. The RoSA is a cumulative credential providing grades for courses completed in Stage 5 (Years 9 &10) and the Preliminary year (Year 11).

Only students who satisfy the eligibility requirements for RoSA will receive the formal credential, however, those who are not eligible will be able to receive a Transcript of Study at the time of departure. A RoSA will only be issued when an eligible student leaves school.

### Eligibility

To be eligible for a RoSA at St Joseph's Catholic College, students must:

- satisfactorily complete courses of study that satisfy the NESA curriculum and assessment requirements for the RoSA:
  - the core English course
  - the core Mathematics course (5.1, 5.2 or 5.3)
  - the core Science course
  - the core Australian History/Geography course from the Human Society and Its Environment (HSIE) Key Learning Area – this includes Civics and Citizenship
  - the core PDHPE course
  - two 200 hour (i.e. both Years 9 and 10) elective courses from those offered by the school
- satisfactorily complete the Diocesan Religious Education program
- complete Year 10
- satisfy NESA and college attendance, conduct and effort requirements
- attend until the final day of Year 10

### Grading

School-based grades for Stage 5 (Year 10) are awarded using information from a student's performance in assessment tasks that comprise the school's formal assessment program. These tasks are devised to address the knowledge and skills objectives and outcomes of the individual syllabuses (assessment policies, procedures and specific task details are published in the Year 10 Assessment Handbook, distributed to each student early in the Year 10 year).

A student's performance across all tasks is aligned with specific Course Performance Descriptors published in the NESA syllabus documents for each course (the common grade scale is reproduced on the following page). The descriptors will indicate the student's achievement relative to the specific knowledge and skill outcomes of the course. There is no fixed number of each grade that must be awarded in the school.

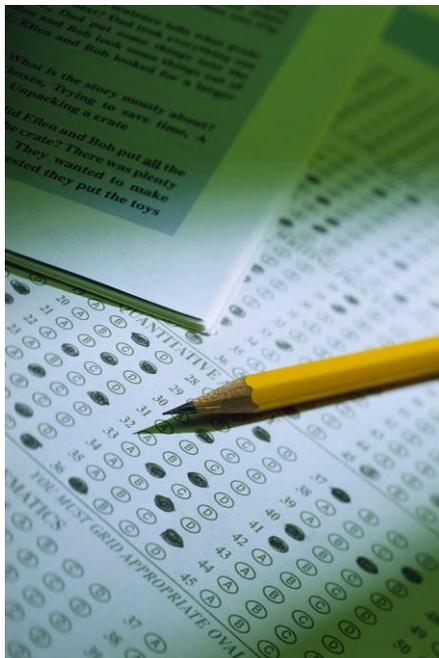
To achieve well during Stage 5, it is important that students work consistently and conscientiously throughout the two years. An appropriate selection of elective courses will ensure that each student has the opportunity to enjoy her course of study and to achieve good grades.

Further information about the RoSA can be found on the NESA website at:

<http://educationstandards.nsw.edu.au>

# The Common Grade Scale

<b>A</b>	The student has an <b>extensive</b> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very <b>high level of competence</b> in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a <b>thorough</b> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a <b>sound</b> knowledge and understanding of the main areas of content and has achieved an <b>adequate level of competence</b> in the processes and skills.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the content and has achieved a <b>limited level of competence</b> in the processes and skills.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved <b>very limited competence</b> in some of the processes and skills.



## **2019-2020 Life Skills**

### **Credential for students with special education needs**

Students with special education needs are eligible to receive a RoSA by entering for a special program of study. Each student undertaking Life Skills courses in Years 9 & 10 has an individual plan that determines their educational priorities.

### **Special programs of study**

A special program of study is a specifically designed pattern of study for individual students who are unable to meet curriculum requirements for the award of the RoSA using NESA developed syllabuses and/or NESA endorsed courses.

Students with special education needs can access a combination of courses using:

- Life Skills courses; and/or
- NESA developed syllabuses; and/or
- NESA endorsed courses

### **Life Skills courses – completion criteria**

There are no indicative hour requirements for any individual program of study based upon the curriculum framework for the Life Skills courses in each key learning area.

Students with special education needs undertaking Life Skills courses follow an individual program of study developed at the college in Years 9 and 10. Students who apply themselves with diligence and sustained effort and achieve some or all of the course outcomes will satisfy course requirements.

### **Assessment**

Evidence of achievement of outcomes may be based on ongoing observations during learning activities or from assessment tasks specifically designed to assess achievement at particular points in the course.

Students entered for a special program of study will receive a Record of Achievement and Student Profile listing each Life Skills course and the outcomes satisfactorily completed

## Program of study

Students entering Year 9 embark upon a **two-year program of study** also referred to as Stage 5.

This stage of secondary schooling is an especially important one, for several reasons:

- It is during Years 9 and 10 that students establish and consolidate the **patterns of organisation and application** that are major determinants of success in the Higher School Certificate years. The student who aims for senior study should recognise the opportunities provided during Stage 5 and use them to her best advantage.
- The Years 9 and 10 courses allow students to focus on **acquiring skills** such as data interpretation and analysis, essay construction, utilising reference resources, examination techniques, summarising and note-taking. These skills are not only invaluable for senior courses, but they also provide a sound basis for information processing in the workplace, and for the demands of daily life in society.
- Some courses in the senior school at St. Joseph's have **entry-level requirements** based on achievements in Year 10. In order, then, to keep open their options for the Higher School Certificate, students need to work to the best of their ability during Years 9 and 10.

Students in Years 9 and 10 at St. Joseph's study six **core** subjects and two electives –

- Religious Education
- English
- Mathematics
- Science
- History and Geography
- PD/Health/PE
- **Two 200 hour elective courses (i.e. studied in Year 9 & continuing in Year 10)**

Students should consider the following aspects of their learning when choosing their Stage 5 elective courses:

- achievement
- interest
- challenge

Individual courses are described in the following section. Students are encouraged to consult the Leader of Learning of each course for more detailed information.

***N.B. Whether classes are formed in a course will depend upon a sufficient number of students electing to study it. Where numbers are insufficient for a course to proceed, the course will be withdrawn from offer and students asked to choose another course.***



***Before making a choice of electives  
read the information for all courses  
carefully.***

***Description of courses***  
***Compulsory subjects***  
***Years 9 and 10***  
***2019-2020***

# 2019-2020 English

## Course description

Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

## What will students learn about?

Students study books, films, radio, television, newspapers and the internet. The texts give students experience of Australian literature, insights into Aboriginal, Asian and multicultural experiences in Australia and literature from other countries and times.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

## What will students learn to do?

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world. They reflect on their learning in English.

## Course requirements

The study of English in Stage 5 (Years 9–10) requires experience of at least two works of each of fiction, film, non-fiction and drama, multi-media texts and a variety of poetry drawn from different anthologies or from particular poets.



# 2020 Geography

Stage 5 Geography will be taught in 2020 with Stage 5 History being taught in 2019.

## Course description

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

## What will students learn about?

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales, and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria. The key concepts covered in this course will be place, space, environment, scale, sustainability and change.

## Which topics will students study?

- Environmental Change and Management
- Changing Places
- Human Wellbeing
- Sustainable Biomes

## What will students learn to do?

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.



# 2019 History

Stage 5 History will be taught in 2019 with Stage 5 Geography being taught in 2020.

## Course description

History develops in young people an interest in and enjoyment of exploring the past. The study of History provides opportunities for examining events, people and societies that have made an impact on each student's current context. It also strengthens an appreciation and understanding of civics and citizenship. History is mandatory in Stage 5 and has been designed to provide students with an understanding of the modern world from 1750 to the present and Australia's development within the modern world. Students will also develop the skills required for the effective study of history.

## What will students learn about?

The Stage 5 curriculum provides the opportunity for Year 9 in Term 1 and 2 students to study the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945). Australia's role in these two conflicts is examined.

The history of the modern world and Australia from 1945 to the present follows in Term 3 and 4. The first topic in this part of the course is a school based unit on the Holocaust. Students understanding of this tragic period of history is deepened by an immersion experience to the Sydney Jewish museum. The twentieth century became a critical period in Australia's social, cultural, economic and political development. Of significance is the struggle for rights and freedoms for groups in Australian society, particularly for Aboriginal people. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

## What will students learn to do?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICLT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

## Particular course requirements

All students must complete a site study in Stage 5.

## 2019-2020 Mathematics

### Course description

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. The symbolic nature of mathematics provides a powerful, precise and concise means of communication.

Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies facilitate this expansion of ideas, providing access to new tools for continuing mathematical exploration and invention. Mathematics is integral to scientific and technological advances in many fields of endeavour. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in K–10 is for students to:

- be confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with mathematical processes, and be able to pose and solve problems and reason in number and algebra, measurement and geometry, and statistics and probability
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning.

### What will students learn about?

The essential content for Mathematics in K–10 is structured using:

One process strand	Three content strands
<ul style="list-style-type: none"> <li>- working mathematically</li> </ul>	<ul style="list-style-type: none"> <li>- number and algebra</li> <li>- measurement and geometry</li> <li>- statistics and probability</li> </ul>

### What will students learn to do?

These strands contain the knowledge, skills and understanding for the study of mathematics in the compulsory years of schooling. Each strand is linked to an objective.

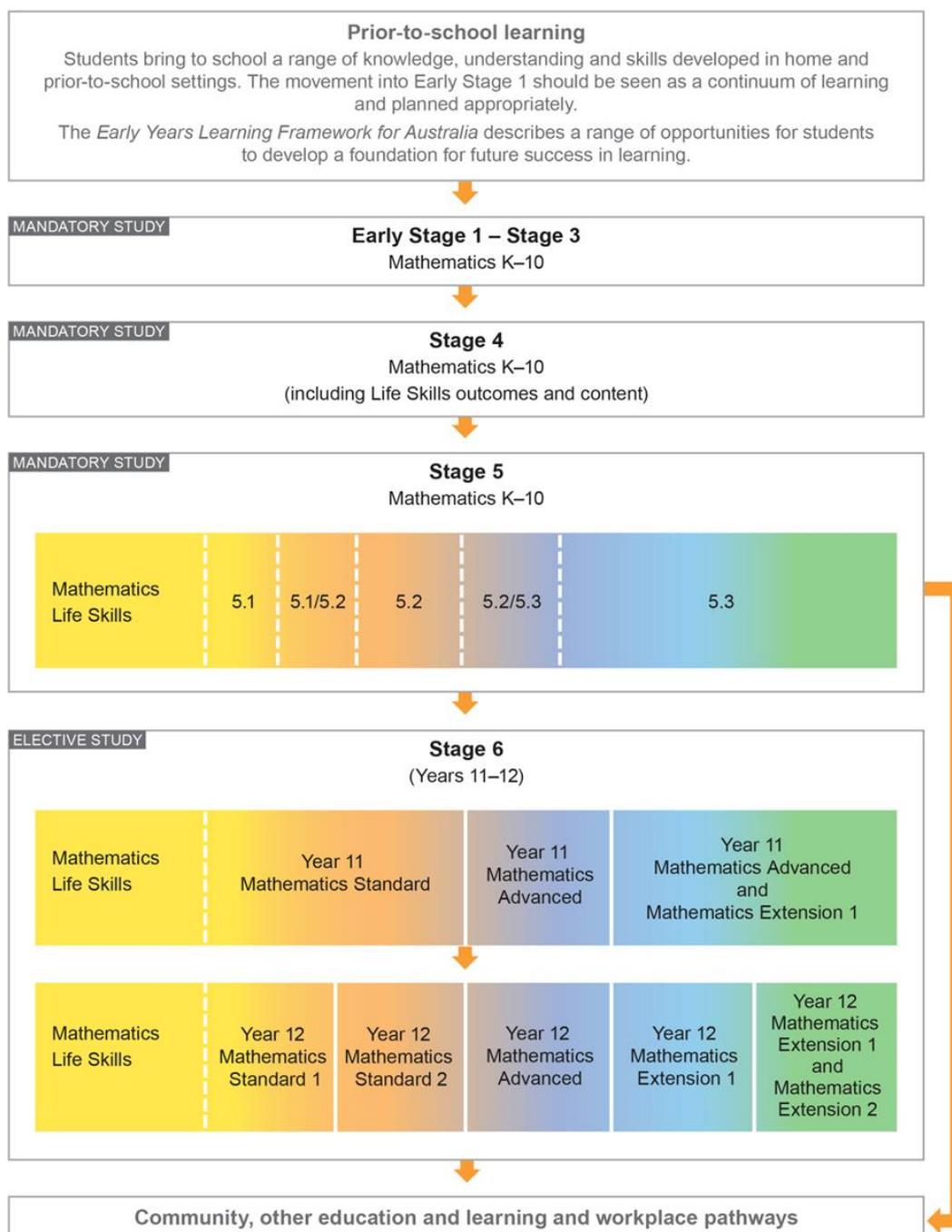
Strand	Objective
working mathematically	Students will develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning
number and algebra	Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalization
measurement and geometry	Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
statistics and probability	Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

## Pathways of learning in Mathematics

The Mathematics 7–10 Syllabus describes a continuum of mathematics learning from Kindergarten to Year 10. The diagram below represents available pathways of learning in Mathematics from early Stage 1 to Stage 6. Students exhibit a wide range of mathematical skills, levels of competence, and aspirations. Some students may be aiming to develop the mathematical skills necessary to function in daily life and various work contexts. Other students may seek to address more challenging mathematics to prepare them for the highest-level courses in Year 11 and 12.

Students studying some or all of the content of Stage 5.2 also study all of the content of Stage 5.1. Similarly, as well as studying the Stage 5.2 content, some students will study some or all of the Stage 5.3 content.

The Mathematics Life Skills outcomes and content are designed to provide a relevant and meaningful program of study for a small percentage of students with special education needs, for whom the Stage 4 and/or Stage 5 outcomes and content of the Mathematics K–10 Syllabus are not appropriate.



# 2019-2020 Personal Development, Health and Physical Education

## Course description

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and helps them to achieve confidence and competence in a wide range of activities as they maximise movement potential.

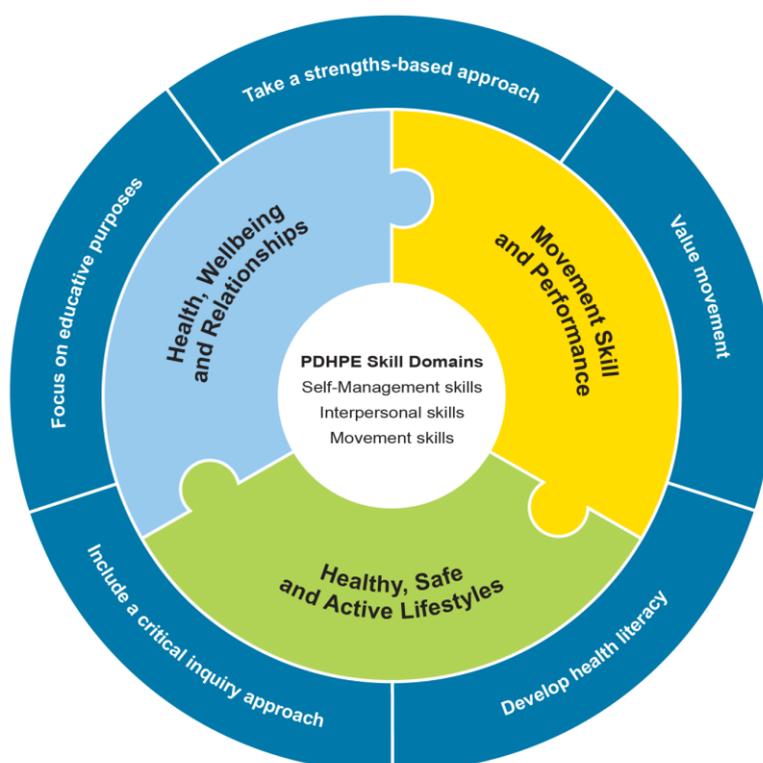
Through PDHPE students develop knowledge understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

## What will students learn about?

All students study The PDHPE K-10 syllabus as shaped by five propositions and organised into three content strands, with a focus on three PDHPE skill domains. The following diagram provides an illustrative representation of these elements and their relationship.

## What will students learn to do?

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interaction, problem-solving, decision-making, planning and moving.



## 2019-2020 Religious Education

Religious Education is a mandatory course at St Joseph's Catholic College. It is studied for 200 hours over Years 9 and 10.

### Course description

Religious Education enables students to develop knowledge and understanding of Christianity in the Catholic tradition. It is designed for all students and is of value to both Catholic and non-Catholic students.

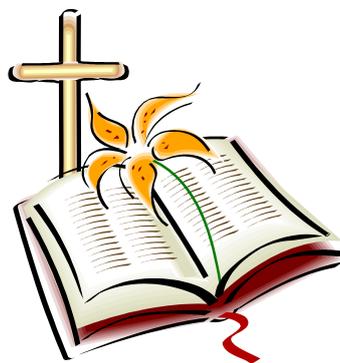
Religious Education at St Joseph's College is a crucial component of the College's Catholic Life and Mission. This dimension of the school encompasses the spiritual and intellectual aspects of Christianity in the Catholic tradition. Catholic Life and Mission is the *raison d'être* for the college, and as such, a pursuit of excellence in this subject is expected.

### What will students learn about?

The aim of this course is to develop students' awareness, understanding and appreciation of the richness of the Catholic tradition founded in the sacred scriptures and embedded in the life of the Church, so that they may participate critically and effectively in the Church within wider society. Students will focus on how we discover, celebrate, understand and find ultimate meaning in our lives.

Topics studied are as follows:

- the journey of Catholic faith
- religious diversity in Australia
- interpreting God's word
- Jesus in Luke's gospel
- conscience and moral decision making
- Catholicism in Australia
- reverence for creation
- justice and reconciliation
- introduction to youth ministry **or** serving as a disciple – *ways of being* and *ways of doing*
- youth ministry and leadership **or** leading as a disciple – *ways of being* and *ways of doing*



### What will students learn to do?

Students develop research and communication skills, including the use of ICLT, and examine Catholic perspectives and interpretations. Students will improve their religious literacy and strengthen scriptural research skills.

# 2019-2020 Science

## Course description

This course develops students' knowledge, understanding, values and attitudes in Science and skills. Through topics studied they should be able to explain and make sense of the biological, chemical, physical and technological world. This enables them to make informed choices and responsible decisions as individuals and part of the community.

## What will students learn about?

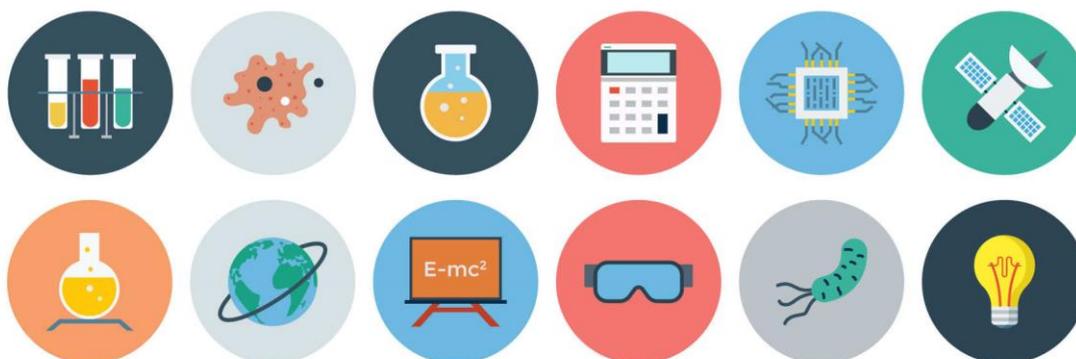
Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

## What will students learn to do?

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

## Course requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. Students will complete an open ended investigation during stage 5.



# ***Description of courses***

## ***Elective subjects***

### ***Years 9 and 10***

***2019-2020***

# 2019-2020 Commerce

## Course description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of a community.

## What will students learn about?

All students study *consumer choice* and *personal finance*. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students also study *law in society*, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study school selected topics from: investing; promoting and selling; E-commerce; global links; towards independence; political involvement; travel; law in action; our economy; community participation and running a business.

## What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions about how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICLT, that build on the skills they have developed in their mandatory courses.

They will also develop skills in personal financial management, advocate for rights and responsibilities in the workplace and make informed decisions.



# 2019-2020 Dance

## Course description

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

## What will students learn about?

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

## What will students learn to do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.



# 2019-2020 Drama

## Course description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

## What will students learn about?

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, Melodrama, non-realistic theatre, physical theatre, street theatre, mask, and protest theatre. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

## What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

### Year 9 Drama

- improvisation
- physical theatre
- melodrama
- non-realistic theatre
- monologue

### Year 10 Drama

- elements of production
- issue-based and narrative play building
- Protest theatre
- performance project: bullying show



# 2019-2020 Food Technology

## Course description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

## What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (food preparation and processing, nutrition and consumption) will be studied:

• food in Australia	• food service and catering
• food equity	• food for special needs
• food product development	• food for special occasions
• food selection and health	• food trends

## What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently. Students need to supply a teatowel and container to take their food home after practical lessons. Aprons and other equipment is supplied.

*This subject incurs a fee for food and materials used in the classroom.*



# 2019-2020 French

## Course description

The Year 9 – 10 French course is designed to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

## What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in French. They cover a wide variety of topics including personal identification, travel, shopping, fashion, entertainment, daily activities, transport and weather.

They will explore the nature of languages as systems by making comparisons between English and French.

Students will also develop intercultural understandings by reflecting on similarities and differences between French and English.

## What will students learn to do?

Students will develop the skills to communicate in French. Students will actively participate in classroom activities both orally and in writing across different contexts. They will listen and respond to spoken French. They will learn to read and respond to written French texts and comprehensions. Students will establish and maintain communication in familiar situations.

Students will continue their French studies using our textbook which supports language learning with a companion audio and interactive activities.

Students will also continue learning about French culture and French traditions through reading, ICLT and the media.

Students develop a capacity to interact with people, their culture and their language.



## 2019-2020 Industrial Technology – Timber

### Course description

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Students undertake one course in Industrial Technology and focus on the area of **timber**.

### What will students learn about?

All students will learn about the properties and applications of materials associated with timber. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

### What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality wooden, practical projects. Students learn to select and use a range of timbers for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

*This subject incurs a fee for materials used in the classroom and students also need to supply some items to finish projects.*



# 2019-2020 Japanese

## Course description

The Stage 5 Japanese course is designed to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Japanese skills and content are cumulative. Students who wish to continue their study of Japanese in Year 11 and Year 12 must study that language in both Year 9 and Year 10.

## What will students learn about?

Students develop the knowledge, understanding and skills necessary for effective interaction in Japanese. They cover a wide variety of topics including personal information, family, daily routine, school life, fashion and transport. The study of hiragana, katakana and kanji scripts develops visual and interpretive skills.

They will explore the nature of languages as systems by making comparisons between English and Japanese.

Students also develop intercultural understandings by reflecting on similarities and differences between Japanese and English.

## What will students learn to do?

The Stage 5 Japanese course will provide students with a variety of opportunities to develop practical skills in listening, speaking, reading and writing. An emphasis on speaking and listening skills requires students to actively participate in all class tasks.

Students learn to maintain communication in authentic situations and continue their study of hiragana, katakana and kanji characters. As script is an extremely important part of studying the Japanese language, students are required to be self-motivated in their approach to their Japanese studies, spending time on revision and practice each day.

Students will continue their study of the culture of Japan and Japanese communities through media such as television and film, and will explore the way meaning is conveyed by comparing and contrasting features of the Japanese language.

Students will also develop skills in using the Japanese Input Method Editor to type and communicate in Japanese using ICLT and web 2.0 technologies.



## 2019-2020 Music

### Course description

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

### What will students learn about?

In both the mandatory and elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The elective course requires the study of the compulsory topic Australian music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

Musical styles, periods and genres are selected equally from the groups below:

Group 1	Group2
<ul style="list-style-type: none"><li>• Baroque music</li><li>• classical music</li><li>• music of the 19<sup>th</sup> century</li><li>• medieval music</li><li>• music of the Renaissance</li><li>• art music of the 20<sup>th</sup> &amp; 21<sup>st</sup> century</li><li>• music of another culture</li><li>• music for small ensembles</li><li>• music for large ensembles</li></ul>	<ul style="list-style-type: none"><li>• popular music</li><li>• jazz music</li><li>• music for radio, film and TV</li><li>• music of another culture</li><li>• music for small ensembles</li><li>• music for large ensembles</li><li>• rock music</li><li>• music and technology</li></ul>

### What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. Through the incorporation of ICLT and numerous software applications, students will have access to digital recording studios and professional composition software. These new technologies will be integrated into all programs.

The study of the concepts of music underpins the development of skills in performing, composing and listening:

- **perform** through singing, playing and moving, music in a range of musical contexts, as a soloist or a member of an ensemble
- **compose** using different forms of musical notation and technology, as individuals or in small groups, music that represents the topics studied
- **listen** to and analyse a range of repertoire, identify how concepts of music have been used and manipulated in a range of repertoire, respond to the range of repertoire used for listening

# 2019-2020 Physical Activity & Sports Studies

## Course description

This course provides an extension of both theoretical and practical aspects of the compulsory Health Studies course studied in Years 7 – 10. It is of particular interest to students keen to learn about practical physical education activities and sports, and also to those interested in the science of body movement. The course offers an insight to the Year 11 and 12 PDHPE courses.

## What will students learn about?

### Year 9:

The theoretical aspects of this year comprise major units of work:

- body function and performance and sports injuries
- fitness and factors affecting performance.

The practical components are chosen from these areas:

- team sports
- individual sports recreational activities
- recreational sports

### Year 10:

The theoretical aspects of this year comprise major units of work:

- sport, recreation and society
- women in sport
- organisation and administration

The practical components are as for Year 9 with six different sports chosen from the three areas.

As a variety of sports are offered, the opportunity to achieve sports coaching accreditation certificates will be available in some of these areas.



# 2019-2020 Photographic and Digital Media

## Course description

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century.

## What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works. Students learn about the creative aspects of photographic practice including composition, viewpoint, depth of field and visual elements.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places. Interpretations and explanations of content will also be explored through Practice, the Conceptual Framework and the Frames. They also explore how their own lives and experiences can influence their making and critical and historical studies.

## What will students learn to do?

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICLT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience and the Frames to make and study photographic and digital media artworks.

Students learn to use programs included in Creative Cloud and to set up and use a studio to shoot subjects such as portraits and still-life, create a magazine cover design, gel release transfer of images and basic wet darkroom photography. They will also learn to create images through scanning objects and create a video using editing software.

## Course requirements

- Students are required to have a functioning 10 megapixel digital camera that is no older than five years.
- Students are required to have a USB memory stick specifically for this course.
- Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal. The journal is purchased as part of a kit.

# 2019-2020 STEM (Science Technology Engineering Mathematics)

## Course description

Science, Technology, Engineering and Mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many careers and skills of our future technologically based workforce. Students will experience and develop an appreciation of the role and potential of science, technology, engineering and mathematics in the world in which they live, and to learn through their journey of technological problem based inquiry, the essence of evidence-based critical thinking.

## What will students learn about?

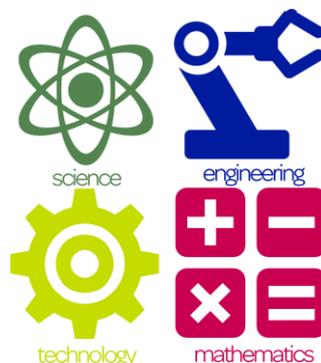
The course covers a number of science, technology, engineering and mathematics fields via the use of exciting, engaging, innovative and imaginative learning and teaching activities customised to inspire and meet the individualised learning needs of each student. Modules include STEM fundamentals, aerodynamics, motion, mechatronics, and surveying. Students will also undertake a range of inquiry based and STEM project based learning activities which will occupy the majority of course time. This may include entering STEM based external competitions. Students will 'explore before explain', meaning that students will have practical experience in exploring phenomena before being introduced to STEM concepts.

## What will students learn to do?

Students will learn to use a range of tools, equipment, techniques and processes, including relevant and emerging technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations. This involves students being able to explore ideas and phenomena, raise questions that interest them and shape their own inquiry around these questions by designing creative and open-ended investigations.

## Course requirements

Students choosing this course should have an interest in STEM related fields. They will have strong investigative skills, possess an inquiring mind, a demonstrated aptitude in Mathematics and Science, the ability to think abstractly and logically, as well as being able to work collaboratively with others. *This subject will incur a fee for any competitions entered and for some materials used.*



# 2019-2020 Textiles Technology

## Course description

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

## What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects:

- . apparel
- . furnishings
- . costume
- . textile arts
- . non-apparel

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (design, properties and performance of textiles, textiles and society) are covered.

## What will students learn to do?

By examining the work of designer's students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use. This subject can help with all areas of design, costuming, dress making, interior design, etc.

*This subject incurs a fee for materials used in the classroom – the students will also need to supply fabric and notions for the practical projects that they undertake.*



# 2019-2020 Visual Arts

## Course description

Visual Arts provides opportunities for students to enjoy the making, responding to and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed, understand and write about their contemporary world.

## What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, printmakers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies. Students also develop their knowledge of the Cultural, Subjective, Structural and Postmodern Frames.

## What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D and 3D traditional, contemporary and ICLT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to document their artmaking practice in their Visual Arts diary.

## Course requirements

Students are offered opportunities to produce artworks in a range of media areas including drawing, painting, photography and digital manipulation, printmaking, ceramics and sculpture. They will also study the artmaking practice of a range of artists across time and place.

Students are required to document their practice in a Visual Arts diary.

*Students are required to purchase an art kit (included in school fees) which includes their Visual Arts diary and the materials they will use throughout the course.*

