



Good Samaritan Catholic College

Stage 5 (Years 9 and 10)

Subject Information Handbook 2021-2022



Dear Students/Parents

This Handbook is designed to help you understand the subjects you will be studying in Stage 5 at the College. It has been created to provide you with more information about these subjects, including elective choices. Remember when choosing your electives, you should consider carefully your interests and talents. If you have a particular career in mind you may be interested in certain areas, but keep in mind, no elective subjects are pre-requisites for Years 11 and 12. Your ability, interest and motivation are the key points to consider.

Please read the information provided about each subject carefully.

When you are ready to make your choices, you must complete the elective choice form for Year 9, 2019 online. You must then print TWO copies. One copy should be kept in a safe place at home while a copy must be signed by your parents and returned to your Pastoral Care Teacher by

MONDAY 24th AUGUST 2020

Whilst every effort is made to give a student their choices, there may be situations where this may not be possible because of class sizes, timetable restrictions and staff recommendations. Thus, any delay in returning the choice forms will most certainly result in preferences/choices being reduced.

Good luck with your decision-making!

Mr James Corcoran
Principal

Mr Adrian Vannan
Curriculum Coordinator

COLLEGE EXPECTATIONS

Stage 5 represents a time when students prepare themselves either for entry into Stage 6 or other alternative pathways beyond school. Your application and performance in your Years 9 and 10 subjects will be a significant determinant of eligibility for entry into senior courses. All students are required to meet the following criteria during Stage 5 :

- Maintain a consistent pattern of attendance and punctuality
- Apply themselves with diligence and sustained effort to all coursework
- Complete all assessment tasks and other assigned work

The NSW Education Standards Authority requires that your application to work is satisfactory. This means that you must show you have met the course requirements in terms of both effort and achievement. It is expected that you will complete all the assessment tasks as well as other assigned tasks such as classwork and homework, as assessment of a course will be based on the outcomes of the course which are indicated on the Stage 5 Course Performance Descriptors for that course. **Course Performance Descriptors** are a series of statements for each specific course issued by the NSW Education Standards Authority. They summarise the observable and measurable features of student achievement and assist College staff in the awarding of grades to students based on levels of achievement.

These Course Performance Descriptors are distributed with the Assessment Handbook once students commence the course.

Extended periods of absence would make it very difficult for a student to meet the outcomes of a course.

PATTERN OF STUDY FOR STAGE 5 (Years 9 & 10)

The Year 9 and 10 courses of study form Stage 5 with students studying a combination of core (mandatory) and elective subjects across the two years.

CORE SUBJECTS

All students will study:

- Religious Education
- English
- Mathematics *
- Science
- Geography
- History
- Personal Development, Health and Physical Education

(* There are 3 pathways in Mathematics. See the Mathematics section for further detail.)

ELECTIVE SUBJECTS

The following subjects are proposed for 2020. The numbers of students selecting the subject, staffing and available resources will all need to be considered before these subjects are finalised.

Students must select FOUR courses in order of preference, on the elective choice form. In some cases students may be allocated their third or fourth preference.

The elective subjects are listed below by the Key Learning Area to which they belong. Information about each subject is provided in the pages that follow in alphabetical order according to Key Learning Area.

CREATIVE & PERFORMING ARTS

- Drama
- Dance
- Music
- Photography & Digital Media
- Visual Art

HUMAN SOCIETY & ITS ENVIRONMENT

- Commerce
- History Elective

LANGUAGE

- Italian

PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION

- Physical Activity & Sports Studies (PASS)
- Child Studies

TECHNOLOGY & APPLIED SCIENCE

- Design & Technology
- Food Technology
- Graphics Technology
- Industrial Technology (Wood)
- Information Software Technology
- Textiles Technology

MANDATORY COURSES FOR STAGE 5 2021 - 2022

Religious Education

What is Religious Education?

The Religious Education curriculum has been developed to stimulate and challenge students, especially in their understanding of Scripture and Tradition, their critical thinking and moral reasoning. It is based upon sound pedagogical practices. Central to the curriculum, and its effective teaching, is the To Know, Worship and Love textbook series and resources.

What will students learn about?

Students will learn about their faith and relationship with God, reading and understanding biblical scripture, history of the church and examining ways that their faith can support their decision making process.

Topics studied:

Year 9

- The Church in Australia
- Sacraments of healing
- Biblical writings
- Living the Commandments and the Beatitudes
- Search for meaning

Year 10

- The Gospels
- The Church- Tradition and Change
- Ecumenism and Interfaith Dialogue
- Sacraments at the Service of Communion
- Catholic Social Teaching

English

What is Stage 5 English?

In Stage 5 English students will engage with a wide variety of texts drawn from a range of sources that are appropriate to their needs, interests and abilities. In particular, students will study:

- fiction
- poetry
- film
- non-fiction
- drama
- Shakespearean drama
- a range of media and multimedia texts.

As students move from Stage 4 to Stage 5, these texts become increasingly sophisticated.

The texts selected will give students experience of Australian literature, literature from other countries and other historical periods, Australian Aboriginal and multicultural perspectives, literature from popular and youth cultures, picture books, plus every day and workplace texts.

Students, through studying a range of texts, will be exposed to, and grow to understand, a range of social, gender and cultural perspectives.

Topics studied

Students study units over Years 9 and 10 in order to cover the skills, knowledge and text requirements of the Stage 5 syllabus.

Each unit addresses targeted outcomes from the syllabus and there is ongoing assessment of each student's progress in regard to these outcomes in order to develop students learning.

At significant points in Stage 5, students will be required to complete a number of formal and informal assessment tasks throughout the course, including; reading, writing, viewing/listening, representing and speaking tasks.

Writing a range of extended critical and creative responses, and developing critical literacy and thinking skills, will be a particular focus as students progress towards the Stage 6 syllabus.

Mathematics

What is Stage 5 Mathematics?

There are three pathways for Stage 5 Mathematics (5.1; 5.2 and 5.3), each building on the concepts developed in the preceding pathway. Each student will be advised on the most appropriate pathway for him/her during Term Four of Year 8 as determined by the his/her performance in Stage 4.

Pathway 5.1

Pathway 5.1 is designed for students who need to consolidate their skills in Mathematics. Students who follow this pathway will have content delivered in a more structured format.

Pathway 5.2

Pathway 5.2 builds on and includes the content of Stage 5.1. This course is designed for students who have a good understanding of Mathematics.

Pathway 5.3

Pathway 5.3 includes the content in 5.1 and 5.2. This course is designed for capable and committed Mathematics students. It is a fast paced course that offers the more challenging aspects of Mathematics.

Topics Studied

Pathway 5.1

Probability, Statistics, Co-ordinate Geometry, Area, Surface Area, Indices, Trigonometry, Geometry, Financial Maths

Pathway 5.2

Probability, Statistics, Co-ordinate Geometry, Area, Surface Area, Indices, Trigonometry, Geometry, Financial Maths, Equations, Algebra, Volume, Correlation

Pathway 5.3

Probability, Statistics, Co-ordinate Geometry, Area, Surface Area, Indices, Trigonometry, Geometry, Financial Maths, Equations, Algebra, Volume, Correlation, Surds

What Students Will Do:

- 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

- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
- 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
- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

What Students will learn about:

Pathway 5.1

Financial problems, numerical index laws, scientific notation, algebraic expressions, graphs of linear and simple non-linear relationships, area of simple composite shapes, surface area, right angled trigonometry, similarity, describing data sets, relative frequency

Pathway 5.2

All of the 5.1 content and:

Rate conversions, direct proportion, algebraic fractions, expanding binomial products, factorising monic quadratics, solving linear equations, inequalities and simultaneous equations, solving simple quadratic equations and monic quadratic equations, drawing and interpreting graphs of straight lines and simple parabolas, circles and exponentials, surface area and volume of right prisms and cylinders and composite solids, using trigonometry to solve problems involving bearings, congruency and similarity, box and whisker plots, scatterplots, and evaluating data sources in statistical reports.

Pathway 5.3

All of the 5.1 and 5.2 content and:

surds, graphs of physical phenomena, expanding binomial products, factorising non-monic quadratic expressions, solving complex linear equations, changing the subject of a literal equation, graphing a variety of functions and relations, solving problems involving surface area and volume of pyramids, cones and spheres, using exact values in trigonometry, trigonometry associated with non-right angled triangles, and deductive geometry.

Geography

What is Geography?

Stage 5 Geography involves the study of places and the relationships between people and their environments. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Key Inquiry Questions:

- What are the main characteristics that differentiate the world's biomes?
- How do people use and alter biomes for food production?
- Can the world's biomes sustainably feed the world's population?
- What strategies can be used to increase global food security?
- Why has the world become more urbanised?
- How does migration impact on the concentration of people into urban places?
- How does urbanisation change environments and places?
- What strategies are used to manage environmental change in urban places to enhance sustainability?
- How do environments function?
- How do people's worldviews affect their attitudes to and use of environments?
- What are the causes and consequences of change in environments and how can this change be managed?
- Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?
- What makes human wellbeing a geographical issue?
- How can the spatial variations in human wellbeing and development be measured and explained?
- What are the economic, social and environmental impacts of variations in development and human wellbeing?
- How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

Topics studied:

Year 9

- Sustainable Biomes
- Changing Places

Year 10

- Environmental Change and Management
- Human Wellbeing

Geographical Tools are integrated in the teaching and learning strategies across Stage 5

Fieldwork: It is mandatory in Stage 5 that all students undertake fieldwork

History

What is History ?

Stage 5 History involves the study of the making of the modern world from 1750-1945 and the modern world and Australia from 1945-present.

Key Inquiry Questions :

- What were the changing features of the movement of peoples from 1750-1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World Wars I and II?
- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the Modern World?
- How was Australian society affected by other significant global events and changes in this period?

Topics studied:

Year 9

The Making of the Modern World

- Overview: The Making of the Modern World
- Australia and Asia: Making a Nation
- Australians at War: World Wars I and II (Core Study)

Year 10

The Modern World and Australia

- Overview: The Modern World and Australia
- Rights and Freedoms:1945-Present (Core Study)
- Australia in the Vietnam War Era

PDHPE

What is Stage 5 PDHPE?

By the end of Stage 5, students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships.

Students use movement to satisfy personal needs and interests. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

Topics studied:

The PDHPE K–10 syllabus is organised into three content strands. Opportunities to develop for practical application and connecting content across strands will enhance the development of knowledge, understanding and skills across a range of health and physical education concepts.

Health, Wellbeing and Relationships

- This Strand focuses on students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.

Movement Skill and Performance

- This strand focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity

Healthy, Safe and Active Lifestyles

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

Science

What is Stage 5 Science?

The study of Science in Stage 5 continues to develop a student's scientific knowledge and understanding, skills and values and attitudes within broad areas of science that encompass the physical, chemical and living worlds as well as Earth and Space. By working scientifically, students apply their understanding to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and the role of science in developing solutions for current issues and future research. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve and communicate solutions to problems.

Topics studied:

Year 9

- Home Renovations
- A sustainable world
- A volatile history of the chemical world
- Seeking Evidence

Year 10

- Staying Alive
- A Chemical Society
- Miracle of Human Life
- Colonising Mars

ELECTIVE COURSES FOR STAGE 5: 2021 – 2022

Students will study TWO of
these courses for Years 9 & 10

Commerce

What is Commerce?

Commerce is the study of how a society works and how it relates to individuals.

It provides students with the opportunity to develop skills in money management, making decisions, solving problems (that consumers face) and becoming responsible citizens.

For whom is it suitable?

Commerce is suitable for students who want to learn :

- How to earn money and how to spend it wisely
- How to borrow money for items such as houses, holidays and cars
- How to organize a holiday and itinerary
- How to handle a dispute between a business and themselves
- Where to go if you are experiencing financial problems
- Where to invest your savings to earn you more income
- Why we have laws in Australia and who makes them
- Why we have juries and who can serve on one
- Why we have to pay taxes

Topics studied:

There are 4 **core** topics in Commerce which must be studied.

1. Consumer Choice and Personal Finance – Year 9
2. Employment Issues and Law and Society – Year 10

You must also study elective topics which may include –

○ Investing	○ Promoting and Selling
○ E-Commerce	○ Global Links
○ Towards Independence	○ Running a Business
○ Political Involvement	○ Travel
○ Law in Action	○ Our economy
○ Community participation	

Dance

What is Dance?

Dance involves the development of physical skills as well as aesthetic, artistic and cultural understanding. Students study 'Dance as an artform' through the three practices of *performance*, *composition* and *appreciation of dance as works of art*.

Students learn both movement principles and stylised techniques, and they learn through both problem-solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance.

What will I learn?

Dance is a practice-based study that involves students performing, making and analysing dance as works of art. Dance has three main areas of study:

Performance: This area focuses on the development of dance technique and performance quality, as well as Safe Dance principles, in a range of dance styles including modern (contemporary), jazz and musical theatre.

Composition: This area uses the skills developed in performance to explore the concepts of composition and choreography. Students think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

Appreciation: This area develops student skills in describing and analysing dance as an expression of ideas within a social, cultural and historical context. Students study the history and development of dance whilst developing an appreciation of Dance as an artform.

What Will I Learn to do:

The three areas of Performance, Composition and Appreciation are taught through a variety of dance styles. These include:

- Modern
- Contemporary
- Classical Ballet
- Hip/Hop
- Musical Theatre
- Jazz

Students will contribute to lessons by devising sequences and choreographing their own creative works.

In practical lessons, Students will develop an understanding of Safe Dance Practice as they advance their dance technique. Students will also develop the necessary skills to perform choreographic sequences in a range of styles.

Design and Technology

What is Design and Technology?

The study of Design and Technology assists students to appreciate and explore a range of careers in the field of design and technological innovation. Students critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. Students develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment for an increasingly knowledge-based economy and lifestyle.

Design and Technology builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus* and provides broad experiences in a range of context areas.

Students are given the opportunity to design and produce quality projects. Students will develop the skills to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diverse learning experiences encourage both independent and collaborative learning and the development of skills in designing, planning, managing and evaluating design projects.

What will students learn about?

Design and Technology is area is divided into context areas

- Digital Technologies
- Engineering Systems
- Food Technologies
- Information and Communication Technologies
- Materials Technologies

The major emphasis of the Design and Technology syllabus is on practical experiences that allow students to develop skills and confidence in the use of a range of technologies and equipment through project-based learning. Students are challenged to participate in projects related to real-world contexts which provide a rich setting for individuals and groups to develop holistic solutions and to discover underlying principles for quality design applications.

Drama

What is Drama?

In the Drama Course, students learn about themselves and other by refining critical physical, social and academic skills through creative problem solving. Students are introduced to a variety of skills, abilities and knowledge throughout theoretical and practical learning experiences.

Students develop practical skills and undertake research in theatre design, lighting, sound, directing and stage-managing productions, and front-of-house roles. Students are provided with opportunities to produce theatrical pieces and to attend a variety of professional theatre productions and workshops. The collaborative nature of Drama engages students in a creative process of exploring, developing and understanding complex theatrical concepts and ideas. Students are consistently challenged to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

What will students learn about?

- Introduction to Drama – Theatre Sports; Ancient Greek Theatre; Elements of Production: Page to Stage; Small Screen Drama: making and editing short film
- The Art of Clowning; Commedia Dell’Arte; Political Protest Theatre: Devised performance exploring a political issue
- Improvisation and Playbuilding: Devised performance; Individual Performance Skills – preparing monologues

What will students learn to do?

- Communicate with an increased awareness and understanding of the self and others in collaborative environments
- Adapt vocal and movement techniques developed by theatre practitioners to develop dramatically coherent performance
- Work cooperatively and creatively in groups developing skills of negotiation, leadership, and presentation
- Apply higher order skills in developing creative situations, characters and scenes of their own
- Recognise real-world situations and issues impacting on the environment, communities and people through the realisation of dramatic work
- Experiment with a range of theatrical styles, conventions, forms and techniques by established theatre practitioners and theatre companies
- Utilise theoretical understanding of theatre by evaluating individual and group work in written tasks
- Study a variety of texts adapted for the theatrical space and develop an understanding of scriptwriting through textual analysis
- Develop a unique artistic practice that instils a holistic understanding of individual purpose through improvisation and originally devise theatrical pieces

Food Technology

What is Food Technology?

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

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the course will be studied.

- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food in Australia

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences and project-based learning, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Graphics Technology

What is Graphics Technology?

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What will students learn about?

- Principles and techniques associated with producing graphical presentations in a variety of styles and formats
- Core Module 1: Instrument Drawing
- Core Module 2: Computer-Aided Design (CAD)

Students may also study a range of specific focus areas of Graphics Technology including:

- Architectural Drawing
- Cabinet and Furniture Drawing
- Landscape Drawing
- Product and Technical Illustration

The major emphasis of the Graphics Technology syllabus is on students actively involved in the planning, developing and production of quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and digital 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. They will learn to interpret and analyze graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic contexts.

History Elective

Why study History Elective?

- History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing knowledge and understanding of past societies and historical periods.
- Students will develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography and film.

TOPICS STUDIED:

YEAR 9	YEAR 10
○ Ancient China	○ Black vs. White – African Slave Trade to Obama
○ Ancient Greece	○ His and Her Story
○ CSI Cold Case: Unsolved Australian Cases – Historical Investigation	○ History Mysteries: Historical Investigation
○ The Tudors and the Stuarts	○ Genocide
○ Jack the Ripper	○ History through Music

- The chosen topics will be studied using written and archaeological sources, film studies and practical activities. Assessment tasks will include drama performances, writing a children's book, individual historical investigations, creating an American quilt and research assignments.

SKILLS:

- Develop and apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation.
- Develop research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints.
- Develop critical and creative thinking skills, with a focus on Project Based Learning activities to engage and foster independent thought processes.

Industrial Technology - Timber

What is Industrial Technology – Timber?

The study of Industrial Technology – Timber provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Students develop knowledge relating to current and emerging technologies in industrial and domestic settings.

Students will develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. Students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in Timber.

What will students learn about?

Timber focus area is divided into one compulsory core module and one specialised module:

1. Timber 1
2. Timber 2

The core module includes the design, production and development and evaluation of practical projects that develop basic understanding and skills. These skills are further enhanced through the specialized module.

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

- WHS and Risk Management
- Materials, Tools, Equipment and Techniques
- Design
- Links to Industry
- Workplace Communication Skills
- Societal and Environmental Impact

The major emphasis of the Industrial Technology – Timber syllabus is on students developing an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to problems through a range of practical experiences and project-based learning.

Information and Software Technology

What is Information and Software Technology?

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The topics to be studied within this course include:

- Authoring and Multimedia
- Digital media
- Database Design
- Internet and Website Development
- Software Development and Programming

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Italian

Why study Italian?

The Italian language is widely spoken in Australia and the Italian community is well established. It continues to make major contributions to contemporary Australian society. The study of the Italian language and culture enables students to gain access to Italy's rich cultural, historical, artistic and literary contributions to the global community and also provides them with opportunities for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in Italian.

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

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and Italian culture.

What will students learn to do?

Students will develop the skills to communicate in another language. They will listen and respond to spoken Italian. They will learn to read and respond to written texts in Italian. Students will establish and maintain communication in familiar situations using Italian language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of this language. They develop a capacity to interact with people, their culture and their language.

Topics studied :

- Comparative study of Italian and Australian youth
- Italian film
- Travel / transport
- Family, friends and home life
- Food – shopping and eat out
- Festivals and special occasions
- Health and fitness
- Sport
- Fashion

Music

What is Music?

The elective Music course is structured around the three key learning experiences – Performance, Composition and Listening. Throughout this course students will work through these experiences and be exposed to a variety of styles of music and various instruments, through which they will explore a range of musical concepts and the contexts of style, period and genre. Students will have an opportunity to select an instrument that will become their primary instrument for the course. They also have the opportunity to use technology to undertake composition tasks, particularly using ‘MuseScore’ and other music editing programs such as ‘Garageband’.

What will students learn about :

Year 9

- Music for film
- Blues Music
- Music and Technology
- The Musical

Year 10

- 20th Century
- Popular music
- Classical music
- Music for Large Ensembles

For whom it is suitable?

- Students who want to seriously perform, compose and analyze music whilst having fun playing as a soloist and in an ensemble
- Students who wish to explore their creativity.
- Students who have a level of musical ability and wish to develop this with further study.
- Students who are willing to dedicate personal time practising and mastering an instrument.

Photography and Digital Media

What is Photography and Digital Media?

Photographic and Digital Media provides opportunities for students to enjoy making and studying photographic and video-based artworks.

It includes such areas as black and white digital photography, occupational health and safety, video/film, installation and performance artworks, digital media, photographic manipulation (digital media), portrait photography.

What will students learn about?

- How photographic and digital media are shaped by different beliefs, values and meanings by exploring the work of photographic and digital media artists from different times and places.

What will students learn to do?

Students learn to:

- Make photographic and digital media works using a range of materials and techniques in still (black and white), interactive and moving forms.
- Use a range of software including Adobe Photoshop, Adobe Illustrator and imovie, to work with images of their own creation as well as found images to create photographic works.
- Represent their various 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.
- Record procedures and activities about their making practice in their Photographic and Digital Media journal.
- Investigate and respond to a wide range of photographic and digital media artists and works in making and critical and historical studies.

For whom is it suitable?

All students are capable of undertaking Photographic and Digital Media as an elective subject. All students will be encouraged to further develop the knowledge and skills gained in the mandatory Visual Arts course, specifically focusing on Photographic and Digital Media areas.

Physical Activity & Sports Studies (PASS)

What is Physical Activity & Sports Studies?

Physical Activity & Sports Studies provides for a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals.

Physical Activity & Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities and the use of activity for therapy and remediation.

For whom is it suitable?

This is an excellent subject for the student who has an interest in future senior study of PDHPE and careers in the areas of sports research, sports administration, sports management, sports coaching / teaching or medical science.

Topics studied:

Students will develop knowledge and skills by studying areas such as :

Foundations of Physical Activity

- Body systems and energy for physical activity
- Nutrition and physical activity

Physical Activity and Sport in Society

- Australia's Sporting Identity
- Lifestyle, Leisure and Recreation

Participation and Performance

- Coaching
- Enhancing performance

The course involves a significant theory component with supplementary practical learning experiences.

Textiles Technology

What is Textiles Technology?

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, coloration, yarns, and fibres are explored. Students investigate the work of textile designers and make judgments about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

What will students learn about?

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

- Apparel
- Furnishings
- Costume
- Textile Arts

The major emphasis of the Textiles Technology syllabus is on students exploring textiles-related issues through a range of practical experiences and project-based learning. Students actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society.

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

Visual Arts

What is Visual Arts?

Visual Arts is organised into two practices: artmaking and historical and critical study, with an emphasis given to the artmaking practice. Students will explore and develop their artmaking skills in a range of forms, which include:

<ul style="list-style-type: none">• Drawing	<ul style="list-style-type: none">• Printmaking
<ul style="list-style-type: none">• Painting	<ul style="list-style-type: none">• Sculpture/Ceramics

Students will work through a series of units that consider different themes including:

<ul style="list-style-type: none">○ Landscape	<ul style="list-style-type: none">○ Protest Art
<ul style="list-style-type: none">○ Religious Art	<ul style="list-style-type: none">○ Still Life
<ul style="list-style-type: none">○ Contemporary Art	

What will students learn about?

- Artists and artworks that have a direct correlation with the themes and art forms being taught in artmaking.

What will students learn to do?

- Deconstruct and examine artworks from each of the four frames; subjective, structural, cultural and postmodern and the conceptual framework.
- Create art works using a range of mixed media.
- Use the conceptual framework to analyse artists and their works.
- Arrange their own exhibitions in our College Art Gallery.
- Students' artworks may be entered into appropriate local and state-wide art competitions through their involvement in this course.

For whom is it suitable?

All students are capable of undertaking Visual Arts as an elective subject; we aim to work with students to improve their existing talents and to learn new skills.

Anyone that wants to build on their creative and critical thinking skills.