A Guide to Stage 5
Years 9 and 10 Courses

Chevalier College

FORTES IN FIDE | STRONG IN FAITH

2021

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POSITIONS OF RESPONSIBILITY

LEADERSHIP TEAM

Principal	Chris McDermott
Deputy Principal	Barbara Santos
Assistant Principal – Learning and Teaching	Rebecca Graham
Assistant Principals – Well-being	Kelly Clunn and Marjolyn Tipping
Assistant Principal – Faith Formation, Mission and Religious Education	Phillip Lane
Business Manager	Carmen Majetic
Senior Manager – Marketing and Communications	Simone Wilson

MSC COMMUNITY

Br Gerry Burke msc
Fr John Franzmann msc
Fr John Mulrooney msc

LEADERS OF LEARNING

Curriculum Administration	Andrew Langdon
Diverse Learning	Margaret Hampton (Acting)
English	Melissa Latter
HSIE (Human Society and its Environment)	Kathrine Molloy
Languages	Bruce Woods
Librarian	Kylie Gillespie
Mathematics	Mark Fitzpatrick and Abi Parsons
Performing Arts	Trudee Green
PDHPE/Wilderness	Matthew Heard
Religious Education	Jane Lowe
Science	Tim Byrne (Acting)
Technologies and VET	Ingrid Jensen
Visual Arts	Bruce Woods

WELL-BEING COORDINATORS

Reid/Year 7	Julia Esposito and Ann Philippe
Riversdale/Year 8	Kim Delaney and David Fairall
Giles/Year 9	Natalie LaGarde and Leah Robertson
Clancy/Year 10	Jonathan Dinning and Fiona O'Connell
Burford/Year 11	Kate Price and Rob McKenzie (Acting)
Osborne/Year 12	Matthew Bourke and Joanne Crowe

ACADEMIC DEVELOPMENT COORDINATOR

John Hargreaves

CAREERS ADVISOR

Donna Murchie

CURRICULUM AT CHEVALIER COLLEGE

Curriculum at Chevalier is characterised by its breadth and depth. There are far more courses available here than in most other comparable schools. Such a breadth of curriculum demands a delicate balance of finances and any changes to subject offerings have to be considered carefully. We are committed to continuing to provide the best possible choices.

Students in Year 9 and Year 10 (Stage 5) are beginning to select and focus on their studies as they move towards Stage 6 and the Higher School Certificate.

All students continue their studies in:

- Religious Education
- English
- Mathematics (Stages 5.3, 5.2, 5.1)
- Science
- History and Geography
- Personal Development, Health and Physical Education

ELECTIVES

During Year 8, all students choose two electives that must be studied in both Year 9 and Year 10.

It is important that students make themselves aware of the demands of each elective and how that elective might prepare them for senior studies. The table of HSC courses should be checked to ensure that students who have particular interests in a Stage 6 course select any Stage 5 elective that is a prerequisite for further study.

Students and parents/caregivers should also be conscious of the importance of Stage 5 as a preparation for the academic demands of the HSC. A student's performance in Year 9 and Year 10 will have a direct bearing on the ability to select certain courses for the HSC; and will affect the level of success in the HSC. **Diligence, sustained effort, consistent attendance and commitment to doing the best one can in assessment tasks is essential preparation for future success**.

Students can choose from the following electives:

Creative Arts
- Drama
- Music
- Photography and Digital Media
- Visual Arts

HSIE
- Commerce
- History Elective

Languages
- Japanese

PDHPE
- Sports Studies
- Wilderness Studies

Technologies
- Agricultural Technology
- Design and Technology
- Food Technology
- Industrial Technology – Engineering
- Industrial Technology – Metal
- Industrial Technology – Timber
- iSTEM
- Textiles Technology

Students and parents/caregivers should note that the college does not offer 100-hour courses except for students who are accelerating. Elective Course selections are for TWO years and no change can be permitted after TERM 1 WEEK 5 of YEAR 9.

COST

Wilderness courses involve costs additional to the college inclusive fees. Please refer to the college fees schedule for further information.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The RoSA is a credential course created for students who leave school after completing Year 10 but before receiving their Higher School Certificate.

The RoSA provides an ongoing cumulative record for students. It records grades for courses that students complete in Year 10 and in Year 11. The RoSA reports the results of moderated school-based assessment, with optional online literacy and numeracy testing for school leavers.

General Experience Courses

General Experience Courses are recorded as either satisfactory or unsatisfactory.

(Non-elective Visual Arts, Design and Technology, Music, and Languages are completed in Years 7 and 8.)

'N' Determinations

A student who does not meet the requirements for the satisfactory completion of a course may receive an 'N' determination. In such a case, the subject will not appear on the RoSA. If the 'N' determination is in a mandatory subject then the student will not receive the RoSA in that Year.

Acceleration

Acceleration is offered to Year 9 and Year 10 students who have demonstrated particular aptitude for certain courses, particularly in Mathematics and Sciences. This pattern of study is particularly suited for students who are identified as Gifted, or for those who have a vocational aptitude.

Students who are potentially gifted may be nominated by a member of staff, or a parent'/caregiver may identify a student, to the Assistant Principal – Learning and Teaching, or to the Leader of Learning – Diverse Learning. Such students may undertake Preliminary and/or HSC courses in advance of their usual cohort or in less than NESA's stated indicative times, with the exception of Beginners Languages courses.

Accelerated students are those whom the school confidently expects a grade 'A' to be awarded at the completion of the Stage 5 course. They may begin studying a Stage 6 course in the corresponding learning area while still in Stage 5, in combination with the rest of their studies.

Stage 6 Prerequisite Courses

Students and their parent/caregivers should be aware of the recommendations around many Stage 6 subjects before commencing Year 9. The table on the following page is based on analysis of HSC results and the professional advice of the Leaders of Learning.

STAGE 6 COURSES OFFERED AT CHEVALIER COLLEGE

All courses are of 2 unit value unless otherwise stated.

Where students do not meet prerequisite requirements, they will need a recommendation from the Leader of Learning responsible for that course.

Year 11 and HSC Courses		Recommended and prerequisite experience	HSC Extensions
Agriculture	BDC	• Stage 5 Agriculture an advantage • A genuine interest and desire to study Agriculture.	
Ancient History	BDC	• Strong reading and writing skills • Year 9 NAPLAN - Band 9 in Literacy • Year 11 English Advanced recommended	History Extension (1 unit)
Biology	BDC	• Year 9 NAPLAN - Band 9 in Literacy and Numeracy	
Business Studies	BDC	• Year 11 Mathematics Standard 2 at a minimum • Year 11 English Standard or Advanced • Sound literacy skills	
Ceramics (1 unit)	CEC		
Chemistry	BDC	• Year 9 NAPLAN - Band 9 in Literacy and Numeracy • Stage 5 Mathematics 5.3 • Year 11 Mathematics Advanced recommended	
Community and Family Studies	BDC	• Stage 5 Mathematics 5.2 • Year 10 English - assessment marks in the C range	
Computing Applications (1 unit)	CEC		
Design and Technology	BDC	• Stage 5 iSTEM an advantage • Creative and critical thinking skills • Ability to collaborate and problem-solve • Sound level of literacy • Commitment to completing a quality major work	
Drama	BDC	• Year 11 English Advanced an advantage	
Earth and Environmental Science	BDC	• Year 9 NAPLAN - Band 9 in Literacy and Numeracy	
Economics	BDC	• Year 11 Mathematics Advanced recommended • Year 11 English Advanced recommended • Sound literacy skills	
Engineering Studies	BDC	• Stage 5 Mathematics 5.3 • Stage 5 Engineering an advantage	

Year 11 and HSC Courses		Recommended and prerequisite experience	HSC Extensions
		• Year 11 Mathematics Advanced recommended • Problem-solving skills using formulae • Year 9 NAPLAN - Band 9 in Literacy and Numeracy • Year 11 Physics recommended	
English Advanced	BDC	• Year 9 English - A or B grade • Year 10 English - assessment marks in the A or high B range	
English Extension 1 (1 unit)	BDC	• Year 9 English - A grade • Year 10 English - assessment marks in the A range • Year 11 English Advanced • Developed interest in literature and writing	English Extension 2 (1 unit)
English Extension 2 (1 unit)	BDC	• Invitation only in Year 12	
English Standard	BDC	• Year 9 English - C grade or above • Year 10 English - assessment marks in the C range	
English Studies	BEC	• Students who do not have a tertiary focus or who are on a vocational pathway	
Geography	BDC	• Strong literacy skills. • Year 11 Mathematics course an advantage	
History Extension (1 unit)	BDC	• Year 9 NAPLAN - Band 9 in Literacy • Year 11 English Advanced recommended • Year 11 History course • Strong reading and writing skills	
Industrial Technology	BDC	• Stage 5 Industrial Technology in the relevant area (unless the student demonstrates the commitment and ability to 'catch up' with workshop and manual skills)	
Information Processes and Technology	BDC	• Year 11 Mathematics course an advantage	
Investigating Science	BDC	• Year 9 NAPLAN - Band 9 in Literacy and Numeracy	
Japanese Beginners	BDC		
Legal Studies	BDC	• Year 11 English Standard as a minimum • Strong reading and writing skills	
Mathematics Advanced	BDC	• Stage 5 Mathematics 5.3 - B grade or above	
Mathematics Extension 1 (1 unit)	BDC	• Stage 5 Mathematics 5.3 - A grade • Year 11 Mathematics Advanced	Mathematics Extension 2
Mathematics Extension 2	BDC	• Invitation only in Year 12	

Year 11 and HSC Courses		Recommended and prerequisite experience	HSC Extensions
Mathematics Standard	BDC	• Stage 5 Mathematics 5.2 required for Standard 2 • Stage 5 Mathematics 5.1 should consider Standard 1 only	
Modern History	BDC	• Year 9 NAPLAN - Band 9 in Literacy • Year 11 English Advanced recommended • Strong reading and writing skills	History Extension (1 unit)
Music 1	BDC	• Stage 5 Music an advantage • Strong instrumental skills	
Music 2	BDC	• Stage 5 Music essential • Strong instrumental skills • Strong literacy skills	Music Extension (1 unit)
Music Extension (I unit)	BDC	• Invitation only in Year 12	
Personal Development, Health and Physical Education	BDC	• Stage 5 Mathematics 5.2 • Year 10 English - assessment marks in the C range	
Photography, Video and Digital Imaging	BEC		
Physical Education Bushcraft (Wilderness) (1 unit)	BEC	• Stage 5 Wilderness desirable	
Physics	BDC	• Year 9 NAPLAN - Band 9 in Literacy and Numeracy • Year 10 Mathematics 5.3 - assessment marks in the A or B range • Year 11 Mathematics Advanced recommended	
Society and Culture	BDC	• Strong reading and writing skills • Year 9 NAPLAN - Band 9 in Literacy • Year 11 English Advanced an advantage	
Software Design and Development	BDC	• Stage 5 Mathematics 5.3 - desirable • Year 11 Mathematics Advanced • Experience in coding	
Sport, Lifestyle and Recreation (1 unit)	BEC	• Stage 5 Physical Activity and Sports Studies an advantage	
Studies in Catholic Thought (1 or 2 unit)	BDC		
Studies of Religion I (1 unit)	BDC	• A or B grade in English, C grades considered with consultation • Year 9 NAPLAN - Band 8 in Literacy	
Studies of Religion II (2 unit)	BDC	• A or B grade in English • Year 9 NAPLAN - Band 9 in Literacy	
Textiles and Design	BDC		
Visual Arts	BDC	• Stage 5 Visual Arts	

Year 11 and HSC Courses		Recommended and prerequisite experience	HSC Extensions
Vocational Education and Training Courses • Business Services • Construction • Hospitality Food and Beverage • Hospitality Kitchen Operations • Primary Industries	BDC	• VET courses require a strong interest in the vocational area selected and a high level of discipline and motivation.	

Where courses do not achieve a viable number of students nominating to pursue it, that course may not proceed. There are also limits on the size of some courses.

Some points to note:

1. All students must choose one course in Religion: either Studies of Religion I, Studies of Religion II or Studies in Catholic Thought.
2. All students must choose one course from either English Standard, English Advanced or English Studies.
3. It is not possible to choose both English Advanced and English Standard.
4. It is not possible to choose both Mathematics Advanced and Mathematics Standard.
5. There are pre-requisites for all Extension courses.
6. Students cannot choose both Hospitality courses.

COST

Please note that some courses involve costs additional to the college Inclusive Fees. These are:

- Agriculture
- Construction
- Design and Technology
- Hospitality
- Industrial Technology
- Primary Industries
- Textiles and Design
- Visual Arts
- Wilderness

COURSE DESCRIPTIONS

RELIGIOUS EDUCATION (RE)

Aims

To provide students with a comprehensive knowledge and understanding of religion as a phenomenon in society, with special emphasis placed on Catholicism and the Christian tradition.

Objectives

Year 9

- To engage in a variety of types of prayer that provoke spiritual contemplation and experience
- To develop a sense of humility, respect and awe in response to the beauty, magnitude, simplicity and complexity of the natural universe
- To value a sense of the sacred in their lives
- To develop a sense of social justice and service through community fair
- To explore the sacrament of reconciliation

Year 10

- To develop a deeper understanding of the history of the Catholic Church and its teaching
- To explore ethical and moral dilemmas in our society through the concept of virtue within Catholicism
- To explore what it means to be human
- To engage in a study of the sacrament of confirmation

Course Content

The Year 9 RE course will offer students a developing sense of awe at creation as a revelation of God. Throughout the year, students will have opportunities to experience a sense of the transcendent through relationships with the natural world and the human community.

Students will begin to consider the personal and communal responsibility we have for each other and the natural world. They will consider issues of justice and work on class-based projects to raise money for our sister school in Kiribati and other mission projects, researching equity and sustainability issues in the world around us. The project culminates in an annual community fair.

Students will explore the sacrament of reconciliation in relation to Christian and Aboriginal reconciliation initiatives.

The Year 10 RE course will offer students the opportunity to explore the history of the Catholic Church.

Students will explore what it means to be a human being and how they fulfil their human potential through a study of theological and philosophical principles.

They will also explore theoretical issues surrounding Christian ethics and apply frameworks they study to current ethical issues.

Students will explore the sacrament of confirmation and the gifts of the Holy Spirit.

Practical Involvement

Practical involvement includes a one-day retreat for Year 9 and an overnight retreat for Year 10. Students also participate in class prayer, reflections and school liturgies. Social justice is a particular theme for Year 9 and they undertake a number of community service projects throughout the year.

Contact: Jane Lowe

ENGLISH

Aims

- To develop students' skills in reading, writing, viewing, representing, listening and speaking
- To ensure students acquire confidence in their ability to reflect on and assess their own and others' learning against specific criteria
- To instil in students a love of reading and a passion for literature

Objectives

- To develop competence in a wide range of literacy skills
- To recognise and develop individual strengths in written and spoken language
- To develop skills in understanding, responding to and creating a variety of texts, including film, media and literary texts
- To develop self-confidence through mastery of reading, writing, viewing, listening and speaking
- To expand students' experience through contact with a wide variety of texts

Course Content

In Years 9 and 10, English is undertaken by all students and features a focus on responding to and creating texts. This can only be achieved through the close study of a wide range of media. The syllabus mandates that students study at least two works of fiction, a variety of poetry drawn from different anthologies, at least two films, two works of non-fiction, and two dramas.

Texts are chosen which suit the needs, abilities and interests of the students. English students will be required to engage in analysis of canonical texts, including Shakespearean Drama, as well as various multimedia texts drawing from contemporary and relevant concerns for each cohort.

The selection of texts studied in Years 9 and 10 must give students experience of a range of perspectives, including popular and youth cultures. In addition, students are given insight into Aboriginal and multicultural experiences.

Students are regularly assessed both within their own class and across the year group. Some tasks are completed under examination conditions whilst other tasks will require extensive editing and re-drafting and are completed outside of school hours.

In Year 10, approximately four assessment tasks are held across the year. All of these tasks contribute to the awarding of the RoSA grade.

Contact: Melissa Latter

MATHEMATICS

Aims

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

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

Objectives

- **Working mathematically**

  Develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

- **Number and algebra**

  Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.

- **Measurement and geometry**

  Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.

- **Statistics and probability**

  Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

- **Course structure**

  The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three sub-stages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus:

Stage 5.3

Prerequisites

Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

Course Content

Students attempting the Stage 5.3 course will complete all Stage 5.2 and Stage 5.1 outcomes as well as the following:

- Number: ratio and rates, surds and indices, logarithms
- Patterns and Algebra: algebraic techniques, indices, equations, linear relationships, non-linear relationships, polynomials, functions and other graphs
- Measurement: area d surface area, volume, trigonometry
- Geometry: properties of geometrical figures, circle geometry
- Statistics and Probability: single variable data, bivariate data analysis

Stage 5.2

Prerequisites

Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8.

Content

Students attempting the Stage 5.2 course will complete all Stage 5.1 outcomes as well as:

- Number: financial mathematics, ratio & rates
- Patterns and algebra: algebraic techniques, indices, equations, linear relationships, non-linear relationships
- Measurement: area d surface area, volume, right-angled trigonometry
- Geometry: properties of geometrical figures
- Statistics and probability: single variable data, bivariate data analysis, probability

Stage 5.1

Prerequisites

Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9.

Content

Students attempting the Stage 5.1 course will complete all Stage 4 outcomes as well as:

- Number: financial mathematics, numbers of any magnitude
- Patterns and algebra: indices, linear relationships, non-linear relationships
- Measurement: area and surface area, right-angled trigonometry
- Geometry: properties of geometrical figures
- Statistics and probability: single variable data, probability

Contact: Mark Fitzpatrick and Abi Parsons

SCIENCE

Aims

The aim of the Science Stage 5 course is to provide learning experiences through which students:

- acquire scientific knowledge and skills and develop understanding about phenomena within and beyond their experience
- develop an appreciation of science as a human activity and apply their understanding to their everyday life
- develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment
- appreciate the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing society's use of science and technology.

Course Content

Stage 5 outcomes

A student:

- develops questions or hypotheses to be investigated scientifically
- produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- applies models, theories and laws to explain situations involving energy, force and motion
- explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- describes changing ideas about the structure of the earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- analyses interactions between components and processes within biological systems
- explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Practical experiences

The practical experiences, including the student research project, provide opportunities for students to engage in scientific inquiry during the course of their learning. Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts and the importance of scientific evidence-based conclusions. At least 50% of the course time is allocated to students' active engagement in hands-on practical experiences.

Practical experiences should emphasise a range of types of hands-on activities and include:

- undertaking laboratory investigations, including fair tests and controlled experiments
- undertaking fieldwork and surveys
- researching by using a variety of print and multimedia, as well as internet and electronic sources of data and information
- using a range of strategies and technologies to collect and record data, including appropriate use of digital technologies, e.g. data loggers
- using and constructing models
- using or reorganising second-hand data, including those in spreadsheets and databases
- extracting and reorganising information in the form of flow charts, tables, graphs, diagrams, prose, keys, spreadsheets and databases
- using digital technologies, e.g. computer animations and simulations, to capture and analyse data and information
- presenting data and information in multi-modal texts.

Student research project

All students are required to undertake **at least one** substantial research project during Stage 5:

- at least one project will involve hands-on practical investigation
- at least one Stage 5 project will be an individual task.

Class time will be allocated to assist students in clarifying their question or problem to be investigated, developing hypotheses and identifying variables to be controlled, measured or changed in fair tests. Students will also be supported in planning their investigations, carrying out research, evaluating evidence and conclusions, and communicating results, findings and explanations to others.

Assessment

Assessment *for* learning, assessment *as* learning, and assessment *of* learning are three approaches to assessment that play an important role in teaching and learning. Assessment during both years will include a variety of tasks including persuasive writing, field trips, modelling scientific concepts and practical and written tests. All students will be assessed on the ability to perform an independent research project during Stage 5.

Contact: Tim Byrne

HUMAN SOCIETY AND ITS ENVIRONMENT

COMMERCE

Aims

The aim of this course is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of a community.

Outcomes

At the completion of the course students will have developed:

- knowledge and understanding of consumer, financial, business, legal and employment matters
- skills in decision making and problem solving in relation to the matters above
- skills in effective research and communication
- skills in working independently and collaboratively
- values and attitudes in relation to ethically and socially responsible behaviour and in relation to rights, rules and laws that promote fairness, justice and equity in our society through responsible and active citizenship.

Course Content

Core Topics

- Consumer choice: consumer decisions, consumer protection, payment choices
- Personal finance: earning and spending an income, borrowing money, managing finance, investing money
- Law and society: the legal framework, areas of law, using the legal system
- Employment issues: the workplace, employment relations, taxation and superannuation

Option Topics

Drawn from options such as:

- investing
- e-commerce
- global links
- towards independence
- travel
- running a business

Assessment

Aspects of the course are assessed through a variety of learning experiences using a range of media and forms of presentation.

Contact: Kathrine Molloy

GEOGRAPHY

Aims

The aim of Geography in Years 9 and 10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales, in order to become informed, responsible and active citizens.

Outcomes

As a result of studying this course, students will develop skills in:

- applying geographical tools for geographical inquiry
- acquiring, processing and communicating geographical information.

As a result of studying this course, students will develop:

- knowledge and understanding of the features and characteristics of places and environments across a range of scales
- knowledge and understanding of interactions between people, places and environments.

Values and Attitudes

Students will value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens.

Course Content

Year 9

Topic 1: Sustainable biomes
Changing biomes
Biomes produce food
Challenges to food production
Food security

Topic 2: Changing places
Causes and consequences of urbanisation
Urban settlement patterns
Internal migration
International migration
Australia's urban future

Year 10

Topic 1: Environmental change and management
Environments
Environmental change
Environmental management
Investigative study

Topic 2: Human well-being
Human well-being and development
Spatial variations in human well-being
Human well-being in Australia
Improving human well-being

Assessment

The course is assessed through a variety of learning experiences, using a range of media and forms of presentation. Geographic literacy and numeracy are a key focus of assessment.

Contact: Kathrine Molloy

HISTORY

Aims

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources. It introduces the idea that history contains many stories and that there is never only one uncontested version.

There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights, for example, Aboriginal

Outcomes

As a result of their study of history students should be able to:

- understand and explain major developments, issues, events and themes in Australian history
- locate, select and organise information
- investigate and research
- analyse, use and evaluate evidence
- make judgments based on evidence
- communicate and explain
- ask questions
- pursue an ongoing interest in history and Torres Strait Islander peoples, migrants and women.

Course Content

Year 9

- Overview: The making of the modern world – industrial revolution
- Making a better world – movement of peoples
- The modern world and Australia – Core study: rights and freedoms (1945–present)

Year 10

Australia and Asia: Core study

- Australians at war: World Wars I and II (1914–18, 1939–45)
- School-developed topic: The Holocaust
- Overview: The modern world and Australia – The Cold War

Class work is assessed throughout the course and assignments are set on common work. A specific policy applies to the award of RoSA grades.

Contact: Kathrine Molloy

HISTORY ELECTIVE

Aims

The aim of the *History Elective Years 7–10 Syllabus* is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens.

Historical concepts and skills

- **Change and continuity:** some aspects of a society, event or development change over time and others remain the same.
- **Cause and effect:** events, decisions and developments in the past that produce later actions, results or effects.
- **Perspectives:** people from the past may have had different views and experiences from today.
- **Empathetic understanding:** the ability to understand another's point of view, way of life and decisions made in a different period of time or society.
- **Significance:** the importance of an event, development, group or individual and their impact on their times and/or later periods.
- **Contestability:** how historians may dispute a particular interpretation of an historical source, event or issue.

Year 9 and Year 10

Topic one – Constructing History

- Biography
- Family history
- Film as history
- Historical fiction
- Heritage and conservation
- History and the media
- Local history
- Museum and/or archives studies
- Oral history
- Historical reconstructions
- A history website

Topic Two – Ancient, Medieval and Early Modern Societies

- Archaeology of the ancient world
- Literature of the ancient world
- Medieval and early modern Europe
- The Ottoman Empire
- An Asian study
- The Americas
- The Pacific
- Africa
- A 19th-century study
- A 20th-century study

Topic Three – Thematic Studies

- Children in history
- Heroes and villains
- Religious beliefs and 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
- A school-developed study

Students apply an understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

Contact: Kathrine Molloy

LANGUAGES

JAPANESE

The study of a language is an opportunity for all students to experience communication in a different linguistic and cultural context. As the world shrinks, it is increasingly important for Australian students to be able to communicate with people from around the world and critically important to have a window into different cultures. In addition to the practical benefits of learning another language, students deepen their understanding of English and of how to acquire a different language.

The practical benefits of language learning are obvious to the traveller, to people who work overseas or in international companies, but one of the great unseen benefits is the development of language-acquisition skills which can be of lifelong value. Language students often enrich their school-based program with overseas study, within an exchange program or by travel to Japan on a school study tour. Japanese language students may also be eligible to participate in our Sister School program which includes a visit to Japan every second year.

Prerequisite

It is advisable, but not essential that students wishing to study Japanese in Year 9 will have completed the Year 8 course in Japanese. They can then elect to continue their study in the senior years for the HSC.

Aims

The study of Japanese in Years 9 and 10 enables students to communicate with others in Japanese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

Outcomes

Communicating strand **-** students use language for communicative purposes by:

- **interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating
- **accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

Understanding strand **- s**tudents analyse and understand language and culture by:

- **systems of language** – understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- **the role of language and culture –** understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

Course Content

The language is studied through themes throughout Stage 5. Themes include:

• Hobbies and Interests	• Seasons	• School Trip
• Family and Friends	• My Time	• Celebrations
• Describing Appearance	• Around Town	• Shopping
• Home Life	• Animal Influence	• Environment

Assessment

In the Stage 5 Language course, assessment takes a variety of forms and is based on an ‘assessment for learning’ approach. Students’ learning will be assessed through collaborative and individual tasks based on speaking, reading and writing in the language studied.

Contact*:* Bruce Woods

TECHNOLOGIES

AGRICULTURAL TECHNOLOGY

Aims

The aim of the *Agricultural Technology Years 7–10 Syllabus* is to develop students' knowledge and understanding of agricultural enterprises and the practices and skills required to produce plant and animal products. Students develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.

This syllabus provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

Outcomes

Students at Stage 5 demonstrate a detailed understanding of the diverse and dynamic nature of Australian agriculture. Students analyse the management of agricultural enterprises and the marketing of a range of products. They use a variety of techniques and associated technologies in the demonstration of workplace practices associated with agricultural enterprises and recognise the impact of current and emerging technologies on local and global environments. Students make considered decisions and responsible judgements on the use of sustainable and ethical management practices.

Students demonstrate safe work practices and apply appropriate WHS guidelines whenever engaged in practical activities. They conduct agricultural experiments and investigations based on sound experimental methods, and collect and draw valid and reliable conclusions. Students develop an appreciation of the value of working collaboratively with others on a common task.

Focus Areas

Topics covered:

- Introduction to Agriculture
- Plant Production
- Animal Production
- Agricultural Systems and Management

Enterprises include:

- vegetable production
- beef production
- dairy cattle
- poultry and pig production
- prime lambs
- pastures
- trees on farms.

There is a heavy emphasis on practical involvement utilising the school farm and the equipment used in the selected enterprises.

Contact: Ingrid Jensen

DESIGN AND TECHNOLOGY

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Aim

The aim of the Design and Technology course is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments.

Content

Design and Technology involves designing, producing and evaluating quality-designed solutions. Students engage in a range of practical activities during the development of a series of design challenges:

Core content:

- The design process
- Factors influencing design
- The impact of past, current and emerging technologies
- The work of designers
- Innovation
- Gathering and using information to generate design solutions
- Communication techniques
- Producing design projects

Focus Areas

Accessory	Agricultural	Architectural	Digital media
Engineering	Environmental	Fashion	Food
Furniture	Graphical	Industrial	Information
Interior	Jewellery	Landscape	Promotional
Software	Communication	Systems	Student-area

Key Competencies

Students develop:

- knowledge and understanding of design concepts and processes
- understanding of the impact of past, current and emerging technologies on the individual, society and environments
- knowledge and understanding of the work of designers and the issues and trends that influence their work knowledge and understanding of and skills in innovation, creativity and enterprise
- skills in communicating design ideas and solutions
- knowledge and understanding of and skills in managing resources and producing quality design solutions.

Contact: Ingrid Jensen

FOOD TECHNOLOGY

Aims

The aim of the Food Technology course is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Outcomes

Students will develop:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge, understanding and appreciation of the significant role of food in society.

Course Content

Relevant content will be selected from the core and integrated with all of the content of a selected focus area and appropriate practical experiences. During the study of each unit students will be required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

Focus Areas

Focus areas provide a context through which the core will be studied. There are eight focus areas:

- 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

Contact: Ingrid Jensen

INDUSTRIAL TECHNOLOGY – ENGINEERING

Aims

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. The Engineering 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.

Students gain experience in the research and use of materials such as timber, metals, polymers, composite materials and graphics in the design and development of creative projects. Students will be presented with design situations, requiring research and investigation of existing solutions to generate, justify and evaluate a range of individual and group projects.

Content

The engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. The course comprises two core modules and two specialised modules that develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms.

- Engineering 1 (Structures/Mechanisms) 100hours
- 2 specialised Modules consisting of Alternative Energy (50 hours) or Control Systems (50 hours) or Transport (50 hours) or School-Developed Engineering Module (50 hours)

Practical projects reflect the nature of the engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering.

The course will have a significant practical focus and projects should reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- a range of devices and appliances
- electronic and mechanical control systems (basic control circuits in electronics)
- programmable microcontrollers
- robotics projects
- small structures (building and testing to destruction small structures such as bridges)
- small vehicles (construction of a scale model race car).

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. Students learn:

- identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- applies design principles in the modification, development and production of projects.
- identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- selects, justifies and uses a range of relevant and associated materials for specific applications.
- selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- identifies and participates in collaborative work practices in the learning environment.
- applies and transfers skills, processes and materials to a variety of contexts and projects.
- evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.

- describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Contact: Ingrid Jensen

INDUSTRIAL TECHNOLOGY – METAL

Aims

The aim of the Industrial Technology course is to develop in students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

Course Content

Individual modules (core and specialised) provide specific content related to the focus areas which will be developed in the key areas of:

- Work Health and Safety (WHS)
- materials, tools and techniques
- design
- links to industry
- workplace communication
- societal and environmental impact.

Students must complete two core units in Year 9 (General Metal 1 and General Metal 2) before continuing with two specialised modules of 50 hours each. These modules will have focus areas either in fabrication or metal machining.

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

- sheet metal products
- metal machining projects
- fabricated projects.

Students learn about:

- Work Health and Safety (WHS) and risk management
- materials
- equipment, tools and machines
- techniques
- links to industry
- design
- workplace communication skills
- societal and environmental impact.

All personal protective equipment is supplied (except leather shoes) and must be worn by students at all times.

Contact: Ingrid Jensen

INDUSTRIAL TECHNOLOGY – TIMBER

Aims

The aim of the Industrial Technology course is to develop in students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

Course Content

Individual modules, Timber 1 (100hours) and Timber 2 (100 hours) provide specific content related to the focus areas which will be developed in the key areas of:

- Work Health and Safety (WHS)
- materials, tools and techniques
- design
- links to industry
- workplace communication
- societal and environmental impact.

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

- decorative timber products
- furniture items
- small bowls or turned items
- storage and display units
- storage and transportation products

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. Students learn about:

- identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- applies design principles in the modification, development and production of projects.
- identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- selects, justifies and uses a range of relevant and associated materials for specific application.
- selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- identifies and participates in collaborative work practices in the learning environment.
- applies and transfers skills, processes and materials to a variety of contexts and projects.
- evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Students will need to supply the appropriate personal protective equipment for the course. This equipment is available from the Chevalier Shop.
Contact: Ingrid Jensen

iSTEM (INTEGRATED - SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS)

iSTEM equips students with the skills and knowledge that will prepare them for 21st century careers. iSTEM is a student-centred subject that delivers Science, Technology, Engineering and Mathematics in an integrated way through collaborative, project-based learning.

iSTEM incorporates mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion modules. iSTEM presents maths and sciences to students in ways that challenge not only their understanding of these key subjects but also their ability to manage projects and work in teams.

This elective subject provides students with curriculum to support the most up-to-date technologies including 3D printers, virtual reality, drones, robotics and a range of intelligent systems. It engages students in problem-based learning and involves them in finding solutions to real world problems.

Units include

- Fundamentals
- Mechatronics
- Aerodynamics
- Motion
- 3D CAD/CAM
- Design for Space
- Statistics in Action
- STEM Project Based Learning Task

Aim

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics. The course also aims to increase the participation rate of all students in science, technology, engineering and mathematics via the use of engaging learning and teaching customised to meet the individualised learning needs of students.

Outcomes

At the end of the course students should be able to:

- develop ideas and explore solutions to problems
- demonstrate initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical activities
- describe how scientific and mechanical concepts relate to technology and engineering
- apply cognitive processes to address real world problems in a variety of contexts
- apply a knowledge and understanding of STEM principles and processes
- identify and uses a range of technologies in the development of solutions
- plan and manages projects using an iterative and collaborative design process
- develops skills in using mathematical, scientific and graphical methods whilst working as a team
- applies a range of communication techniques in the presentation of research and design solutions
- critically evaluate innovative, enterprising and creative solutions
- select and uses appropriate problem decision-making techniques in a range of contexts
- work individually or in teams to solve problems
- demonstrate an appreciation of the value of STEM in the world in which they live
- understand the importance of working collaboratively, cooperatively and respectfully in the completion of project-based activities.

Contact: Ingrid Jensen

TEXTILES TECHNOLOGY (FASHION AND DESIGN)

Aims

The aim of this course is to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

Course Content and Outcomes

Project work

There are two components of project work:

- development of practical skills to produce a textile item
    - students will complete a textile item for each unit of work completed, thereby developing practical skills in designing, producing and evaluating
- documentation of student work
    - students will document project work and show evidence of:
        - investigation and research undertaken
        - sources of inspiration
        - generation and development of ideas
        - experimental work
        - development of creative design skills
        - collection of resources
        - producing and evaluating project work.

Areas of Study

There are three areas of study:

- design
- properties and performance of textiles
- textiles and society.

Focus Areas

Focus areas are recognised fields of textiles that will direct the choice of students' projects. The focus areas are as follows.

- **Apparel:** includes clothing and accessories such as shoes, hats, jewellery and belts.
- **Furnishings:** includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, and beanbags.
- **Costume:** includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes.
- **Textile Arts:** includes wall hangings, fabric-based artworks, embroidery, and wearable design.
- **Non-apparel:** includes book covers, toys, bags, umbrellas, tents, backpacks, sleeping bags.

Focus areas are intended to encourage students to engage with a range of textile items and cater for a variety of student interests. They provide options for students to refine and enhance their knowledge and understanding of textiles using a variety of materials, tools and techniques.

Contact: Ingrid Jensen

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Aims

The aim of the PDHPE course is to develop students' capacity to enhance personal health and well-being, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Objectives

Knowledge and Understanding

Students will:

- demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships
- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts
- understand the significance of contextual factors that influence health, safety, wellbeing and participation in physical activity
- enact and strengthen health, safety, wellbeing and participation in physical activity.

Skills

Students will:

- develop and use self-management skills that enable them to take personal responsibility for their actions and emotions and take positive action to protect and enhance the health, safety and wellbeing of others
- develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity
- move with confidence, competence and creativity within and across various physical activity contexts.

Values and Attitudes

Students value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe and active lives for themselves, others and their communities.

Course Content

The students will complete work in the following three content strands:

1. Health, Well-being and Relationships

Students will develop:

- knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and well-being of themselves and others
- strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

2. Movement Skill and Performance

Student learning will focus on:

- active participation in a broad range of movement contexts to develop movement skill and enhance performance
- developing confidence and competence to engage in physical activity
- developing an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Students will create and compose movement to achieve specific purposes and performance goals. Through movement

experiences, students also develop self- management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

3. **Healthy, Safe and Active Lifestyles**

Students will:

- learn to recognise the interrelationship between the concepts of health and physical activity
- develop knowledge, understanding and skills to empower them to make healthy and safe choices and to take action to promote the health, safety and wellbeing of their communities
- engage with a range of health issues and identify strategies to keep them healthy, safe and active.

It is essential for students to participate in all physical activities provided for them. To do this, students must be in correct PE/Sports uniform in order to participate to a satisfactory level. The students will also be involved in other practical activities, e.g.: research, group work, debating, problem solving, self-expression, investigation, observation and various forms of communication.

Assessment will include tests, assignments, reports, essays, worksheets, skill checklists, performances, role plays, practical problem solutions, diaries and journals and many other methods. The Year 10 students will complete a number of practical and theoretical assessment tasks for their RoSA grade.

Contact: Matthew Heard

PHYSICAL ACTIVITY AND SPORTS STUDIES

Aims

The aim of the Physical Activity and Sports Studies Years 7–10 syllabus is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Outcomes

Students will be able to:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.

Values and Attitudes

Students will be able to:

- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society.

Course Content

The content is organised in modules within the following three Areas of Study: Foundations of Physical Activity, Physical Activity and Sport in Society, Enhancing Participation and Performance.

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
MODULES	Body systems and energy for physical activity Physical activity for health Physical fitness Fundamentals of movement skill development Nutrition and physical activity Participating with safety	Australia's sporting identity Lifestyle, leisure and recreation Physical activity and sport for specific groups Opportunities and pathways in physical activity and sport Issues in physical activity and sport	Promoting active lifestyles Coaching Enhancing performance – strategies and techniques Technology, participation and performance Event management

LEARNING THROUGH

experiences in physical activity and sport movement applications

Assessment

Assessment of students' work would include written tests, movement tasks, presentations, group work, written reports and research projects.

Contact: Matthew Heard

WILDERNESS STUDIES

Aims

The Wilderness Studies course is based on experiential learning through challenge, both in the practical and theoretical components of the course. Through this, wilderness studies aims to:

- promote the acquisition of knowledge, values and skills that enhance safe access, understanding and appreciation of the natural environment, often through adventure activities
- prepare students to meet physical and mental challenges when participating as effective members of expeditions travelling in the natural environment
- provide opportunities for the development of a positive self-concept and enhanced interpersonal relationships (a cooperative experience)
- promote self-reliance and confidence.

Outcomes

At the end of the Year 10 Wilderness Studies course students should be able to:

- display an appreciation of the natural environment
- display an awareness of the problems associated with conserving the natural environment
- discuss environmental issues affecting the Sydney Water Catchment Area, Bungonia Caves, and surrounding National Parks, including Kosciusko National Park and the Alpine Environment
- gain the necessary knowledge and skills to safely meet the demands of the programme
- successfully undertake the challenges of the course and from their efforts derive a sense of personal achievement and self-satisfaction
- develop characteristics of self-confidence, self-reliance, initiative, common sense, tenacity, self-discipline and leadership
- appreciate other individuals and value the importance of cooperation, teamwork and decision making
- identify and practise minimal impact camping techniques
- participate in expeditions safely, using a variety of modes of travel.

Course Content

Year 9

Safety in a variety of natural environments, trust and initiative activities, introduction to caving and abseiling, minimum impact camping practices, overnight bush walking and navigation, investigate different environments and study impact issues related to them, trangia cooking and food selection, bushwalking equipment, introductory first aid.

Year 10

Environmental issues, route planning, orienteering/navigation, local history and environment study, five-day lightweight hiking expedition, first aid, solo and self-directed survival activities, safety in a variety of natural environments.
All practical work is an extension of skills developed in Year 9.

Practical Commitment

Wilderness Studies field work is an integral part of the course. A commitment to all field work is essential. Dates to be advised.

Assessment

Assessment of students' work includes written tests, assignments, projects, log books, classroom participation and practical achievements.

NB: the college will *not* (generally) allow a student to take up Wilderness Studies when the school fees of that student's family are in arrears and/or concessions have been applied to their school fee account.

Students will be encouraged to provide their own bushwalking and camping equipment. It is advisable not to purchase equipment before receiving classroom advice.

***Contact**:* Matthew Heard

PERFORMING ARTS

DRAMA

Aims

To provide students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection.

Outcomes and Course Content

As a result of their study of drama students should be able to:

- understand the place of drama in societies; past and present
- develop a critical understanding of improvisation, play building, production and performance
- understand a variety of dramatic form and styles
- communicate with skill and confidence
- work cooperatively and creatively in groups
- use and experiment with the elements of dramatic presentation
- reflect on their creative work and on the work of others.

This course is not just a practical drama course. Students should note that this is a 200-hour course that involves making and performing drama as well as studying dramatic theory and history.

Students must have ‘stage blacks’ for all performance work..

Assessment

Students are assessed in all the above areas during the course.

Contact: Trudee Green

MUSIC

The music course is designed for any student interested in studying music without any previous experience, or students who can already play at a basic level and wish to extend themselves.

The college has a variety of instruments that students may use whilst at school in programmed classes, subject to availability.

For students wishing to further develop their skills on a particular instrument, we would ask parents/caregivers to explore other arrangements to create access for instruments at home e.g. hire or purchase

The study of musical styles through listening, performance, composition and research are essential components. This course is practical based, encouraging group performance and the reading of traditional and non-traditional notation. Improvisation is encouraged as related to the style of music studied, while creating their own compositions increases knowledge and confidence of music theory.

Aims

The aim of the Music course is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening and to allow a range of music to have a continuing role in their lives.

Outcomes

Students will develop knowledge, understanding and skills in the musical concepts through:

Performance

- Interprets musical notation and performs repertoire at varying levels of complexity, in a range of musical styles and genres. Performs music selected for study from various topics and develops solo and/or group playing.

Composition

- Demonstrates an understanding of musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- Notates own compositions using different forms of technology.

Listening

- Demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music from different stylistic, social, cultural and historical contexts.

Topics for study:

- Popular music
- Music for radio, film
- Television and multimedia
- Theatre music
- Music for small ensembles
- Music and technology
- Australian music

Assessment:

Assessment for learning is the approach taken in music, which is designed to enhance and improve learning. Students are assessed throughout the course based on the topics studied in the form of research projects, practical performances, creative composition tasks and extended responses.

Contact: Trudee Green

VISUAL ARTS

PHOTOGRAPHY AND DIGITAL MEDIA

Photographic and Digital Media is an elective course that can be studied for 200 hours at any time after the completion of the Visual Arts 100-hour mandatory course.

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

What will students learn about?

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

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students learn to do?

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

Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Course Requirements

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

Record of School Achievement

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

Contact: Bruce Woods

VISUAL ARTS

Course Content and Outcomes

This is a 200-hour course that builds on and extends the learning gained in the visual arts courses followed in Years 7 and 8 and provides students with opportunities to:

- develop some specialisation in the art making practices
- select and prepare their works to share with others through displays and exhibitions
- extend their critical study and historical study of artists/crafts people/designers and their works in contemporary and historical contexts
- use different frames of orientation to engage with art making, critical and historical studies
- extend their investigations of various types of subject matter and their understanding of how subject matter can be represented in different ways
- extend their investigations of the qualities and styles of particular expressive forms and consider the ways these may be most effectively used to represent their ideas
- use the visual arts process diary (VAPD) to research concepts and make connections between the development of their own ideas in art making activities and in critical and historical studies of other artists and designers.

This is an integrated course involving art making and studying art criticism and history.

Assessment

Assessment is based on an evaluation of student work in the areas of making, critical and historical study. This is evidenced in the VAPD, art works, research, assignments, discussions and presentations.

It is advisable but not essential that students wishing to take Visual Arts in Years 11 and 12 elect to choose Visual Arts in Years 9 and 10.

Contact: Bruce Woods