

Subject Selection Information

Stage 5

2019/2020



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STAGE 5 COURSES FOR 2019 - 2020

In this booklet you will find information regarding subjects offered in Stage 5: Years 9 and 10 at Waverley College.

Information contained in this booklet outlines the requirements of study for Stage 5 and a description of courses available to students in Year 9 (2019) and Year 10 (2020) to assist students and parents in considering options in regards to subject selection. For this reason, it is important that parents and students are familiar with the material contained in this booklet.

The subjects to be taken in Year 9 and continued through until the end of Year 10 are divided into two main groups:

1. Mandatory Studies (Compulsory)
2. Additional Studies (Electives)

The **Mandatory** subjects are:

- Religion, Catholic Studies
- English
- Mathematics
- Personal Development, Health & Physical Education
- Science
- Geography
- History

The **Additional Studies** subjects are: *(Two (2) of these to be chosen)*

- Applied Philosophy
- Commerce
- Design & Technology
- Drama
- Food Technology
- Geography Elective
- Graphics Technology
- History Elective
- Industrial Technology – Wood or Multimedia
- Information & Software Technology
- Stem
- Music
- Photography and Digital Imagery
- Physical Activity and Sports Studies
- Spanish
- Visual Arts
- Work Education – *by invitation*

A total of **two** subjects must be selected from the Additional Studies list. The two subjects may be chosen from anywhere in the list.

Students intending to choose Music or any Continuers Languages at 2 Unit level in Years 11 and 12, will need to do these subjects in Years 9 & 10 as pre-requisite requirements for these senior courses.

There are no other subjects currently offered in Years 11 and 12 at this College, which have pre-requisite subjects from the “Additional Studies” list in Years 9 and 10. However, it is important to note that in senior courses pre-requisites exist in terms of minimum marks to be achieved, student performance and study in Year 9 and 10.

Students should choose subjects wisely because the altering of subjects is normally not possible.

Due to Stage 5 study requirements, school timetabling and resource constraints it is not possible to allow students to change from their original subject choice. Further, students may not always be granted their first choice in each elective block. This is the result of room and staffing parameters that exist at the College. Students who choose Electives in the Technology and Applied Studies area must understand that the limited vacancies in these classes will be distributed on the basis of their end of Year 8 Technology performance.

Elective Courses will only be offered if numbers are sufficient to form a class. Every student should consult with his teachers before the final selection of his subjects. In this way students should be able to make decisions informed by those who know a student’s particular strengths.

It is hoped that the College can offer students a curriculum pattern they feel meets their needs and allows them to reach their academic potential.

Any request to change an elective subject must be made before the end of Week 5 Term 1 in either Year 9 or Year 10.

Ms E. Watson
Director of Learning and Teaching

How Stage 5 Results will be reported

In all subjects studied including students will be awarded a Grade based on a set of Descriptors developed by the NSW Education Standards Authority (NESA). These school-based Grades and their associated descriptors may be as follows:

Grade	Level of Achievement for Reporting Outcomes
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.

These Stage 5 Grades become the first part of each student's Record of Secondary Achievement (ROSA), which is maintained by the NSW Education Standards Authority (NESA). This data is further updated with Year 11 Subject Grades at the end of Year 11. Students are able to apply to the NSW Education Standards Authority (NESA) for a copy of their ROSA when they leave school to take up further education or employment. This may be anytime from the end of Year 10 to the completion of the Higher School Certificate.

Heads of Department and Subject Coordinators

Please do not hesitate to contact any of the teaching staff listed below if you require additional information regarding any aspect of study for Stage 5.

Head of College

Mr G. Leddie

Director of Learning and Teaching

Ms E. Watson

Assistant Director of Learning and Teaching

Mr C. Soden

HEADS OF DEPARTMENT

Religion: Ms M. Cooper

English: Ms L. Porter

Languages (LOTE): Ms S. Richards

Mathematics: Ms P. Guirguis

Personal Development, Health & Physical Education: Mr P. Darvill

Science: Mr G. Kennedy

Technology & Applied Studies: Mr G. Aird

Visual Arts: Mr G. Bannerman (Acting)

Human Society & its Environment:

Commercial Studies: Mr B. Dominish
(Commerce)

History: Mr B. Smith

Geography: Mr A. Wallington

Creative & Performing Arts:

Drama: Ms A. Jinga

Music: Mr C. Balkizas

Careers Advisor: Mrs K. Knowles

Learning Support: Mr D. Parnell

Information is also available from the NSW Education Standards Authority (NESA)
website: <http://syllabus.nesa.nsw.edu.au/>

S E M E N T - H C O H C H E J B C S

RELIGION, CATHOLIC STUDIES

<p>Overview</p>	<p>Waverley College implements the Archdiocese of Sydney's Religious Education Curriculum, in common with all systemic and most private Catholic schools in the Archdiocese. This curriculum is supported by the textbook To Know, Worship and Love which is the electronic text Waverley College students use in Years 7 - 10.</p>
<p>Content</p>	<p>Specifically, there are FIVE areas of study in the Archdiocese of Sydney's Religious Education Curriculum, studied in Stages 4 and 5:</p> <ul style="list-style-type: none"> A. Scripture and Jesus B. Church and Community C. God, Religion and Life D. Prayer, Liturgy and Sacraments E. Morality and Justice
<p>Special Requirements</p>	<p>The main topics studied in Years 9 and 10 form the basis of much of the fundamental material covered in the Studies of Religion and Catholic Studies courses in Years 11 and 12. This includes the study of the Hebrew and Christian Testaments, Sacraments at the Service of Communion and Healing, Church History: tradition, change and challenge, The Catholic Church in Australia, Living the Commandments and Beatitudes, the Search for Meaning, Justice and Peace, Justice and Morality and Ecumenism and Interfaith Dialogue.</p>
<p>Assessment / Homework Information</p>	<p>The Religious Education assessment program consists of class work, across-form assignments and a focus on assessment for and assessment as learning tasks. The assessment is both formal and informal based on classroom performance and common assessment tasks. All tasks are published on Power School Learning, the common student portal. Homework is at the discretion of the classroom teacher and forms an important factor in assessing a student's performance in this subject. The allocated tasks are a combination of individual and group tasks.</p>

ENGLISH

Overview	<p>For NSW school students, English is the enabling language for all subjects and as such is compulsory for all students. The aim of the course is for students to develop their written, spoken, and critical literacies.</p>
Content	<p>English encourages students to read and respond to more sophisticated texts; examine texts for cultural bias; write creatively and analytically; investigate relationships between texts and use language to clarify their thinking. To ensure that each boy follows a study pattern which challenges their ability, the classes are graded using the Year 8 results.</p> <p>All Year 9 students study programs developed from the NSW Education Standards Authority (NESA) Syllabus for the Australian curriculum. They begin with a study of the famous poet Carol Ann Duffy as well as a dystopian text unit called <i>The Perfect World</i>. All students study different genres of literary texts and compare these with texts in other media, such as film. These units develop skills in both spoken and written language as well as cross-curriculum content such as Information and Communication Technologies and work-related skills and attitudes. Units of work in Year 9 provide the opportunity for students to consider issues important to an Australian citizen, specifically Civics and Citizenship, Difference and Diversity as well as issues of gender.</p>
Special Requirements	<p>Writing is emphasised both within each unit of work as well as through a specific writing unit which aims to enhance both creative and critical writing. All students will have access to a visiting drama group to learn about stage performances and the audience etiquette involved in live performances.</p> <p>Each student will have books provided through Book Hire, except for the homework book prescribed by the English Department for Year 9. This textbook is charged to the first term account and the cost is \$30. The cost of the drama performance will be billed in the term where the drama performance is staged and costs \$10.</p>
Assessment / Homework Information	<p>Students will use an exercise book as a workbook and a folder or separate exercise book as a hand-in/assignment book as directed by each teacher. They will also access many resources through the online learning management system, <i>Power School Learning</i>.</p> <p>Assessment data will be collected through three types of activities: classroom activities; assessment or take-home tasks marked across the year group; and examinations. This assessment schedule will inform placement in streamed classes for Year 10.</p> <p>Where classroom activities are marked by class teachers, rather than across the year, such tasks will be moderated to ensure equity of mark allocation despite teacher differences.</p> <p>The core homework program will be common across the year with the flexibility for teachers to assign homework appropriate to the needs of each class. This program is published on the <i>English Power School Learning</i> page at the beginning of the year.</p>

GEOGRAPHY (Mandatory)

Overview	<p>Students undertake 100 hours of Geography Mandatory in Stage 5.</p> <p>Students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes to human wellbeing. They will undertake geographical inquiry through the collection, analysis and evaluation of primary data and secondary information and propose solutions to address contemporary geographical challenges.</p>
Content	<p>The main topics studied in Stage 5 Geography are:</p> <ol style="list-style-type: none">1. Changing Places2. Sustainable Biomes3. Environmental Change and Management4. Human Wellbeing
Special Requirements	
Assessment / Homework Information	<p>Students participate in Project Based Learning (PBL) and Inquiry Based Learning involving fieldwork to collect primary data and enhance their personal capabilities and workplace skills.</p> <p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

HISTORY (Mandatory)

Overview	<p>Students undertake 100 hours of History Mandatory in Stage 5.</p> <p>History Mandatory Stage 5 has been designed 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.</p>
Content	<p>The main topics studied are:</p> <ol style="list-style-type: none">1. Asia and the World -Japan2. Australians at War (World War 1 and World War 2)3. Changing Rights and Freedoms (1945-present)4. The Holocaust
Special Requirements	
Assessment / Homework Information	<p>Students will be required to complete a range of assessment tasks, such as source analysis, extended response and Project Based Learning tasks. Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

MATHEMATICS

Overview	<p>Mathematics is one of the key learning areas in the NSW secondary curriculum.</p> <p>The aim of Mathematics in K–10 is to develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.</p> <p>The study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure; and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms.</p> <p>Students will have the opportunity to develop an appreciation of mathematics and its applications in their everyday lives and in the worlds of science, technology, commerce, the arts and employment. The study of the subject enables students to develop a positive self-concept as learners of mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.</p> <p>In order to cater for the full range of learners, three specific pathways have been identified for Stage 5 Mathematics:</p> <ul style="list-style-type: none">• Stage 5.3• Stage 5.2• Stage 5.1 <p>The Stage 5.3 course is the most difficult and students must have achieved the syllabus outcomes, up to and including 5.1 and 5.2 outcomes to be candidates for this course. This means that Stage 5.3 includes the knowledge and skills from Stage 5.2, and Stage 5.2 includes the knowledge and skills from Stage 5.1.</p>
Content	<p>The essential content for Mathematics in Years 7–10 is structured using one process strand</p> <ul style="list-style-type: none">• Working Mathematically <p>and five content strands</p> <ul style="list-style-type: none">• Number• Patterns and Algebra• Data• Measurement• Space and Geometry. <p>These strands contain the knowledge, skills and understanding for the study of mathematics in the compulsory years of schooling.</p>

Strand	Objective
Working Mathematically	Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.
Number & Algebra	Students will develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.
Measurement & Geometry	Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
Statistics & Probability	Students collect, represent, analyse, interpret, and evaluate data, assign and use probability, and make sound judgements.
Specific Content for Stage 5.1, Stage 5.2 and Stage 5.3	
STAGE 5.1	
Students who have achieved Stage 5.1 outcomes explain and verify mathematical relationships, ask and explore questions which can be solved using mathematics, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.	
Students apply their knowledge of percentages, fractions and decimals to problems involving consumer situations related to earning and spending money, and simple and compound interest. They simplify and evaluate arithmetic expressions using index laws and express numbers in scientific notation using both positive and negative powers of ten. Students determine relative frequency and theoretical probability.	
Students apply the index laws to simplify algebraic expressions. They determine the midpoint, length and gradient of intervals on the number plane and draw graphs of linear and simple non-linear relationships.	
Their statistical skills are extended to include grouping data into class intervals and constructing and interpreting cumulative frequency tables, histograms and polygons.	
Skills in measurement are further developed to include the use of formulae when calculating the area and perimeter of composite figures. Students apply right-angled triangle trigonometry to practical situations including those involving angles of elevation and depression.	
STAGE 5.2	
Students who have achieved the syllabus outcomes, up to and including Stage 5.2 outcomes, ask questions that can be explored using mathematics, and use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical	

language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies which include selecting and organizing key information and they extend their inquiries by identifying and working on related problems.

Students apply their knowledge of percentages, fractions and decimals to problems involving conversion of rates and consumer situations related to compound interest, depreciation and successive discounts. They express recurring decimals as fractions, and round numbers to a specified number of significant figures.

Students solve non-routine problems in algebra and apply the index laws to simplify, expand and factorize algebraic expressions. They solve linear equations and simple quadratic equations, inequalities and simultaneous equations. On the number plane they draw and interpret graphs of straight lines, simple parabolas, hyperbolas and graphs of physical phenomena. Formulae are used to find distance, gradient and midpoint.

Statistical skills are extended to include descriptions of distributions and the construction of box-and-whisker plots. Student analysis of data includes determining upper and lower quartiles and standard deviation.

Students extend their skills in measurement to calculations of the area and perimeter of complex composite figures, the volume of pyramids, cones, spheres and composite solids, and the surface area of cylinders and composite solids. In geometry, they use deductive reasoning in numerical and non-numerical problems drawing on their knowledge of the properties of similar and congruent triangles, the angle properties of polygons and the properties of quadrilaterals, including diagonal properties.

STAGE 5.3

Students who have achieved the syllabus outcomes, up to and including Stage 5.3 outcomes, use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalizations and connect and apply mathematical ideas within and across topics.

Students calculate the probability of compound events, operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They apply algebra to analyzing and describing physical phenomena and rates of change. Algebraic skills are extended to expanding binomial products, factorizing quadratic expressions, and solving literal equations, inequalities, quadratic and simultaneous equations. They generate, describe and graph equations of straight lines, parabolas, cubics, hyperbolas, circles and exponential functions, and are able to graph regions determined by inequalities.

Students calculate the surface areas of pyramids, cones and spheres and explore and use similarity relationships for area and volume. They determine exact trigonometric ratios for 30° , 45° and 60° , extend trigonometric ratios to obtuse angles and sketch sine and cosine curves. Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general statements in geometry, extending the concepts of similarity

Special Requirements

and congruence to a more generalized application. Students prove Pythagoras' theorem and the properties of triangles & quadrilaterals.

All the Year 8 Assessment Tasks are used to measure which stage a student is at and which pathway they will follow. Classes will be determined through teacher consultation and calculating a final result.

The number of classes in each pathway will vary from year to year depending on the number of students who have successfully achieved Stage 4, 5.1 or 5.2 outcomes.

Movement between pathways can only occur when a student has satisfactorily achieved specific stage outcomes.

A downward movement will occur if a student is not satisfactorily achieving the outcomes of that particular pathway.

Students who successfully complete all of Stage 5.3 outcomes will be eligible to continue their Stage 6 studies at level Advanced Mathematics, Extension I or Extension II.

Students who successfully complete all of Stage 5.2 outcomes will be eligible to continue their Stage 6 studies at level Standard Mathematics or Advanced Mathematics.

Students who successfully complete all of Stage 5.1 outcomes will be eligible to continue their Stage 6 studies at level Standard Mathematics.

Students may elect to not study Mathematics in Stage 6.

Year 9 Assessment

Term 1	Term 2	Term 3	Term 4
Non-Calculator Task	Half Yearly Examination		
Common Test		Common Test	Yearly Examination

Assessment / Homework Information

Year 10 Assessment

Term 1	Term 2	Term 3	Term 4
	Half Yearly Examination		Yearly Examination
Common Test		Common Test	

Weightings are outlined in the Assessment Booklet

Homework

Homework will be assigned on a daily basis. 30-40 minutes should be spent completing the set homework and consolidating work.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Overview	<p>Personal Development, Health and Physical Education is one of the key learning areas in the NSW secondary curriculum. The study of PDHPE in K–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.</p> <p>Through the study of the new K-10 Personal Development, Health and Physical Education syllabus (released in 2018 to be implemented in 2019), students develop the knowledge, understanding, skills and attitudes important for students 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 to enable students to participate in a range of physical activities – confidently, competently and creatively.</p> <p>The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE students develop the skills to research, apply, appraise and critically analyse health and movement concepts in order to maintain and improve their health, safety, wellbeing and participation in physical activity. Students are provided with opportunities to learn to critique and challenge assumptions, attitudes, behaviours and stereotypes and evaluate a range of health-related sources, services and organisations. They develop a commitment to the qualities and characteristics that promote and develop empathy, resilience, respectful relationships, inclusivity and social justice. Students practise, develop and refine the physical, cognitive, social and emotional skills that are important for engaging in movement and leading a healthy, safe and physically active life</p>
Content	<p>PDHPE (as per the new syllabus implemented 2019) consists of three content strands as the major organisers for the content of Personal Development, Health and Physical Education.</p> <ul style="list-style-type: none"> • Health, Wellbeing and Relationships • Movement Skill and Performance • Healthy, Safe and Active Lifestyles <p>Students develop, strengthen and refine skills across three domains:</p> <ul style="list-style-type: none"> - Self-management, eg decision-making and problem-solving - Interpersonal, eg communication, leadership and advocacy - Movement, eg health and fitness enhancing movement.
Special Requirements	<p>Students are provided with opportunities to participate in a range of physical activities:</p> <ul style="list-style-type: none"> - rhythmic and expressive movement, eg tai chi, yoga - individual/group/team physical activities, eg fitness activities, games & sports - initiative/challenge physical activities, eg solving a movement challenge - aquatics

**Assessment /
Homework
Information**

- lifelong physical activities, eg leisure activities.

Students are required to purchase a workbook covering each year of study costing approximately \$35.

Generally speaking, the course is broken down into one-third theory and two thirds practical.

Students are required to actively participate in all practical classes in correct Waverley College PDHPE attire (see College Diary). Students wearing clothing not related to the College will be recorded as bringing 'no gear' for that period.

A note and/or medical certificate are required for all circumstances whereby a student misses a practical lesson. Regardless of the reason, a student missing a practical class will be required to complete written work.

Ongoing assessment is an essential part of the program. The College's Assessment programs meet the needs of the Board's standards-reference framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is being learnt
- descriptions of levels of achievement of that learning.

The College employees a wide range of tasks that provide students with an opportunity to show where they are at in terms of the Board's framework. Some examples which can be seen through Stage Five Assessment include but are not limited to:

Theory

- Projects
- Assignments
- Worksheets
- Peer Assessment
- Journals/Log Books
- Reports
- Examinations

Practical

- Skills Tests
- Fitness Tests
- Assignments
- Tests
- Participation
- Movement composition
- Peer teaching

As per the College Policy, homework will be given on a regular basis.

SCIENCE

Overview	<p>For Years 7-10, Waverley College offers a broadly based Science course as specified by the syllabus issued by the NSW Education Standards Authority (NESA)</p> <p>Science classes are not graded in Years 7 and 8. At the end of Year 8 there is some streaming in the Science classes for Year 9. Two of the classes are advanced classes and the rest are mixed ability classes.</p> <p>All Science classes complete the same Science course. The Advanced classes although completing all the same core material as other classes, may complete optional and extension work that is assessed by their class teacher but is not part of the common assessment program undertaken by all Year 9 classes.</p>
Content	<p>Students in Year 9 Science study the following units of work as part of the NSW Syllabus for The Australian Curriculum Science K-10 (Stage 5):</p> <ul style="list-style-type: none">• Electromagnetic Radiation• Electricity• Body Coordination• Plate Tectonics• Diseases• Materials• Reaction Types• Heat, Light and Sound• Ecosystems
Special Requirements	<p>There are no special academic requirements for this course</p>
Assessment / Homework Information	<p>Assessment is a combination of formal common assessment that includes examinations as well as assessment of work in class by each class teacher.</p> <p>The End of Year Academic Prize winner for Science in Year 9 will be determined by the addition of all common assessment completed in Semesters 1 and 2 prior to the presentation concert evening.</p> <p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

A D D I T I O N A L S U B J E C T S

APPLIED PHILOSOPHY

Overview	<p>This course aims to challenge and open the minds of the students in the course in new ways of thinking and learning.</p>
Content	<p>Key words: Geopolitics The Vision and Psychology of Leadership Elite problem solving Exploration Independence War and Peace</p> <p>This 200 hour course is endorsed by the NSW Education Standards Authority (NESA) and counts as a Stage 5 subject for grading.</p> <ol style="list-style-type: none">1. Research Skills and Individual Learning Module2. Future Problem Solving.3. Visions of Leadership.4. The Art of War / The Ethics of Peace5. Critical Thinking Skills6. Psychology 17. Genetic Engineering8. Literature Review
Special Requirements	<p>The Applied Philosophy course caters for students of above average to high academic ability.</p> <p>Competitions available for entry:</p> <ul style="list-style-type: none">• Future Problem Solving Competition.• da Vinci Decathlon.• Tournament of the Minds.• Talented Students Forensic Science Camp.• Public Speaking and Debating Competitions.
Assessment / Homework Information	<p>Costs are allocated depending on the competition boys participate in.</p> <p>Assessment is by means of either individual or group work projects; presentations and involvement in the course. It is expected that students will be applying the skills that they are learning in this course across all other areas of their learning.</p>

COMMERCE

Overview	<p>Commerce is offered as an elective for those students who wish to explore the relationships between consumers, businesses and Governments. The emphasis is on the development of the student's practical knowledge in the operation of the commercial world that surrounds us. Students learn about "every day life" in relation to business, money, law, government, consumers, working, record keeping, globalisation and travel. Students who choose to study Commerce in Year 9 will be expected to cover a 200-hour course over their Year 9 and 10 schooling.</p>
Content	<p>Students who select Commerce in Year Nine and Ten will study a series of prescribed Core Units:</p> <ul style="list-style-type: none">• Consumer Choice.• Personal Finance.• Law and Society.• Employment Issues.
Special Requirements	<p>Excursions to places such as Waverley Local Courts, State Parliament and local shops are taken when possible and guest speakers from the business world are an integral part of this subject when available. Students also have the opportunity to enter teams in competitions such as the Stock Market Game and as a part of their assessment will be expected to contribute to 'Market Day'. Costs for any Excursions will be placed on the School Fees.</p>
Assessment / Homework Information	<p>Assessments will be based on school-based tasks covering as wide a scope of experience as is possible. These tasks will be examinations/tests, research activities, reports, case studies and ICT work.</p> <p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

DESIGN & TECHNOLOGY

<p>Overview</p>	<p>Design and Technology provides broad experience in a range of contexts and builds on the know-how and know-why developed in the foundation Technology (Mandatory) course taught in year 7 & 8. The design and development of quality projects gives students the opportunity 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 diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests. The flexible and creative consideration of parameters encourages students to take intellectual risks and experiment with resources when developing projects.</p> <p>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.</p>
<p>Content</p>	<p>Students undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating.</p> <p>Possible Year 9 projects in 2018 include: Electronic board game design; electronics, 3D printed products and point of sales display.</p> <p>Possible Year 10 projects in 2019 include: 3D printing prototypes, LED lamp, phone amplifiers and speaker system and an architectural design project.</p> <p>It is recommended that students study Design & Technology if they wish to study Design & Technology in Year 11. Whilst not mandatory the study of Industrial Technology would also be beneficial for students undertaking Design & Technology in Year 11.</p>
<p>Special Requirements</p>	<p>The subject fee for 2017 was \$180, the 2018 fee is yet to be finalised.</p>
<p>Assessment / Homework Information</p>	<p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

DRAMA

Overview	<p>Drama provides a balance of theoretical and practical components for students. The course requires students to work together collaboratively in teams and to perform in front of their peers, family, friends and other audiences. Students will write reviews of their own and others' performances. Drama provides scope and challenge for students of all ability levels and will enhance the communication and critical skills of students in the course.</p>
Content	<p>Students will develop knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment. Students will develop belief and clarity in character, role, situation and action. Students will explore role through scripts, dramatic forms, performance styles and playbuilding. Students learn how to write a Drama essay in Year 10 as this is a necessary skill in Senior Drama.</p> <p>Students will be expected to attend theatre workshops and excursions during the course in order to develop dramatic literacy. These activities will be an added cost for this subject. Students are required to bring their computer to each lesson. Students will develop a written workbook that is used to record and reflect on the content and learning of each lesson and for research. Drama is assessed 60% practical and 40% theoretical.</p>
Special Requirements	<p>Students will be required to complete a written component for each Drama task. Lines will need to be learned for all practical performances. Students will need to provide costumes and props for their performances. Student write at least one review of a professional production per year.</p>
Assessment / Homework Information	<p>Weekly review of written work will also include extended responses to improve long-term writing about Drama by students.</p>

FOOD TECHNOLOGY

Overview	<p>This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests, both generally and vocationally. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts that students may encounter.</p>
Content	<p>The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their relationship with nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.</p> <p>This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.</p> <p>Students will develop:</p> <ol style="list-style-type: none">1 Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food2 Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food3 Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health4 Skills in researching, evaluating and communicating issues in relation to food5 Skills in designing, producing and evaluating solutions for specific food purposes6 Knowledge, understanding and appreciation of the significant role of food in society.
Special Requirements	<p>The 2017 Course fee was \$220 per year. The 2018 fee is yet to be finalised.</p> <p>All students are to follow all WHS requirements. It is an expectation that students have a College white apron for practical lessons.</p>
Assessment / Homework Information	<p>A variety of assessment tasks including practical work, assignments and examinations are used to assess the content of this course.</p>

GEOGRAPHY ELECTIVE

Overview	<p>The Global Geography course will give you a much better understanding of the world. This course offers a range of units that will change each year according to the interests of the students. This is an elective course and can be studied in addition to Mandatory Geography.</p>
Content	<p>Four focus areas from the list below will be studied.</p> <ul data-bbox="552 539 1305 815" style="list-style-type: none">• Physical Geography• Oceanography• Geography of Primary Production• Development Geography• Australia's Neighbours• Political Geography• Interactions and Patterns along a Continental transect• School-Developed Option
Special Requirements	<p>Student will be required to attend a number of excursions which will be an added cost for this subject. Some of these excursions will be overnight.</p>
Assessment / Homework Information	<p>Students will be required to complete a range of assessment tasks, such as essays and fieldwork reports.</p> <p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

GRAPHICS TECHNOLOGY

Overview	Graphics Technology enables students to practice logical thought and problem solving while developing graphical communication skills applicable to a range of domestic, commercial and leisure activities. Students engage in both manual and computer-based forms of image generation and manipulation. Computer software programs used include AutoCAD for 2D, Inventor 3D and AutoCAD Revit for Architectural plans as well as Flash animation. The course seeks to develop knowledge of the wide application of graphics and expose students to an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.
Content	<p>The study of Graphics Technology will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They will learn about the application of these techniques and technologies in industrial, commercial and domestic contexts. <i>The focus of the course is aligned with the graphics associated within the Engineering and Architectural domains.</i></p> <p>Graphics Technology assists students to develop:</p> <ul style="list-style-type: none">• Skills in visualising, sketching and accurately drawing shapes and objects to assist with communication of technical and non-technical information to a range of audiences.• Knowledge and skills to interpret produce and evaluate a variety of drawings used in design and manufacturing.• Understanding and skills in the application of the appropriate graphics conventions and standards (eg Australian drawing standards) in producing and interpreting a range of drawings.• Knowledge and skills in the selection and application of CAD that is a significant component of this course.
Special Requirements	<p>The 2017 Course fee was \$95 per year. The 2018 fees are yet to be finalised. This fee goes toward the annual costs associated with the site licence of the Autodesk product range including AutoCad, Revit and Inventor.</p> <p>Students need to buy their own drawing board and drawing instruments - approx. \$150.</p>
Assessment / Homework Information	<p>Students will be expected to complete the required amount of regular homework as stated in the College Diary. Students will develop drawing skills in the Autodesk product range at school and utilise traditional drafting equipment at home for homework.</p>

HISTORY ELECTIVE

Overview	<p>The Elective History course aims through a study of diverse time periods, themes and societies both past and present to examine issues of an environmental, social, political, personal and even international nature.</p> <p>This is an elective course and can be studied in addition to Mandatory History. It is designed for students with an interest in History, and both supplements and extends the skills and historical understanding provided by the Mandatory History course.</p>
Content	<p>Students will be able to participate in a study of History by exploring different perspectives and interpretations, past societies and themes. The content covers three Topic Areas and these include:</p> <ul style="list-style-type: none">• Constructing History: Historical Film and Fiction• Ancient, Medieval and Early Modern Societies: The Mayan, The Romans (Punic Wars)• Thematic Studies: Heroes and Villains, Terrorism, Pop Culture: music, social networks, sub-cultures and youth (1960s-Present).
Special Requirements	<p>Students will need to have strong essay writing skills to complete this course.</p>
Assessment / Homework Information	<p>Students will complete a range of assessment tasks in this course, ranging from the construction of historical fiction, individualised and group historical research, and investigations of personal interest to the student.</p> <p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

INDUSTRIAL TECHNOLOGY (MULTIMEDIA OR WOOD)

Overview	<p>The study of Industrial Technology 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.</p> <p>Industrial Technology develops in students a knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.</p> <p>The course has been designed to be inclusive of the needs, interests and aspirations of all students. Students develop responsibility for learning through a range of student-centred learning experiences.</p> <p>Through the study of Industrial Technology students develop knowledge relating to current and emerging technologies in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in a variety of settings and develop skills through hands-on interaction with these in the design, planning and production of practical projects.</p> <p>The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety matters, while developing a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways or future learning in the technology field.</p>
Content	<p>MULTIMEDIA – INDUSTRIAL TECHNOLOGY</p> <p>The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, and associated industries.</p> <p>Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in multimedia-based technologies.</p> <p>Practical projects reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia and/or photography-related technologies. These include:</p> <ul style="list-style-type: none"> • Stop motion animation • Computer animations • Web pages • Individual photographic images • Photographic presentations and journals • Brochures incorporating photographic images <p>The 2017 fee was \$160. The 2018 fee is yet to be finalised.</p>

<p>Special Requirements</p> <p>Assessment / Homework Information</p>	<p>WOOD – INDUSTRIAL TECHNOLOGY</p> <p>The wood focus area allows the students to learn about one of the world’s most versatile materials, timber. The students learn about timber as a material, and its manipulation using both hand and machine tools. The students learn about different tools and process in manipulating the material by making timber projects.</p> <p>Particular skills are gained in the preparation and use of timber/timber products, hand tools, portable power tools, fixed machinery, finishing, designing and drawing of projects are studied.</p> <p>Possible Year 9 projects include: Skills box; Wall cabinet; Turned bowl; Coffee table.</p> <p>Possible Year 10 projects include: Turned pepper grinder; self-designed jewellery box.</p> <p>It is recommended that students study Industrial Technology if they wish to study Industrial Technology in Year 11. Whilst not mandatory the study of Industrial Technology would also be beneficial for students undertaking Design and Technology in Year 11.</p> <p>The 2017 course fee for Wood was \$200. The 2018 fees are yet to be finalised.</p> <p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>
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STEM

(Integrated Skills, Technology, Engineering and Mechanics)

Overview	<p>Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. The STEM program utilises these knowledge sources in application to Skills, Technology Engineering and Mechanics.</p> <p>STEM utilises a practical integrated approach with engineering and technology being used to drive interest in science and mathematics, through the development of technical skills and mechanical engineering</p> <p>Students must undertake a range of inquiry-based learning activities, which occupy the majority of course time. Inquiry-based learning assists students to actively pursue and use technological knowledge rather than experience it as pre-packaged and complete – to be accepted and practised.</p>
Content	<p>The course covers a number of modules in the fields of technology and engineering, they include; Year 9 - Engineering Fundamentals, Aerodynamics and CAD/CAM. Year 10 - Motion, Mechatronics and a Major Research Project.</p> <p>Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.</p> <p>Possible Year 9 projects in 2018 include: The Aerodynamics module will provide the opportunity for students to develop a quad copter as well as the opportunity to participate in the Formula One in Schools program.</p>
Special Requirements	<p>Students should have an interest in Technology, Engineering and Science. They must also be willing to apply their knowledge in a practical environment. This course is suitable for students wishing to study Engineering Studies in the Preliminary and HSC years.</p> <p>The 2017 Course fee was \$155. The 2018 fee is yet to be determined.</p>
Assessment / Homework Information	<p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

INFORMATION AND SOFTWARE TECHNOLOGY

Overview	<p>The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.</p> <p>One of the aims of the course is to introduce students to emerging technologies and computing concepts as part of the course work. The course sees Information Technology in terms of the solutions it provides.</p>
Content	<p>The course consists of eight units of work, each roughly taking one term in Years 9 and 10. The topics covered are:</p> <ul style="list-style-type: none">• Artificial Intelligence• Simulation and Modeling• Authoring and Multimedia• Database Design• Digital Media• Internet and Website Development• Networking and Operating Systems• Robotics and Automated Systems• Software Development and Programming
Special Requirements	<p>There are no special academic requirements for this course; however, access to a computer at home is essential as there are projects that must be completed outside of class time. A basic understanding of computer use is assumed.</p>
Assessment / Homework Information	<p>The method of assessment varies for the different units, some are based on individual and group project work, some units have outcomes based assessment and there are formal examinations and quizzes.</p> <p>Homework is given on a regular basis, either in small daily tasks or over a longer period when project work is to be completed outside of class time.</p>

MUSIC

Overview	Music aims at providing students with opportunities to acquire the knowledge, understanding and skills necessary for active and enjoyable involvement in performing, composing and listening to music.
Content	<p>Students in Years 9 and 10 are able to study “Music Advanced” or “Contemporary Music”, depending on the ability of the student.</p> <p>Music is divided into four areas of activity:</p> <ul style="list-style-type: none">• Performing which involves playing music on one's own instrument, percussion, keyboard and singing.• Composing involves first the understanding of how music is improvised and written down. After students have gained competence in these skills they can then create their own compositions using Sibelius or Finale Notepad.• Listening activities help to develop an understanding of different types of music and how music is put together.• In Aural Perception students are taught to take down melody and rhythm dictations and to recognise chords and intervals.
Special Requirements	All students must learn to play an instrument or sing. Students may need to take private or group tuition. Students are required to participate in the school musical ensembles when they have attained some proficiency.
Assessment / Homework Information	Assessment is in performing, improvising, composing music theory and aural analysis. Homework activities involve researching a topic, composing, completing music theory, and all students are expected to practice their instrument on a daily basis.

PHOTOGRAPHY AND DIGITAL MEDIA

<p>Overview</p>	<p>Photography and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological development.</p>
<p>Content</p>	<p>This course contains both theoretical and practical learning in regards to digital photography and video production. It develops an awareness of the ways photographs can be used to communicate ideas and feelings in contemporary society. It provides opportunities for students to participate in cultural production in a visual medium that has significance to them. Students will use photography and video to demonstrate their awareness of what surrounds them, what they observe, understand, believe and value. Students will investigate the subject through the following units of study:</p> <p>Illusion of Reality: (Photography and Photoshop) Investigating ways of manipulating, transforming and recontextualising images using digital media to communicate new ideas and challenge original meanings.</p> <p>The Chase: (Film making) An investigation of the conventions and traditions of cinematic and video filmmaking practice.</p> <p>A Day in the Life: (Documentary) An exploration of the conventions and traditions of documentary video practice.</p> <p>Frame by Frame: (Stop motion animation) An investigation into developing sequences and narrative using Stop-motion animation.</p> <p>History of the Shadow: An investigation into the representation of light and shadow in filmmaking.</p> <p>Contrasts: An investigation of photographic conventions in relation to portraiture in the studio and on location.</p> <p>Fragmented Images: An investigation into the techniques employed by modern and contemporary filmmakers, photographers and other digital media artists who use unconventional subject matter and methods.</p>
<p>Special Requirements</p>	<p>Cost – A fee of \$250 was charged in 2017. The 2018 fees are yet to be finalised.</p> <p>Excursions - There is one excursion each year. A further charge will apply.</p> <p>Equipment – Cameras and equipment are provided. Students will need a portable storage device to store digital photos and video clips, 4GB minimum is recommended.</p>
<p>Assessment / Homework Information</p>	<p>Course weightings - 60% Practical 40%Theory</p> <p>Students will need to be prepared to write essays and undertake research activities in Photography and Digital Media.</p> <p>Students will complete a range of assessment tasks in this course including practical assessments, research activities, oral presentations and examinations.</p> <p>In Photography and Digital Media, homework is given once a week. Students will undertake a core written assessment per term.</p>

Physical Activity and Sports Studies – PASS

Overview	<p>Physical Activity and 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 a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.</p> <p>This elective course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.</p> <p>Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.</p> <p>Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.</p>								
Content	<p>The two year (200 hour) course focuses its study on the following key areas:</p> <table border="0"><tr><td>* Physical Fitness</td><td>* Resistance Training</td></tr><tr><td>* Australian Sporting Identity</td><td>* Coaching</td></tr><tr><td>* Nutrition and Physical Activity</td><td>* Body Systems</td></tr><tr><td>* The Wide World of Sports</td><td>* Event Management</td></tr></table> <p>Students wishing to undertake 2 Unit study of PDHPE in Years 11 and 12 are well advised to consider this as a subject to undertake in Years 9 and 10.</p> <p>PASS is a more challenging course than the mandatory PDHPE course. It is a theory based course. As a result, <u>only</u> students who good academic effort and results in their Year 8 Half Yearly report will be eligible to select this subject.</p> <p>Students wishing to study PASS will also need to be referenced by their Year 8 PDHPE teacher as a suitable candidate.</p>	* Physical Fitness	* Resistance Training	* Australian Sporting Identity	* Coaching	* Nutrition and Physical Activity	* Body Systems	* The Wide World of Sports	* Event Management
* Physical Fitness	* Resistance Training								
* Australian Sporting Identity	* Coaching								
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Special Requirements	Students are required to purchase a workbook covering each year of study which costs approximately \$30.
Assessment / Homework Information	<p>Ongoing assessment is an essential part of the program. The College's Assessment Programs meets the needs of the NESA's standards-reference framework that describes, through syllabuses and other documents, the expected learning outcomes for students.</p> <p>Standards in the framework consist of two interrelated elements:</p> <ul style="list-style-type: none"> • outcomes and content in syllabuses showing what is being learnt • descriptions of levels of achievement of that learning. <p>The College employees a wide range of tasks that provide students with an opportunity to show where they are at in terms of the NESA's framework. Some examples which can be seen through Stage Five Assessment include but are not limited to:</p> <ul style="list-style-type: none"> - Presentations - Group work - Diaries/journals/log books - Examinations (theory) - Self Assessment - Movement Tasks - Written Reports - Examinations (practical) - Research Projects - Peer Assessment

SPANISH

Overview	<p>Myth: Everyone speaks English Reality: In 2014, only 6% of the world's population speak English as their first language and 75% speak no English at all.</p> <p>Research has shown that students who participate in foreign language programs tend to demonstrate greater cognitive development, creativity and divergent thinking.</p> <p>Studies also show that learning another language enhances the academic skills of students, increasing their abilities in reading, writing and mathematics. Knowledge of, and confidence in, the linguistic patterns and grammatical systems of a foreign language can be of immense benefit to a student's understanding of English, and can assist greatly with overall literacy.</p> <p>Socially, language learning has been shown to increase self-esteem, and to enhance problem-solving, communication and interpersonal skills.</p> <p>Spanish is the third most widely spoken language in the world. There are more native speakers of Spanish than of English.</p>
Reasons to learn Spanish	<p>It is an official language on four continents and is of historical importance elsewhere.</p> <p>Different aspects of Hispanic culture such as cuisine, world cinema, pop music and sport are evident in modern day society which makes the study of the language more appealing.</p> <p>The study of Spanish provides students with wider opportunities in areas such as commerce, hospitality, education, marketing, tourism and international relations.</p> <p>Spanish is one of the most accessible second languages to learn and provides an excellent base for other languages.</p>
Content	<p>The Spanish course builds upon the students' existing understanding of the spoken and written word, and teaches them how to respond appropriately to a range of stimuli. The emphasis is on real communication in authentic situations, enhanced by information technologies.</p> <p>Students will also gain an awareness and appreciation of another culture. The four key skills of Reading, Writing, Listening and Speaking will be covered. Learning will be topic based and topics will include hobbies and sports, planning and discussing a holiday, family (personal relationships) and school life.</p> <p>Students will be required to have an interest in, and an enthusiasm for, language learning. A willingness to communicate orally is important as well as a curiosity for developing intercultural understanding.</p>
Special Requirements	<p>Students wishing to study Spanish will also need to be referenced by their Year 8 Spanish or French teacher as a suitable candidate.</p> <p>Strong students of French may also select Spanish as their elective.</p>
Assessment / Homework Information	<p>Students will be expected to complete a large amount of vocabulary learning as part of their regular homework in addition to other tasks such as grammar exercise and mini-projects.</p> <p>Various assessment tasks will be completed during the course, including culturally-based research tasks, oral presentations and a digital narrative.</p>

VISUAL ARTS

<p>Overview</p>	<p>The Visual Arts course in Years 9 and 10 is an elective course for students aiming to further their interest and involvement in making and interpreting art through the development of concepts, artmaking skills, and critical writing. In Visual Arts students will explore a range of traditional and contemporary art forms including drawing, painting, sculpture, ceramics, printmaking, digital photography and video production.</p>
<p>Content</p>	<p>Content in the Visual Arts course is defined as Practice and Critical and Historical Studies.</p> <p>Students who select Visual Arts in Year 9 and 10 will investigate the subject through the following units of study:</p> <p>Proportion to Distortion - An investigation of drawing and painting conventions in relation to portraiture. Students will explore a range of approaches from high realism through to expressive portraiture.</p> <p>'Unreal' The Path to Abstraction - In this unit students use observation as a starting point with variations in depiction and representation of man-made objects. The focus is on abstraction as a visual mode.</p> <p>Hybrid Forms - An investigation of how artists have created imaginative and innovative depictions of unexplored worlds, future worlds and their inhabitants.</p> <p>A Still Life - An investigation into traditional Still Life drawing and painting with a focus on Dutch Vanitas paintings.</p> <p>Breaking the Rules - Students investigate the range of new art conventions that were established during the era of Modernism. In their practice they proceed to develop their own style using techniques and conventions they have observed.</p> <p>Telling the Truth - This unit focuses on an investigation of artists who explore and expose 'uncomfortable truths' about mankind</p> <p>Body as Site - This unit investigates representations of the body in sculpture from the Modernist to the Postmodernist period.</p>
<p>Special Requirements</p>	<p>Cost – A fee of \$215 was charged in 2017. The 2018 fees are yet to be finalised.</p> <p>Excursions - There is one excursion to an art gallery. A further charge will apply.</p> <p>Equipment – Materials and equipment are supplied.</p>
<p>Assessment / Homework Information</p>	<p>Course weighting - 60% Practical 40%Theory</p> <p>Students will need to be prepared to write essays and undertake reading and research activities in Visual Arts.</p> <p>Students will complete a range of assessment tasks in this course including practical assessments, research assignments, oral presentations and examinations.</p> <p>In Visual Arts homework is given once a week. Students will undertake a core written assessment each term.</p>

Work Education (by invitation only)

Overview	<p>The course philosophy is based on the belief that well developed self-awareness and a positive attitude towards learning are essential for an effective transition to further study and engagement in the workforce. Work Education teachers:</p> <ul style="list-style-type: none"> • Instruct their students in literacy • Facilitate students through the process of understanding and structuring responses to assessment tasks across a range of subjects. • Develop each boy's self-awareness and knowledge of the world of work. • Provide opportunities for real life work experiences • Engage their students in activities that develop their self confidence, communication skills and self motivation • Empower their students to make informed decisions about their future
Content	<p><i>Delivered through the Learning Support Department, Work Education is a course made available to a limited number of students, who are selected using a set criterion. Parents/Guardians receive written notification that their son is being considered for inclusion in the course.</i></p> <p>Organisational Skills</p> <ul style="list-style-type: none"> • Goal setting and time management • Diary usage <p>Study and Research Skills</p> <ul style="list-style-type: none"> • Identification and location of information from a variety of sources • Summarising and note taking • Mind mapping and other visual representations <p>Examination Techniques</p> <ul style="list-style-type: none"> • Question analysis and time management • Formulation of a response <p>Literacy Support</p> <ul style="list-style-type: none"> • Planning for individual needs within the areas of reading, writing, listening and speaking. • Spelling Mastery Program • Essay Writing based on a variety of text types <p>Preparing Futures</p> <ul style="list-style-type: none"> • Transition Planning • What is Work? • Workplace Safety and Enterprise Initiatives <p>Working Communities</p> <ul style="list-style-type: none"> • Rights and Responsibilities • Post-school Pathways • Technology and Communication • Partnerships in the Community <p>Workplace Communication</p> <ul style="list-style-type: none"> • Verbal and non-verbal Communication • Language in Context • Assertive and non-assertive Communication Conflict Resolution

<p>Special Requirements</p> <p>Assessment / Homework Information</p>	<ul style="list-style-type: none"> • Client Interaction <p>Contemporary Workplace Issues</p> <ul style="list-style-type: none"> • Professional Bodies including Unions, Government and Non Government Agencies and Employer Groups • Modern Awards and Enterprise Agreements • Casualisation of the Workforce • Participation in the Workforce by Women, Aborigines and People with Disabilities • Globalisation <p>Managing Finances</p> <ul style="list-style-type: none"> • Financial Management • Insurance • Tax and Superannuation • Financial Principles in Enterprise/ Business <p>During Year 10 some students will be given the opportunity to attend work placements within the school and in local business.</p> <p>Students will be engaged in structured interactive lessons covering set content, as well as having opportunities to work independently on tasks, taking advantage of the teacher in the role of a facilitator. Assessment tasks include role plays, research tasks and exams. Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>
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