

St John Bosco College Engadine



Year 9/10 Subject Handbook

2018/2019

A MESSAGE FROM THE PRINCIPAL

Dear students,

Years 9 & 10 are important years for students as you begin to make decisions about your future and have the opportunity to make some choices in your academic program and the subjects you wish to study, based on your interests and dreams for the future. These two years bring to a conclusion Stage 5 of their education and should bring to an important climax all you have learned.

This Curriculum Handbook provides you with an outline of the options available and the requirements expected to successfully complete Year 9 and Year 10 at St John Bosco College.

Nowadays there are greater educational options available after you complete Year 10 catering for the many needs and aspirations of students including the traditional HSC courses, VET and EVET subjects, and now the various Trainee and Apprenticeship opportunities. In making decisions with subjects for these two years it is important also to consider what direction your education might take beyond leaving school.

It is important that you select your subjects carefully, considering the wider pathway and your “pattern of study”. When you select your subjects there are three key guidelines:

- choose subjects which will help you achieve your career goals;
- choose subjects in which you have done well in the past;
- choose subjects that you enjoy.

At St John Bosco College we value education, in all its forms, and expect students to strive for excellence in all aspects. To achieve the best academic outcomes a commitment to study, to completion of all work tasks, to learning and to following the guidelines and regulations set by the Board of Studies and by the school is essential.

Commitment to the life of the College and being fully involved in all aspects of College life is part of a good and fulfilling educational experience and so a continued commitment to an active participation in the religious, social, cultural and sporting aspects are also significant aspects of these two years.

I wish you well in your decision making, encourage you to accept advice from a wide range of sources, and promise the support of the College in bringing your dreams and aspirations to fruition.

God bless

Mr Damien Carlton
PRINCIPAL

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USING THIS HANDBOOK

1. The Handbook has been divided into two sections - **Core Subjects, and Elective Subjects**. Each section is then divided into Key Learning Area's. Each Key Learning Area contains an introductory section explaining the aims of each subject, and information on all courses of study offered in the KLA.

2. Each subject has been divided into courses that span **two full years**.

3. **Entry into Courses of Study:**

- Most students will gain entry into the courses of their choice.
- Some courses may not be offered if student numbers are insufficient. Students concerned will be asked to choose another course – as indicated by their recorded alternate choices.

4. **Selecting courses:**

When deciding what course of study to pursue at school during Years 9 and 10, **students should consider:**

- their areas of **INTEREST**
- their levels of **ABILITY**. Students should avoid selecting subjects of which they are not capable.
- a balanced selection of courses that will give opportunities to develop a wide range of studies.

DO NOT choose your course of study based on:

- What your friends are doing - they have different abilities, interests and motivation to you.
- Your favourite teacher. Teachers are often given other classes, and the timetable for the following year is determined much later.
- Easy subjects - there are none of these.
- Whether you consider some subjects to be "boys' subjects" and others to be "girls' subjects". There are no separate subjects for girls and boys.

5. Consider your choices carefully, because there is a point beyond which students may **NOT change** their electives. All students and parents will be notified well in advance of this time. Every opportunity will be given to students in this regard.

BASIC REQUIREMENTS

Core Subject Requirements

All students must complete courses of study within the Core Subject Areas. These are the Key Learning Areas (KLA's) of:

Religious Education
English
Mathematics
Science
HSIE - Australian History and Geography,
Civics and Citizenship
Personal Development, Health and
Physical Education

There are **no elective choices** offered within the subject areas of Religious Education, English, Mathematics and Science in Stage 5 (Year 9 or Year 10), as all students are required to meet prescribed knowledge and skills objectives within these subjects that would prove difficult to achieve otherwise.

Elective Requirements (Stage 5)

All Year 9 students are required to select **Two Elective Courses** in order to complete their studies for the Record of School Achievement (RoSA).

These two courses may be any combination of elective courses described in this Handbook that the student may be eligible to study.

Students will continue to study in the same subject areas for both Years 9 and 10. Applications for a change of course will only be entertained under special circumstances in consultation with the Learning and Curriculum Coordinator, and only if a position exists in the course requested.

PLEASE NOTE:

Students who continue a course of study for both Years 9 and 10 in the same subject area are ***more likely*** to receive better grades for these subjects on their Record of School Achievement (RoSA) than students who have only studied a subject for 1 year. They will be credentialled with having completed a 200 hour pattern of study.



CORE
Subjects

RELIGIOUS EDUCATION

Archdiocese of Sydney Religious Education Curriculum

At St. John Bosco College our Religious Education program follows the revised Curriculum of the Sydney Archdiocese, through the lens of our Salesian charism.

This curriculum aims at assisting students towards relating well with the world and with God. It seeks to invite students to celebrate and respond to God's action in their lives. The curriculum provides them with the opportunity for a sound Religious Education that is faithful to our human experience and to God.

As partners in Catholic education, we commit ourselves to developing authentic Catholic schools which:

- are founded on the person of Jesus Christ and enlivened by Gospel values
- highlight the relevance of our faith to life and contemporary culture
- are embedded within the community of believers, and share in the evangelising mission of the Church.

As partners in Catholic education, we commit ourselves to providing quality education for our students by developing goals and strategies which:

- promote our Catholic identity
- enhance the quality of Religious Education
- provide high quality teaching and learning programs
- address the diverse needs of students
- strengthen the partnership between teachers, parents, clergy and the wider community
- utilise new technologies to expand learning opportunities

The curriculum includes five strands:

A. SCRIPTURE AND JESUS

The significance of the Scriptures and the message of Jesus Christ to the life of a Christian

Year 9: The Teachings of Jesus

Year 10: The Gospels

B. CHURCH AND COMMUNITY

The living tradition of the Catholic Church and a willingness to participate in its mission of service

Year 9: The Story of the Church in Australia

Year 10: The Church: Challenge, Tradition and Change

C. GOD, RELIGION AND LIFE

God and creation, awareness of the existence of good and evil and a capacity to search effectively for meaning in life

Year 9: The Search for Meaning

Year 10: Ecumenism and Interfaith Dialogue

D. PRAYER, LITURGY AND SACRAMENTS

God in prayer, liturgy and the sacraments and a willingness to participate in both personal and communal prayer

Year 9: Sacraments of Healing

Year 10: Sacraments at the Service of Communion

E. MORALITY AND JUSTICE

Catholic moral teaching and an ability to work for justice in the world

Year 9: Living the Commandments and Beatitudes

Year 10: Catholic Social Teaching

Modules are completed every 8 weeks.

Assessment:

Formal assessment tasks are completed, as well as half-yearly and yearly exams.

N.B. Year 10 students will set the Archdiocesan Religious Education exam in Term 4, 2018.

ENGLISH

AIM:

The aim of English at St. John Bosco College is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

CONTENT:

Students will read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

- fiction
- prose
- film
- nonfiction
- drama

Students will study texts that give them the experience of:

- texts which are widely regarded as quality literature
- widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- a wide range of text types including nonfiction, picture books and graphic novels
- an appropriate range of digital texts, including film, media and multimedia.

AREAS OF ASSESSMENT:

- reading
- writing
- speaking
- viewing and listening
- representing

ASSESSMENT STRATEGIES:

Students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

Formal and informal assessment strategies will include:

- collaborative activities
- peer assessment
- self-assessment
- teacher observations

MATHEMATICS

Mathematics is a mandatory course that is studied substantially in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10.

Course Description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. 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 K-10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in life long learning.

Stage 5 Mathematics

During Stage 5 (Years 9 and 10) students continue with their study of the content strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability. Embedded within each strand is Working Mathematically – that is the thinking and doing of mathematics, which allows students to develop the skills to become flexible and creative users of Mathematics. They consolidate and extend their knowledge from stage 4 (Years 7 and 8).

Students in Years 9 and 10 follow one of three pathways 5.1, 5.2 or 5.3 where students studying 5.2 complete all the 5.1 outcomes as well additional outcomes from 5.2. Similarly students following the 5.3 pathway complete all the outcomes from 5.1 and 5.2 with additional outcomes from 5.3.

The pathway students follow will be based on their achievement of outcomes in Year 8. The 5.1 pathway is for students who have not completed the Stage 4 outcomes and will continue with these in Year 9. The 5.3 pathway is for students who have achieved the stage 4 outcomes at a high level and have achieved some of the outcomes from stage 5.1.

Students can move between pathways in Year 9 depending on the level of achievement of course outcomes. The pathway followed in Stage 5 (and in particular Year 10) will affect the level of Mathematics that a student will be able to access in Stage 6.

Record of School Achievement (RoSA)

Satisfactory completion of the mandatory study of mathematics during Stage 5 will be recorded with a Grade A10-E2 on the student's Record of School Achievement (RoSA).

SCIENCE

The science units that you will study in years 9 and 10 will provide you with a wealth of skills, knowledge and understanding of the natural world. Science contributes in a huge way to our society, the technology that we use and to the sustainable management of the environment. In this course you will examine the historical and ongoing contribution of scientists and their research to the world community.

Practical experiences which include hands-on activities occupy a large fraction of the course time in science and you will undertake at least one research project.

The units that you study in years 9 and 10 all contribute toward your satisfactory completion of the Record of School Achievement (RoSA). They also provide you with a solid foundation for further senior studies in science.

Units of Study - Year 9

Topic 1 – When the Chemistry is Right. (Individual Research Project)

This topic looks at how scientific understanding changes and is refined over time through a process of review by the scientific community. Students also learn about how the atomic structure and properties of elements are used to organise them in the Periodic Table. This topic includes a mandatory Individual Research Project which forms part of a students assessment.

Topic 2 – Help Save Mother Earth.

Students learn about how scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community. The topic also covers the theory of plate tectonics and explains global patterns of geological activity and continental movement.

Topic 3 – Your Body, Your Life.

This topic covers how multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment. It also looks at conserving and maintaining the quality and sustainability of the environment and how it requires scientific understanding of interactions within, the cycling of matter and the flow of energy through ecosystems.

Topic 4 – Communication Technologies

Students learn how energy transfers through different mediums and can be explained using wave and particle models. The topic also looks at scientific understanding of current electricity and how it has resulted in technological developments designed to improve the efficiency in generation and use of electricity.

Units of Study - Year 10

Topic 1 – A Chemical Society

This topic looks at how Chemical reactions involve rearranging atoms to form new substances and that during a chemical reaction mass is not created or destroyed. Students also learn how different types of chemical reactions are used to produce a range of products and can occur at different rates and involve energy transfer.

Topic 2 – Genetic Futures

This topic looks at how advances in scientific understanding often rely on developments in technology, and technological advances are often linked to scientific discoveries.

Topic 3 – Safe Driving

Students learn about how the motion of objects can be described and predicted using the laws of physics. The topic also covers energy conservation in a system that can be explained by describing energy transfers and transformations.

Topic 4 – It’s getting hot in here.

This topic looks at how people use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions involving the atmosphere, biosphere, hydrosphere and lithosphere.

Topic 5 – Where have I come from? Where am I going?

Students learn about how the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.

HUMAN SOCIETY AND IT'S ENVIRONMENT

GEOGRAPHY

Geography is the study of places and the relationships between people and their environments. It emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships.

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.

There is a focus on:

- the features and characteristics of places and environments
- the interactions between people, places and environments
- using geographic tools for inquiry and understanding
- appreciating the dynamic nature of the world
- Understanding varying perspectives on people on geographical issues
- Developing sustainable and intercultural understanding

In 2017 students will be undertaking the newly implemented Geography syllabus. This syllabus aims to stimulate students' interest in and engagement with the world, and enables teachers to develop units of work that reflect our students experiences while broadened their understanding of environmental issues on a local and global scale.

There are SEVEN concepts in the new Geography syllabus. The seven geographical concepts are developed over time and include: places, space, interconnections, environments, scale, change and sustainability

Additionally students are provided with opportunities to develop and apply the tools of geography. These tools include: maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

Geography - Year 9

In semester one of Year 9, the students will explore the topics of:

- Sustainable Biomes** - The study of biomes (naturally occurring plants and animals in a major region) and their ability to support food production, as well as the impact of human activities on biomes and future challenges.
- Environmental Change and Management** - Understanding the function of different environments and the scale of human activities that challenge sustainability

Geography - Year 10

In semester one of Year 10, the students will build on the concepts and tools by exploring the topics of:

- **Changing places** - Examines patterns and trends in population movements and the increasing urbanisation of countries.

- **Human well being** - Investigates the nature of and differences in human wellbeing and development that exists within and between countries.

HISTORY

History is a disciplined process of inquiry into the past and helps to explain how people, events and forces from the past have shaped our world. It continues to develop the idea that History contains many stories and that there is never only one uncontested version. It is more than just the simple presentation of facts and dates from the past. History provides the skills for students to answer the question “How do we know?” using a range of skills and sources to develop their own understanding of the past and the way it has formed our world today.

The study of History as a discipline enables students to understand the present through the past. There is a focus on:

- The forces and factors that shaped the modern world and Australia
- Patterns of continuity and change in the development of the modern world and Australia
- The motives and actions of past individuals and groups
- Different interpretations of the past
- Using evidence to support varying interpretations and opinions of the past
- Developing historical methodology skills
- Improving and developing skills in explaining, analysing and evaluating the past
- Empathising with the past without judging the time in the context of our values and attitudes

History - Year 9

In Stage 5, students study the history of the making of the Modern World and Australia. In Year 9 students explore the period of industrialisation and imperialism which culminated in World War I and World War II.

Students will be studying the topics:

- Core Study: Australians at War - Causes of the war, nature and scope of warfare, significant battles and experiences, the impact and significance of the war on Australia
- Depth Study: Popular Culture (1945 – present) – nature and development of pop culture; influence of overseas developments on Australian pop culture and Australia’s contribution

History - Year 10

In Year 10 students explore the period of post-1945 and the attempts to make a lasting peace in an era of increasing global tensions. Students will be studying the topics:

- Core Study: Rights and Freedoms (1945 – Present) - Universal Declaration of Human Rights, Aboriginal and Torres Strait Islander rights and activism, Civil rights movements and individuals.
- Depth Study – ONE of the following is studied
 - The Roaring Twenties
 - The Great Depression
 - The Holocaust
 - The Cold War
 - **Australia in the Vietnam War**
 - A decade study
 - Women’s history
 - The history of worker’s rights
 - The United Nations
 - UN peacekeeping
 - The Gulf Wars and the war in Afghanistan
 - The rising influence of China and India since the end of the Cold War
 - Developments in the twentieth and twenty-first century technology)

P.D./HEALTH AND P.E.

Personal Development, Health and Physical Education is divided into four (4) strands:

1. Self and Relationships
2. Movement Skill and Performance
3. Individual and Community health
4. Lifelong Physical Activity

The following skills will be utilized in learning experiences for each strand:

- Communication
- Decision Making
- Interacting
- Moving
- Planning
- Problem Solving

The Key Learning Area (KLA) Personal Development, Health and Physical Education (P.D./Health and P.E.) concerns itself with the processes of life and living, and as such, implies changes in individual development, attitudes, and behaviour. In effecting change, P.D./Health and P.E. attempts to provide individuals with positive attitudes and practices and a range of skills that can help them solve individual and community health problems.

The goal of this KLA is to help individuals seek that pattern of behaviour which directs them towards their optimum level of lifestyle and the development of the whole person. It will aid individuals in avoiding those life situations that tend towards disease, unsafe behaviour and improper health practices. Ultimately the individual's full potential will be realised in the physical, emotional, social, intellectual and moral areas of development.

The purpose this course is to aid individuals in determining their own futures and lifestyles and to encourage them to be responsible for their own behaviours. The central emphasis of this subject should, therefore, revolve around the teacher's ability to let individuals resolve their problems independently.

In effect, we should be providing a situation in which individuals are able to think independently, be able to understand themselves and to establish a set of individual values. P.D./Health and P.E., in essence is developing the individual to become an independent mature person who strives to obtain a high quality of life. It is education ultimately concerned with the health behaviour of the individual interacting with his environment and, therefore, it is the process by which the learner arrives at attitudes and practices which become the core of essential learning in P.D./Health and P.E.

Assessment:

Student assessment will be based on a combination of the following:

- group work
- research assignments
- presentations
- examinations
- practical assessment

YEAR 9 OVERVIEW

- UNIT 1: Reflections of Me** (Racquet ball, Lacrosse & Gymnastics)
Students examine adolescent issues relating to body image and mental health.
- UNIT 2: Sexual Sanity**
A common sense approach to sexual health, involving a range of interactive and student-centred activities.
- UNIT 3: Interaction in Action** (Aerobics, Modern Dance & Oz Tag)
A range of collaborative and interactive lessons related to each of the 5 syllabus determined health issues.
- UNIT 4: Get Real** (Netball, Cross Country & Athletics)
Students explore the issues of drug use, specifically alcohol, ecstasy and cannabis, whilst developing resilience skills.
- UNIT 5: ACHPER Fitness Testing** (Gridiron and Aquatics)
Students participate in and analyse a range of fitness tests utilizing recent fitness testing software.

YEAR 10 OVERVIEW

- UNIT 1: Alternative Medicine** (Fitness Testing)
Students gain an understanding of both traditional and non-traditional health services.
- UNIT 2: We've got issues** (Aquatics, AFL & Athletics)
This unit examines the issues of mental illness, drug use, healthy food habits, sexual health and road safety.
- UNIT 3: Let's Drive** (Strength, Aerobic Training & Baseball)
Students examine road rules, expectations and responsibilities of driving.
- UNIT 4: Overcoming Adversity** (Social Dance)
Students examine a number of real life stories of heroism. This unit aims to increase students confidence and expectations.
- UNIT 5: Playing in a Team**
Students will design and participate in modified activities to improve performance and promote safe participation in games.



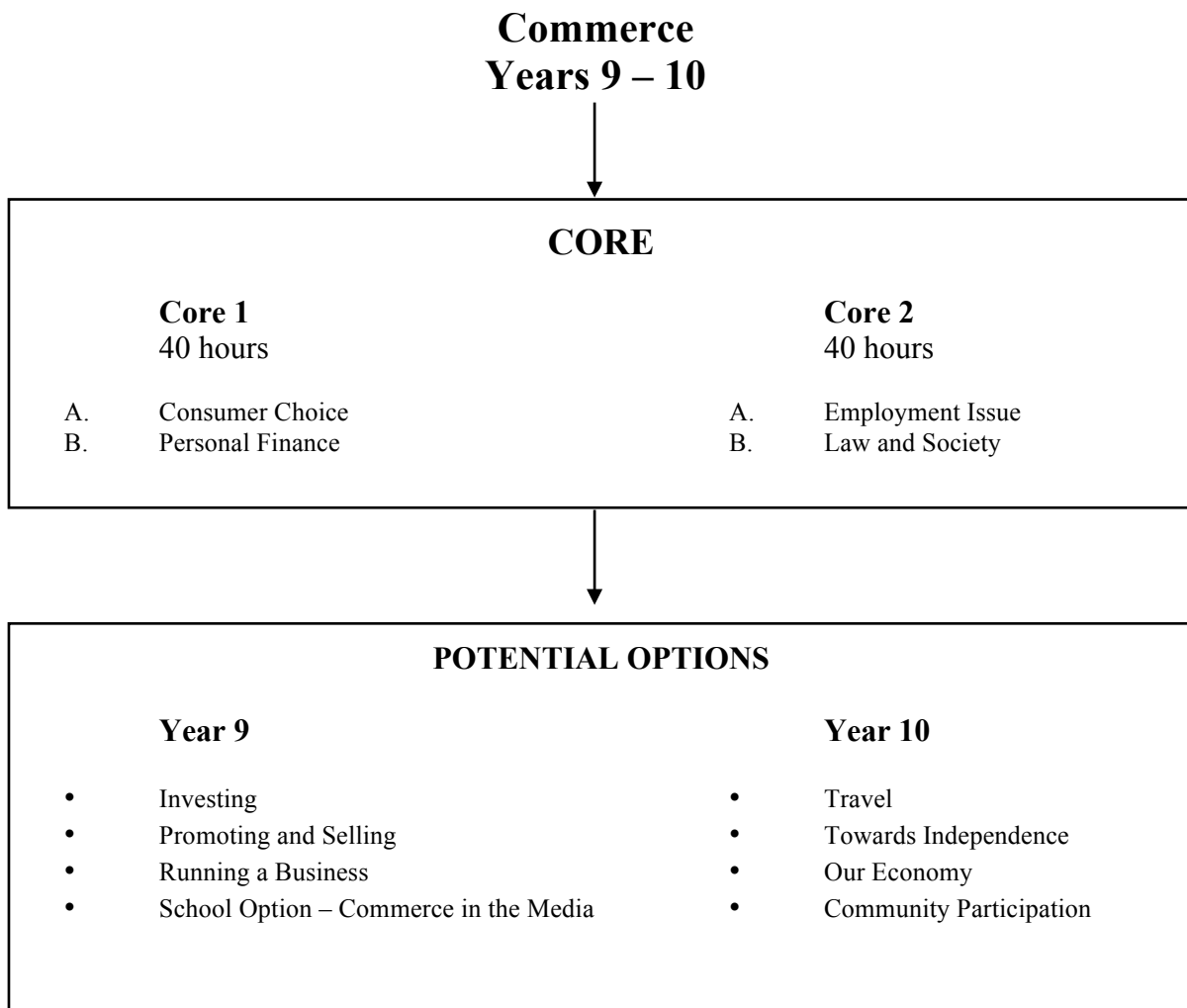
ELECTIVE
Subjects

COMMERCE

The study of Commerce aims to guide students towards personal competence and responsible participation in the changing commercial environment.

As participants in the commercial environment, individuals assume various roles such as consumer, producer, worker, owner, manager, unionist and taxpayer. A study of Commerce should guide students towards an understanding of Australia's changing commercial environment and enhance their personal competence to participate responsibly in that environment. It should also provide a means whereby young people are made aware of the forces of change, in particular, rapid changes in information technology and increasing global commercial interdependence.

Commerce examines business activity, earning and spending an income, and, how and what goods and services are produced. The general aim of the course is to upskill the students' financial literacy and guide individual development towards personal competence and participation in the changing commercial environment.



TECHNOLOGICAL & APPLIED STUDIES

The aim of this Key Learning Area is to provide students with the opportunity to gain access to the increasingly technological world and to become discerning users of technology with that ability to be creative, communicate succinctly and problem solve.

Students who undertake courses in this area transition successfully into Stage 6 courses in Industrial Technology – Timber, Design and Technology, Food Technology, and VET courses in Hospitality and Construction.

INDUSTRIAL TECHNOLOGY

The study of Industrial Technology provides students with the opportunities to participate in a wide range of practical and creative experiences using a variety of materials and technologies. The Stage 5 Industrial Technology options at St. John Bosco College include Timber and Multimedia.

Industrial Technology: Timber - Year 9

This course is designed to develop knowledge and skills in the use of materials, tools and techniques related to timber and associated industries. Knowledge and skills will be developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality timber projects and processes.

Practical projects undertaken will reflect the nature of the Timber focus area and will provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- furniture items
- decorative timber products e.g. turned bowls/bread boards, etc
- storage and transportation products
- storage and display units.

The ability to change basic wood shapes into interesting, contemporary and unique designs will be a key focus of the Year 9 course.

Industrial Technology: Timber - Year 10

This course has been designed to further extend the skills and knowledge obtained in Year 9 Timber. Students will be expected to utilise their current level of expertise to modify, develop and produce more intricate, exciting and original timber products. Folio development will supplement the practical components of the course as will the importance and relevance of WHS in the timber industry. There will be a folio emphasis on the development of production drawings suitable for use in a timber workshop as students develop an expected level of autonomy in the course.

A major project will be completed at the end of Year 10 under the guidance of the classroom teacher, which will accelerate students design and construction skills. This will be a chance for students to apply the knowledge and skills accumulated over the Stage 5 course.

Industrial Technology: Multimedia – Year 9

The Year 9 Multimedia focus area introduces students to the knowledge, understanding and skills in animation, graphics, text, sound and video (multimedia).

Students develop knowledge and skills in the use of materials, tools and techniques related to multimedia. These skills are enhanced and further developed through the study of specialist modules in filming and multimedia-based technologies.

By working through **practical** projects, students will gain knowledge and skills in a variety of areas related to the multimedia industry. These include:

- Photo enhancement and manipulation
- Poster and Graphic Designing
- Animation
- Basic web development
- Film Production
- Digital and Video Camera Operation
- Lighting Techniques
- Sound Capture and Editing
- Video Editing

Industrial Technology: Multimedia – Year 10

The Year 10 course in Multimedia focus area provides opportunities for students to further develop knowledge, understanding and skills in relation to multimedia (film), photographic and associated industries.

Students will work both as individuals and as a team to produce multimedia presentations to a high standard, incorporating advanced techniques such as:

- Advanced Camera Techniques
- Advanced Film Production Techniques
- Digital Stories using still photography and video
- Typography – text manipulation
- Advanced Poster Design
- Sound Recording Techniques and Podcasting

All students use current industry standard software that is operated extensively in industry. For example, Adobe Master Suite which includes Photoshop, Premiere Pro video Editing, Animate, Illustrator, InDesign and After Effects.

FOOD TECHNOLOGY

Food is an integral part of our life, forming an important aspect of our culture and society. The Australian Food and Beverage Industry is a growth industry in which food and catering play a significant role, offering good employment opportunities for employees, with a range of skills. In addition, a food knowledge helps individuals make informed and appropriate food choices contributing to a healthy lifestyle now and in the future.

The increasing interest and popularity in food preparation, presentation and service, as showcased in reality shows such as 'Masterchef' and MKR (My Kitchen Rules), indicates the importance and relevance of food today.

Food Technology - Year 9

This course has been designed to provide students with the wide range of practical skills needed within different areas of the Food Service and Hospitality Industry. The course includes studies in:

- Food Preparation
- Nutrition
- Culture and Cuisine
- Celebratory Foods

By completing this course, students will develop safe, efficient and hygienic work habits which are necessary in food preparation. Knowledge and skills will be developed in relation to the principles underlying the preparation and service of a variety of foods. Emphasis will be placed on food presentation, working methods, food skills and management. Students will also investigate the multicultural nature of Australian cuisine, concentrating on our 'bush' heritage and the integration of different food styles from other countries. Nutrition will be another focus, with students gaining an understanding of nutritional requirements and basic menu planning for optimal health.

Food Technology - Year 10

This course has been designed to further extend the skills and knowledge obtained in Food Technology in Year 9. It introduces students to a wide range of career paths relevant to Food Technology. Throughout this course, students will be exposed to food technology in the areas of:

- Food Service and Catering
- Food Trends
- Food Design, Invention and Development
- Application of Nutrition to individual needs

Through these units students will learn to make informed and appropriate food choices based on sound nutrition principles; work collaboratively and independently to design and produce quality food products and experience the realities of working in a commercial kitchen. Students will also develop and expand their expertise and flair in food preparation, presentation and service by participating in a variety of food functions, eg. Street Food Market, High Tea service.

To consolidate skills and knowledge, students will have the opportunity to attend a restaurant or Hotel in the city and participate in a dining experience before organizing and managing their own.

iSTEM

(Integrated Science, Technology, Engineering and Mathematics)

iSTEM is a School Developed Board Endorsed Course developed in 2012 by teachers in conjunction with industry professionals. The aim of the course is to provide students with the skills and knowledge that underpin modern professions and trades in the innovative global economy, therefore developing the skills to anticipate innovation rather than to follow it. As a result, the course is driven by inquiry-based learning and project-based learning activities.

As the course utilises a practical integrated approach to the STEM subjects, students will learn about technological and engineering concepts which are scientific and mathematical in nature. Pure mathematics and science are not included in the course, though it is important to have an understanding of scientific and mathematical principles in order to effectively develop and apply the technical skills and mechanical engineering knowledge that drives the course.

Students who undertake this course often transition into STEM subjects in Stage 6, such as Physics, Design and Technology and Mathematics.

iSTEM - Year 9

In the first semester of Year 9, students will engage in the core modules of the iSTEM course which includes learning about and developing skills in STEM Fundamentals as well as engaging in concepts and skills around Mechatronics. In STEM Fundamentals students learn to work collaboratively to problem-solve, methodically test and experiment engineering and mechanical concepts, sometimes using hardware and software to construct models. While learning about Mechatronics students will start to work closely with programming software to develop computational thought processes as they experiment with robotics and mechanical design.

In the second semester of Year 9, students will study two elective modules. The elective modules will be selected from:

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Aerodynamics ▪ Motion ▪ CAD/CAM ▪ STEM Project Based Learning Task | <ul style="list-style-type: none"> ▪ Surveying ▪ Design for Space ▪ Statistics in Action ▪ Biomedical Innovation |
|---|--|

iSTEM - Year 10

In the Year 10 course students utilise the skills developed in the STEM Fundamentals and Mechatronics modules to extend their knowledge and skills as they undertake an additional four elective modules from the list above. The class may be involved in international and national STEM programs and competitions that aim to link classroom experiences to the real world, such as:

- | | |
|--|---|
| <ul style="list-style-type: none"> ▪ F1 in Schools ▪ ME Program ▪ Science and Engineering Challenge ▪ RoboCUP ▪ Electric Vehicle Festival | <ul style="list-style-type: none"> ▪ Solar Car Challenge ▪ Pedal Prix ▪ P-TECH ▪ NCSS Challenge (coding) ▪ UNSW ProgComp Challenge (programming) |
|--|---|

TEXTILE TECHNOLOGY

Textile Technology aims to develop confidence and skills in the design, production and evaluation of a variety of textile items including apparel (clothes), furnishings, costumes, textile art and non-apparel items. It provides a basis for exciting and challenging careers in:

fashion design	apparel production (garment construction)	interior design
fashion coordination	visual merchandising (store displays)	advertising
retail and sales	costume design	

Textile technology also provides students with the skills and knowledge to participate in varied leisure and recreational activities that can last a life time, as well as assisting with personal passion and interest in design and fashion.

Textile Technology - Year 9

As an introductory course, students will concentrate on developing basic concepts and skills required for the course. This will include an introduction to:-

- Garment construction and pattern use
- Fashion drawing and design
- The design process
- Textile Fibres

Students will complete a minimum of 3 textile items throughout the course including a series of mini design challenges. Projects will include a knitted scarf, beachwear, recycled and deconstructed garments; hand crafted accessories incorporating fabric decoration and techniques such as beading, stenciling and tie dying.

Textile Technology - Year 10

Textiles Technology 2 includes the study of:

- Design and Fashion Drawing
- Textiles and Society
- The Fashion Industry
- Decorating and Colouring Fabrics

Project work will focus on the completion of a variety of innovative design activities including:

- Fashion Reconstruction
- Soft Furnishings
- Party Costume Design
- Jewellery and Accessory Design

To complement the work undertaken in this course, students will also participate in a variety of workshops or textiles art classes delivered by external providers – eg. ‘**The Whitehouse Studio of Design**’, to extend their skills in either Fashion or Interior Design. Promising design students will be awarded short course scholarships based on some of these workshops.

ITALIAN

DO YOU ENJOY OR ARE YOU GOOD AT LANGUAGES?

The study of a language other than English plays a valuable role in the general education of students.

Through learning other languages, students gain a better understanding of how language in general works.

Students benefit by developing:

- developing higher order thinking skills
- communications skills
- cultural awareness
- confidence
- concentration
- independence
- social skills
- active listening skills
- a greater understanding of English and
- a responsibility for their own learning.

IN WHAT CAREERS IS LANGUAGE TRAINING HELPFUL?

Languages provide a combination of skills and attitudes which give young Australians an edge when seeking employment. Language training is helpful:

- in businesses where people are anxious to increase trade with other countries
- for politicians, diplomats and government officials
- for language teaching
- for those whose jobs brings them into contact with people who do not speak their language, such as:
 - executives and secretaries working in business
 - people working in banks, travel agencies, airlines and shipping companies
 - tour couriers, tour organisers and people working in the hospitality industry
 - translators, interpreters and people responsible for the welfare of migrants
 - journalists covering overseas news
 - sport competitors, trainers and commentators both within and outside Australia
 - publishers dealing with books in languages other than English or exporting books to overseas countries
 - members of the armed forces stationed abroad
 - volunteers abroad and people working for Amnesty International
 - employment through Europe whilst travelling

WHY CONTINUE TO STUDY ITALIAN?

Italian as an "Australian Language":

Italian is the most widely and commonly used language other than English in Australia. Thus, opportunities exist for students to hear and use the language in real life situations.

How many times have YOU found yourself using such words as;
CIAO! BRAVO! BROCCOLI! PIZZA! PASTA! SPAGHETTI!

Italian as a "Learnable" language:

A number of linguists have estimated that Italian is one of the easiest languages for English speakers to learn. This is due to the fact that Italian has the same alphabet as English and its spelling features are phonetic. Added to the linguistic accessibility of Italian for English speakers, is also its widespread presence in the Australian community, which makes opportunity for practice and naturalistic communication more available.

Italian as a "cultural" language:

It is equally important to recognise the remarkable contribution of Italy to Western civilisation. The underlying systems to Australia's national history and traditions are ones which contain a strong Italian flavour given the great impact that Italy has had on other European nations.

Italian is a "well connected" language:

- Italian offers career opportunities for Australian-based Italian companies, such as Olivetti, Alitalia Airlines, Alfa Romeo, Agip Petrol, just to name a few.
- Italy is a very popular tourist destination, therefore job prospects are found in the travel and hospitality industries.

Italian is a "commercial" language:

Australia and Italy have enjoyed a long and fruitful trading partnership for many years. This relationship is developing continually and many Italian companies currently have branches in Australia, eg. Parmalat, Ferrero Rocher and Iveco. This is providing employment opportunities for Australians.

- **If you have been performing well in Italian so far, it shows that you have a talent for learning the language and it would be to your advantage to continue developing those skills.**
- **If you find the challenge of communicating in another language interesting and rewarding, continuing your study of Italian would provide you with great personal satisfaction.**

WHAT WILL THE ITALIAN ELECTIVE COURSE INVOLVE?

The Year 9 elective Italian course is new and exciting, and based on sound communicative principles. It is designed to teach language for everyday communication and develop students' listening, speaking, reading and writing skills through the following prescribed topics which have already been studied to some extent in Year 8.

- Revision and consolidation from Year 8
- Ordering in a Restaurant
- Fashion and Shopping for clothes
- My Town and giving directions
- Going on Holidays
- Party Time
- Daily Routine
- At the Doctor

Laptops will be frequently used during lessons to reinforce the concepts studied and facilitate interactive learning.

Elective students of Italian will study the language involved in expressing the five major functions of;

- making statements and exclamations
- giving descriptions
- asking and answering questions
- making requests and suggestions
- expressing wishes, likes and dislikes, within the various topics studied.

Assessment will continue to be through the completion of a variety of listening, speaking, reading and writing assessment tasks, through an assignment and half-yearly and yearly exams.

Elective Italian students will also participate in;-

- an excursion into Leichhardt, studying various Italian owned businesses and using language learnt,
- The Australian Language Certificates, where they gain a certificate stating their proficiency level in both reading and listening skills,
- having the opportunity to participate in a student exchange with a school in Italy

WHAT'S IN IT FOR YOU?

The Elective Italian Language Course will provide you with the opportunity to learn valued skills;- the skill of understanding another language together with the ability to communicate in a language other than English and extend your social skills and employment prospects.

"Studying Italian is one of the greatest things that I've begun to do in my life. It has opened up a world of opportunities for me in the sense that I have been lucky enough to have travelled twice to Italy and in my travels I have experienced things some people only dream of. I encourage everyone to study a language if ever given the opportunity because it's an ideal way to broaden one's horizons." (Michelle Della Porta)

CREATIVE ARTS

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. 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.

Record of School Achievement (RoSA)

Satisfactory completion of 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

Assessment

The students will be assessed in making, performing and appreciating dramatic and theatrical works. These three learning experiences will be weighted equally. Group assessment is a mandatory course requirement and application to this commitment requires all students to adhere to the demands of group work.

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 the Elective course, 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
- 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.

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.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

Course Requirements

The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

Record of School Achievement (RoSA)

Satisfactory completion of the mandatory Music course will be recorded on the student's Record of School Achievement (RoSA).

Satisfactory completion of 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student's Record of School Achievement (RoSA).

Assessment

The students will be assessed in performing, composing and listening. These three learning experiences will be weighted equally.

VISUAL ARTS

Course Description

Visual Arts provides opportunities for students to enjoy the making 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 about, 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
- representing their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, 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.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT 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 record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Course Requirements

Students are required to produce a body of work and keep a Visual Arts diary.

Record of School Achievement (RoSA)

Satisfactory completion of the mandatory Visual Arts course will be recorded on the student's Record of School Achievement (RoSA)..

Satisfactory completion of 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student's Record of School Achievement (RoSA).

Assessment:

All formal and informal tasks must be completed by students. Students will be assessed equally in both artmaking as well as critical and historical studies. They will undertake four assessments weighted equally.

PHYSICAL ACTIVITY AND SPORTS STUDIES

Both of the following courses are each one year in duration and place emphasis on either Exercise Physiology or Sports Coaching. The courses will integrate the areas of Personal Development, Health and Physical Education. Physical Activity and Sports Studies would be suitable to the student interested in undertaking further education or participation in this field.

Physical Activity and Sports Studies - Year 9

The Content would include :

- Anatomy and Physiology (the way the body reacts to exercise)
- Rogaining and Map Reading
- World Games
- Being Active and Healthy
- PASS the test (inter-class war games)

Physical Activity and Sports Studies - Year 10

The Content would include :

- Coaching
- Adventure Racing
- Technology and Sport
- Factors Affecting Performance
- PASS the test (inter-class war games)