Stage 5 Subject Information Handbook

Year 9 2024
Year 10 2025

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to access and organise information form a stronger basis for a career than gaining specialised information that can be outdated by the time you enter the workforce.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

Staff Directory 2023

COLLEGE LEADERSHIP TEAM	
Principal	Mr Tony McCudden
Assistant Principal	Ms Anne Lovett
Leader of Religious Education	Ms Nicole Harrison
Leader of Student Wellbeing	Mrs Cathy Toby
Leader of Learning and Teaching	Mrs Alexandra McArdle
Leader of Administration	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy
MANAGEMENT SYSTEMS	
Leader of Management Systems	Mrs Michelle D'Offay
COLLEGE MINISTRY	
Youth Minister and Leader of Mission	Mrs Phillipa Mercer
YEAR LEADER	
Year 8	Ms Chloe Smythe
LEADERS OF LEARNING	
Religious Education	Ms Nicole Harrison
English	Ms Maria Woodhouse
HSIE (Human Society & its Environment: History, Commerce, Geography, International Studies)	Mrs Kristie Kelaher
Mathematics	Mr Tim Woodbine
PDHPE (Personal Development Health & Physical Education, Dance and Marine Studies)	Mrs Janelle Bartholomew
Science & STEM	Mrs Amanda Eades
TAS (Technological & Applied Studies – Timber, Child Studies, Food Technology, Textiles and Design)	Mr Kane Charles
Creative Arts (Visual Arts, Drama, Music)	Mrs Sue Lockwood
Languages (French, Japanese)	Mrs Samantha Andersen
Learning Support	Mrs Tracy Simpson
Vocational Education & Training/TAFE	Mrs Rachael Grassi
SPECIAL RESOURCE TEACHERS	
School Counsellors	Mrs Dale Boymer and Caroline Zavolokin
Librarian	Mrs Karen Powers
Careers Advisor	Mrs Rachael Grassi
Representative Sports Coordinator	Mrs Debra Northey
Disability Provisions – teacher in charge	Mrs Tracy Simpson
NSW School of Languages Supervisor	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
  - -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).

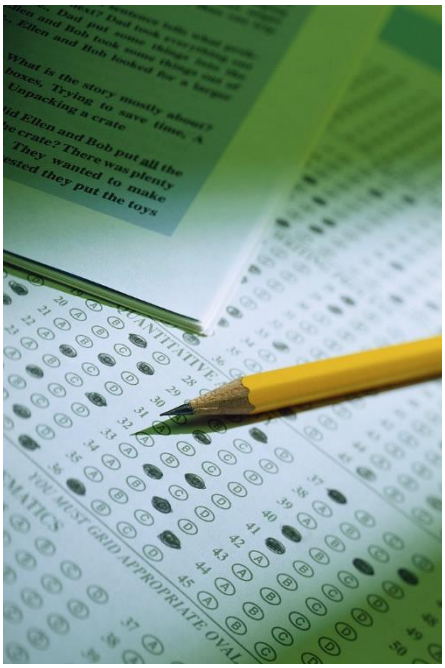
A student's performance across all tasks is aligned with specific Course Performance Descriptors published in the NESA syllabus documents for each course (the common grade scale is reproduced on the following page). The descriptors will indicate the student's achievement relative to the specific knowledge 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

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



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 <u>Year 9 & continuing in Year 10</u>)**

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.***

2024-25 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. For a student to be placed onto a Life Skills study program, there will be extensive consideration and consultation with their teachers, parents, medical specialists and the student themselves.

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.

Description of courses

Compulsory subjects

Years 9 and 10

2024-25

2024-25 English

Course description

The aim of English in Years 7–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

What will students learn about?

As the focus of learning in each stage, students engage meaningfully with extended and short prose, novels, films, poetry, drama, visual, spoken, multimodal and digital texts. The texts give students experience of fiction and non-fiction texts, a range of texts by Australian, Aboriginal and Torres Strait Islander authors, texts about intercultural and diverse experiences, and a range of cultural, social and gender perspectives, popular cultures and youth cultures. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

What will students learn to do?

English 7–10 builds on the foundational skills developed in the earlier years to support their growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, Understanding and responding to texts and Expressing ideas and composing text.

Course requirements

The study of English in Stage 5 (Years 9–10) requires students to engage meaningfully with at least two works of each of extended prose (including at least one novel), film, poetry and drama, and a range of types of texts inclusive of short prose, visual, spoken, multi-media and digital texts.

2024 Geography

Stage 5 Geography will be taught in 2024 with Stage 5 History being taught in 2025.

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.

2025 History

Stage 5 Geography will be taught in 2024 with Stage 5 History being taught in 2025.

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 10 students in Terms 1 and 2 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 Terms 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 has, in previous years, been 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.

2024-25 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
- working mathematically	- number and algebra - measurement and geometry - statistics and probability

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 K–10 Syllabus describes a continuum of mathematics learning from Kindergarten to Year 10. 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.

In Stage 5, the mathematics course is split into core and path outcomes. All students will need to complete the core outcomes. Student's will then start to complete extension 1, advanced or standard path outcomes according to their achievement levels. If a student is intending on completing Mathematics Advanced in Year 11, they will be placed in the advanced path in stage 5. Students intending on doing mathematics standard in Year 11, will complete the standard path. Students intending on doing Extension 1 Mathematics in Year 11, will complete the Extension 1 path. Please note if a student only completes the core outcomes, that is sufficient to go on and complete Mathematics Standard 2 in Year 11 and 12. Students will be placed into classes based on their Maths results in Year 8. At the end of each semester in year 9 and 10, results are re-assessed, and some students will move classes based on their results.

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 Mathematic K–10 Syllabus are not appropriate.

2024-25 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.

2024-25 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 strives for our students *to know Christ and to love learning through accompaniment, encounter and transformation.** 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'etre* 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:

- exploring ancient words
- called to healing and hope
- living a loving life (the Beatitudes and justice)
- the search for meaning
- encountering Jesus (the Gospel of Luke)
- called to love and serve
- the story of the Church: challenges and response
- the power of Catholic Social Teaching
- justice and reconciliation

What will students learn to do?

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

- *CSBB towards 2025*

2024-25 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?

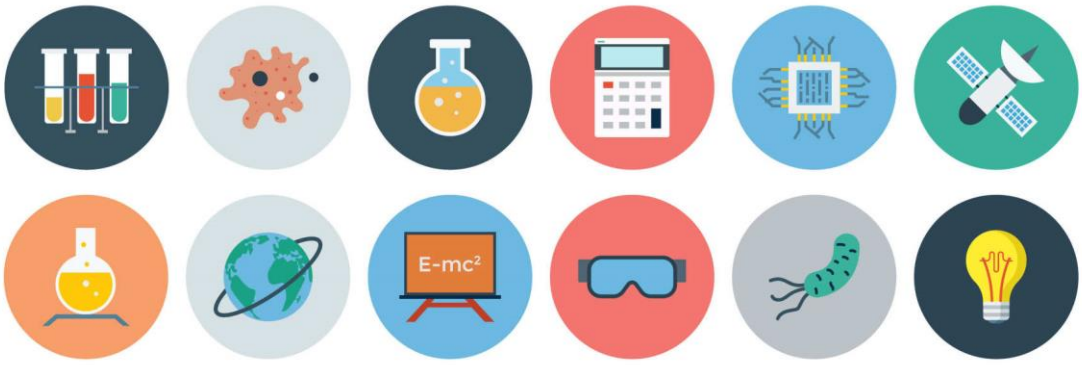
Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

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

2024-25

2024-25 Child Studies

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts. Many class activities have a practical experience.

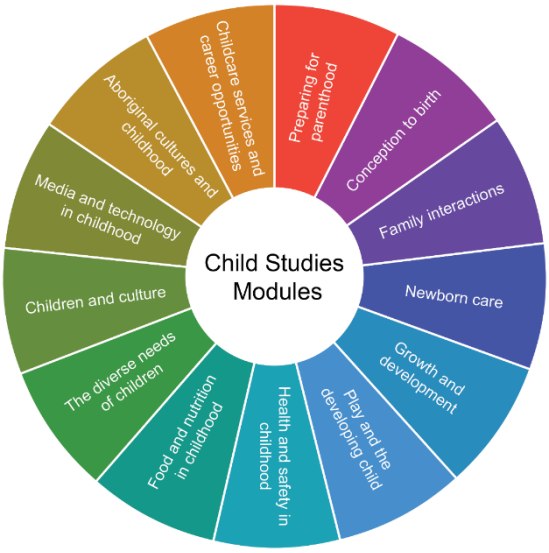
By the end of Stage 5, students identify factors which influence an individual's or couple's decision to become a parent and describe the physical, social and emotional changes experienced during pregnancy. Students develop their understanding of reproduction and conception and explore support available to mothers as they prepare for birth. They have opportunities to identify preventable disabilities and illnesses relating to lifestyle habits. Students examine various cultural responses to parenting styles and family roles and responsibilities and assess their impact on a child's development.

Students identify the physical characteristics and needs of newborns and strategies to promote their safety and wellbeing. They develop their understanding of the characteristics of growth and developmental milestones, and support networks which may assist parents with monitoring and encouraging their child. Students investigate types of play-based learning and assess play choices, environments and activities in terms of suitability, sustainability and safety. They describe the symptoms, treatment and preventative strategies relevant to a range of common childhood diseases and injuries and explore strategies which promote child safety in potentially hazardous situations.

Students develop their knowledge of the nutritional needs of children and examine contemporary issues related to food and nutrition. Students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children and describe how childcare services can play an active role in increasing knowledge and appreciation of cultural differences. They examine the importance of cultural heritage, identity and kinship in Aboriginal cultures and explore education and enrichment activities for Aboriginal children. Students evaluate the impact of different types of technology on the wellbeing and development of children and explore strategies to monitor and reduce the potentially negative influence of technology on the lifestyle and learning of children.

Students develop an understanding of the diverse needs of children and identify the formal and informal support and resources available to optimise health and wellbeing. They explore the various enrichment activities and educational settings available to children and families. Students identify the range of childcare services available and examine the roles and responsibilities of childcare providers. They explore career opportunities which involve working with children and recognise the qualities required to be successful in these industries.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.



Modules

The content is organised into the following modules:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- The diverse needs of children
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- Childcare services and career opportunities

2024-25 Commerce

Course description

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political 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 the community.

What will students learn about?

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

What will students learn to do?

Student learning in Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

2024-25 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.



2024-2025 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, 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
- Monologue
- Theatre Traditions

Year 10 Drama

- Page to Stage
- Issue-based Playbuilding
- Protest theatre
- Performance project: Bullying Show

2024-25 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 then 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.

2024-25 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 housing, hobbies, getting around French towns, weather, holidays past and future, entertainment, daily activities and chores, and future plans for themselves and a sustainable environment.

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 using a sequencing of language instruction that begins with modelling and awareness raising of chunked phrases, using lots or oral repetition and games for retrieval practise. They will then begin structured processing and practise their reading, writing, translation and listening skills through a variety of teacher prepared resources and authentic texts. These skills will expand their language knowledge leading to spontaneity and autonomy of the language.
Students will continue their French studies using Education Perfect and a new resource called The Language Gym and Sentence Builders that the teacher will provide all resources and online access to.

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

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

2024-25 Ignite Mathematics (Extension Elective)

Course Description

This course is designed for talented mathematicians who are interested in using mathematics to solve problems and understand the world around us**.** The course uses a range of interesting, engaging and challenging tasks to build students **understanding, fluency, problem-solving** and **reasoning of key mathematical concepts.** This course will be beneficial for students considering Extension Mathematics Courses in Years 11 and 12 but it is not a prerequisite.

Course Information

- This course is a **Broken Bay Cross Campus Course** meaning students will be in a virtual class with other talented Mathematics students from the Diocese. Students will have a teacher who will work with the cross campus class.
- This is a course designed for talented mathematicians **by invitation only**. Invites will be issued to selected students.
- This course is offered in a **Blended Mode of Delivery**. Students will complete **four periods online** and **two periods face-to-face each fortnight** (including Zoom).

What students learn

The two year (200 hour) course, consists of ten topics:

Year 9

- Topic 1: Problem Solving in Mathematics
- Topic 2: Code Breaking
- Topic 3: Algebra and Number Theory
- Topic 4: Chance and Probability – a problem of counting
- Topic 5: An Introduction to Vectors

Year 10

- Topic 6: Mathematical Modelling
- Topic 7: Understanding Statistics
- Topic 8: Algebra and Proof
- Topic 9: Vectors and Matrices
- Topic 10: Number Systems – there is another dimension

Please note - Students who wish to complete this course will select this elective by returning the invite slip to Mrs McArdle. It will not be an option on the online subject selection method.

2024-25 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 in the form of a folio, relating to each project.

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

2024-25 International Studies

Course description

International studies is an inter-disciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen. International studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the course lends itself to an emphasis on, but is not limited to, this region.

What will students learn about?

Students will develop knowledge and understanding to recognise the complex, diverse and dynamic nature of cultures and identify the increasing interconnectedness of cultures in the contemporary world.

Students will develop the values of respect for the diversity of cultures, individual and social responsibility, co-operation between and among cultures and groups, empathetic understanding, equity and social justice.

What will students learn to do?

Students will develop skills to apply critical literacy in recognising and challenging stereotypes and develop effective tools for successful intercultural communication and understanding.

2024-25 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.

2024-2025 Marine and Aquaculture Technology (Marine Studies)

Course Description

The study of Marine and Aquaculture Technology develops the capacity of students to design, produce, evaluate, use and sustainably manage marine and water-related environments. Marine and Aquaculture Technology fits into an emerging field of study relating to the sustainability of fragile marine environments. It provides a framework for developing the knowledge and skills to both use and protect unique marine ecosystems, appreciate local biodiversity, develop scientific literacy and safely participate in water-based leisure activities.

What will the students learn about?

Students participate in a range of interrelated theory and practical activities including exploration of local rock platforms and estuaries, examination of marine life in tropical, temperate and cold-water ecosystems, eco-tourism, marine disaster case studies, the psychology of fear and influence of media, the impact of climate change and proactive solutions to the ecological consequences of human activity.

Students learn about marine and aquatic environments, water safety, general first aid and the maintenance of equipment. Students learn about the ethical and sustainable use, management and protection of the marine environment and a range of industries and organisations that use, manage and regulate the marine environment.

What will students learn to do?

The major focus of the syllabus is on practical experiences. Students learn about Work Health and Safety issues, apply principles of water safety and first aid in marine situations. Students learn to research, experiment and communicate in relation to marine and aquaculture activities. Additionally, students learn how to identify dangerous marine creatures, recognise marine plant and animal adaptations, snorkelling skills in closed and open water, maintain equipment used in a salt water and complete a boat licencing program.

Marine and Aquaculture Technology Years 9 & 10 - Stage 5 Course requirements

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Students undertaking the 200-hour course are required to complete:

<u>Year 9 - Core 1 and five option modules</u>

Core 1 Module – Introduction to Marine and Aquaculture Technology

Option Modules:

- Rock Platforms
- Dangerous Marine Creatures
- Temperate Marine Ecosystems
- Snorkelling
- Open Water Snorkelling

<u>Year 10 - Core 2 and six option modules</u>

Core 2 Module – Skills, Management and Employment

Option Modules: TBA

Essential Requirements:

- Students must be highly competent swimmers and be willing to participate in pool, ocean and rock pool activities.
- Students will need appropriate non-slip footwear or rubber soled booties for rock pool exploration.
- Students must provide their own snorkelling equipment – mask, snorkel and fins.

2024-25 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 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
· Baroque music · classical music · music of the 19th century · medieval music · music of the Renaissance · art music of the 20th & 21st century · music of another culture · music for small ensembles · music for large ensembles	· popular music · jazz music · music for radio, film and TV · music of another culture · music for small ensembles · music for large ensembles · rock music · music and technology

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. Students have a focus on instrument/s when performing. This can include voice.

2024-25 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?

There are three areas of study:

Study 1: Foundations of Physical Activity
Study 2: Physical Activity and Sport in Society
Study 3: Enhancing Participation and Performance

Modules from the Area of Study *Foundations of Physical Activity* could include: body systems and energy for physical activity; physical activity for health; physical fitness; fundamentals of movement skill development; nutrition and physical activity; and participating with safety.
Modules from the Area of Study *Physical Activity and Sport in Society* could include: Australia's sporting identity; lifestyle, leisure and recreation; physical activity and sport for specific groups; opportunities and pathways in physical activity and sport; and issues in physical activity and sports.
Modules from the Area of Study *Enhancing Participation and Performance* could include: promoting active lifestyles; coaching; enhancing performance – strategies and techniques; technology, participation and performance; and event management.

2024-25 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 interpretations.

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 interpretations. 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 such as Photoshop 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, cyanotypes 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 digital camera.
- 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. Students are provided with a journal and access to printing (included in school fees).

2024-25 STEM (Science Technology Engineering Mathematics)

Course description

iSTEM develops the skills and knowledge that increasingly underpin many careers in our future technologically based workforce**.** Students will develop an appreciation of the role and potential of science, technology, engineering and mathematics in solving real world problems through hands activities.

What will students learn about?

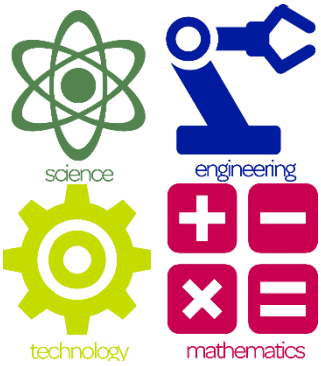
The course covers a number of science, technology, engineering and mathematics fields through the use of exciting, engaging, innovative and imaginative learning activities designed to inspire and meet the learning needs of each student. Modules include STEM fundamentals, aerodynamics, biotechnology, motion, mechatronics and design for space. Students will undertake a range of inquiry based STEM projects. This may include entering STEM based competitions. Students will explore 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. Students will use drones, sphero's, micro:bits, m-bots, maqueen robots, power up's and the power anchor 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 working with a range of technologies in solving real world problems and challenges. They will develop investigative and problem solving skills and the ability to think logically, and to work collaboratively with others. Students will be provided with opportunities to be creative, innovative and to develop critical thinking and communication skills.



2024-25 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.

2024-25 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 as well as artmaking practice.

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 will be provided with an art kit (included in school fees) which includes their Visual Arts diary and the materials they will use throughout the course.