



# St Joseph's College

## Stage 5 Course Handbook

Year 9 2018  
Year 10 2019

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# MESSAGE FROM THE PRINCIPAL

The next exciting phase of your secondary education awaits you! This Handbook provides a guide to the Middle Phase Curriculum for each student pathway available here at St Joseph's College for 2018-2019.

St Joseph's College is committed to offering a Stage 5 full of opportunities for all students to thrive, discover what they do well and to acquire the skills to prepare them for the next stages of their lives.

So that you are able to choose a future pathway that is best suited to you, over the next two years you will spend time doing the following:

- seeking counselling support from the Leader of Careers/VET, Ms Stegeman.
- seeking extra advice from the Leader of Curriculum, Mrs McAlister.
- talking extensively with your parents.
- starting to think about areas you are really interested in and would like to pursue further.
- developing your own interests and skills, through your subject choices which will not necessarily be the subjects your friends may be choosing. Take a risk and explore your options.

One of the keys to success for any individual in the 21<sup>st</sup> century is the ability to be flexible. Although some subjects may not run due to small numbers, this mostly likely will not ruin your life, but may provide more opportunities to explore subjects and interests you had not thought of previously.

I encourage you to take the time to read all the information carefully, discern your choices and pray for guidance.

Mr Scott Thomson  
Principal

# INTRODUCTION

This handbook is designed to assist parents and students to understand the requirements for the award of the Record of Student Achievement (RoSA) and to provide information about the various courses on offer in Stage 5 (Years 9 and 10) at St Joseph's College.

The syllabuses covering Years 7-10 may be viewed on the NSW Board of Studies Teaching and Educational Studies (BOSTES) website, [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).

**All students in Years 9 and 10 at St Joseph's College study the mandated core curriculum, Catholic Studies, two elective subjects for 200 hours (Years 9 and 10) and one elective subject for 100 hours (Year 9 only).** The elective subjects chosen allow students to further develop their interests and talents. The electives also allow students to gain insights into subject areas which they may not necessarily pursue at a later stage.

At this stage of schooling, it is important for students to broaden their educational experiences and to choose electives which they feel will be interesting and enjoyable. At this point in their education, career paths may not be significant for some students in making decisions about electives for Years 9 and 10. However, what is significant is that students work to the best of their ability in the core and elective subjects to provide themselves with an excellent grounding for future study or work.

**This handbook provides a variety of course description but not all courses will necessarily run. Student subject preferences, class sizes and timetabling constraints will affect the final elective line structure. Considerable effort will be made to meet the preferred choices of students.**

Additional information about Stage 5 subjects and the Record of Student Achievement is available from Course Teachers, Leaders of Learning and the Leader of Curriculum.

Mr Scott Thomson – Principal

Mr Peter Lyon – Deputy Principal

Mrs Kathy McAlister – Leader of Curriculum

Mr Mark Williams – Leader of Pastoral Care – Year 8 (2017)

# STAGE 5 AT ST JOSEPH'S COLLEGE

St Joseph's College has, as an essential part of its curriculum philosophy, a commitment to a sense of community, to Gospel values, and to the education of the whole person. This philosophy is reflected in the provision of a curriculum that provides a sound grounding in education for life spiritually, intellectually, emotionally, socially and physically.

The curriculum in Stage 5 not only meets the requirements of BOSTES but also aims to provide our students with an education that is essential for a worthwhile, meaningful and well balanced lifestyle in today's ever-changing society. All students are provided with a quality, contemporary curriculum which takes into account the needs of students of differing abilities and backgrounds and seeks to provide for all students an enriching school experience which develops their potential.

Courses are structured and programmed so that they provide students with the widest possible choice of educational experiences and the opportunity to develop their skills and capabilities to the optimum level within the guidelines of the various syllabi. The Year 7 – 10 curriculum is designed to provide a basis for the courses of study offered for the Higher School Certificate. Life skills courses are available for students with special needs.

## Curriculum

The curriculum in Stage 5 at St Joseph's College will include:

1. Religious Education – Catholic Studies
2. English
3. Mathematics
4. Science
5. PDHPE
6. HSIE – History, Geography, Civics and Citizenship
7. Two elective choices studied for two years (200 Hours) from the list of additional courses on offer.
8. One elective choice studied for one year (100 hours) from the list of additional courses on offer.

The electives at St Joseph's College are commenced in Year 9 and studied for one or two years. In *exceptional circumstances*, students may seek permission from the Leader of Curriculum to change a 200 hour elective choice for Year 10.

## Satisfactory Course Completion Requirements

For the satisfactory completion of a course, it is the responsibility of the student to:

- (a) follow the course developed or endorsed by BOSTES; and
- (b) apply himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by the student's attendance and level of involvement in class, assignments, homework, assessment completion and his/her level of achievement. If the Principal determines that a student is in danger of not completing a course satisfactorily, he/she will be warned in writing in time to correct the problem and satisfactorily complete the course.

## Choosing Electives

Section Two of this handbook provides course descriptions which will help students and parents make informed and realistic elective choices, based on the student's own interests, talents and abilities. Students may even begin to think of future career paths at this stage.

***Even though at St Joseph's College we endeavour to accommodate the choices of each student, availability of electives will be dependent upon staffing, timetabling and the number of students electing a particular course.***

# SECTION ONE

## COURSES WHICH ALL STUDENTS STUDY



# **COURSES WHICH ALL STUDENTS STUDY**

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**Catholic Studies**

**English**

**Geography**

**History**

**Mathematics**

**Personal Development, Health and Physical Education**

**Science**

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**COURSE DESCRIPTION**

The course pursued in Years 9 and 10 is based on the "Faithful to God, Faithful to People", Curriculum (Sydney, Catholic Education Office) and incorporates the text, "To Know, Worship and Love."

Content Strands covered are:

- Scripture and Jesus
- Church and community
- God, Religion and Life
- Prayer, Liturgy and Sacraments
- Morality and Justice

**WHAT TOPICS ARE COVERED?****Year 9:**

- Biblical Writing
- The Story of the Church in Australia
- The Search for Meaning
- Sacraments of Healing
- Living the Commandments and Beatitudes

**Year 10:**

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

**ASSESSMENT TASKS**

Assessment Tasks may include:

- Research assignments
- Reports (verbal, written)
- Essays
- Creative presentations
- Examinations
- Worksheets
- Interviews
- Analytical tasks

During Year 10, a Formal Assessment program is followed to establish the levels to be awarded for the Record of Student Achievement (RoSA).

**HOW CAN THIS COURSE HELP ME?**

The aim of this course is to assist students towards:

- making sense of everyday life experiences in the broader contexts of mystery, complexity, confusion and awe.
- gaining access to and understanding the scriptures, the traditions of the Catholic community, its stories, its experiences and its teachings.
- celebrating with others the mystery and life of the Risen Christ.
- responding to the activity of God in their lives and in the whole of creation.
- responding to the human search for truth, beauty and goodness.

**CSYMA**

An additional Catholic Schools Ministry (CSYMA) course is being offered in Years 9 and 10 to cater for those committed Catholics wishing to put their faith into action. This course is integrated into the Year 9 and 10 course.

**COURSE DESCRIPTION**

The goal of the English teacher in Years 9 and 10 is to have students appreciate all forms of communication and to strive towards personal excellence in using language.

To assist students as they work towards achieving this goal, activities will:

- be varied and student-centred.
  - allow for individual needs, abilities and interest.
  - provide language experience in a variety of contexts, including literature, mass media, and workplace and everyday communication.
- 

**WHAT TOPICS ARE COVERED?**

Areas of English studied include:

- Fiction
  - Non-Fiction
  - Poetry
  - Drama, especially Shakespearean texts
  - Language
  - Text Types
  - Mass Media including Information Technology
  - Public Speaking
  - Film
- 

**ASSESSMENT TASKS**

A variety of both formal and informal assessment tasks will be used. Student self assessment will also be encouraged throughout each unit for reflective opportunities.

Students will be formally assessed in the modes of:

- Reading
- Writing
- Speaking
- Listening
- Viewing and Representing

It is important to note that Stage 5 English results impact on the level of English undertaken by individual students for the Higher School Certificate. These skills are also used within Senior English Courses.

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**HOW CAN THIS COURSE HELP ME?**

A commitment to English will provide students with skills which will be an advantage in every subject they undertake. They will also become proficient in aspects of English which will assist them in gaining employment and also in any future courses of study they may undertake.

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**COURSE DESCRIPTION**

The Geography that we study in Stage 5 is very different in so many ways to that which was studied in Years 7 and 8. We focus largely on Australian Geography – the intention is to help students know and appreciate our own country and our own local area. Geography gives students a chance to really comprehend the physical forces that have made Australia a most unique continent and also begin to understand the effects that we have had and continue to have on our natural environment. Some of those impacts have been beneficial but many can be quite negative. A study of geography asks students to really begin to make informed judgements about our interactions with our environment. It is a mandatory course for all students in NSW.

Stage 5 Geography is more extensive, more detailed and more demanding than HSIE subjects studied in Years 7 & 8. It also offers opportunities for students to demonstrate their abilities in grappling with contemporary and often controversial issues such as appropriate coastal development in our own local area, links with our near neighbours through migration, trade and defence and the challenges facing Australian communities in the twenty-first century. There is a strong focus on developing students' skills to become critical thinkers and be able to analyse issues from a variety of perspectives. A regular pattern of homework and revision along with skills in organisation and time-management are essential for success in Stage 5 Geography.

The mandatory course of Stage 5 Geography is studied only in Year 10 at SJC. It is studied for the whole year, i.e. it is not semesterised. Students who wish to study Geography also in Year 9 can select elective Geography in Year 9 as a 100-hour (one year) course, before they undertake their mandatory course in Year 10.

Fieldwork is a compulsory element of the study of Geography and is a very valuable learning experience for all. The cost of fieldwork is likely to be approximately \$15.

**WHAT TOPICS ARE COVERED?**

The Geography component of this course is designed to provide students with an understanding of Australian environments, our interactions with them and the ways that Australia interacts with its regional and global partners. There are four topics:

- |   |   |
|---|---|
| <p><b>1. Sustainable Biomes</b><br/>The physical characteristics and changing nature of biomes and their productivity</p>         | <p><b>3. Environmental Change and Management</b><br/>The functioning of environments and the scale of human-induced environmental change challenging sustainability</p> |
| <p><b>2. Changing Places</b><br/>The patterns and trends in population movements and the increasing urbanisation of countries</p> | <p><b>4. Human Wellbeing</b><br/>The nature of, and differences in, human wellbeing and development that exist within and between countries.</p>                        |

**ASSESSMENT TASKS**

Assessment can take many forms. They may involve:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• fieldwork reports</li> <li>• individual research projects</li> <li>• group work</li> <li>• examinations</li> </ul> | <ul style="list-style-type: none"> <li>• topic tests</li> <li>• oral presentations</li> <li>• multimedia presentations</li> </ul> |
|---|---|

**HOW CAN THIS COURSE HELP ME?**

This course is compulsory for all students in NSW.

Geography provides all students with a deeper understanding of our own environment and the impacts that we have had on it, as well as an appreciation of their responsibilities as citizens of Australia. If we expect to live in a just and fair society we need to understand that such things can only exist if we ensure justice and fairness. Students will be equipped with knowledge and skills for active participation in community life, promotion of intercultural understanding, ecological sustainability and advocacy for a just society. Now, more so than ever, an understanding of how we interact with the environment is vital to us, and for future generations.

Irrespective of the future subject choices or career directions of our students, the study of Geography is intended to develop skills in gathering, organising and evaluating information, critically analysing propositions and being able to construct logical, well-reasoned explanations or hypotheses. Without such skills it is not possible to be successful in any higher level educational or vocational pursuits. The skills, therefore, are universal – they are not confined to Geography but are essential building blocks for all future study and active citizenship.

**COURSE DESCRIPTION**

History in Stage 5 is very different in content to that which you studied in Years 7 & 8. All students at SJC study History in Year 10. The only History course available for Year 9 students is Elective History, which is described elsewhere in this handbook.

Stage 5 students will be undertaking activities that are more extensive and detailed than in Years 7 & 8. There is a strong emphasis on developing within students a range of capabilities and understandings such as critical and creative thinking, ethical understanding, literacy, numeracy, civics and citizenship and sustainability.

In order to succeed students must commit to a regular pattern of homework and study and they will need to develop sound organisational and time-management skills.

Students in Year 10 will be undertaking an exciting course of study – one which will carry them across time and space, from 18<sup>th</sup> century Industrial Britain, to Revolutionary Europe, to the horrendous wars of the twentieth century, to the struggles for rights and freedoms at home and abroad and to the present day and the impacts of a rapidly globalising world.

Compulsory fieldwork is part of the study of History. It is expected that the cost will be approximately \$15 per student.

**WHAT TOPICS ARE COVERED?*****“The Making of the Modern World and Australia”***

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

We then study the history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development.

We explore the transformation of the modern world during a time of political turmoil, global conflict and international cooperation. This provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

There are two sections to the course:

- |  |  |
|--|--|
| <p>1. <i>“The Making of the Modern World”</i> including:</p> <ul style="list-style-type: none"> <li>- Making a Better World (Depth Study 1)</li> <li>- Australians At War (Depth Study 3 - Mandatory)</li> </ul> | <p>2. <i>“The Modern World and Australia”</i> including:</p> <ul style="list-style-type: none"> <li>- Rights and Freedoms 1945 – the Present (Depth Study 4 - Mandatory)</li> <li>- The Globalising World (Depth Study 5)</li> </ul> |
|--|--|

**ASSESSMENT TASKS**

Assessment can take many forms. They may involve:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• fieldwork reports</li> <li>• individual research projects</li> <li>• group work</li> <li>• examinations</li> </ul> | <ul style="list-style-type: none"> <li>• topic tests</li> <li>• oral presentations</li> <li>• multimedia presentations</li> </ul> |
|---|---|

**HOW CAN THIS COURSE HELP ME?**

This course is compulsory for all students in NSW and is an exciting component of the new Australian Curriculum.

History provides students with an understanding of the forces that shaped the modern world from scientific, technological and political revolutions in Europe to influences on our own Australian heritage and history. It is really vital to have an understanding of where we've come from to understand where we are today.

Irrespective of the future subject choices or career directions of our students, the study of History is intended to develop skills in gathering, organising and evaluating information, critically analysing propositions and being able to construct logical, well-reasoned explanations or hypotheses. We must develop in our students skills that will enable them to see things from a variety of perspectives and have an empathy for others. Without such skills it is not possible to be successful in any higher level educational or vocational pursuits. The skills, therefore, are universal - they are not confined to History but are essential building blocks for all future study and for being an effective global citizen.

**COURSE DESCRIPTION**

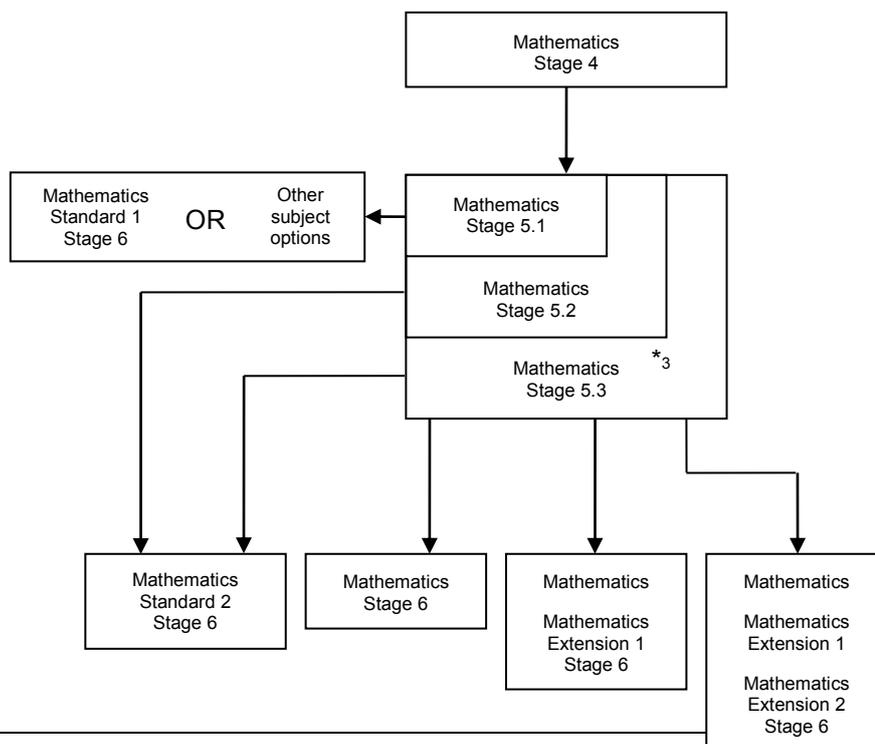
The Mathematics syllabus, for the Australian Curriculum, forms part of a continuum of mathematics from Kindergarten to Year 10. In order to cater for the full range of learners, three specific end points have been identified for Stage 5 (Years 9 and 10). The syllabus has been broken up into three strands. They are:

- Content Strands {
- Number and Algebra
  - Measurement and Geometry
  - Statistics and Probability

The Stage 5 Syllabus has been broken up into three sections; 5.1, 5.2 and 5.3. Students will need to follow the path that is appropriate to the direction they wish to follow beyond Year 10. In most cases, the path chosen will be determined by a number of factors. Student performance in Stage 4 (Years 7 and 8) and career aspirations are two factors that would indicate a certain level of future study.

To help this decision, the following pathway into Senior Mathematics is recommended:

- Note:**
1. It is very difficult for a student to study the Mathematics course in Year 11 and 12 if they come from Mathematics Stage 5.2.
  2. Mathematics is not compulsory for either HSC study or ATAR calculations. Students who are in Maths may be more suited to study courses other than Mathematics.
  3. There is an option for students to be accelerated to complete Year 9 and 10 in 2018 and start HSC Mathematics in 2019. (This will be by invitation only.)



**ASSESSMENT TASKS**

Assessment tasks are mostly exam-based.

**HOW CAN THIS COURSE HELP ME?**

**Mathematics Stage 5.3:** This course can help students who wish to pursue a University course, eg. Engineering, Physiotherapy, Accounting. It is also for students who have proven themselves to be capable of the advanced junior course.

**Mathematics Stage 5.2:** This course can help students as stepping stone into the senior course of Mathematics Standard. Later it will help students for apprenticeships etc.

**Mathematics Stage 5.1:** This course is designed for students who have previously struggled in this subject. It gives them the opportunity to achieve to their level.

**COURSE DESCRIPTION**

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable and improves their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

Context is divided into four strands:

1. Self and Relationships
2. Movement Skill and Performance
3. Individual and Community Health
4. Lifelong Physical Activity

Hours of study are divided between practical and theory lessons.

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**WHAT TOPICS ARE COVERED?**

Games	Movement Appraisal
Health Consumerism	Coaching and Leadership
Influences and Decisions	Risk Taking
Dance	Life Saving

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**ASSESSMENT TASKS**

Practical assessment  
Oral Presentations/Discussions  
Bookwork / Project Log  
Assignments  
Examinations  
Group and individual tasks  
Powerpoint presentation

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**HOW CAN THIS COURSE HELP ME?**

PDHPE encourages personal awareness of individual and community health issues and the importance of physical activity in maintaining good health to be able to enjoy quantity and quality of life.

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**COURSE DESCRIPTION**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world.

**CONTENT STRANDS****KNOWLEDGE AND UNDERSTANDING**

The content is organised into four strands:

***Physical World (PW)***

The Physical World strand is concerned with understanding the nature of forces and motion, and matter and energy. The two key concepts developed within this strand are that forces affect the motion and behaviour of objects and that energy can be transferred and transformed from one form to another. Through this strand students gain an understanding of how the concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.

***Earth and Space (ES)***

The Earth and Space strand is concerned with the Earth's dynamic structure and its place in the cosmos. The key concepts developed within this strand are that the Earth is part of a solar system that, in turn, is part of a larger universe and that the Earth is subject to change within and on its surface, over a range of timescales, as a result of natural processes. Students explore the ways that humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.

***Living World (LW)***

The Living World strand is concerned with understanding living things. The key concepts developed within this strand are that the cell is the basic unit of life and that there is a diverse range of living things that have evolved on Earth. Students will gain an appreciation of the interdependence of living things and how they interact with each other and the environment. Through this strand students gain an understanding of how the structure of living things relates to the functions that their body systems perform and how these features aid their survival.

***Chemical World (CW)***

The Chemical World strand is concerned with understanding the composition and behaviour of matter. The key concepts developed in this strand are that the chemical and physical properties of substances are determined by their structure on an atomic scale and that substances change and new substances are produced in chemical reactions by rearranging atoms through atomic interactions and energy transfer.

**SKILLS**

The skills strand is organised by the processes of Working Scientifically and specifies the development of the skills that students should be able to demonstrate by the end of Stage 5.

The Working Scientifically strand involves students in the processes of *Questioning and predicting; Planning investigations; Conducting investigations; Processing and analysing data and information; Problem solving; and Communicating.*

**PRACTICAL EXPERIENCES**

The practical experiences, including the student research project, provide opportunities for students to engage in scientific inquiry during the course of their learning. Through applying the processes of Working Scientifically, students use scientific inquiry to develop their understanding of science ideas and concepts and the importance of scientific evidence-based conclusions.

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

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

**STUDENT RESEARCH PROJECT**

All students are required to undertake **at least one** substantial research project during Stage 5 which will be an individual task.

Students should choose investigations related to one of the topics they have studied or to an area of interest. They should be encouraged to address problems relevant to their immediate environment and use readily available materials to undertake their investigation.

**ASSESSMENT TASKS**

These can include: Objective Techniques, Practical Techniques, Extended Response Items, Short Response Items, Subjective Techniques and Research Assignments.



# SECTION TWO

## ELECTIVE COURSES ON OFFER



# 200 HOUR ELECTIVE COURSES ON OFFER

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Commerce

Drama

Food Technology

French

Industrial Technology - Multimedia

Industrial Technology - Timber

Information and Software Technology

iSTEM

Music

Photographic and Digital Media

Physical Activity and Sports Studies

Textile Technology

Visual Arts

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Students are to choose **TWO** electives from the subject options on the following pages.

Those courses that have an elective fee will have the cost listed on the page.

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**Exclusions:** Commerce 100 hour course.

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### **COURSE DESCRIPTION**

Commerce at St Joseph's College is an elective that can be studied either as a 100 hour course (in Year 9) or as a 200 hour course (over Years 9 and 10).

Both courses share a similar structure, ie. there are Core topics as well as Options. The 100 hour course in Year 9 will involve two Core Options (Consumer Choice and Personal Finance) as well as three related options. The overall focus of the 100 hour course is business and consumer-oriented. The 200 hour course (over two years) will cover the four Core topics as listed below plus a minimum of five related options.

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### **WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?**

Core topics:

- Consumer Choice
- Personal Finance
- Law and Society
- Employment Issues

Options: a minimum of five (5) options (school-determined) from the following list:

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

### **ASSESSMENT TASKS**

A combination of:

- Examinations
  - Assignments
  - Topic Tests
  - Multimedia Presentations
- 

### **HOW CAN THIS COURSE HELP ME?**

Young people will find themselves in situations where they have to make important decisions – these will be across many areas such as consumer purchases, financial decisions, employment, legal matters and political decisions such as how to vote. Commerce is designed to provide students with skills such as financial literacy which will assist them in making informed decisions.

Commerce also serves as a good introduction to some of the elements of senior courses of study such as Economics, Business Studies and Legal Studies, as well as Retail which is a vocational course.

Irrespective of your future academic or career directions, Commerce will provide you with a great deal of essential "living skills" information which you may not encounter anywhere else in your schooling.

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This course WILL attract an elective fee.

**Exclusions:** Drama 100 hour course.

### COURSE DESCRIPTION

In Drama, we explore three main areas:

- Making
  - creating performances
  - designing costumes
  - writing a script
- Performing
  - presenting improvised work in class
  - actually putting on the shows we create or scripts written by others
- Appreciating
  - writing analysis of our own work and others' work
  - attending and reviewing live theatre

Both the process and the performance are of equal value. We explore improvised drama as well as present structured drama for audiences.

Drama helps develop self-confidence, motivation and self-esteem. It helps students with speaking tasks in English and presentations in other subjects.

### WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

In Drama students engage in an integrated study of:

- the elements of drama
- through the practices of making, performing and appreciating
- within the context of a range of dramatic forms, performance styles and their dramatic techniques and theatrical conventions.
- topics covered can include the following:
  - Improvisation
  - Theatre Sports
  - Reading and writing scripts for performance
  - Creative Movement
  - Clowning / Pantomime
  - Mime and Mask
  - Realism / Monologue
  - Melodrama
  - Small Screen / TV
  - Makeup and costume design
  - Political / Protest Theatre
  - Play Performance

### ASSESSMENT TASKS

These include; both group and individual performance tasks, the reading and writing of scripts for performance, log books, set designs, costume designs, directorial statements, research assignments, recounts, reviews, essays and exams.

### HOW CAN THIS COURSE HELP ME?

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for **effective and responsible participation in society, taking account of moral, ethical and spiritual considerations.**

The study of drama **engages** and **challenges** students to maximise their **individual abilities through imaginative, dramatic experiences created in cooperation with others.**

**Costing for each year: Year 9 2018 - \$50.00 Year 10 2019 - \$50.00**

This course WILL attract an elective fee.

**Exclusions:** Food Technology 100 hour course.

### COURSE DESCRIPTION

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation, and their interrelationships, nutritional consideration and consumption patterns. It addresses the importance of hygiene and safe working 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.

### WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

#### Year 9

Food Selection and Health  
Food in Australia  
Food for Special Occasions  
Food Trends

#### Year 10

Food for Special Needs  
Food Service and Catering  
Food Product Development

Some Specific Experiences may include:

- Holding a party for kindergarten children
- Experimenting with different foods
- Creating a trendy café
- Designing a wedding or special event
- Tasting Bush Tucker foods
- Creating a new food product
- Visits by guest speakers
- Designing Christmas Foods
- Dining at local restaurants

### ASSESSMENT TASKS

A range of knowledge, skills and attitudes will be examined using a variety of assessment techniques including: practical exams, assignments, folio work, field reports and exams.

### HOW CAN THIS COURSE HELP ME?

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. It contributes to both vocational and general life experiences. 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.

### WHAT DO I NEED?

- An interest in food and its preparation.
- A commitment to serious study.
- An apron, tea towel and enclosed leather shoes for practical experiments.

<b>Costing for each year:</b>	<b>Year 9 2018</b>	<b>-</b>	<b>\$100.00</b>	<b>Year 10 2019</b>	<b>-</b>	<b>\$100.00</b>
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This course WILL attract an elective fee.

**Exclusions:** French 100 hour course.

### COURSE DESCRIPTION

French is a major world language spoken as the first or second language in over 40 countries around the world. Moving between countries, cultures and languages has become much more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies.

Our nearest neighbour, New Caledonia, as well as France itself are popular travel destinations. We can feel at ease when we can hear and speak their language. Many similarities in vocabulary and adopted words into our language make French an enriching experience.

### WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

Language and culture focus on topic areas that incorporate a variety of integrated activities to speak, write and understand in French.

These include:

- Food
- Family Life and routines
- Interests like sport and entertainment
- Holidays and celebrations
- Coping as the tourist in a French speaking destination

### ASSESSMENT TASKS

Focus on practical aspects such as reading and responding, listening and responding, speaking, writing as well as cultural understanding.

### HOW CAN THIS COURSE HELP ME?

- Overseas traveling
- Hospitality and Tourism
- Fashion
- Translating/Interpreting
- Journalism
- Engineering, Computer Experts, and many other positions in "offshore" companies
- Government/Armed Forces
- International Trade, Business, Law

<b>Costing for each year:</b>	<b>Year 9 2018</b>	<b>-</b>	<b>\$50.00</b>	<b>Year 10 2019</b>	<b>-</b>	<b>\$50.00</b>
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This course WILL attract an elective fee.

**Exclusions:** Industrial Technology-Multimedia 100 hour course.

## COURSE DESCRIPTION

Multimedia is used to describe a presentation that combines any of the five major media formats: text, video, pictures, animation and hypertext. The multimedia focus area of Industrial Technology provides students with an opportunity to investigate various aspects of multimedia including 3D modelling and 3D printing, animation, digital image editing, video production and visual effects.

## WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

Modules for this course are studied across Years 9 and 10 to develop an in-depth knowledge and understanding of the equipment and techniques required to generate high quality multimedia products.

Industrial Technology-Multimedia takes a „hands-on“ approach to learning, allowing students to work as individuals and in small groups to develop usable multimedia presentations in both Years 9 and 10. These projects include:

### Year 9

**Digital Imaging** – manipulating and enhancing images and text to create interesting and complex digital image compositions using Photoshop.

**3D Modelling and Printing** – develop, create and print 3D models using various programs and techniques.

**Animation** – develop and create animations using various techniques.

### Year 10

**Videography** – techniques associated with creating short films, impact of audio and using dialogue replacement, basic green screen techniques.

**Visual Effects (VFX)** – students use After Effects to enhance their videos using visual effects such as green screen and video compositing.

As well as multimedia specific areas of study students are given opportunities to develop skills that will be useful in other areas of study such as researching, report writing and evaluating.

## ASSESSMENT TASKS

Assessment tasks include a series of practical projects designed to develop and showcase student knowledge and understanding.

## HOW CAN THIS COURSE HELP ME?

Your multimedia skills can be used in other subjects and will prove invaluable to future employers. By studying Industrial Technology in Years 9 and 10 you will be providing yourself with excellent background knowledge to further your studies in this area in Year 11 and 12 and University.

Year 11 and 12 Industrial Technology - Multimedia students further refine their skills by producing more detailed products while studying a specific multimedia industry and learning about WH&S, industrial relations, legislation and environmental issues that affect industry.

<b>Costing for each year:</b>	<b>Year 9 2018</b>	<b>-</b>	<b>\$50.00</b>	<b>Year 10 2019</b>	<b>-</b>	<b>\$50.00</b>
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This course WILL attract an elective fee.

**Exclusions:** Industrial Technology-Timber 100 hour course.

### **COURSE DESCRIPTION**

Industrial Technology–Timber is a course of study which provides students with opportunities to engage in a diverse range of creative and practical experiences.

Students will firstly develop skills and knowledge in working with timber, learning to use cabinet tools and machines. They will develop an understanding of related work environments and Workplace Health and Safety (WHS) matters.

In Year 10, students will undertake a major project, which will be designed, planned and constructed by each student.

Industrial Technology–Timber is well suited to students who enjoy solving problems by making practical solutions.

### **WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?**

- Applying a design process to research, plan, make and evaluate practical projects.
- Produce drawings and a planned sequence of construction steps in order to produce practical projects.
- Using tools, equipment and machines safely, to construct practical projects.

### **ASSESSMENT TASKS**

- Research Assignments
- Practical Projects
- Project Design Folios
- Project Drawing and Plans
- Written Exams
- Project Evaluations

### **HOW CAN THIS COURSE HELP ME?**

Industrial Technology – Timber will equip you for future leisure and lifestyle activities, potential vocational pathways and future learning in the technology field.

**Costing for each year:    Year 9 2018    -    \$100.00       Year 10 2019    -    \$100.00**

This course WILL attract an elective fee.

**Exclusions:** NIL.

### COURSE DESCRIPTION

The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics.

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.

*“A recent Australian Productivity Report estimates that 75% of the fastest growing occupations require stem skills. iSTEM aims to provide students with the skills to equip them for a rapidly changing world. It will also provide them with an excellent background to assist them make better decisions about Stage 6 courses and tertiary studies.”*

### WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

The modules of study over the two year course will include:

- Engineering Fundamentals
- Aerodynamics
- Motion
- 3DCAD/CAM
- Mechatronics
- Biomedical Innovations
- Major Research Project

This Stage 5 iSTEM course is our attempt to provide an innovative and imaginative curriculum which will inspire students to take up the challenge of a career in Technology or Engineering.

### ASSESSMENT TASKS

- Research Assignments
- Practical Projects
- CAD Models
- Project Evaluation

### HOW CAN THIS COURSE HELP ME?

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. With a strong focus on the skills of engineering, iSTEM helps to prepare the student for future studies in these fields.

**Costing for each year:      Year 9 2018      -      \$100.00      Year 10 2019      -      \$100.00**

# INFORMATION AND SOFTWARE TECHNOLOGY

This course WILL attract an elective fee.

**Exclusions:** Information and Software Technology 100 hour course.

## COURSE DESCRIPTION

The study of Information and Software Technology assists students to develop knowledge, understanding and skills to solve problems in real life contexts.

Through various practical and collaborative tasks, students engage in processes of analyzing, designing, producing, testing, documenting, implementing and evaluating information and software technology based solutions.

As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information and software technology.

They can develop an interest in and enjoyment of information and software technology as an integral part of modern society.

## WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

This course integrates the study of core content within the context of information and software technology options delivered through a number of projects across years 9 and 10.

### Core Topics

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

### IST Options

- Internet and Website Development
- Networking Systems
- Databases
- Robotics and Automated Systems
- Digital Media – Game Design

## ASSESSMENT TASKS

- Research Assignments
- Practical Projects
- Written and Practical Exams

## HOW CAN THIS COURSE HELP ME?

Information and Software Technology will help you to develop an understanding of the effects of the use of computers in society. Students will develop skills that are required for a wide range of occupations.

**Costing for each year:    Year 9 2018    -    \$85.00       Year 10 2019    -    \$30.00**

This course WILL attract an elective fee.

**Exclusions:** Music 100 hour course.

#### COURSE DESCRIPTION

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

#### WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

Students select topics from a list included in the Music syllabus. Examples of topics include:

- Rock Music
- Jazz
- Music and Theatre
- Australian Music
- Solo Song
- Vocal Music
- Orchestral Music
- Romantic Music

#### ASSESSMENT TASKS

- Composition – writing music
- Aural – Listening and responding to music
- Performance – practical work

#### HOW CAN THIS COURSE HELP ME?

- Builds self-confidence, self-expression and communication amongst community members.
- Students also have the opportunity to build upon their skills as instrumentalists in both solo and group performances.
- Students develop their knowledge and skills by using music computer software.

<b>Costing for each year:</b>	<b>Year 9 2018</b>	<b>-</b>	<b>\$50.00</b>	<b>Year 10 2019</b>	<b>-</b>	<b>\$50.00</b>
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This course WILL attract an elective fee.

**Exclusions:** Photographic and Digital Media 100 hour course.

### COURSE DESCRIPTION

The aim of the Photographic and Digital Media course is to enable students to:

- Develop and enjoy practical and conceptual autonomy in their abilities to 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.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate photographic and digital media in greater depth and breadth than through the Visual Arts elective course.

### WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

In Stage 5 Photography, students learn the elements of photography:

- Cameras and how to use them
- Theory and history of photography
- Types of photography
- What makes a good photograph
- Tips on making photographs
- How to manipulate photographs using Photoshop
- How photography is used in the world around us
- How to use photographs to tell stories and illustrate concepts
- Using video and basic video editing

It is recommended that in this elective course:

- At least 40% of time should be dedicated to making and related aspects of content.
- A further 40% of time should be dedicated to the critical and historical interpretations, explanations and related aspects of content.
- The remaining 20% of time should be used to maximise the interests of students and teachers in any aspects of content.

### ASSESSMENT TASKS

- Making photographic and digital works.
- Critically and historically interpreting photographic and digital works.

### HOW CAN THIS COURSE HELP ME?

- This course provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved and been utilised over the 20<sup>th</sup> Century and into the 21<sup>st</sup> Century.
- Artistic practice that incorporates photographic and digital media plays an essential part in the contemporary art world. Practice within the school context is intended to approximate practice used in the contemporary world by artists, photographers, videographers, filmmakers, animators and critics.

**Costing for each year: Year 9 2018 - \$40.00 Year 10 2019 - \$40.00**

**Exclusions:** Physical Activity and Sports Studies 100 hour course.

## COURSE DESCRIPTION

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

Skills that are a focus include research and analysis of ethical issues involved in sports, leadership and teamwork. Students are encouraged to meet the challenge of learning these skills in order to gain their Level 1 Coaching General Principles qualification.

## WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

Body Systems	Mechanical Principles of Movement
Personal Fitness	Physiology of Exercise
Sports Injuries	Community Health Issues
Sociology of Sport	History of Sport and Phys. Education
Event Management	Coaching and Leading
Technology	Nutrition and Physical Activity

**Note:** This course explores theoretical content through a variety of movement applications.

## ASSESSMENT TASKS

- Examinations
- Debates
- Practical Tasks
- Oral Reports
- Case Studies
- Research Assignments
- Powerpoint Presentations

## HOW CAN THIS COURSE HELP ME?

- It will promote a deeper understanding of your own health status.
- It will provide an excellent introduction to the 2 Unit PDHPE senior school course.

It is a good background for those students intending to pursue a career in the area of sport, health and exercise science.

This course WILL attract an elective fee.

**Exclusions:** Textile Technology 100 hour course.

### COURSE DESCRIPTION

Textiles technology is a practical subject and Project work forms the basis of every unit of work and students are provided opportunities in developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work.

Students will investigate the work of textile designers, functional and aesthetic aspects of textiles, technology, innovation, historical and cultural influences on textile design and factors affecting them as textile consumers.

### WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

All areas of study are underpinned by practical projects, these include design, properties and performance of textiles and textiles and society.

Practical projects may include:

- Inspired bags
- Soft Toys
- Apparel (Sleepwear)
- Textile art
- Recycled textile product
- Student negotiated project work

### ASSESSMENT TASKS

Practical skills in producing textile items, documentation of project work, research assignments comprise the assessment for this subject.

### HOW CAN THIS COURSE HELP ME?

Textile Technology is for the student wishing to develop and explore their creativity using fabrics and fibres. Textiles Technology will contribute to the overall education of students by enabling them to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. The course encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study, work or training.

**Costing for each year:    Year 9 2017    -    \$100.00    Year 10 2018    -    \$100.00**

This course WILL attract an elective fee.

**Exclusions:** Visual Arts 100 hour course.

### COURSE DESCRIPTION

The Years 9-10 Visual Arts courses are an extension of the previous years.

Students will be introduced to a wide variety of art techniques and media to explore different art making strategies. Students will cover the areas of drawing, acrylic painting on canvas, printmaking (lino and silk screen) and ceramics. A large part of the course will be based on drawing as it is essential students develop confidence and skill in this area.

Art is an enjoyable subject and it enables students to develop their expressive and creative skills.

The course is comprised of:

30% Theory – Historical and Critical Studies  
70% Practical – Art making

### WHAT TOPICS ARE COVERED IN THE 200 HOUR COURSE?

#### Year 9

Figure in the Environment – Painting  
Fantasy – Printmaking  
Australian Identity – Sculpture  
Surrealism – Painting

#### Year 10

Appropriation and Painting – Pop Art  
Modern Ceramic Container – Ceramics  
The Art of Books – Bookmaking  
Steam Punk – Technical Drawing

### ASSESSMENT TASKS

Theory Assignments – Australian and International Artists and art movements particularly the Renaissance in Year 9 and Modernism in Year 10.

Practical – Drawing, Painting, Print Making, Sculpture and Bookmaking.

### HOW CAN THIS COURSE HELP ME?

Visual Arts helps develop the expressive and creative side of the student and provides the basis for continued studies in art in the senior years of schooling.

The study of Visual Arts engages and challenges students to extend their skills in practical art making.

**Costing for each year: Year 9 2018 - \$90.00 Year 10 2019 - \$80.00**



# 100 HOUR ELECTIVE COURSES ON OFFER

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**Child Studies**

**Commerce**

**Drama**

**Food Technology**

**French**

**Elective Geography**

**Elective History**

**Industrial Technology - Timber**

**Information and Software Technology**

**Marine and Aquaculture Technology**

**Music**

**Photographic and Digital Media**

**Physical Activity and Sports Studies**

**Textile Technology**

**Visual Arts**

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Students are to choose **ONE** elective **ONLY** from the subject options on the following pages.

Please note, you may not select a subject to study as a 100 hour elective if you have already chosen to study this subject as a 200 hour elective.

Those courses that have an elective fee will have the cost listed on the page.

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**Exclusions:** Nil.

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#### **COURSE DESCRIPTION**

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

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#### **WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?**

- Conception and Birth
  - Newborn Care
  - Play and the developing Child
  - Health and safety in childhood
  - Food and nutrition in childhood
  - Media and technology in childhood
- 

#### **ASSESSMENT TASKS**

- Practical tasks
  - Research Assignments
  - Keynote Presentations
  - Oral Reports
  - Examinations
- 

#### **HOW CAN THIS COURSE HELP ME?**

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. It is a good background for those students intending to pursue a career in Teaching, Early Childhood Teacher, Carer, Special Needs Support Person or Nursing.

**Costing for Year 9 only:                      Year 9 2018                      -                      \$15.00**

**Exclusions:** Commerce 200 hour course.

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### **COURSE DESCRIPTION**

Commerce at St Joseph's College is an elective that can be studied either as a 100 hour course (in Year 9) or as a 200 hour course (over Years 9 and 10).

Both courses share a similar structure, ie. There are Core topics as well as Options. The 100 hour course in Year 9 will involve two Core Options (Consumer Choice and Personal Finance) as well as three related options. The overall focus of the 100 hour course is business and consumer-oriented. The 200 hour course (over two years) will cover the four Core topics as listed below plus a minimum of five related options.

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### **WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?**

Core topics:

- Consumer Choice
- Personal Finance

Options: three (3) options (school determined) from the following list:

- Running a Business
  - Promoting and Selling
  - E-Commerce
  - Travel
  - Investing
- 

### **ASSESSMENT TASKS**

A combination of:

- Examinations
  - Assignments
  - Topic Tests
  - Multimedia Presentations
- 

### **HOW CAN THIS COURSE HELP ME?**

Young people will find themselves in situations where they have to make important decisions – these will be across many areas such as consumer purchases, financial decisions, employment, legal matters and political decisions such as how to vote. Commerce is designed to provide students with skills such as financial literacy which will assist them in making informed decisions.

Commerce also serves as a good introduction to some of the elements of senior courses of study such as Economics, Business Studies and Legal Studies, as well as Retail which is a vocational course.

Irrespective of your future academic or career directions, Commerce will provide you with a great deal of essential "living skills" information which you may not encounter anywhere else in your schooling.

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This course WILL attract an elective fee.

**Exclusions:** Drama 200 hour course.

### COURSE DESCRIPTION

In Drama, we explore three main areas:

- Making
  - creating performances
  - designing costumes
  - writing scripts
- Performing
  - presenting improvised work in class
  - actually putting on the shows we create or scripts written by others
- Appreciating
  - writing analysis of our own work and others' work
  - attending and reviewing live theatre

Both the process and the performance are of equal value. We explore improvised drama as well as present structured drama for audiences.

Drama helps develop self-confidence, motivation and self-esteem. It helps students with speaking tasks in English and presentations in other subjects.

### WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?

In Drama students engage in an integrated study of:

- the elements of drama
- through the practices of making, performing and appreciating
- within the context of a range of dramatic forms, performance styles and their dramatic techniques and theatrical conventions.
- topics covered could include the following:
  - Improvisation
  - Reading and writing scripts for performance
  - Creative Movement / Physical Theatre
  - Melodrama
  - Mime and Mask / Mask and Puppetry
  - Makeup and costume design
  - Play Performance

### ASSESSMENT TASKS

These include; both group and individual performance tasks, the reading and writing of scripts for performance, log books, set designs, costume designs, lighting designs, directorial statements, research assignments, recounts, reviews, essays and exams.

### HOW CAN THIS COURSE HELP ME?

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for **effective and responsible participation in society, taking account of moral, ethical and spiritual considerations.**

The study of drama **engages** and **challenges** students to maximise their **individual abilities through imaginative, dramatic experiences created in cooperation with others.**

**Costing for Year 9 only:**

**Year 9 2018**

**-**

**\$50.00**

This course WILL attract an elective fee.

**Exclusions:** Food Technology 200 hour course.

### COURSE DESCRIPTION

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation, and their interrelationships, nutritional consideration and consumption patterns. It addresses the importance of hygiene and safe working 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.

### WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?

Food Selection and Health  
Food Service and Catering  
Food for Special Occasions  
Food Trends

Some Specific Experiences may include:

- Celebrating with food
- MasterChef competition
- Experimenting with different food
- Packaging your own food products
- Tasting Bush Tucker foods
- Creating a trendy food product

### ASSESSMENT TASKS

A range of knowledge, skills and attitudes will be examined using a variety of assessment techniques including: practical exams, assignments, folio work, field reports and exams.

### HOW CAN THIS COURSE HELP ME?

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. It contributes to both vocational and general life experiences. 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.

### WHAT DO I NEED?

- An interest in food and its preparation.
- A commitment to serious study.
- An apron, tea towel and enclosed leather shoes for practical experiments.

**Costing for Year 9 only:                      Year 9 2018   -   \$100.00**

This course WILL attract an elective fee.

**Exclusions:** French 200 hour course.

### COURSE DESCRIPTION

French is a major world language spoken as the first or second language in over 40 countries around the world. Moving between countries, cultures and languages has become much more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies.

Our nearest neighbour, New Caledonia, as well as France itself are popular travel destinations. We can feel at ease when we can hear and speak their language. Many similarities in vocabulary and adopted words into our language make French an enriching experience.

### WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?

Language and culture focus on topic areas that incorporate a variety of integrated activities to speak, write and understand in French. These topics are in a more condensed form than the 200 hour course. By completing this 100 hour course, students will be required to study the Continuers course if French is chosen in Years 11 and 12.

These include:

- Food
- Family Life and routines
- Interests like sport and entertainment
- Holidays and celebrations
- Coping as the tourist in a French speaking destination

### ASSESSMENT TASKS

Focus on practical aspects such as reading and responding, listening and responding, speaking, writing as well as cultural understanding.

### HOW CAN THIS COURSE HELP ME?

- Overseas traveling
- Hospitality and Tourism
- Fashion
- Translating/Interpreting
- Journalism
- Engineering, Computer Experts, and many other positions in “offshore” companies
- Government/Armed Forces
- International Trade, Business, Law

**Costing for Year 9 only:**

**Year 9 2018**

**-**

**\$50.00**

**Exclusions:** Elective History 100 hour course.

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### COURSE DESCRIPTION

At St Joseph's College the mandatory Stage 5 Geography course is studied in Year 10 only. This allows the perfect opportunity for Year 9 students interested in the world and their place in it, to study elective Geography.

This is a 100 hour course which is studied for one year. It is an ideal elective for students who enjoy Geography and want to build on the knowledge and skills they already have. The topics included are different to those which make up the mandatory courses of study for Stages 4 and 5. They can however provide very useful skills development and a deeper understanding of geographical issues which will be of assistance during the Year 10 Mandatory Geography course.

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### WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?

Students will study four focus areas over the year. The focus areas will be selected from:

1. Physical Geography – includes plate tectonics, landscapes produced by natural and human processes, climate and weather.
  2. Primary Production – the nature, distribution and role of primary production like agriculture, mining, fishing and forestry.
  3. Australia's Neighbours – The environments of Australia's neighbours and specific geographical issues within the Asia-Pacific Region eg. human rights, international aid, tourism.
  4. Interactions and Patterns along a Transcontinental Transect – The factors responsible for causing variation in spatial patterns across a continent from one specific location to another eg. topography, vegetation, land use, settlements.
  5. Oceanography – includes features of the world's oceans, ocean resources and ecosystems, El Nino and La Nina, ownership and control of oceans and issues such as whaling, nuclear testing and tourism.
  6. Global Citizenship – The role of informed, responsible and active global citizenship, investigating how global challenges are addressed through action at a global scale eg. human rights, conflict and disease
  7. Political Geography – The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.
  8. School-developed Option
- 

### ASSESSMENT TASKS

Assessment in Elective Geography can take many forms. They may involve:

- Individual Research Assignments
  - Topic Tests
  - Examinations
  - Multimedia Presentations
  - Virtual Site-Studies
  - Skills Tests
- 

### HOW CAN THIS COURSE HELP ME?

This course will lead you to a deeper understanding of the natural and human processes that make our world the way it is. The role of politics and economics in shaping the life opportunities for the world's population is studied, and an understanding of how the world's resources are shared is a key learning outcome. The skills that students develop are applicable across all areas of study. Critical thinking skills and the ability to develop sound and persuasive arguments are vital to the study of Geography but are transferable to all areas of study.

As Geography is compulsory in Year 10, any skills development in Year 9 will be most beneficial for Year 10 Geography and the study of Senior Geography in Years 11 and 12.

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**Exclusions:** Elective Geography 100 hour course.

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### **COURSE DESCRIPTION**

At St Joseph's College the mandatory Stage 5 History course is studied in Year 10 only. This allows the perfect opportunity for Year 9 students with a passion for History to study Elective History. This is a 100 hour course which is studied for one year.

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### **WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?**

There are three topics which are studied:

1. Constructing History – this unit focuses on an understanding of the nature of history and how different interpretations of the past are constructed, eg. in family histories, films as a representation of history, local history, museums, etc.
  2. Ancient, Medieval and Early Modern Societies – an in-depth study of a particular society from the past. It could involve a study of either literature or architecture from an ancient society in the 19<sup>th</sup> century.
  3. Thematic Studies – this unit is an opportunity for students to work more independently and use the historical skills they have learnt so far. Areas that may possibly be studied could include Crime and Punishment, Slavery, Music through History, Terrorism, War and Peace, World Myths and Legends or Women in History.
- 

### **ASSESSMENT TASKS**

Assessment in Elective History can take many forms. They may involve:

- Individual Research Projects
  - Topic Tests
  - Examinations
  - Multimedia Presentations
  - Virtual Site-Studies
- 

### **HOW CAN THIS COURSE HELP ME?**

If you enjoy History this will further stimulate your interest. Not only will you develop a greater understanding of the world in which we live and how things around us have come to be, you will also develop some very useful skills. The skills that you learn through studying History are relevant to almost everything else you do in life. You will develop skills in research and identifying different viewpoints and perspectives being critical thinkers and communicating effectively in a variety of forms.

History in Year 10 is mandatory for all students, so any skills development you achieve in this course will be a real positive for your future studies.

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This course WILL attract an elective fee.

**Exclusions:** Industrial Technology-Timber 200 hour course.

### **COURSE DESCRIPTION**

Industrial Technology–Timber is a course of study which provides students with opportunities to engage in a diverse range of creative and practical experiences.

Students will firstly develop skills and knowledge in working with timber, learning to use cabinet tools and machines. They will develop an understanding of related work environments and Workplace Health and Safety (WHS) matters.

In Year 10, students will undertake a major project, which will be designed, planned and constructed by each student.

Industrial Technology–Timber is well suited to students who enjoy solving problems by making practical solutions.

### **WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?**

- Applying a design process to research, plan, make and evaluate practical projects.
- Produce drawings and a planned sequence of construction steps in order to produce practical projects.
- Using tools, equipment and machines safely, to construct practical projects.

### **ASSESSMENT TASKS**

- Research Assignments
- Practical Projects
- Project Design Folios
- Project Drawing and Plans
- Written Exams
- Project Evaluations

### **HOW CAN THIS COURSE HELP ME?**

Industrial Technology – Timber will equip you for future leisure and lifestyle activities, potential vocational pathways and future learning in the technology field.

**Costing for Year 9 only:**

**Year 9 2018**

**-**

**\$100.00**

This course WILL attract an elective fee.

**Exclusions:** Information and Software Technology 200 hour course.

## COURSE DESCRIPTION

The study of Information and Software Technology assists students to develop knowledge, understanding and skills to solve problems in real life contexts.

Through various practical and collaborative tasks, students engage in processes of analyzing, designing, producing, testing, documenting, implementing and evaluating information and software technology based solutions.

As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information and software technology.

They can develop an interest in and enjoyment of information and software technology as an integral part of modern society.

## WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?

This course integrates the study of core content within the context of information and software technology options delivered through a number of projects.

### Core Topics

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

### IST Options

- Database Design
- Internet and Website Development
- Robotics and Automated Systems

## ASSESSMENT TASKS

- Research Assignments
- Practical Projects
- Written and Practical Exams

## HOW CAN THIS COURSE HELP ME?

Information and Software Technology will help you to develop an understanding of the effects of the use of computers in society. Students will develop skills that are required for a wide range of occupations.

**Costing for Year 9 only:**

**Year 9 2018**

**- \$30.00**

This course WILL attract an elective fee.

**Exclusions:** Non-swimmers.

## COURSE DESCRIPTION

The focus of Marine Studies is the cultural, commercial, environmental and recreational aspect of the sea and how it is managed.

The aim of the Marine Studies syllabus is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water-related environments.

By studying Marine and Aquaculture Technology students develop technological and scientific literacy. They increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. Students are required to examine the impact of technology and human activity on the marine environment.

Students of marine Studies are engaged in both practical and theoretical learning activities inside and outside the classroom. This typically involves practical work in the technology workshops, the science lab, the food technology room or field trips to the marine environment. Theoretical activities focus on research tasks, class based assessment activities as well as exams.

All students must study the compulsory core units in Marine Studies. These units focus on developing and improving students swimming ability, the ability to recognise and respond to dangerous situations in the marine environment and develop the skills to render first aid when required. Students attempting this course **MUST** be competent swimmers (able to swim 200 metres non-stop). Students who are not keen swimmers should NOT elect this course.

In addition to the core units of study students will study five focus units in each year.

Equipment: Your own face mask, fins and snorkel.

## WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?

Topics Covered in year nine Marine Studies

- Unit 1 - Core 1 - Water Safety, First Aid and Dangers in the Marine Environment/Surfing
- Unit 2 Dangerous Marine Creature
- The Living Sea
- Manufacturing Fishing Equipment
- Fish Harvesting
- Preparing and cooking seafood
- Basic Snorkelling
- Aquarium/Aquaculture (exams, research tasks, multimedia presentations, practical)

Field Trips may include:

- Sea World
- Fishing
- Snorkelling
- Whale watching
- Dive Course (Tweed Seaportsports) – additional cost

(Please note these may incur additional costs)

## ASSESSMENT TASKS

Assessment items can include the following:

- Excursion reports
- In-class work
- Exams
- Research task
- Multi-media presentations

## HOW CAN THIS COURSE HELP ME?

Students gain an understanding of different industries involved in the marine environment.

Students will be able to identify jobs and career paths in Marine Industries.

Students develop skills that will help them enjoy the marine environment.

**Costing for Year 9 only:**

**Year 9 2018**

-

**\$100.00**

This course WILL attract an elective fee.

**Exclusions:** Music 200 hour course.

#### **COURSE DESCRIPTION**

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

#### **WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?**

Students select topics from a list included in the Music syllabus. Examples of topics include:

- Rock Music
- Music and Theatre
- Australian Music
- Vocal Music
- Orchestral Music

#### **ASSESSMENT TASKS**

- Composition – writing music
- Aural – Listening and responding to music
- Performance – practical work

#### **HOW CAN THIS COURSE HELP ME?**

- Builds self-confidence, self-expression and communication amongst community members.
- Students also have the opportunity to build upon their skills as instrumentalists in both solo and group performances.
- Students develop their knowledge and skills by using music computer software.

**Costing for Year 9 only:                      Year 9 2018                      -                      \$50.00**

This course WILL attract an elective fee.

**Exclusions:** Photographic and Digital Media 200 hour course.

### COURSE DESCRIPTION

The aim of the Photographic and Digital Media course is to enable students to:

- Develop and enjoy practical and conceptual autonomy in their abilities to 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.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate photographic and digital media in greater depth and breadth than through the Visual Arts elective course.

### WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?

In Stage 5 Photography, students learn the elements of photography:

- Cameras and how to use them
- Theory and history of photography
- Types of photography
- What makes a good photograph
- Tips on making photographs
- How to manipulate photographs using Photoshop
- How photography is used in the world around us
- How to use photographs to tell stories and illustrate concepts

It is recommended that in this elective course:

- At least 40% of time should be dedicated to making and related aspects of content.
- A further 40% of time should be dedicated to the critical and historical interpretations, explanations and related aspects of content.
- The remaining 20% of time should be used to maximise the interests of students and teachers in any aspects of content.

### ASSESSMENT TASKS

- Making photographic and digital works.
- Critically and historically interpreting photographic and digital works.

### HOW CAN THIS COURSE HELP ME?

- This course provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved and been utilised over the 20<sup>th</sup> Century and into the 21<sup>st</sup> Century.
- Artistic practice that incorporates photographic and digital media plays an essential part in the contemporary art world. Practice within the school context is intended to approximate practice used in the contemporary world by artists, photographers and critics.

**Costing for Year 9 only:**

**Year 9 2018**

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**\$40.00**

**Exclusions:** Physical Activity and Sports Studies 200 hour course.

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**COURSE DESCRIPTION**

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

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**WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?**

Issues in Sport  
Sports Injuries  
Physical Fitness  
Nutrition and Physical Activity

**Note:** This course explores theoretical content through a variety of movement applications.

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**ASSESSMENT TASKS**

- Examinations
  - Debates
  - Practical Tasks
  - Oral Reports
  - Case Studies
  - Research Assignments
  - Powerpoint Presentations
- 

**HOW CAN THIS COURSE HELP ME?**

It will promote a deeper understanding of your own health status.

It is a good background for those students intending to pursue a career in the area of sport, health and exercise science.

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This course WILL attract an elective fee.

**Exclusions:** Textile Technology 200 hour course.

### COURSE DESCRIPTION

Textiles technology is a practical subject and Project work forms the basis of every unit of work and students are provided opportunities in developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

A study of Textiles Technology provides students with broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work.

Students will investigate the work of textile designers, functional and aesthetic aspects of textiles, technology, innovation, historical and cultural influences on textile design and factors affecting them as textile consumers.

### WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?

All areas of study are underpinned by practical projects, these include design, properties and performance of textiles and textiles and society.

Practical projects may include:

- Inspired bags
- Soft Toys
- Apparel (Sleepwear)

### ASSESSMENT TASKS

Practical skills in producing textile items, documentation of project work, research assignments comprise the assessment for this subject.

### HOW CAN THIS COURSE HELP ME?

Textile Technology is for the student wishing to develop and explore their creativity using fabrics and fibres. Textiles Technology will contribute to the overall education of students by enabling them to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. The course encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study, work or training.

**Costing for Year 9 only:                      Year 9 2018                      -                      \$100.00**

This course WILL attract an elective fee.

**Exclusions:** Visual Arts 200 hour course.

### COURSE DESCRIPTION

The 100 hour Visual Arts course is an extension of the mandatory Stage 4 course.

Students will be introduced to a wide variety of art techniques and media to explore different art making strategies. Students will cover the areas of drawing, acrylic painting on canvas, printmaking (lino and silk screen) and ceramics. A large part of the course will be based on drawing as it is essential students develop confidence and skill in this area.

Art is an enjoyable subject and it enables students to develop their expressive and creative skills.

The course is comprised of:

30% Theory – Historical and Critical Studies

70% Practical – Art making

### WHAT TOPICS ARE COVERED IN THE 100 HOUR COURSE?

#### Year 9

Figure in the Environment – Painting

Fantasy – Printmaking

Australian Identity – Sculpture

Surrealism – Painting

### ASSESSMENT TASKS

Theory Assignments – Australian and International Artists and art movements particularly the Renaissance.

Practical – Drawing, Painting, Print Making, Sculpture.

### HOW CAN THIS COURSE HELP ME?

Visual Arts helps develop the expressive and creative side of the student.

**Costing for Year 9 only:                      Year 9 2018                      -                      \$90.00**

## **CONCLUSION**

St Joseph's College is a Catholic school that strives to offer a broad curriculum to students in a caring and disciplined environment.

Our Mission Statement promotes a Catholic Christian environment where students and staff work closely together in an attempt to meet the needs of each individual student.

Having read through this handbook, the details provided for each course should help families understand the commitment required to complete each subject satisfactorily.

When discussing the selection of specific courses, the following factors need to be considered:

1. A broad education at this stage of a student's education is an asset and should be valued.
2. Students are required to attend school until 17 years of age, therefore it is important that students select subjects that they are both interested in and enjoy which may lead to further specialisation and a future career pathway.
3. St Joseph's College provides a range of advisors to help students select wisely. It is important that students, parents and teachers all work together to create a range of possibilities for each student to explore.