



ST FRANCIS
CATHOLIC COLLEGE

YEAR 9 2021

STAGE 5
COURSE SELECTION HANDBOOK

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COLLEGE MISSION

St Francis Catholic College is a P-12 Diocesan College in the Edmund Rice Tradition. We are a welcoming and inclusive community that provides a liberating education built on Gospel values, deeply committed to justice and peace. We are devoted to ecological sustainability and our motto is “Open Hearts; Open Minds”.

COLLEGE VISION

St Francis is a Christ-centred P-12 Catholic College that draws on strong tradition and community partnerships to develop excellence in quality education and pastoral support. Our graduates are holistic, liberated, lifelong learners who reach their potential by living the Gospel values to become active, responsible global citizens.

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INTRODUCTION

Dear Students and Parents/Carers,

Year 9 and Senior Years Learning is a phase of education that becomes increasingly dynamic and flexible as students are given more autonomy over their study pattern. Whilst students must still continue to study the compulsory courses, such as English and Mathematics, they are afforded the opportunity to select elective courses. These elective courses will be studied over Year 9 and 10 and cater for a wide range of interests and strengths.

When making elective course preferences, students are encouraged to reflect on their experiences from Years 7 and 8. For Years 9 and 10, students' interests and abilities should be of prime consideration when finalising their choices. A broad, general and interesting choice of courses in which students feel confident, will form the best basis for a rich and successful educational experience.

It is very important that students in Years 9 and 10 continue to develop sound study habits in both mandatory and elective courses. Commitment and enjoyment must go hand in hand for students to realise their full academic potential, and to prepare adequately for the rigours of HSC study.

Very few HSC courses require students to have studied a prerequisite course in Years 9 and 10. For example, it is not necessary to have studied Commerce in Years 9 and 10 to be able to attempt Economics or Business Studies in Years 11 and 12. If a student chooses a course in Stage 5, they do not have to continue to study it in Stage 6 and generally speaking, most senior subjects do not require students to have studied similar courses in Years 9 and 10.

The inclusion of a course in this booklet is no guarantee that the course will be timetabled next year. We are providing a great range of electives to give you as much choice as possible, but only those courses that attract sufficient numbers of students will actually become part of the Stage 5 curriculum at St Francis next year.

Every effort will be made to place students in their top preferences – it is not in anyone's best interests to have students studying courses in which they have little interest or ability. The reality is, however, that not everyone's first preferences will be accommodated. If a student does not receive their top preferences, be assured that we will discuss the available options with them before they are placed in a class.

This handbook provides a comprehensive overview of the essential information students and parents/carers require to make an informed decision for Stage 5 – Years 9 and 10.

We look forward to continuing our partnership with the families of our students as they enter into Senior Years Learning.

Yours sincerely,

Mrs Melissa Vella
Assistant Principal – Teaching and Learning

RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) has replaced the School Certificate as the credential for students leaving school prior to receiving their Higher School Certificate (HSC) at the end of Year 12.

What is the RoSA?

- The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school.
- The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades.
- The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

Who will get it?

Students will need to have completed the mandatory curriculum requirements for Years 7 to 10 to be eligible for the RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA. To receive a RoSA, students must complete all requirements of Year 10.

HIGHER SCHOOL CERTIFICATE
Record of Achievement

NSW Education Standards Authority

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

Year	Course	Result
STAGE 5 COURSES		
Board Developed Courses		
2015	English (200)	C
	Mathematics (200)	C6
	Science (200)	D
	Australian Geography (100)	C
	History (100)	D
	Commerce (200)	B
	Visual Arts (200)	A
	Personal Development, Health and P.E. (100)	A
Board Endorsed Courses		
2015	Religion, Catholic Studies (200)	B
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Language	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

Student Number: [Signature]
Issued by NESA without alteration or enclose on 15 February 2019 at Sydney, NSW, Australia
Chief Executive Officer, NSW Education Standards Authority

When will they get it?

The RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC or are leaving the NSW Education system. The College will request the RoSA through the Schools Online portal.

Students are able to access the Students Online portal (see Appendix A for more information) to download results. This information can be used for job, university and TAFE applications.

What will it show?

The RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10 and Year 11.

How will students get grades?

The NSW syllabuses state the intended learning for students by the end of each stage. A to E grade scales (Common Grade Scale – see below) describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved at a particular point-in-time. These decisions are based on evidence of achievement and information teachers have collected during the teaching and learning.

Students will be required to submit Formal Assessment Tasks. The Assessment Program outlining the schedule of Formal Assessment Tasks will be made available to students at the start of each year. These tasks are designed to develop students' time management and organisational skills by working towards a deadline and ensuring they start working on a task well before the due date. It is important to note that a formal assessment task is **one** piece of evidence teachers will consider when determining an overall grade.

Teachers will make a final judgement on the most appropriate grade at the end of each course on the basis of available assessment information and with reference to the relevant course performance descriptors.

Common Grade Scale

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

Can you be ineligible to receive a RoSA?

'N' Determination

- This is the decision made by the Principal at the end of the course, under delegated authority from the NSW Education Standards Authority (NESA), that a student has not satisfactorily completed a course.
- Students are warned via multiple letters from their school if it appears they may be in danger of receiving an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.
- If a student receives an 'N' determination in a mandatory curriculum requirement course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list all mandatory course(s) including those that received an 'N' determination.
- An 'N' determination can be awarded if a student does NOT:
 - follow the course;
 - apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieve some or all of the course outcomes.
 - Poor attendance will impact a student's ability to do the above. Please refer to the [SFCC Attendance Policy](#) for more information.

What about the new HSC Minimum Literacy and Numeracy Standards?

Year 9 NAPLAN tests will no longer be available as an early way for students to demonstrate the standard. This change has been made to ensure NAPLAN remains focused on its diagnostic purpose and to reduce unnecessary stress on young people.

Students who are sitting HSC exams in or after 2020 must sit online reading, writing and numeracy tests. Students will be given up to four chances a year (once per term), starting in Year 10, to show they reach the minimum standards by completing short online tests in the areas outlined above. SFCC will schedule the tests throughout each year and promote these to the students

Students with Special Education Needs

All Years 7–10 syllabuses are inclusive of the learning needs of the full range of students. Most students with special education needs will participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content, although they may require additional support, including adjustments to teaching and learning activities and/or assessment tasks.

However, for a small percentage of these students, particularly those with an intellectual disability, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

The decision to access Life Skills outcomes and content should be a collaborative one that involves parents, caregivers, teachers and support staff. A student who follows a Life Skills course of study in one subject is not precluded from the regular outcomes and content of another syllabus. The decision should be made on a subject-by-subject basis with consideration to the needs, interests, strengths and goals of the individual student.

STAGE 5 AT SFCC

By the time a student has reached Year 9, some of the requirements for progression to Stage 6 have been satisfied. This then allows the introduction of elective courses and a broadening of the curriculum.

Throughout Stage 5 (Years 9 and 10), students must study:

- 1) ALL of the courses in Group A.
- 2) Up to TWO courses from Group B.

Group A Courses	Group B Electives Courses 200 Hour (2 year courses)
Religious Education	Commerce
English	Elective History
Mathematics	Elective Geography
Science	Child Studies
History	PASS (Physical Activity and Sports Studies)
Geography	Design & Technology
PDHPE	Food Technology
	Industrial Technology – Timber
	iSTEM
	Dance
	Drama
	Music
	Photographic & Digital Media
	Visual Arts

* In the interest of students' health and fitness, weekly 'Sport' will still be mandatory.

Please note:

- The College will make every possible attempt to ensure students receive their preferences, however in some cases, students may not receive all of their top preferred options.
- All elective courses will involve an additional cost to cater for consumable materials, equipment and software. These costs will be kept at a minimum and will be discussed once elective courses have been finalised.

ELECTIVE COURSE SELECTION

COURSE SELECTION TIMELINE

Term	Date	Information
Term 2	Week 6 Tuesday 2nd June	Stage 5 Course Selection Handbook distributed to students and parents/carers via Compass. The handbook will also be available on the College Website and Year 9 Homeroom Google Classrooms. Students will be required to read through guide and discuss with parents the courses they would like to choose.
	Week 7 Tuesday 9th June	KLA Leaders will be available in the Innovation Centre during Break 1 to answer any questions students may have regarding course selections. Parents/Carers can also ask any questions using this form .
	Week 8 Monday 15th June	Elective course preferences due. Students submit course preferences online and return hard copy to College Reception
Term 3	Week 1	Students will receive their elective confirmations for Year 9 2021.

COURSE SELECTION STEPS

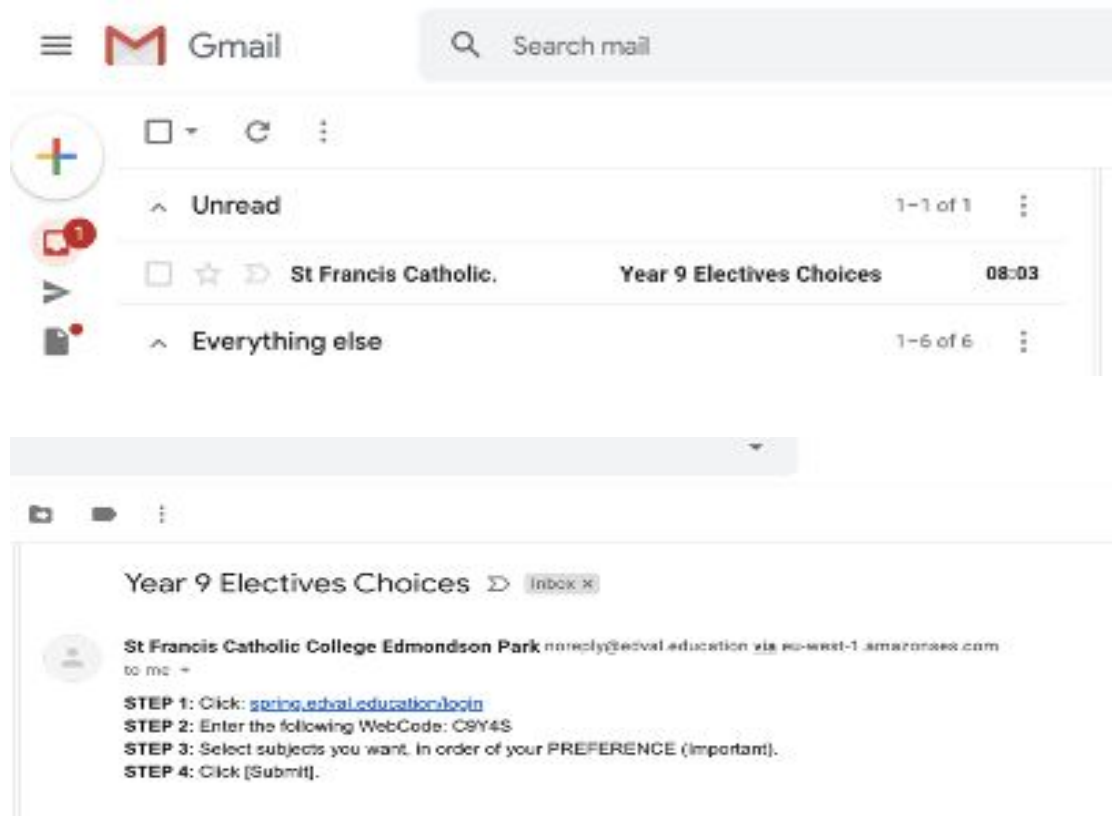
Students must complete both steps in this process by **Monday 15th June**.

Step	Information
Step 1 Edval WebChoice Online Form	Students will complete an online survey in Edval WebChoice (see instructions below) to indicate their course preferences. The survey will be sent via email. Once students have completed and submitted the online survey, they will receive a digital confirmation.
Step 2 Hard Copy Form	Students will also be asked to complete a hard copy survey (see below).

COMPLETING THE EDVAL WEBCHOICE ONLINE FORM

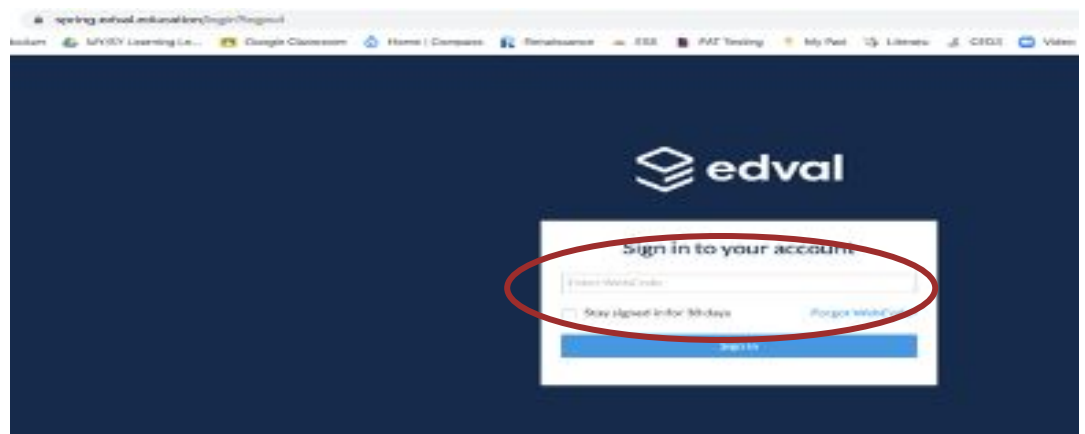
STEP 1

Check your email. All students will receive an email (such as the one below) with the instructions and a unique WebCode on how to complete the survey.



STEP 2

Enter the WebCode



STEP 3

Click on the Year 9 Electives Choices 2021 link.



STEP 4

1. Make your selections by clicking on the down arrow for each 'choice'. Remember to choose your courses in order of **preference**.
2. Click on the submit button when you have finished.

The screenshot shows the 'Year 9 Electives Choices' form. It has a dark blue header with the word 'Choice' and a logo. Below the header, the title 'Year 9 Electives Choices' is displayed. The form is divided into two main sections: 'Main Units' and 'Reserve Units'. Each section has a table with columns for 'Main Units', 'Subject', and 'Units'. The 'Main Units' table has rows for 'First Choice' and 'Second Choice', both with 'No selection' in the 'Subject' column and '0' in the 'Units' column. The 'Reserve Units' table has rows for 'Third Choice', 'Fourth Choice', 'Fifth Choice', and 'Sixth Choice', all with 'No selection' in the 'Subject' column and '0' in the 'Units' column. A 'Total' row is at the bottom of each table, showing '0'. At the bottom of the form, there are two buttons: 'Cancel' and 'Submit'. The 'Submit' button is circled in red.



ST FRANCIS CATHOLIC COLLEGE, EDMONDSON PARK

A Diocesan College in the Edmund Rice Tradition

Email: info@sfccdown.catholic.edu.au

Phone: 02 46453400

2 June 2020

Year 9, 2021 Elective Course Preference Form

Dear Parents/Carers of current Year 8 students,

In 2021, your daughter/son will enter Senior Years Learning and will be required to study two elective courses in addition to the compulsory courses.

Please number your selections for elective choices below in order of preference, after carefully reading the *Year 9 2021 Course Handbook*, and return to your Pastoral Class teacher by **Monday, 15th June 2020**.

As outlined in the *Year 9 2021 Course Handbook*:

"Please note: The College will make every possible attempt to ensure students receive their preferences, however in some cases, students may not receive all of their preferred options."

Student Name:.....

Pastoral Class:.....

Number your selections in order of **preference**.

ONE represents your first preference up to SIX which represents your lowest preference.

☐

Commerce

☐

Industrial Technology - Timber

☐

Elective History

☐

iSTEM

☐

Elective Geography

☐

Dance

☐

Child Studies

☐

Drama

☐

PASS

☐

Music

☐

Design & Technology

☐

Photographic & Digital Media

☐

Food Technology

☐

Visual Arts

Student Signature:.....

Parent Signature:.....

Date:.....



GROUP A - MANDATORY COURSES

Religious Education

The Religious Education course is endorsed by the NSW Education Standards Authority (NESA) and is compulsory throughout the Diocese of Wollongong.

Course description

Religious Education is fundamental to the Church's mission of evangelisation - to announce the Good News of Jesus Christ. By word and witness, it introduces, or re-introduces to people, the saving power of Jesus' call to conversion and relationship with God.

What will students learn?

Topics covered in Year 9 include:

1. Biblical Writing
2. The Church in Australia
3. Living the Commandments and Beatitudes
4. Sacraments of Healing
5. The search for meaning

Topics covered in Year 10 include:

1. Catholic social teaching - Eucharistic
2. The Gospels: Who Do You Say I Am?
3. The Church Tradition: Challenged and Change
4. Sacraments at the service of Communion
5. Ecumenism and Interfaith Dialogue

English

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students.

Course description

Students of English in Years 7 – 10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

What will students learn?

Students study fiction and non-fiction texts, films, poetry and drama. The texts give students experience of Australian literature, literature from other countries and times, and insights into Aboriginal and multicultural experiences in Australia. Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, every day and workplace texts, and a range of social, gender and cultural perspectives. Students will also experience both contemporary drama and Shakespearean drama.

Mathematics

Mathematics encourages curiosity, exploration, discovery and invention. The field of Mathematics in itself is a science of interesting and appealing puzzles and problems that challenge and exercise the human mind through developing a logical approach to problem solving.

Course description

In Stage 4 (Year 7 and 8) Mathematics, students develop knowledge, understanding, skills and the ability to work mathematically through the three key strands: number and algebra, measurement and geometry, and statistics and probability. Stage 5 Mathematics, which incorporates both Years 9 and 10, includes the same strands but offers a different approach in the set-up of classes within Mathematics.

Stage 5 classes are graded on the strengths and weaknesses identified in the earlier study of Mathematics into three pathways, Stage 5.1, Stage 5.2 and Stage 5.3.

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

What will students learn?

There are three key aims in teaching Mathematics:

1. To assist students to become confident, creative users and communicators of mathematics who are able to investigate and interpret situations that occur in their personal and work lives.
2. For students to develop an increasingly sophisticated understanding of mathematical concepts and be able to pose and solve problems related to Number and Algebra, Measurement and Geometry, and Statistics and Probability.
3. For students to recognise the relationship between different areas of mathematics and other disciplines and appreciate mathematics as an accessible, enjoyable discipline to study, and an important aspect of lifelong learning where critical and creative thinking skills and collaborative communication is required.

Students will ultimately develop their mathematical skills in order to complete a higher level of study in Mathematics in Years 11 and 12. Students will also integrate technology into their learning and make connections of the applications associated with Mathematics in the real world.





Science

Science and Technology are of increasing importance and integral to our rapidly changing world. A student's sense of wonder and curiosity about the natural and made world is fostered through actively engaging in the processes of Working Scientifically and Working Technologically. Through questioning and seeking solutions to problems, students develop an understanding of the relationships between science and technology, and the significance of their contribution to and influence on society.

Course description

In Years 9 and 10, students will use scientific inquiry by actively engaging in, using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. By engaging in scientific inquiry, students develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions.

What will students learn?

Topics are from the areas of Working Scientifically (Skills), Physical World, Earth and Space, Living World and Chemical World.

PDHPE

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7-10. The course allows students to develop the knowledge, understanding, skills and attitudes important to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts and enables students to participate in a range of physical activities – confidently, competently and creatively.

Course Description

PDHPE is an academically rigorous course that develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential. PDHPE is holistic in its educational approach and draws from the fields of Science, Sociology, Philosophy and Psychology to provide students with deep understandings of the complex, social nature of health.

Through PDHPE students develop knowledge, understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity for themselves and their community.

What will students learn?

All students study the following three strands:

- Health, Wellbeing and Relationships – Students learn about their identity and the identity of others, responding positively to life challenges and inclusivity, equality and respect in relationships.
- Movement Skill and Performance – Students explore adaptations to movement skills as they develop and refine movement skills in a variety of contexts.
- Healthy, Safe and Active Lifestyles – Students learn about empowering individuals to lead healthy, safe and active lifestyles and how to advocate for this in order to achieve wellbeing over their lifetime.



History

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

The History (Mandatory) course requires students to complete 100 hours of study in Stage 5.

Course description

The Stage 5 curriculum provides a study of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

What will students learn?

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of information and communication technologies (ICT), and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

The course is divided into Depth Studies

- Making a Better World
- Australians at War (WW1 and WW2)
- Rights and Freedoms (1945-Present)
- School Developed Option

Additional Costs and Considerations

Students may be required to attend a fieldwork excursion - a virtual site study may be used where appropriate. Relevant costs will try to be minimized and informed in writing at the appropriate time

Geography

The aim of Geography 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.

The Geography (Mandatory) course requires students to complete 100 hours of study in Stage 5.

Course description

Geography allows students to develop enjoyment of an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in

Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

What will students learn?

Students learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region and globally, and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools such as maps, graphs, statistics, photographs and fieldwork assist students to gather, analyse and communicate geographical information in a range of formats.

In Year 9 and 10 students' study "People, Places, Environments and the Future". This includes the following topics:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

Additional Costs and Considerations

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.



GROUP B - ELECTIVE COURSES

Commerce

Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn?

The course is divided into Core Part One, Core Part Two and Five Options.

In Core Part One, students study Consumer Choice and Personal Finance, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part Two, students study Law and Society and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will study 5 options, determined by the teacher from the following:

- Our Economy
- Investing;
- Promoting and Selling;
- Running a Business;
- Law in Action;
- Travel;
- Towards Independence;
- and a School-developed option.

Particular Course requirements

Students will experience a simulated market activity at school and/or a site study.

Additional Costs and Considerations

This elective may have additional costs due to consumable items.



Elective History

Course Description

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. It allows students to locate and understand themselves and others on the continuum of human experience up to the present. History is about people; their actions and experiences and the impact they have and continue to have on the world.

History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. The History Elective course develops the skills for students to answer the question 'How do we know?' An investigation of an historical issue through a range of sources can stimulate curiosity and develop empathetic understanding, problem-solving, research and critical thinking skills. It develops language specific to the discipline of History and provides opportunities to further develop literacy skills. Students learn to critically analyse and use sources of evidence in order to construct reasoned explanations and a rational and informed argument based on evidence, drawn from the remains of the past.

What will Students Learn?

The History Elective Course consists of 3 topics which include a range of options for study.

The topics include:

Topic 1: History, Heritage and Archaeology

Topic 2: Ancient, Medieval and Modern Societies

Topic 3: Thematic Studies

Particular Course requirements

Students will experience a simulated and/or a site study.

Additional Costs and Considerations

Site Study/Excursion Costs

Elective Geography

Course Description

Geography enables young people to develop an interest in and engagement with the world. Geography Elective provides opportunities to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales.

What will students learn?

Geography Elective enables students to learn about the geographical processes that form and transform environments and communities. Contemporary geographical issues and events are explored, including the roles and responsibilities of individuals, groups and governments. Through geographical inquiry, students develop knowledge and understanding to become informed, responsible and active citizens.

Students have the opportunity to further their geographical understanding through investigation of the concepts of place, space, environment, interconnection, scale, sustainability and change. They engage with the geographical tools of maps, fieldwork, graphs and statistics, spatial technologies, and visual representations, in order to acquire, process and communicate geographical information. Geography allows students to understand the world in which they live through the connections of people, places and environments.

Students will study topics from the following options, as determined by their teacher:

- Physical Geography
- Oceanography
- Primary Production
- Global Citizenship
- Australia's Neighbours
- Political Geography
- Interactions and Patterns along a Transcontinental Transect
- School-developed Option

Particular Course requirements

Students will experience a simulated and/or a site study.

Additional Costs and Considerations

Site Study/Excursion Costs



Child Studies

Course Description

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. The Child Studies Syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies assists students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment. They have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

What will students learn?

Learning in Child Studies promotes in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively affect the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus supports young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education in the future.

The Child Studies content is organised into modules, students will learn content from a variety of the following modules; Preparing for parenthood, Conception to birth, Family interactions, Newborn care, Growth and development, Play and the developing child, Health and safety in childhood, Food and nutrition in childhood, The diverse needs of children, Children and culture, Media and technology in childhood, Aboriginal cultures and childhood, Childcare services and career opportunities.

Particular Course requirements

Students must be prepared to participate in all lessons to the best of their ability.

Additional Costs and Considerations

Child Studies will participate within related excursions that will support student learning; these excursions will incur a cost to the family.



Physical Activity and Sports Studies (PASS)

Course Description

Physical Activity and Sports Studies (PASS) is offered to highly motivated students interested in this area. Students will find this course interesting, exciting, challenging and lots of fun. Physical Activity and Sports Studies (PASS) presents a broad view of physical activity and the many possible contexts in which people can build activity into their lifestyle.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. Students who elect to study PASS may be interested in careers in Health Science such as physiotherapy, nursing, sports science, coaching, PDHPE teaching, sports administration, recreation and or fitness. PASS provides students with a broad understanding of the multifaceted nature of these fields. Whilst also introducing students to valuable skills in organisation, leadership and communication.

What will students learn?

The course is comprised of theoretical and practical components. Students will learn content from three strands:

- Foundations of physical activity (body system and energy for physical activity; and fundamentals of movement skill development)
- Physical activity and sport in society (Australia's sporting identity; physical activity and sport for specific groups; and issues in physical activity and sport)
- Enhancing participation and performance (coaching; event management; and enhancing performance - strategies and techniques)

These strands provide students with the opportunity to further develop knowledge and understanding of; Body Systems, Technology in Sport, Fitness, Coaching, Issues in Sport, Nutrition and Event Management.

Students choosing this course may choose to continue to study in this area in Years 11 and 12 selecting the 2 Unit Personal Development, Health and Physical Education course or the 1 (or 2) unit Sport, Lifestyle & Recreation course.

Particular Course Requirements

Students must be prepared to participate in multiple Practical and Theory lessons on a fortnightly basis. PASS students may also be required to assist at College Sporting Events and Carnivals as Officials.

Additional Costs and Considerations

Due to increased participation in practical physical education lessons students may require an additional College Sports Polo shirt. Students are encouraged to consider the PASS and mandatory PDHPE lessons timetable to establish if an additional College Shirt needs to be purchased. PASS will participate within related excursions that will support student learning; these excursions will incur a cost to the family.



Design & Technology

Course Description

The study of Design and Technology will assist students to appreciate and be informed about design and technological innovation. Students will learn to 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 will 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.

What will students learn?

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

Students undertaking the 100-hour course are required to complete a minimum of two and a maximum of four units of work that address at least two focus areas of design. Documentation of student work is used as a tool for student learning.

Core content

- 1) A holistic approach
- 2) Design processes
- 3) Activity of designers

The focus areas of design include:

- Accessory
- Aeronautical
- Agricultural
- Architectural
- Communication systems
- Digital media
- Engineering
- Environmental
- Fashion
- Food
- Furniture
- Graphical
- Industrial
- Information system
- Interior
- Jewellery
- Landscape
- Marine
- Medical
- Packaging
- Promotional
- Software
- Structural
- Transport systems
- Student-negotiated



Food Technology

Course Description

The aim of Food Technology 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 develop confidence and proficiency in their practical interactions with and decisions regarding food.

The Stage 5 Food Technology course has been designed to expand on the knowledge and skills developed in the Stage 4 Technology Mandatory course.

What will students learn?

Units of work include:

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

During the study of each unit students will be required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills.

Additional Costs and Considerations

This elective will have additional costs due to consumable items.



Industrial Technology - Timber

Course Description

The Industrial Technology course has been designed to expand on the knowledge and skills developed in Stage 4 Technology Mandatory. The major emphasis of the Industrial Technology Stage 5 Syllabus is on students being actively involved in the planning, development and construction of quality practical projects.

What will students learn?

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

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

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

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

Additional Costs and Considerations

This elective will have additional costs due to consumable items.



iSTEM

Course Description

iSTEM is a student-centred subject for students in Years 9 and 10 that delivers Science, Technology, Engineering and Mathematics (STEM) in an integrated way.

iSTEM is a School Developed Board Endorsed Course (SDBEC) which has been approved by the NSW Education Standards Authority and forms part of a student's academic record in NSW. Incorporating 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. iSTEM was created in the hunter region in direct response to industry's urgent demand for young people qualified in science, technology, engineering and maths.

What will students learn?

The iSTEM School Developed Board Endorsed Course covers a number of STEM based fields, including; Fundamentals, Aerodynamics, Motion, Mechatronics, Surveying, Aerospace, Statistics, CAD/CAM and Biotechnology. These specific modules are not reflected together in any existing BOSTES Syllabus document.

There are four core modules (STEM Fundamentals 1, STEM Fundamentals 2, Mechatronics 1 and Mechatronics 2) and ten elective modules (Aerodynamics, Motion, CAD/CAM1, CAD/CAM2, STEM PBL Minor, STEM PBL Major, Surveying, Design for Space, Statistics in Action and Biotechnology).

To satisfy the requirements of the course students must undertake a range of inquiry based (IBL) and project based (PBL) learning activities which occupy the majority of course time. Inquiry-based and project-based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content. Thus, in the course structure there are many points at which students raise questions and explore ideas.

Additional Costs and Considerations

This elective will have additional costs due to consumable items



Dance

Course Description

Dance has existed as a vital part of every known culture throughout time. Today dance is an integral part of society and is performed for a variety of purposes in differing contexts. The Dance elective is a great way for students to experience, understand, value and enjoy dance as an art form through the interrelated study of the performance, composition and appreciation of dance.

What will students learn?

The Dance elective enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dance works and genres. The Dance elective also enables students to apply their own experiences to their study of dance. Other opportunities for dance exist within the College, for example MISA Dance, and the elective complements these activities.

The elective course ensures an all-round dance education in three areas:

- Performance
- Composition
- Appreciation

These strands provide students with the opportunity to further develop knowledge and understanding of; Performance quality, safe dance practice, the compositional process, elements of dance, history of dance and dance around the world. The course provides a sound basis for the continued study of Dance for Stage 6 and beyond.

Particular Course requirements

Students must be prepared to participate in multiple Practical and Theory lessons on a fortnightly basis. Students are expected to bring appropriate College dance attire to each practical lesson and change clothing at the start of each lesson in the College Amenities Block. Sometimes these classes will be planned as either theory or practical in advance but often students study theoretical knowledge through practical experiences and therefore will need dance wear most of the time.

Appropriate attire for lessons for Boys includes:

- Loose fitting black dance pants/ black sports shorts
- College Sport Polo and/ Black or White T-Shirt
- Barefoot or contemporary foot undies (other specialist shoes may be required)

Appropriate attire for lessons for Girls includes:

- Black leggings/dance pants and or bike shorts
- Plain black racer back fitted sports top/ Black or White T-Shirt/ Black leotard
- Barefoot or contemporary foot undies (other specialist shoes may be required)

Due to increased participation in practical Dance lessons students may require an additional College Sports Polo shirt. Students are encouraged to consider the Dance and mandatory PDHPE Practical lessons timetable to establish if an additional College Shirt needs to be purchased. Most of the appropriate dancewear can be purchased at department stores such as Kmart. Dance students will participate within related excursions that will support student learning; these excursions will incur a cost to the family.



Drama

Course Description

Drama is an artform with a discrete body of knowledge including conventions, history, skills and methods of working. It is an integral aspect of our society and is taught in school curricula worldwide. Drama fosters an understanding of continuity and change, and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture.

What will students learn?

This syllabus draws on the contemporary drama and theatre practices of making, performing and appreciating drama. These practices are active, experiential, critical and reflective. While students develop knowledge, understanding and skills that pertain to each of these practices, it is vital to integrate experiences in these areas in order to effectively realise the outcomes. In their appreciation of drama and theatre, students are aware of the collaborative contribution of actors, directors, playwrights, designers and technicians to productions.

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

- Making
- Performing
- Appreciating

These strands provide students with the opportunity to further develop knowledge and understanding of; theatre forms and styles, such as; Greek Theatre, Street Theatre, Clowning and Circus Arts. Students will also learn the language of Theatre, the elements of Drama. The course provides a sound basis for the continued study of Drama for Stage 6 and beyond.

Particular Course Requirements

Students must be prepared to participate in multiple Practical and Theory lessons on a fortnightly basis. Students are expected to bring appropriate College drama attire to each practical lesson and change clothing at the start of each lesson in the College Amenities Block. Appropriate attire for lessons includes:

- The College sports Polo Shirt
- Plain black pants
- Black/white t shirt

Additional Costs and Considerations

Drama students will participate within related excursions that will support student learning; these excursions will incur a cost to the family. Due to increased participation in practical Drama lessons students may require an additional College Sports Polo shirt. Students are encouraged to consider the Drama and mandatory PDHPE lessons timetable to establish if an additional College shirt needs to be purchased. Most of the appropriate drama wear can be purchased at department stores such as Kmart. Drama students will participate within related excursions that will support student learning such as attendance at plays or musicals; these excursions will incur a cost to the family.



Music

Course Description

In the Music Elective course, students will continue to develop knowledge and skills in a range of musical contexts, through a variety of performance, composition and listening experiences. Students are able to access a wide range of musical equipment such as keyboards, sustain pedals, acoustic guitars, electric guitars, semi-acoustic guitars, amplifiers, vocal microphones, MIDI Keyboards, music software, USB microphones for recording, and more.

Unlike the mandatory course where all students are required to learn and be assessed on the keyboard and guitar, in the elective course, students can select an instrument to play.

For example: If you play the guitar, you can do all of your performance activities and assessments on the guitar.

What will students learn?

Students will study a variety of topics. Each topic includes opportunity for performance, composition and listening.

Included is a compulsory topic on Australian Music where we study a range of Australian Artists ranging from rock band ACDC, film composer Nigel Westlake and electronic artist Flume, among others. Students are exposed to the scope of quality Australian Music today. In this topic, students are able to select a song from an Australian artist to perform for their assessment.

In addition to the compulsory topic, we study a range of topics selected from an extensive list of possibilities. Some of the options include:

- **Classical Music:** Where we study iconic composers such as Mozart and Beethoven, and how their music is the foundation of our music today.
- **Music for Radio, Film, Television and Multimedia:** Where we conduct an in depth study on famous film composers such as John Williams and Hans Zimmer, the impact of music on visual stimulus and how it creates emotion for the viewer. We also study music for video games. Students have the opportunity to perform one of their favourite film soundtracks or compose music for a movie scene using recording technology.
- **Music and Technology:** Where we learn how to use various notation and recording software such as MuseScore, GarageBand and MIDI Keyboards to create our own electronic tracks using audio recording capabilities, loops and samples, and remixes.
- There are many other topics that may be studied such as Music of Other Cultures, Popular Music, Jazz Music, Musicals, Music for Small Ensembles (rock bands, duets, etc) and Music for Large Ensembles (orchestras).

Additional Costs and Considerations

This elective may have additional costs due to consumable items.



Photographic and Digital Media

Course Description

In this course students will develop knowledge, skills and understanding to develop and make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames. This will enable students to develop and enjoy practical and conceptual autonomy in their ability to represent ideas and interests in photographic and digital media works.

The course itself will involve:

- **60% Art Making** - making and taking photographic images, learning about digital photographic practices, manipulating images, web design, video, film.
- **40% Art Criticism and Art History** – investigate photographers, artists and designers, learn how to interpret works and write about artists and their work, critical writing, examinations, excursions.

What will students learn?

Students will learn to understand and value the different beliefs that affect interpretations, meaning and significance in photographic and digital media and come to understand that different interpretations can be made in the arts.

In particular the course looks at works over three broad areas. These include:

- **Still works**
 - Camera based works: Change and adjust settings on DSLR
 - How to create interesting and different compositions and photographs.
 - Use Photoshop to manipulate images
 - Taking photographs
 - Still Life, portraiture, landscape photography
- **Interactive works**
 - Computer generated images
 - Web design
 - Audio works
- **Moving works**
 - Creating a short stop motion animation
 - Create short films – looking at planning, production and post production
 - Performance works

Additional Costs and Considerations

This elective will have additional costs due to consumable items. Students must have a thumb drive or portable drive to store work.



Visual Arts

Course Description

In this course students will develop skills in technical media, design, concept developments, visual communications and cultural knowledge informed by their understanding of practice, the conceptual framework and the frames. Students are encouraged to become self-directed learners, unlike the mandatory course where students will be given much more freedom and choice over the work they produce and the material/s they choose to work with.

The course itself will involve:

- **60% Art Making** – painting, drawing, photography, sculpture and digital work
- **40% Art Criticism and Art History** – Research tasks, critical writing and analysis, examinations, excursions.

What will students learn?

This course is designed for students who like creating and making objects, working with their hands and giving form to their ideas. This course will allow for a broader, deeper and more extensive learning in Visual Arts beyond the limits of the mandatory Stage 4 course.

Students will learn to develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames. Through these avenues students will investigate a range of techniques and procedures to build a body of work involving
2D forms - painting, drawing, graphics and printing,
3D forms - sculpture and ceramics,
4D forms - video, digital animation

Some possibilities may include:

- | | |
|-------------------------|------------------------------|
| ● Drawing | ● Landscapes |
| ● Printmaking | ● The Human Form: Sculptures |
| ● Ceramics | ● Interiors |
| ● Self-Portrait Drawing | ● Digital Imaging |
| ● Still Life Painting | ● Etching or Photography |

Additional Costs and Considerations

Basic equipment for the course needed:

- | | |
|------------------------|----------------------|
| ● VAPD | ● Sharpener |
| ● Drawing/Lead Pencils | ● Art bag |
| ● Colour Pencils | ● Canvas if required |
| ● Rubber | |

This elective will have additional costs due to consumable items.