Curriculum Guide and Subject Selection Booklet

Year 9
2018

Marian Catholic College
Dear Parents and Students

Year 9 is a very exciting learning year at Marian Catholic College.

We acknowledge the learning styles of each student, challenge them to be the very best that they can in all that they do and support them as they enter into a new phase in their life.

The Year 9 and 10 program has been specially designed to cater for the needs of students within this age group. It is a time of increasing independence for young adolescents as they strive to develop an identity for themselves that is separate to that of the key adults in their lives. Peer groups become increasingly important as they begin to formulate an identity for themselves. The program is designed to enable students to use this time of exploration and self discovery as the basis of their learning.

Being given safe environments in which to make decisions and choices also becomes important as students feel comfortable enough to take risks. These risks involve students thinking through situations, predicting consequences and taking responsible action. The program provides a model for students, as it sets up opportunities for students to take risks in their learning before they need to apply those skills to the outside world. As a result, they can become more independent and face decision-making situations with confidence and knowledge that they have the skills to make the right choices.

As students make some important decisions about their future studies, they also begin planning for their life beyond school. It is essential that some careful thought is given to this process. Students are encouraged to draw on the advice of teachers, parents and caregivers, and reflect on current work ethic, areas of success and personal interests as part of their discerning process. Choices should be appropriate personal ones and not choices based on what friends are doing or because a particular teacher usually teaches that subject.

I wish you well as you move into the Stage 5 at Marian and encourage you to make the most of the endless possibilities that your future learning will bring you.

With kind regards

[Signature]

Alan Le Brocque
Principal
An Introduction to Stage 5

Students are required to study courses in Years 7-10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. At Marian Catholic College, students will also undertake a 200 hour course in Religion (Sharing Our Story).

During Years 7 and 8, students have also studied courses in Creative Arts, Technology and Applied Studies and Languages Other Than English (Italian).

Students’ reports will be based on a Course Performance Descriptor for each of the courses they have studied in Years 9 and 10. These descriptors have been developed by the NSW Board of Studies to describe the skills and knowledge students have achieved. They indicate a student’s full range of achievements in each course, providing a detailed report of the student’s overall performance. An example for English is set out on the following pages:
Frequently Asked Questions about Stage 5

What is Stage 5?

The Board of Studies, in their organisation of Curriculum considers Years 7 & 8 as Stage 4 and Years 9 & 10 as Stage 5.

What is the Board of Studies?

The Board of Studies was established under the Education Act 1990 (NSW) and in broad terms, is responsible for the curriculum from Kindergarten to Year 12, the registration and accreditation of non-government schools, and the assessment and examination of student achievement for the Higher School Certificate. Students are required to follow and complete a pattern of courses developed or approved by the Board.

What is the course structure at this school?

Stage 5 are required to satisfactorily complete the following pattern of study:

- Religion Catholic Studies: Sharing our Story – 200 hours
- English - 200 hours
- Mathematics - 200 hours
- Science - 200 hours
- History - 100 hours
- Geography - 100 hours
- P.D. Health P.E. - 200 hours
- Electives 1 & 2 (Years 9 & 10) - 200 hours each

How do students choose an elective?

Students have the opportunity to choose their electives from those listed in the second half of this booklet.

On what basis should a student choose their elective?

Students should make their choice of an elective based on the answers to the following questions:
1. Am I interested in this subject area?
2. Do I like this subject or type of subject?
3. Is this a subject that I can work at and in which I can perform well?

Can a student change an elective subject if they do not like their choice?

Yes, up until Week 3 of Term 1 2016 and only if there is room in the class they want to move into.

Students who wish to change their elective choice need to:
1. Collect a change of subject form from Assistant Principal-Learning and Teaching
2. Appreciate that it is not automatic and requires a good reason, the support of their parents and cannot be used to avoid commitments in the subject that they wish to leave.
3. Accept that they are required to complete work that occurred in the subject that they are changing into prior to their move.
What effect will an unacceptable absence have on a student’s “Satisfactory completion of Stage 5”? 

Students are expected to attend every lesson and all other organised activities for the all courses in their entire program.

Any extensive absence or an excessive total of absences that are deemed unacceptable by the Principal may result in the student being classed as having an unsatisfactory completion of that course (an "N" Award) and may therefore impact on the student’s eligibility for entry into Stage 6 (Year 11 and 12).

A student is deemed to have unsatisfactory attendance if absences are so frequent that they hinder the student reaching a satisfactory outcome in a course.

What are the requirements for the “Satisfactory Completion of Stage 5”? 

For the Satisfactory completion of a course, it is the student’s responsibility to:
1. Complete all assigned work including each assessment task, to the best of their ability.  
2. Ensure that any questions about marks, grades or comments awarded for individual pieces of work are resolved by the time work is handed back to the teacher. 
3. Demonstrate that through effort and achievement the student has met the requirements of the course.

What is an “N” award for unsatisfactory completion of a course? 

Students will receive an "N" Award determination in any course if they do not meet all the following requirements:
a) Follow the course of study developed or endorsed by the Board of Studies. 
b) Apply themselves with due diligence and sustained effort to the set tasks and experiences provided in the course by the school. 
c) Achieve some or all of the outcomes of a particular course being studied.

NOTE: The receipt of an “N” award determination may mean that the student is not eligible for progression to Stage 6.

Are students and/or their parents given warning of unsatisfactory completion of a course? 

Yes. If the KLA Coordinator, on the recommendation of a teacher of a course, determines that a student is in danger of not completing a course satisfactorily, the student and/or their parents will be advised in writing in time for the student to correct the problem and satisfactorily complete the course.

Are there external School Certificate Examinations? 

No. The Record of School Assessment has replaced the School Certificate. The Record of School Achievement (RoSA) is a new credential for all students to recognise school achievement before receiving their Higher School Certificate (HSC).
What is the Record of School Achievement?

It is a cumulative credential – recognising all of a student’s academic achievements. Instead of just showing what the results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC continue on to complete some further courses.

- The RoSA will show the Year 10 grades, as well as any grades for Year 11 (Preliminary) courses completed after that. If a student starts a course but leaves school before completing it, the RoSA will show evidence of enrolment.
- The RoSA will also show results of any VET or Life Skills courses you complete in Year 10 and/or Year 11.

The RoSA will be awarded to all eligible students when they leave school.

- If a student transfers from one school to another at the end of Year 10 they will not receive a formal RoSA credential at this time.
- To receive a RoSA, students will need to meet the school’s attendance requirements.
- Students will be able to request a RoSA through the school when they talk to the teachers or principal about leaving and if they are eligible, the RoSA credential will be sent directly to the student.
- If students have completed any Life Skills courses they will receive your Life Skills Profile of Student Achievement at the same time as the RoSA.

The RoSA grades will be determined by the teachers using established guidelines and processes to ensure consistency of judgement.

- Grades for all courses in Year 10 and 11 will be based on student results in assessment tasks completed throughout the year. Assessment tasks may include tests developed and used in your school.
- Teachers are very experienced already in providing grades based on assessments. As part of introducing the RoSA, the Board will provide further support and resources to make sure grades are given fairly and consistently from school to school.
If a student is leaving school before getting the HSC they will have the option of sitting literacy and numeracy tests.

- The tests will be offered online and will be taken at school under the supervision of a teacher. If a student is leaving school they do not have to do these tests. The tests are a useful option for those who are looking for jobs where the employer wants to see evidence of a level of literacy and numeracy.
- These will not be pass/fail tests – they will be designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10.
- The tests will be offered in schools during a number of ‘windows’ each year. Students will only be able to sit the tests once during each window but, if they later decide to stay at school longer, they will be able to take the tests again.
- The literacy and numeracy test results will be reported separately to the RoSA credential.
- The most recent results will be the results students are issued with when they leave school.

The Board is working on a new online package that will allow students to collect evidence of their extra-curricular achievements such as first-aid qualifications or volunteer work. The pilot project began in 2012.

**Where can a student/parent get more advice?**
- Assistant Principal-Learning and Teaching
- Homeroom teachers and Pastoral Coordinator
- KLA Coordinators & Subject Teachers
- Board of Studies web site: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
Stage 5 Assessment Policy

An Assessment Booklet will contain general school-wide policies for Stage 5. This will be received by students at the beginning of Year 9 and Year 10. It will include:

- guidelines on the types of assessment tasks considered suitable for measuring the various syllabus outcomes including the criteria the students will be assessed on;
- school procedures on the placement, timing and coordination of assessments;
- school procedures on administration of assessment tasks: providing adequate notice of tasks, submitting tasks, late submission of tasks, absence from tasks, malpractice in tasks;
- school requirements for reporting to students on performance in assessment tasks;
- procedures for ensuring parents are informed when students have failed to submit assessment tasks;
- procedures for informing parents and warning students when they are in danger of receiving an ‘N’ determination.

An ‘N’ determination indicates that the student has failed to meet one or more of the following requirements:

- a) followed the course developed by the Board of Studies;
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- c) achieved some or all of the course outcomes.

This may mean the student is not eligible for entry into Year 11.

Applying the Course Performance Descriptors involves teachers in:

- using assessment tasks (e.g. tests, practical work, assignments, presentations, projects, exams)
- discussions which relate to the knowledge and skills objectives in the Areas for Assessment;
- making assessment observations and recording judgments (e.g. marks, grades, comments);
- making a summative assessment judgement for each student (i.e. what is the extent of a student's achievement at the end of the course?);
- applying the Course Performance Descriptors to determine the most appropriate overall description of each student's achievement and awarding the grade.

Coordinators make the final judgement of the grade awarded on the basis of available assessment information and with reference to the Course Performance Descriptors. Schools will determine the actual grades to be awarded to their students.
Pattern of Study – What are the choices?

Years 9 and 10 at Marian is a two year period referred to as Stage 5. As has been indicated, the pattern of study combines mandatory (compulsory) and elective subjects.

In accordance with the Board of Studies and College requirements, the following subjects are studied by all students over Stage 5:

- Religious Education
- English
- Mathematics
- Science
- Personal Development, Health & Physical Education
- Australian History, Geography, Civics and Citizenship

Students can then choose to study TWO other subjects. These can come from the following Key Learning Areas:

- Human Society & Its Environment
- Personal Development, Health & Physical Education
- Technology and Applied Studies
- Languages Other Than English
- Creative and Performing Arts

Choosing the most appropriate subjects is very important as your choice is for the next two years. Please choose wisely. Ask questions of older students and discuss your choices with parents and teachers.

Make your choices on the basis of:

<table>
<thead>
<tr>
<th>Subjects you enjoy</th>
<th>Subjects in which you know you will do well</th>
</tr>
</thead>
</table>

Subjects YOU want to do – not just because your friends are doing it, the teacher is easy to get along with or you think it's going to be easy....

The final elective subjects to be offered at Marian will be determined by the number of students requesting the course and the overall demands of the school curriculum and staff availability. The final decision will rest with the Principal.
Mandatory Courses

Stage 5

2018
## Religion - Sharing Our Story

### Coordinator: Miss L Vardanega

**Years 9 & 10**

### Course Description:

‘Sharing Our Story’ is an integrated, K to 12, Christian Religion program, cross referenced to Scripture and the Catechism of the Catholic Church. The Stage Five program builds upon the previous stages and prepares for the completion of the program in Stage Six.

Course outcomes include that students should be able to understand and appreciate:

- that God desires liberation for us all;
- that the Church has a mission in the world;
- that the Church’s sacraments reconcile, renew and build up the Christian community;
- that the Bible, prayer and Church teaching are vital parts of a Christian life as expressed through different communities and lifestyles, and
- that sacred places, persons and ethical codes play a significant role in the faith of Christian denominations and world religions.

### Year 9

**Key units studied in Year 9**

- Images of Jesus
- The New Testament
- Eucharist
- Mary and the Saints
- Justice and Peace

### Year 10

**Key topics / units studied in Year 10**

- A Call to Unity
- Reverence for Life
- Moral Decision Making and Justice
- Death and New Life
- Christianity in the Middle Ages
- Living Simply

### Particular Course requirements

Formal assessment in Stage Five ‘Sharing Our Story’ will provide an opportunity for all students to demonstrate their skills, knowledge and understanding of the course.

All students will be expected to actively participate in School Masses, liturgies, retreats and reflection days as part of their course of study.

### Extension Opportunities

Youth Ministry, Community Service opportunities, Liturgical preparation, participation in the Easter Liturgy, Participation in the Marian Community Group
## English

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Key topics</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Persuading the Public</strong> - Students analyse the ways the public is persuaded through speeches, documentaries and mockumentaries. They will compare the ways composers persuade us and evaluate which is more effective, as well as composing their own persuasive texts.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>Can you see it my way?</strong> - Students consider the ways texts convey different point of views and perspectives and the reasons for these choices. Students will study a variety of poetry, short stories, picture books and a novel. Students will then compose their own texts from different point of views.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>Befriending the Bard</strong> - Students engage with Shakespearean drama: the language, the stories, the characters. In doing this they closely analyse one play and a selection of sonnets. Finally students compare adaptations of Shakespeare and adapt them to the modern world themselves.</td>
</tr>
<tr>
<td>4.</td>
<td><strong>On the Edge of Your Seat</strong> - Students will study the Suspense Genre from origins of Gothic Horror to Modern Thrillers and Chillers. Students will respond to short stories, poetry, song lyrics, film clips and will finish the unit with a close study of a film.</td>
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<table>
<thead>
<tr>
<th>Year 10</th>
<th>Key topics</th>
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<tbody>
<tr>
<td>5.</td>
<td><strong>Conflicting the Conflict</strong> - A mock Area of Study where students first consider how the concept of conflict is represented. They then studying a series of poems and songs and finally a play.</td>
</tr>
<tr>
<td>6.</td>
<td><strong>Making the Sale</strong> - Students consider the ways that media outlets make money, persuade public opinion and convince consumers to purchase their product. They do this through a study of Current Affairs and News Programs and their parodies, as well as studying the power of advertising and propaganda.</td>
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<tr>
<td>7.</td>
<td><strong>An Oldie but a Goodie</strong> - Students focus on a classic novel, its composer and context and analyse the key features of the novel. They will also consider how this novel has become embedded into popular culture.</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Breaking the Mould</strong> - Students will respond to a range of written texts that demonstrate different ways of conforming to or subverting character stereotypes. They will consider the construction of Heroes and Villains, as well as Gender Roles and the way composers create character. They will complete their study through the close analysis of a film.</td>
</tr>
<tr>
<td>9.</td>
<td><strong>Electives</strong> – Students have a choice to pick an area of interest from a list of elective classes to complete Stage 5. Electives could include: Film and Performance, Academic English, Comedy, Around the World, Journalism and Sport amongst others.</td>
</tr>
</tbody>
</table>

### Particular Course requirements

Assessment in Stage 5 English includes common tasks across the language modes of speaking, listening, reading, writing, viewing and representing, as well as tasks set by individual class teachers.

### Extension Opportunities

Poetry and writing competitions; publication of writing; participation in Debating and Public Speaking Competitions, Playwriting Workshops, Short Film Production, Excursions to the theatre.
# Mathematics

<table>
<thead>
<tr>
<th>Coordinator: Mrs E Blanco</th>
<th>Years 9 &amp; 10</th>
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</table>

## Course Description:
The study of mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. 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.

The objectives of the course include:

- **Working Mathematically** to develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

- **Number and Algebra** to develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.

- **Measurement and Geometry** to 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 on problems.

- **Statistics and Probability** to collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

## Mathematics Learning in Stage 5

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

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

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

## Particular Course requirements

This course requires a Board approved Scientific Calculator (Casio fx82AU Plus) is recommended. Geometry set is also required.

Assessment will be ongoing through class tests, assignments, class observations, inquiry based research activity, group work, open-ended investigations, on line quizzes and periodic examinations.

## Extension Opportunities

Mathematics Challenge for Young Australians, Australian Mathematics Competition.
## Science

### Coordinator: Mrs E Dumbleton

### Years 9 & 10

### Course Description.
The Stage 5 Science course aims to build on the skills and knowledge covered in Stage 4 (Years 7 and 8). It includes content from each of the main areas of study within the Science KLA.

The key concepts include periodic table and chemical reactions (Chemistry), Theory of Plate Tectonics (Earth Science), Simple Machines, Light and Electricity (Physics), Energy in the Ecosystems (Environmental Science) and Reproduction, Evolution, Genetics, Health and Diseases (Biology). Each concept has a strong relationship to students’ everyday life and includes many practical investigations. This is intended to contribute to the students’ individual scientific thinking and problem-solving skills, as well as reinforcing a positive attitude towards Science, themselves and the Earth.

<table>
<thead>
<tr>
<th>YEAR 9 KEY CONCEPTS</th>
<th>YEAR 10 KEY CONCEPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earth Fragile Crust</td>
<td>Conducting Investigations</td>
</tr>
<tr>
<td>Origin of Universe</td>
<td>Genetics and evolution</td>
</tr>
<tr>
<td>Energy in the Ecosystems</td>
<td>Health and Diseases</td>
</tr>
<tr>
<td>Periodic table</td>
<td>Motion</td>
</tr>
<tr>
<td>Chemical reactions</td>
<td>Electricity and Communication Technology</td>
</tr>
<tr>
<td>Sense and Control</td>
<td>Chemical reactions</td>
</tr>
<tr>
<td>Reproduction</td>
<td>Materials</td>
</tr>
<tr>
<td>Light machines</td>
<td>Global Issues</td>
</tr>
</tbody>
</table>

### Particular Course requirements

The students will need to commit to this course as it will challenge their skills in practical investigation and problem-solving, particularly relating to their life experiences and current issues in dealing with the world and its environment. These skills will be used as a basis on which to build for their Year 10 experience.

During the year, the students will complete a number of assessment tasks.

As with all years, the practical work in the Science laboratory requires the wearing of appropriate clothing and footwear. These requirements include:
- closed leather footwear;
- no loose clothing;
- no "dangling" jewellery;
- long hair must be tied back, when necessary.

### Where could this Course Lead?
This course is designed to prepare students for Year 11 and 12 Science Courses (Biology, Chemistry, Senior Science and Physics) as well as looking at the influence and role of Science in our daily life.

### Extension Opportunities
Science Experience, Big Science Competition and Australian Chemistry Quiz.
# Personal Development, Health & Physical Education

**Coordinator:** Mrs R Savage  
**Years 9 & 10**

## Course Description:
Personal Development, Health & Physical Education contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. This Stage 5 course reflects the multidimensional nature of health and physical activity in the context of a diverse and changing society. Learning in PDHPE develops in students the knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others.

At Marian Catholic College, the Stage 5 PDHPE course aims to consolidate the structures already introduced in the PDHPE Stage 4 course. During this course, students will be given the opportunities to explore issues that are likely to impact on the health and well being of themselves and others, now and in the future. A continued emphasis is placed on effective communication, positive decision making, effective interaction in groups, confident movement, planning, and problem solving.

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<thead>
<tr>
<th><strong>Year 9</strong></th>
<th><strong>Year 10</strong></th>
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<tbody>
<tr>
<td><strong>Key topics / units studied in Year 9</strong></td>
<td><strong>Key topics / units studied in Year 10</strong></td>
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</tbody>
</table>
| - Drug Education  
- Activity for Life  
- Diversity  
- Nutrition  
- Practical lessons: cultural games, dance, athletics, invasion games, net/court games, target games, modified games, fitness | - Driver Education  
- Job Skills  
- Safe Partying  
- Principles of Performance  
- Practical lessons: gymnastics, athletics, netball/basketball, modified games, tennis, swimming |

## Particular Course Requirements
Students will need to adhere to the Marian Catholic College PDHPE Uniform and Occupational Health & Safety Policies. Students will be assessed via:

- Power-point Presentation  
- Research Tasks  
- Food Packaging Design  
- Practical movement skills

## Extension Opportunities
Representative sport
Australian History

Coordinator: Mrs A Robertson  
Year 9 & 10

**Course Description:**
The NSW Syllabus for the Australian Curriculum Stage 5 Mandatory History course has been designed to provide students with the opportunity to develop an appreciation and understanding of World History and Civics and Citizenship. It is intended that, in Stage 5, students will develop an appreciation of the study of History and a commitment to lifelong learning.

Students in Stage 5 will enhance their skills in interpretation, analysis, empathy, research and communication to develop and expand their knowledge and understanding about:
- Significant developments in Australia’s social, political and cultural history;
- Australia’s international relationships;
- The changing rights and freedoms of Aboriginal peoples and other groups in Australia.

**Topics that may be studied:**
1. Movement of People
2. Making a Nations
3. Australians at War
4. Rights and Freedoms
5. Popular Culture
6. Crimes Against Humanity

**Skills include:**
1. Sequencing major historical events to show an understanding of continuity, change and causation; using historical terms and concepts
2. Identifying, comprehending and evaluating historical sources; using sources effectively in an historical inquiry
3. Explaining different perspectives of the past
4. Locating, selecting and organising historical information; communicating information in appropriate oral, written and other forms
5. Using Information and Communication Technology (ICT) for historical inquiry and communication.

**Particular Course Requirements**
All students must study at least 100 hours of a course in the Human Society and Its Environment in each year from Year 7 to Year 10.
Students must study at least 100 hours each of Australian History and Australian Geography in Stage 5. **All students must complete a site study in Stage 5.**

**Extension Opportunities**
Australian History competition, the Simpson Prize and ANZAC commemoration.
# Australian Geography

<table>
<thead>
<tr>
<th>Coordinator: Mrs A Robertson</th>
<th>Years 9 &amp; 10</th>
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## Course Description:

Stage 5 Geography incorporates learning related to Australian Geography and the interaction of human and physical geography in a local context.

The study of Geography provides opportunities for students to use a wide range of skills such as gathering, organising, evaluating and communication geographical information from a variety of primary and secondary sources, including fieldwork.

In addition, students have the opportunity to use a wide range of geographical tools including Information and Communication Technology (ICT), mapping, graphs, statistics and photographs to communicate geographical information in a range of formats.

### Main Areas studied:

1. **5A1 Investigating Australia’s Physical Environments**  
   **Time allocation** 20% of course time  
   **Principal focus** The unique characteristics of Australia’s physical environments and the responses of people to the challenges they present.

2. **5A2 Changing Australian Communities**  
   **Time allocation** 30% of course time  
   **Principal focus** Ways in which communities in Australia are responding to change.

3. **5A3 Issues in Australian Environments**  
   **Time allocation** 20% of course time  
   **Principal focus** Ways in which geographical understanding contributes to the sustainable management of issues affecting the Australian environment.

4. **5A4 Australia in Its Regional and Global Context**  
   **Time allocation** 30% of course time  
   **Principal focus** Australia in its regional and global context and the roles of individuals and groups in planning for a better future

### Particular Course Requirements

**Fieldwork** is a compulsory part of this course in Geography.  
All students must study at least 100 hours of a course in Human Society and Its Environment in each year from Year 7 to Year 10.  
Students must study at least 100 hours each of Australian History and Australian Geography in Stage 5.

### Extension Opportunities

Australian Geography competition, the New Geo competition
Elective Courses

Stage 5

2017
## Child Studies

<table>
<thead>
<tr>
<th>Coordinator: Mrs R Savage</th>
<th>Years 9 &amp; 10</th>
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<tr>
<td><strong>Course Description:</strong></td>
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<tr>
<td>Child Studies is a NSW Board of Studies course.</td>
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<tr>
<td>The course is designed to accommodate students who have a specific interest in education, childcare and the physical and emotional growth and development of children between 0 and 8 years of age. It enables young people to understand the interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners and citizens.</td>
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<tr>
<td>At Marian Catholic College, the Stage 5 Child Studies course aims to extend some of the structures introduced in the Stage 4 and 5 PDHPE course. There is a definite benefit for students who intend to study Community and Family Studies (CAFs) or Exploring Early Childhood (EEC) in Year 11 and 12 to study this course.</td>
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<tr>
<td><strong>Year 9 &amp; Year 10</strong></td>
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</tbody>
</table>
| Content/Modules that can be studied include: | • Health and safety in childhood
  • Preparing for parenthood
  • Conception to birth
  • Family interactions
  • Newborn care
  • Growth and development
  • Play and the developing child
  • Food and nutrition in childhood
  • Children and culture
  • Media and technology in childhood
  • Aboriginal cultures and childhood
  • The diverse needs of children
  • Childcare services and career opportunities |
| **Particular Course Requirements** | |
| Students may be assessed via: | |
| • Research Assignment
  • Practical demonstrations | |
# Commerce

Coordinator: Mrs A Robertson  
Years 9 & 10

In Years 9 and 10 students will study the following CORE topics:

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
</tr>
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<tbody>
<tr>
<td>(40 Indicative Hours)</td>
<td>(40 Indicative Hours)</td>
</tr>
<tr>
<td>1.1  Consumer Choice</td>
<td>2.1  Law and Society</td>
</tr>
<tr>
<td>1.2  Personal Finance</td>
<td>2.2  Employment Issues</td>
</tr>
</tbody>
</table>

**Skills include:**
- Knowledge and understanding of consumer, financial, business, legal and employment matters
- Skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
- Skills in effective research and communication
- Skills in working independently and collaboratively

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<thead>
<tr>
<th>Year 9 – Options include:</th>
<th>Year 10 – Options include:</th>
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<tbody>
<tr>
<td><strong>Law In Action:</strong></td>
<td><strong>Promoting and Selling:</strong></td>
</tr>
<tr>
<td>Students examine the rights and responsibilities of individuals in a range of situations in which they may come in contact with the law.</td>
<td>Students analyse the strategies that sellers use to promote products and maximise sales and evaluate the impact on consumers</td>
</tr>
<tr>
<td><strong>Investing:</strong></td>
<td><strong>Running a Business:</strong></td>
</tr>
<tr>
<td>Students learn about the range of investment options and how to make wise investment decisions.</td>
<td>Learn how businesses work. Set up a cake stall and experience the power of advertising and real life profit and loss</td>
</tr>
<tr>
<td><strong>E- Commerce:</strong></td>
<td><strong>Travel:</strong></td>
</tr>
<tr>
<td>Students learn how to use the internet for researching commercial and legal information, and buying and selling goods and services.</td>
<td>This unit gives students the power to dream about their future travels and learn how to become successful and informed travellers.</td>
</tr>
</tbody>
</table>

**Benefits of this course:**
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. This course provides useful background for Legal Studies, Economics and Business Studies in the senior school.

**Extension Opportunities**
Students are entered into The Stock Market Game.
## Drama

**Coordinator: Mr M Segrave**

### Course Description:
Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

### What will students learn about?
All students undertake a unit of play building in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

At Marian Catholic College, the Stage 5 Drama course will cover a variety of topics in drama and theatre. The emphasis will be on active involvement and positive personal growth of the students as performers and as people.

This course is for students who want to be moving, creating, collaborating, playing, enjoying, designing, performing and reflecting upon a wide range of dramatic activities.

### Year 9
**Key topics / units studied in Year 9:**
- Unit 1 – Voice, Movement & Stagecraft
- Unit 2 – Physical Expression & Mime
- Unit 3 – Improvisation
- Unit 4 – Playbuilding
- Unit 5 – Commedia dell'Arte
- Unit 6 – Working with Scripts
- Unit 7 – Small Screen Acting - Video

### Year 10
**Key topics/ units studied in Year 10:**
- Unit 1 – Creating a Character - Stanislavski
- Unit 2 – Extending Improvisation
- Unit 3 – Playbuilding – Fractured Tales
- Unit 4 – Street & Environmental Theatre
- Unit 5 – Elizabethan Theatre
- Unit 6 – Clowning Around

### Particular Course Requirements
**There is a supplementary annual fee of $50** to cover 'performance blacks' (top and trousers) and such possible activities as the following:
- Theatre shows
- Workshops by professional performers

As well, students are able to attend the Creative Arts Sydney Excursion in February or excursion to watch Musical productions.

**Assessment will cover the following areas:**
- Making drama
- Performing
- Critical response

### Extension Opportunities
Performing in the Creative Arts Carnival Night, Plays, Musicals, and Drama Showcase Nights
## Food Technology

**Coordinator:** Mrs M Shannon  
**Years 9 & 10**

### Course Description:
Food Technology provides students with a broad knowledge and understanding of nutrition, food properties, preparation and processing. It is an opportunity to design, produce, present and evaluate suitable solutions involving foods. Food Technology is a practical subject where it offers the opportunity for students to develop skills for tertiary courses and life experiences relating to food preparation, cooking and presentation of foods both in the home and in the Food Industry.

### Year 9
- **Semester 1: Living a Healthy Life**
  - Food Nutrients
  - Foods developed to enhance health.
  - Under & Over nutrition
  - Food Consumption in Australia
  - National Guidelines for Healthy Eating.
  - Nutritional requirements at Different stages of life.
- **Semester 2: Let's Party:**
  - Food Service & Catering
  - Employment Opportunities in the Food Industry
  - Menu Planning Considerations
  - Recipe Development
  - Presenting & Serving Food
  - Catering for Special Occasions

### Year 10
- **Semester 1: The Oz ID.**
  - Reasons for Food Inequity
  - Groups who experience Food Inequity
  - Use of Foods Native to Australia
  - Evolution of an Australian Cuisine
  - Preparation & presentation of many Many multicultural cuisines.
- **Semester 2: On The Cutting Edge.**
  - Trends in Food.
  - Trends in dining and food service.
  - Food Styling and Photography
  - Reasons for developing new food products
  - Steps in new product development design
  - Competition – Designing & presenting new products for school canteens.

### Benefits of Food Technology:
- The Food Industry is one of the largest employment sectors in Australia.
- Food Technology encourages students to work in a team environment.
- Hands on activities are used to broaden and deepen their practical food experiences.
- Food Technology offers the opportunity for students to study nutrition and food science and develop food preparation and cooking skills for everyday life.

### Particular Course requirements
- Students will participate in food practicals once a week.
- Assessment is based on practical work & research projects.

### Extension Opportunities
Food Competitions.
# Geography Elective

<table>
<thead>
<tr>
<th>Coordinator: Mrs A Robertson</th>
<th>Years 9 &amp; 10</th>
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</table>

## Course Description:
The Geography (Elective) course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible programming of focus areas.

## Topics to be studied:
Students will engage with FIVE of the following options:
- Topic 1: Physical Geography
- Topic 2: Oceanography
- Topic 3: Geography of Primary Production
- Topic 4: Development of Geography
- Topic 5: Australia's Neighbours
- Topic 6: Political Geography
- Topic 7: Interactions and Patterns along a Continental Transect
- Topic 8: School Developed Option

## Skills include:
- E5.1 identifies, gathers and evaluates geographical information
- E5.2 analyses, organises and synthesises geographical information
- E5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- E5.4 selects and applies appropriate geographical tools
- E5.7 explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- E5.8 analyses contemporary world events and issues in terms of their ecological and spatial dimensions

## Particular Course Requirements
All students will study at least 200 hours in this course over Years 9 and 10. The aim of this course is build up students’ geographical skills and allow them to complete research and present information on individual issues that are of interest to them. As such, this course works towards individual selection and presentation of geographical topics and research.
### History Elective

**Coordinator:** Mrs A Robertson  
**Years:** 9 & 10

<table>
<thead>
<tr>
<th>Course Description:</th>
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<tbody>
<tr>
<td>The aim of History Elective is to stimulate students’ interest in and enjoyment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.</td>
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</tbody>
</table>

Students in Stage 5 will enhance their skills in interpretation, analysis, empathy, research and communication to develop and expand their knowledge and understanding about a range of historical topics that are formulated to suit the interests of the students.

<table>
<thead>
<tr>
<th>Topics to be studied:</th>
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<tbody>
<tr>
<td>Topics are studies under three broad headings: \n  Topic 1: Constructing History \n  Topic 2: Ancient, Medieval and Early Modern Societies \n  Topic 3: Thematic Studies</td>
</tr>
</tbody>
</table>

Topics are mainly chosen by the students and can include a range of historical places, people and time periods. Some examples of topics studies include Jack the Ripper, Greek mythology, the Middle Ages and Witchcraft, The Black Death, Myths and Legends and History Mysteries.

<table>
<thead>
<tr>
<th>Skills include:</th>
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<tbody>
<tr>
<td>1. a knowledge and understanding of history and historical inquiry \n 2. a knowledge and understanding of past societies and historical periods \n 3. skills to undertake the processes of historical inquiry \n 4. skills to communicate their understanding of history.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Particular Course Requirements</th>
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<tbody>
<tr>
<td>All students will study at least 200 hours in this course over Years 9 and 10. The aim of this course is build up students’ historical investigation skills and allow them to complete research and present information on individual issues that are of interest to them. As such, this course works towards individual selection and presentation of historical topics and research.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Extension Opportunities</th>
</tr>
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<tbody>
<tr>
<td>Participation in and organisation of ANZAC and commemoration activities.</td>
</tr>
</tbody>
</table>
# Industrial Technology - Metal

**Coordinator:** Mrs M Shannon  
**Years 9 & 10**

## Course Description:
The Industrial Technology Metal course is a ‘hands on’ practical course that provides students with opportunities to develop knowledge, understanding and skills in relation to various metal applications and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to Metal which are enhanced and further developed through the study of specialist modules in Metal Machining and / or Fabrication.

Using the Design Process, they investigate, communicate and evaluate practical projects. They learn to communicate their ideas and gain knowledge of the processes used in industry through excursion visits and research.

Work, Health and Safety issues are very important and students will undertake safety tests before they are able to work in the workshop.

## Year 9
**Key topics / units studied in Year 9:**
- WH & S and Risk Management
- Understanding Metal
- Equipment, Tools and Machines
- Techniques
- Links to Industry
- Design
- Workplace Communication Skills
- Societal and Environmental Impact
- Possible Projects include: Paper Tray, Toolbox, Metalcraft Objects, Creative Metal Sculptures, Barbecues...

Folio / drawings will be required for each project completed

## Year 10
**Key topics / units studied in Year 10:**
- WH&S and Risk Management
- Metal Properties
- Equipment, Tools and Machines
- Techniques: welding
- Links to Industry
- Designing
- Workplace Communication Skills: working drawings
- Possible Projects include: Windmills, Metalcraft Objects, Trolleys

Folio / drawings will be required for each project completed

## Course Requirements:
- Students will participate in practical work on a weekly basis.
- Assessment is based on practical work skills, folio work & tests.
- Students are expected to adhere to MCC WHS policies and procedures in the workshop.
- Solid leather shoes must be worn in workshops at all times.

## Benefits of Metal Technology:
- Develop knowledge & understanding of related Metal Industries and WHS matters.
- Work collaboratively with others to achieve individual & collective design projects
- Problem solving, workplace communication & cooperative work practices are embedded in all units of work.
- Develop skills that may equip them for the workforce & vocational pathways.
Industrial Technology - Timber

Coordinator: Mrs M Shannon

Years 9 & 10

Course Description
Timber Technology provides opportunities for students to develop knowledge, understanding and skills in relation to the Timber and Associated Industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in Cabinetwork.

This is a practical skill-based course with an emphasis on safety, excellence in work quality and an expectation of high productivity. In Year 9, students develop practical skills through structured and supervised steps completing two projects. This leads to more independent work and freedom of design when the students undertake their Year 10 projects.

The Design Process is an important factor that will allow students to reach their Design potential when undertaking their second project in Year Ten. The students will also develop skills and knowledge in the areas of carpentry and furniture joinery along with graphical drawing.

Throughout the course students will develop quality research and folio documentation skills when producing their projects.

Year 9
Key topics studied in Year 9
- WH&S and Risk Management
- Folio Development
- Fundamentals when working with timber
- Techniques when working with timber
- Links to Industry
- Design application
- Workplace Communication Skills

Possible Projects: Lolly Dispenser, Footstool, Storage Container

Year 10
Key topics studied in Year 10
- Re-visit WH&S and Risk Management
- Folio Development
- Design Application
- Techniques working with Timber
- Links to Industry
- Designing
- Working Drawings

Possible Projects: Occasional Table, Clocks, Stools

Course Requirements:
- Students will participate in practical work on a weekly basis.
- Assessment is based on practical work skills, folio's and tests.
- Students are expected to adhere to MCC WHS policies and procedures in the workshop.
- Solid leather shoes must be worn in the workshops at all time.

Benefits of Timber Technology:
- Develop knowledge and understanding of related work industries and WHS matters.
- Work collaboratively with others to achieve individual and collective design projects.
- Problem solving, workplace communication & cooperative work practices are embedded in all units of work.
- Develop skills that may equip them for the workforce and vocational pathways.
# Information and Software Technology

**Coordinator:** Mrs M Shannon

<table>
<thead>
<tr>
<th>Years 9 &amp; 10</th>
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## Course Description:

The use of Information Technology crosses all domains and the focus of this unit is to increase student awareness and knowledge of appropriate procedures, equipment (hardware/software), formats, conventions and the social implications which apply to the study of IT. This computer based course aims to develop students’ interest in the general use of IT in the world around them.

Students are made aware (develop an understanding) of the implications of the use of ICT and the social responsibilities as users of technology.

## Content for Years 9 & 10

### Core Topics
- Design, Produce and Evaluate
- Hardware
- Data Handling
- Issues
- Past, Current and Emerging Technologies
- People
- Software

The Core Topics are taught through 4 – 8 projects incorporating some of the following options (minimum of 4 over two years):
- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Database Design
- Digital Media
- Internet and Website Development
- Networking Systems
- Robotics and Automated Systems
- Software Development and Programming

## Course Requirements

The type of projects undertaken by the students will depend on the students’ needs and interests and address real world problems. Documentation is an important tool for student learning as a means of recording a student's solution, development and reflection throughout a project. This will be an integral part of the assessment tools in this course. Student Netbooks are required at all lessons.
**Italian**

<table>
<thead>
<tr>
<th>Coordinator: Mr M Segrave</th>
<th>Years 9 &amp; 10</th>
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</table>

**Course Description:**
The ability to communicate in Italian is a powerful tool and a skill for life. It provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations. Italian is spoken in many countries throughout Europe, North and South America, Africa and Australasia.

At Marian Catholic College, the Stage 5 Italian course aims to consolidate the structures and vocabulary already introduced in the Italian Stage 4 course. During this elective course, students will be given the opportunity to improve their communication skills and develop a wider application of their language skills. A continued emphasis is placed on the skills of reading, listening and speaking, which enables students to initiate and maintain effective communication in formal and informal situations. Students will become self-reliant in finding ways of applying the Italian language appropriately.

Cultural content is an important aspect of the course and is introduced through the use of authentic materials in the classroom, DVDs and visits by native speakers. Students are provided with the opportunity to correspond regularly with Italian students, which enables them to increase their experience in the language and develop greater respect for and appreciation of the people, traditions and ways of life of Italian speaking communities.

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Key topics / units studied in Year 9</td>
<td>Key topics / units studied in Year 10</td>
</tr>
<tr>
<td>• Transport and Travel</td>
<td>• Relationships</td>
</tr>
<tr>
<td>• Shopping and Service</td>
<td>• Weather</td>
</tr>
<tr>
<td>• House and Home Environment</td>
<td>• Entertainment</td>
</tr>
<tr>
<td>• Travelling</td>
<td>• Technology</td>
</tr>
<tr>
<td>• Weather</td>
<td>• Travelling</td>
</tr>
<tr>
<td>• Entertainment</td>
<td>• House and Home Environment</td>
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</table>

**Particular Course Requirements**
Prescribed Text book: *Ecco Due* Text and workbook

Assessment will cover the following areas
- Listening and Responding
- Reading and Responding
- Speaking
- Writing
- Making Linguistic Connections
- Moving Between Cultures

**Extension Opportunities**
ACER Italian Language Certificate
## Music

**Coordinator:** Mr M Segrave

**Years 9 & 10**

### Course Description:
Music is a medium of personal expression, enabling the sharing of ideas, feelings and experiences. As an art form, it helps to make links between the emotions, the intellect and imagination, which can be expressed and symbolised.

### What will students learn about?
This elective course allows students to develop their abilities and aesthetic potential through responding to music. They will be performers, composers and critical listeners. They will improvise and arrange music in individual and ensemble situations. The course will increase aural awareness, and promote an appreciation of cultural traditions, past music traditions and present practices.

There will be opportunities to respond to music in an individual way, which will increase the students' enjoyment of music.

**In Year 9 and 10,** students must study the compulsory topic and at least **FOUR** additional topics

**Key topics / units studied in Year 9 and 10:**
- **Compulsory topic - Australian Music:**
  Students must study Australian art music as well as other aspects of Australian music such as Popular Music or Aboriginal music

**Year 9**

**Key topics / units studied in Year 9:**
- Unit 1 – Musicology
- Unit 2 – Technology and Electronic Music
- Unit 3 – Performance Quality
- Unit 4 – Music of A Culture
- Unit 5 – Classical Music - Introduction

**Year 10**

**Key topics / units studied in Year 9:**
- Unit 1 – Musicology - Jazz
- Unit 2 – Music for Theatre
- Unit 3 – Australian Music - Rock
- Unit 4 – Australian Music – Art Music

### Particular Course Requirements
To cover specific consumable costs and music workshops, **there is a supplementary annual fee of $40 per year.**

As well, students are able to attend the Creative Arts Sydney Excursion in February or excursions to watch Musical productions.

Assessment will cover the following areas:
- Performing
- Composing
- Listening

### Extension Opportunities
Performing in the Creative Arts Carnival Night, Choir, Musicals, Music Showcase Nights and Band Competitions.
Photography & Digital Media

Coordinator: Mr. M. Segrave

<table>
<thead>
<tr>
<th>Years 9 &amp; 10</th>
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**Course Description:**
The aim of the *Photographic and Digital Media* is to enable students to:

- develop and enjoy practical experiences in Photography, Digital Art, Film and Animation and represent ideas and interests in photographic and digital media works
- understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.
- to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames
- to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

**Year 9**
Key topics/ units studied in Year 9
- Digital Photography
- Graphic Characterisation- Illustrator
- Animation & Film 1
- Digital ART- Manipulation of Images using Photoshop

**Year 10**
Key topics/ units studied in Year 10
- Digital Art: Cubism/Surrealism
- Animation & Film 2
- Elements & Principles of Design & The Frames
- Major Work- Student Choice from Digital Art, Photography, Animation and Film

**Particular Course requirements**
Students will need to have a keen interest in Photography and Digital Media. Formal assessment in Stage Five ‘Photography and Digital Media’ will provide an opportunity for all students to demonstrate their skills, knowledge and understanding of the course. Students will be assessed on both the Historical and Critical Aspects of Photography and Digital Media, in forms of theory and practical artworks and projects.

The course in Year 9 allows introduces the students to new concepts and computer software programs used in Digital Art, Photography, Animation and Film. The Year 10 course continues to fine tune the skills learnt in Year 9 and combines all aspects of the course into a Major Work.

**Extension Opportunities**
School Projects, Publicity and Advertising, designing and creating Publications for the school community, Designing and introducing creative spaces and exhibitions for the school community to grow in a creative sense.
Physical Activity and Sports Studies

Coordinator: Mrs R Savage

Course Description:
Physical Activity and Sports Studies is a NSW Board of Studies course.

The course is designed to accommodate those students who have a specific interest in health, fitness and sports science. It provides students with a more intense and specific alternative to the compulsory PDHPE curriculum.

At Marian Catholic College, the Stage 5 Physical Activity and Sports Studies course aims to consolidate the structures already introduced in the PDHPE Stage 4 and 5 course. There is a definite benefit for students who intend to study PDHPE in Year 11 and 12 (Stage 6) or Sport, Life and Recreation (SLR) in Year 11 to study this course.

Year 9
Key topics / units studied in Year 9

- Physical Fitness
- Body in Motion
- Nutrition of Athletes
- Fundamentals of Movement
- Practical lesson: gym, archery, golf
  indoor sports, ten pin bowling

Year 10
Key topics / units studied in Year 10

- Australian Sporting History
- Lifestyle, Leisure and Recreation
- Coaching
- Event Planning
- Practical lessons: canoeing, badminton,
  volleyball, squash, gym

Particular Course Requirements
Students will need to adhere to the Marian Catholic College PDHPE /PASS Uniform and Work, Health & Safety Policies.

Students may be assessed via:

- Research Assignment
- Movement skill and application
- Coaching session (theory and practical)
- Skill analysis
# Textiles Technology

**Coordinator:** Mrs M Shannon  
**Years 9 & 10**

<table>
<thead>
<tr>
<th>Course Description</th>
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</table>
| The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.  
  - Apparel  
  - Furnishings  
  - Costume  
  - Textile arts  
  - Non-apparel.  
  
By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.  
**This course would suit students with interests / special skills in:** design, fashion, fashion drawing, making textiles items including garments, and the use of colour & embellishments on Textile Items.  

<table>
<thead>
<tr>
<th>Year 9: Semester 1:</th>
<th>Year 10 Semester 1:</th>
<th>Year 10 Semester 2:</th>
</tr>
</thead>
</table>
| **Interior Design:** Chenille Cushion  
  Ottoman- designing & printing with disperse dyes.  
  Interior Design Drawings | **New Beginnings**  
  Decorative work- using solar Dyes, Applique & Embroidery.  
  Textile Art Picture Frame | **On The Boardwalk**  
  Folio Work  
  Fashion Outfit  
  Fashion Drawing |  
  Pyjama Party: PJ's |  |  |  

<table>
<thead>
<tr>
<th>Course Requirements</th>
</tr>
</thead>
</table>
| Students will participate in practical work weekly.  
Assessment is based on practical projects and research projects & folio’s. |  

<table>
<thead>
<tr>
<th>Benefits of Textile Technology:</th>
</tr>
</thead>
</table>
| Opportunity to work collaboratively with others to achieve individual & collective goals.  
Develop skills working with textile materials, equipment and techniques.  
Problem solving, workplace communication & cooperative work practices are embedded in all units of work  
Develop skills that may equip them for the workforce and vocational pathways. |
# Visual Arts

**Coordinator:** Mr M Segrave

<table>
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<tr>
<th>Years 9 &amp; 10</th>
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## Course Description:
Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks.

## What will students learn about?
Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time.

They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

### Year 9
Key topics / units studied in Year 9:
- Unit 1 – Subjective Portraiture – drawing and painting
- Unit 2 – Still Life Studies - collage
- Unit 3 – Still Life Painting
- Unit 4 – Representations of the City – from photography to print
- Unit 5 – Post Modern Deconstruction
- Unit 6 – Postmodernism
- Unit 7 – 3D Artmaking

### Year 10
Key topics / units studied in Year 9:
- Unit 1 – Navigating the Body
- Unit 2 – The Natural Environment
- Unit 3 – Objects & Ideas - 3D Artworks
- Unit 4 – The Environment Man-made – from art to architecture

## Particular Course requirements
To cover the cost of consumable items and workshops/excursions, there is a supplementary annual fee of $65 per year.

As well, students are able to attend the Creative Arts Sydney Excursion in February.

Students will be required to build a body of work or art portfolio over each year (Year 9 &10) and keep a visual arts process diary to support their artwork.

Assessment will cover the following areas:
- Practical work
- Visual Arts Process Diary
- Historical studies
- Critical Studies

## Extension Opportunities
Art Competitions, Presentation of Artworks at the Creative Arts Carnival Night, Membership of the Art Club, Artwork of the Month, exhibition at local galleries