Core and Elective Subjects in Years 9 and 10

CORE SUBJECTS
A core of compulsory subjects must be studied by each student.

- Religion (Catholic Studies)
- English
- Mathematics
- Science
- Australian History, Civics & Citizenship
- Australian Geography, Civics & Citizenship
- Personal Development, Health and Physical Education

Pastoral Care is an important part of the curriculum at Brigidine and this will continue in Years 9 and 10.

ELECTIVE SUBJECTS
In addition to the core subjects listed above, all students at Brigidine must choose two elective subjects.

Elective Subjects are:

- Commerce
- Design and Technology (Textiles and Design) or (Product Design)
- Drama
- Food Technology
- Geography
- Graphics Technology
- History
- Italian
- Music
- Physical Activity and Sport Studies
- Visual Arts
Choosing Subjects for Years 9 and 10

The choices students make now are very important because they will be required to study the subjects they choose for two years, in Year 9 and Year 10.

1. Students must study Australian History, Geography, Civics and Citizenship.

2. Students must study two electives that can include a History and/or a Geography elective, each of which has a different focus and content to the mandatory Australian History and Geography.

3. Students are strongly advised to choose subjects in which they have ability or which interest them. The Key Learning Areas/Subject co-ordinators and their own subject teachers can give them advice regarding their subject choices.

4. Most Year 11 & 12 courses can be studied without having been studied in Years 9 and 10. However, please note the following:

   - Students wishing to study Continuers Language Courses in Years 11 and 12, will need to have studied the particular subject in Years 9 and 10. Other students may study the Beginners Language Course in Years 11 and 12.

   - Students who may wish to study Music are strongly advised to have studied the subject in Years 9 and 10 and should be learning an instrument.

   - It is important for students to remember that the subjects offered for study in Years 9 and 10 will be more demanding than the depth of study in Years 7 and 8. The work will be more varied, students will need to have a greater depth of understanding of the content area and to develop higher order skills. A focussed study pattern and consistent application is essential.

   - Students and parents are strongly advised to read the Handbook thoroughly and discuss every subject the College offers, not just those subjects they think they will do.
Eligible students who leave school prior to receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

- This replaces the School Certificate as the credential for students leaving before completing the HSC
- It is only for those leaving school
- It will be cumulative
- It will be based on moderated school assessments
- It will offer a means of recording extra-curricular achievements
- Students who leave school after completing Year 10 will receive their Year 10 grades
- Students who leave school after commencing Year 11 will receive their Year 10 grades and a list of subjects studied in Year 11
- Students who leave school after completing Year 11 will receive their Year 11 grades
- Students who leave school after commencing Year 12 will receive their Year 11 grades and a list of subjects studied in Year 12
- Students who receive an HSC can also request a RoSA
- There will be optional literacy / numeracy tests for leavers only and these will be offered at two points in the school year
- Students can receive a RoSA without sitting the literacy / numeracy tests

Issuance of RoSA documentation by the Board of Studies

The Record of School Achievement will be provided by the Board in printed format. Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study. In addition to students leaving school, transcripts for all students will be available in electronic format for schools to download and print.

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student’s grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as ‘Completed’ with the footnote Refer to Vocational Documentation.
- Courses based on Life Skills outcomes and content will be recorded as ‘Completed’ with the footnote See Profile of Student Achievement.

Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.

Where an ‘N’ determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as ‘Not completed’. Where an ‘N’ determination is received in an additional study (elective) the course will not appear on the Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.
School attendance

Rules relating to school attendance remain unchanged. Under these rules, the Board does not set a minimum attendance for the satisfactory completion of a course. However, a principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

STAGE 5 ASSESSMENT

To determine a student’s level of achievement teachers use the Board of Studies’ Course Performance Descriptors to determine the grade to be awarded to each student.

The level each student receives is determined by her performance in her assessment tasks throughout Years 9 and 10 and reflects her level of achievement of the outcomes for that particular subject. Grades for the RoSA will be based on Year 10 work only.

Any student whose effort and achievement and/or attendance is unsatisfactory is issued with an early warning letter and if improvement is not evident, with an official warning by the Principal in accordance with the Board of Studies rules.

Information on the rules and procedures for the Record of School Achievement can be obtained from the Board of Studies website. (www.boardofstudies.nsw.edu.au)

HOMEWORK:

In Years 9 and 10 a minimum of one and a half to two hours should be set aside each evening of the week for written work, reading and learning. Study includes revision and is not the same as homework. Students should put some time aside each evening for study.

THE PURPOSE OF HOMEWORK:

Homework consists of work set by the teachers in a variety of forms including written essays, short answers, diagrams, maps, assignments or as work to be researched and presented orally in class. As well as the set work students are expected to spend some time each evening in study which will include revision and practice in earlier work. Ideally, as the student progresses through school, she should become more efficient and focussed, particularly if she develops good regular study habits early in school life.

Parents who find that their daughter seems to have little homework are advised to check her diary and to contact the relevant subject teachers.
SATISFACTORY COMPLETION REQUIREMENTS
For the satisfactory completion of a course, it is the student’s responsibility to:

- Complete all assigned work including each assessment task to the best of her ability.
- Ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher.
- Demonstrate that through effort and achievement the student has met the requirements of the course.

THE ‘N’ DETERMINATION
Students will receive an ‘N’ determination in a course if they do not:

- Follow the course developed or endorsed by the board; and
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieve some or all of the course outcomes.

Diligence and sustained effort to the set tasks is judged, among other things, by attendance and level of involvement in class, the proportion of assignments, homework, etc completed and the level of achievement. If the principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for her to correct the problem and satisfactorily complete the course.

If a student is deemed unsatisfactory in a course, she will receive an ‘N’ determination. Students have the right to appeal against an ‘N’ determination. Appeals against ‘N’ determinations should be lodged with the principal, who will advise the student of the date by which her appeal must be submitted. If a student is dissatisfied with the result of the school review of her appeal, she should advise the principal that she wishes the appeal to be referred to the Board of Studies.

Attendance
Parents are advised that absences or leave taken during the normal school term can have a detrimental effect upon desired learning outcomes.

The Principal may grant students leave for legitimate reasons such as illness or physical injury. Application for leave must be made in writing to the Principal. If leave has been granted during the year there will be no effect on course completion requirements, provided that the student has completed work and assignments during the period of absence or has been able to show that she has completed all work upon her return to school.

If absence is prolonged and work is not possible during the period, the principal may judge that it is not feasible to make up the work during the year.

Final date for attendance
It is a requirement for the award of the RoSA that Year 10 students attend school until the final day of Year 10 as determined by the school system. Unauthorised early departure from school in Year 10 may also jeopardise entry into Preliminary and HSC courses in Years 11 and 12.
CAREERS

YEARS 9 & 10

- The Careers Office is located near the K15 room.
- Careers information is available in the foyer near the Careers Office.

Information is available on:

- examination of own interests and abilities
- matching of these qualities with suitable job categories
- computer assisted career guidance program
- depth studies of a variety of careers
- correct procedure for job application
- creating a resume
- subject selection for the Preliminary and Higher School Certificate
- writing application letters
- preparation for entering the workforce
- interview techniques
- consideration of the range of post-school options
- examination of Tertiary Education Courses and their prerequisites
- University, TAFE, College, Apprenticeship and Traineeship Courses
- Seminars for Year 10 are held during the year
- Newsletters with up to date information on post-school options

Newsletters with up to date information on post-school options are posted on the College website.
RELIGION, CATHOLIC STUDIES

At Brigidine College, Randwick, all students are provided with a comprehensive Religious Education curriculum consisting of a number of inter-dependent elements. These include:

- the classroom Religious Education program
- integration of Catholic values across the curriculum
- the liturgical and prayer life of the school and parish
- opportunities for retreats and reflection days
- community service programs and voluntary groups

The Classroom Religious Education program is based on Faithful to God, Faithful to People, the Secondary Religious Education Curriculum from the Sydney Archdiocesan Catholic Schools Board, Catholic Education Office, Sydney. The *To Know Worship and Love* textbooks are used in the implementation of this curriculum and they also are a valuable resource for the family library. As well as this, the ICT Resource Understanding Faith is used to implement part of the program as well.

Faithful to God, Faithful to People, is an outcomes-based curriculum.

All elements of the school’s Religious Education program aim to assist students towards:

- making sense of everyday life experiences in the broader contexts of mystery, complexity, confusion and awe.
- gaining access to and understanding of the traditions of the Catholic community, its story, its experience and its teachings.
- celebrating the traditions with others.
- responding to the activity of God in their lives and in the whole of creation.

There are five areas of study:

- Scripture and Jesus
- Church and Community
- God, Religion and Life
- Prayer, Liturgy and Sacraments
- Morality and Justice

ASSESSMENT

Each module of study is formally assessed and students will be tested each Term. All assessment is internal and students will be credentialed on the RoSA for their study of Religion, Catholic Studies.
ENGLISH

English in Years 9 and 10 allows for an extension of skills already established in Years 7 and 8 in the areas of Listening, Speaking, Reading and Writing, Literature and Media. These skills are taught through integrated units of work where students are challenged to extend their knowledge and use of language in all its forms. What is sought in Years 9 and 10 is a more perceptive understanding of issues combined with the ability to clearly express those issues in a wide variety of spoken and written forms.

The further development of essay and creative writing skills is an important component of the Year 9 and Year 10 English courses. The analysis of Literature and Media becomes more challenging in these years, providing an important link between Years 9 and 10 and the Senior English courses. Students are encouraged to read widely and to explore contemporary issues through film, television, newspapers and magazines.

English classes in Years 9 and 10 may be rotated in Term 3. This allows the teaching of specialist units and also exposes the students to a wider variety of opinions and styles, so important in literature analysis.

INCURSIONS and EXCURSIONS

Usually, one incursion is organised for each year. This generally takes the form of an in-school Theatre performance. They would cost in total around $5.00. Incursions constitute an important part of the Board of Syllabus and are thus compulsory. It is vital that students see and experience drama to best understand the stagecraft of theatre and to improve their oral skills.

Professionals with particular technical skills, such as film making, may also be invited to the school. This may increase the cost of incursions to students.

If possible, students may attend a theatrical production of a relevant play. This excursion may cost between $30.00 and $60.00.

ASSESSMENT

Grades are awarded each Semester based on the Board of Studies Course Performance Descriptors for English. The English Department’s assessment programme uses both classwork and common tests. Classwork and Common Tests are composed of a variety of tasks in Speaking, Listening, Reading and Writing, Literature and Media over a wide range of contexts.

Tasks could include:

- oral and written comprehension
- creative writing and imaginative recreations
- film making
- responses to Literature and Media
- orals, debating, poetry recitals
- visual literacy (assessment of film, graphics, cartoons)
- essay skills
- drama skills
- wide reading projects, related text research

It is important to note that for the award of a RoSA in English, students must participate in all areas of the course to the best of their ability.
MATHEMATICS

Mathematics is a reasoning and creative activity employing abstraction and generalisation to identify, describe and apply patterns and relationships. The study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure; and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms.

In order to cater for the full range of learners, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5. The diagram shows the connection between these three levels. Stage 5.3 includes the knowledge and skills from Stage 5.2, and Stage 5.2 includes the knowledge and skills from Stage 5.1. Many would consider the Norm to be Stages 1, 2, 3 as K-6, Stage 4 as Years 7 & 8 and Stage 5 as Years 9 & 10.

ASSESSMENT

Students are assessed informally through observation of student participation, communication, homework, workbooks, journals, short quizzes, practical exercises and assignments. Students also assess their own progress by judging whether they have achieved their goals for each unit of work. Formal assessment is through written and practical tests and assignments. These should maximise the full range of our students’ opportunities to succeed.

Students who complete the Stage 5.2 course will be enrolled in General Mathematics Course for Year 11. Students who successfully complete the more difficult Stage 5.3 course will be given the opportunity to enrol in the 2 Unit Mathematics (advanced) Course or higher courses.
SCIENCE

Science provides a distinctive view and way of thinking about the world we live in. In Years 9 and 10 our aim is to engage the students in a range of learning experiences that build on prior learning and encourage them to think critically and creatively in problem solving to foster the development of the skills of working scientifically. The topics are chosen from the four main areas of science to give students a broad knowledge base with an understanding of the basic principles of the major disciplines taught in Years 11 and 12.

The course that is developed over the two years emphasizes the following four content areas:

- Physical World
- Chemical World
- Living World
- Earth and Space

In each content area, skills are introduced and developed and are under the umbrella known as
- Working Scientifically.

There is scope for more able groups to be extended in each topic by covering material from the Additional Content of the syllabus. Students will also have the opportunity to participate in the many competitions, courses and activities organized by universities and Professional Associations.

ASSESSMENT

Formal assessment in science focuses on the following areas:
- Knowledge – the content of the different topics
- Practical skills – planning and conducting investigations
- Communication skills
- Problem-solving skills

Tools used to assess these include
- Semester examinations
- Topic tests
- Practical examinations
- Classroom exercises
- Assignments
- Oral presentations
- Digital presentations
- simulations
- Student research projects – all students are required to undertake at least one substantial student research project in years 9 or 10

Informal assessment of students occurs through observations of student communication and participation in classroom activities, practical work, bookwork, homework, class quizzes and assignments. Students will be involved in self-assessment and peer assessment to monitor their own learning and emphasize the next steps needed for further learning.
This is a different course from elective History and elective Geography. Students will study the Geography course in Year 9 and the History course in Year 10.

AUSTRALIAN HISTORY – Year 10 – COURSE CONTENT

History in Year 10 has been designed to provide students with understanding of Australian history and civics and citizenship. Students will also develop the skills required for the effective study of History. The content is divided into topics. Most topics have internal choice to allow for studies in more depth. Inquiry questions are provided to define the scope of inquiry for each area of study.

- Topic 1: Movement of Peoples
- Topic 2: Australia and World War I
  - Australia Between the Wars
  - Australia and World War II
- Topic 3: Changing Rights and Freedoms
- Topic 4: Popular Culture

All students must complete a site study

ASSESSMENT
Students will complete assessment tasks that focus on different skills such as Research (using ICT skills), Oral Presentations, Source Analysis, Empathy Tasks, Extended Response answers and site study surveys.

AUSTRALIAN GEOGRAPHY – Years 9 – COURSE CONTENT

The aim of the course is to study the interaction of the physical and human environments. It helps to develop geographic skills to engage in the community as informed and active citizens.

The following topics are studied:

- The Australian Continent.
- The unique aspects of Australia.
- Natural Hazards in Australia.
- Australian Communities.
- An Australian Community.
- Geographical Issues affecting Australia.
- The Place of Australia in the World.
- Australia’s Future

A Geography field study must also be completed.

ASSESSMENT
Geography Assessments include:
Research assignments, topic tests and semester exams (skills, short answers and extended responses).

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION
The Year 9 and 10 Module expands on areas from Years 7 and 8 and introduces new challenges in Physical Education and explores aspects of lifestyle in Health.

**YEAR 9 - PERSONAL DEVELOPMENT and HEALTH:**

- Lifesaving
- Drug Use
- Relationships

**YEAR 10 - PERSONAL DEVELOPMENT and HEALTH:**

- Celebrating Diversity
- Planning for Safety

**YEAR 9 - PHYSICAL EDUCATION:**

- Tennis
- Dance
- Fitness Testing
- Athletics
- Bowling

- Indoor Games
- Life-Saving
- Cycling
- Aquatic Games

**COSTS:** A charge is made over two (2) terms to cover all sport costs for the year, including buses, instruction, equipment/venue hire etc. as well as the student’s lifesaving awards.

**YEAR 10 - PHYSICAL EDUCATION**

- Jazz Dance
- Swimming
- Tennis
- Cycling

- Power Walking
- Racquet Ball
- Self-Defence
- Squash

**ASSESSMENT**

All students will be assessed in both the practical and theory areas of the course. An exam will be given at half yearly and yearly exam periods.
Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. Through studying Commerce students will:

- develop an understanding of commercial and legal processes and competencies for personal financial management
- develop greater competence in problem solving and decision making by evaluating the range of consumer, financial, business, legal and employment strategies

**YEAR 9 TOPICS**

**Personal Finance:**
- Earning and spending an income
- Borrowing and managing money
- Saving and investing their money

**Consumer Choice:**
- Consumer decisions
- Consumer protection
- Payment choices

**Running a Business:**
- Business operation
- Being an entrepreneur

**Promoting and Selling:**
- Product Promotion
- Targeting consumers

**Towards Independence:**
- Moving from home
- Major purchases (car)

**Travel:**
- Travel destinations
- Planning a Trip
- Solving Travel Problems: Passports

**YEAR 10 TOPICS**

**Law and Society:**
- Areas of law
- The Court Hierarchy
- Criminal & Civil Law

**Employment Issues:**
- Changing Work Patterns
- Employment relations

**Political Involvement:**
- Structure of Government
- Political parties

**Law in Action:**
- Contact with the law
- Rights and responsibilities

**Our Economy:**
- Effects of Changing Interest Rates
- Inflation
- Exchange Rates

**ASSESSMENT**

Assessment of each student’s knowledge, understanding and skills is undertaken. Skills include the gathering and processing of information to communicate in a written form as an assignment. Tasks include exams and research assignments which are used for both reporting and grading purposes. Some excursions will be offered. The Commerce Course is an excellent introduction for students wishing to study Economics, Business Studies and Legal Studies for the HSC.

**DESIGN AND TECHNOLOGY (Textiles and Design) or DESIGN AND TECHNOLOGY (Product Design)**
Design and Technology aims to provide students with the means and motivation for success by offering stimulating design experiences based on innovation and the world of design.

The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use of a variety of technologies in the production of their design projects. Information and Communication Technologies (ICT) are vital tools for this course. They are used to develop, communicate and research design solutions and communicate students’ design ideas.

Students will have the option of a Textiles and Design focus with fashion design, fashion illustration, textiles, interior design, and colour & design as their focus area or Product Design with industrial design, 3D printing, object design, business, marketing and smart design as their focus. Students wishing to combine these areas can do so and in this case need to simply pick the area that they would like to consider as their Major area. For these students both areas will still be covered in the two year course.

This course offers a selection of the following focus areas which may be teacher guided or student selected:

- Fashion design
- Interior design
- Colour and design
- Colour and textiles
- Textiles printing
- 3D Printing
- Product design
- Illustration
- Poster design
- Digital media
- Accessory and jewellery design
- Architectural design and model making

Due to the vast range of equipment and resources used in this course, an additional fee per year is charged for participation in this course.

ASSESSMENT

Students are assessed on their achievement in both practical and theoretical experiences. For assessment purposes, students complete design projects, written tests, research work, oral presentations and semester examinations.

For those students who wish to select Design and Technology at senior level, this course provides an invaluable preparation for the HSC Design and Technology course.
The Drama curriculum in Years 9 and 10 is an opportunity for students to develop and extend important life skills, such as teamwork and leadership, confidence, creative expression, and communication. The course is diverse and challenging, combining performance skills, theatre history and collaborative processes.

**Aims:**
- To develop and extend performance skills, including movement, voice, and characterisation.
- To develop and extend historical and cultural understanding of theatrical forms.
- To extend language skills, such as text comprehension and analysis, reflective writing, and creative writing.
- To further develop life and social skills.

**Course Includes:**
- Improvisation
- Playbuilding and Scriptwriting
- Theatrical forms (such as Protest Theatre, Greek Theatre, Physical Theatre, and Commedia dell’ Arte)
- Reading, interpretation and performance of scripts
- Voice, Movement, Characterisation
- Technical theatre
- Reflective writing, Reviews and Research projects
- Viewing of live performances, and/or film performances
- Discussion and collaboration

**ASSESSMENT**

- **PRACTICAL** assessments comprise approximately 70% of Drama assessments. These include individual, pair and group work, with class time allowed for creation and rehearsal.

- **WRITTEN** assessments and examinations comprise the remainder of Drama assessments. Students must complete regular Logbook work, as well as research projects, reviews, script writing and analysis, and written examinations in theatrical theory and history.

Students benefit greatly from the diversity offered by Drama. In addition, the Year 9 and 10 Drama course is an excellent preparation for HSC Drama, also offered at Brigidine.
FOOD TECHNOLOGY

The aim of Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate relationships between food, technology, nutritional status and quality of life.

Food Technology allows students to investigate food through practical experiences giving them a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. Students will develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

The topic areas that will be covered in this course include:

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends
- Food preparation and processing
- Nutrition and consumption

Due to the vast range of resources and equipment used in this course, all elective Food Technology students are charged an additional fee per year.

ASSESSMENT

Students are assessed on their achievement in both practical and theoretical experiences. For assessment purposes, a range of tasks may be used including food preparation, experimental work, written tests, research work, oral presentations and semester examinations.

For those students who wish to select Food Technology and/or Hospitality at senior level for their HSC, this course provides an invaluable preparation.
The Elective Geography course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry.

For those students who wish to study Geography at H.S.C. level, this course will provide an invaluable preparation.

**CONTENT:**

Geography is a rich and complex discipline involving two key dimensions:
- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments

The study of Geography develops a wide range of skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork.

**Skills**

Through the study of Geography, students will develop skills in:
- acquiring, processing and communicating geographical information
- choosing and applying appropriate geographical tools.

**Knowledge and understanding**

Through the study of Geography, students will develop knowledge and understanding about:
- the characteristics and spatial distribution of environments
- how people and communities modify, and are affected by, the environment
- how physical, social, cultural, economic and political factors shape communities, including the global community

**Values and attitudes**

Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards, people, cultures, societies and environments, with a commitment to:
- ecological sustainability
- a just society
- intercultural understanding
- informed and active citizenship
- lifelong learning.

**Students in Stage 5 Elective Geography will study five topics chosen from the list below.**

- Physical Geography
- Oceanography
- Geography of Primary Production
- Development Geography
- Australia’s Neighbours
- Political Geography
- Interactions and Patterns Along a Continental Transect
- School Developed Option (based on class interest)

Students will also participate in a Geographical Field Study.

**ASSESSMENT**

Students will be assessed via a number of methods including research assignments, topic tests and semester exams (skills, short answers and extended responses).
ELECTIVE HISTORY

This is a course that will enable students who have a special interest in History to pursue the subject in more detail. Unlike the compulsory course, which is Australian based, this course has its focus on World History.

For those students who wish to study either Ancient or Modern History at H.S.C. level, this course will provide an invaluable preparation. The breadth of work and skills developed in this course will create a solid basis for those who wish to undertake the Extension History course at H.S.C. level.

CONTENT:

Through a study of both topics and the thematic studies in years 9 and 10 students will develop:

- a knowledge and understanding of history and historical inquiry
- a knowledge and understanding of past societies and historical periods
- skills to undertake the process of historical inquiry
- skills to communicate their understanding of history

In both Years 9 and 10 a selection of the following topics and thematic studies will be covered.

TOPICS:  

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<thead>
<tr>
<th>Ancient, Medieval and Early Modern Societies</th>
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<tbody>
<tr>
<td>Archaeology of the Ancient World</td>
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<tr>
<td>Literature of the Ancient World</td>
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<tr>
<td>Medieval and Early Modern Europe</td>
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<td>The Ottoman Empire</td>
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<td>An Asian Study</td>
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<td>The Americas</td>
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<td>The Pacific</td>
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<td>Africa</td>
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<td>A 19th century study</td>
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<td>A 20th century study</td>
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THEMATIC STUDIES

| Children in History                      |
| Heroes and Villains                      |
| Religious Beliefs & Rituals through the ages |
| Sport and Recreation in History          |
| War and Peace                            |
| World Myths and Legends                  |
| Crime and Punishment                     |
| Music through History                    |
| Slavery                                  |
| Terrorism                                |
| Women in History                         |
| School-developed study                   |

Within each topic and thematic study the topic CONSTRUCTING HISTORY will be integrated.

The students will develop their understanding of the nature of history and the way in which history is constructed and viewed from different perspectives. In order to explore these ideas the elective class will examine:

- Film as history
- Historical fiction and biographies
- History and the media
- Oral history
- Historical reconstructions
GRAPHICS TECHNOLOGY

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever increasing range of vocations. Graphics Technology also develops students’ technical and visual literacy, equipping them for participation in a technological world.

The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both traditional methods such as free hand drawing and computer-based technologies whilst harnessing the power of digital photography.

Today, graphic design solutions are found across a wide variety of products and activities, such as websites, advertising, books, magazines, posters, computer games, product packaging, exhibitions and displays, corporate communications and corporate identity which leads itself into a massive array of career paths.

CONTENT:
Students will undertake a range of graphics tasks across the following optional areas:
- Architectural Drawing
- Computer Animation
- Engineering Drawing
- Graphics Design and Communication
- Product Illustration
- Technical Illustration
- Computer Aided Design and Drafting

For those students who wish to continue study in this area, this course provides an invaluable preparation for the HSC course, Information Processes and Technology.
ITALIAN

Moving between countries, cultures and languages has become more commonplace because of
globalisation, increased ease of travel and advanced information and communication technologies.
High quality education in languages enables students to respond positively to the opportunities
and challenges of their rapidly changing world.

The study of languages provides opportunities for students to become more accepting of
diversity, more respectful of others and more aware of their place in the international community.

Contemporary research and practice have established a clear link between the learning of
languages and improved literacy skills for both background speakers and second language
learners.

The language course offered in Years 9 and 10 is Italian. The course is specially designed to be
practical and to concentrate on developing the students’ communication skills. The course
develops listening, speaking, reading and writing skills. All skills are developed through various
activities such as role plays, games, quizzes and focusing on languages as systems and
understanding the relationship between language and culture.

By the end of Year 10 students of Italian should be able to:

- maintain effective communication in Italian in authentic situations
- use structures and features of the Italian language to allow them to function in a range of
  practical situations
- articulate ways in which all languages work as systems
- compare Italian and English and thus have greater literacy skills in English
- have a greater respect for and appreciation of the people, traditions and ways of life of
  Italian speaking communities

The topics that may be covered in the courses are:

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<tr>
<td>Transport</td>
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<td>House and Travel</td>
<td>Travel</td>
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<td>Home Chores</td>
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<tr>
<td>Holidays, special occasions, parties, festivals</td>
<td>Food and Restaurants</td>
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<td>Our local area</td>
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<td>Making arrangements, meeting people</td>
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<td>Entertainment – Music, TV, film</td>
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<td>Friendships and Relationships</td>
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<td>School exchange programs</td>
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<td>Health and fitness</td>
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MUSIC

The main aim of the Elective Music course is to guide students to a greater understanding and appreciation of their own creative efforts and the products of others through as wide a range of musical activities as is possible.

AIMS

- To develop the aural capabilities, understanding and skills of each individual.
- To encourage active participation in Music, which includes enthusiastic and sensitive performance.
- To develop awareness and appreciation in Music, which includes enthusiastic and sensitive performance.
- To help promote an increased enjoyment of music.
- To provide opportunities for all students to learn through participation in musical activities at levels consistent with their development needs and interests.

It is expected that by the end of Year 10 all students will have gained experience in the following areas:

1. **Performance:**
   To sing and play music by composers of different periods as well as music written by students.

2. **Creative Expression:**
   To develop a recognition and use of the features which have formed the basis of Western Music. (Notation, Tonality, Harmony).

3. **Listening:**
   To understand the styles and composing techniques of various periods and composers.

Students nominating to take Music as an Elective subject in Year 9 and 10 may continue this subject in Years 11 and 12. Music as an HSC subject enables students to continue music at a tertiary level with emphasis on either performing or teaching.

- As part of Primary Teaching Course.
- As a subject in an Arts Degree.

ASSESSMENT

In Music each student's assessment is based on her achievement in:

- Individual and Group Performance
- Creative Expression and
- Listening Works studied throughout the year

Assessment items may include:

- **Performance**
  - Individual performance
  - Class performance
  - Extra-Curricular performance

- **Creative Expression**
  - Composition
  - Harmony

- **Listening**
  - Score Reading
  - Short structured writing tasks
PHYSICAL ACTIVITY and SPORT STUDIES (PASS)

This course is designed to cater for all students interested in PE, Health and Sport whether talented in these areas or not. Interest and motivation are all that are required to begin this course, which is outlined below:

YEAR 9

Practical Work
- Golf
- Dance – Jazz
- Team Sports
- Waterpolo

Theory Work
- Body Systems
- Event Management
- Participating With Safety
- Lifestyle, Leisure and Recreation
- Healthy Food Habits

YEAR 10

Practical Work
- Biathlon
- Swimming – aquatic activities
- Learn to Surf / Surf Safety
- Indoor Rock Climbing

Theory Work
- Nutrition and Physical Activity
- Enhancing Performance
- Resistance Training
- Issues in Physical Activity and Sport
- Opportunities and Pathways in Physical Activity and Sport

Some of the practical work is conducted at outside venues, so there are some costs involved.

Although not a pre-requisite, this subject would prove advantageous to students, in addition to providing a very good base for studying the 2 unit HSC course Personal Development, Health and Physical Education.
VISUAL ARTS

Elective Art is not only a course for students with artistic ability but a course which encourages ALL students to develop their creative and expressive talents to their full realisation.

Students are encouraged to observe and investigate their own environment and the wider Australian environment as a source of ideas and to develop an awareness of the relevance of the visual arts in our lives.

In Year 9 students explore the creative possibilities of a wide range of media with the emphasis on imaginative experimentation.

In Year 10 students extend and refine their skill in preparation for Senior Visual Arts.

As well as drawing, painting and ceramics students will gain experience in

- Sculpture
- Film and Video
- Digital photography
- Printmaking
- Installation

In Years 9 and 10 students also study artworks which relate to the themes and media which they are dealing with in their own artmaking. This includes a study of Painting, Sculpture, Architecture, Printmaking and Drawing. Works from Cave Art to the 21st Century are studied, however, the emphasis is on Contemporary Art and Art in Australia. Visits are made to galleries to view exhibitions to enable students to directly experience artworks.

For those students who wish to continue Visual Art at senior level this course provides an invaluable preparation for the H.S.C. Visual Arts Course.

Visual Arts in secondary school can form the basis for those students who may wish to pursue a career as an architect, interior designer, photographer, curator, film director, set designer and conservator. Companies such as IBM and Apple recognise the skills learnt in Visual Arts are invaluable in a diverse range of careers due to the lateral thinking and problem solving skills which are developed in the Visual Arts.

ASSESSMENT

Student grades are determined according to their achievement in the two strands of the course, Making Artworks and Studying Artworks (which includes Historical and Critical Study).

For assessment purposes, students complete both major and minor artworks, written tests, research essays, assignments and maintain a Visual Art Process Diary.
CORE SUBJECTS

- RELIGION, CATHOLIC STUDIES
- ENGLISH
- MATHEMATICS
- SCIENCE
- AUSTRALIAN HISTORY, CIVICS & CITIZENSHIP
- AUSTRALIAN GEOGRAPHY, CIVICS & CITIZENSHIP
- PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION
ELECTIVE SUBJECTS

- COMMERCE

- DESIGN and TECHNOLOGY (Textiles and Design) or (Product Design)

- DRAMA

- FOOD TECHNOLOGY

- GEOGRAPHY

- GRAPHICS TECHNOLOGY

- HISTORY

- ITALIAN

- MUSIC

- PHYSICAL ACTIVITY & SPORTS STUDIES

- VISUAL ARTS