

SUBJECT INFORMATION
HANDBOOK

Year 9 2022



St Leo's CATHOLIC COLLEGE

**The Principal
St Leo's Catholic College**

July 2021

Dear Students,

The new academic year of 2022 will not only be a new stage but a whole new learning experience for your young person. They (in conjunction with yourselves and the College) will be able to start to tailor their *pattern of study* as they have the opportunity to choose 2 of their subjects across what is called Stage 5 (Years 9 and 10). These subjects are called elective subjects.

Together with these elective subjects will be the mandatory (or core subjects) as stipulated by NSW Standards Education Authority (NESA).

The process of choosing the right elective subject is a personal one. Subjects should be chosen according to interest, ability and aptitude. Factors such as 'what my friends are doing', 'who teaches the subject', or 'it's an easy subject', should not be used in determining subjects.

Stage 5 recognises your young person's developing maturity and responsibility in being able to choose their electives that will allow them to discover and or enhance their passion. Research shows that young people who can identify and pursue a passion are better prepared for an have a more positive outlook on their futures than those who do not. The benefits of this are manifold and magnified over a lifetime as they more confidently springboard into the senior secondary years. So, it is important that you choose carefully – besides the academic side of these subjects, the very nature of the subjects can build your passion!

At St Leo's we strive to develop you into a well-rounded person who is able to live as a Christian citizen, who is creative, has character, can communicate effectively with a wide variety of people and can collaborate in your work and personal life. One who can think critically in this modern world. By doing this – you will be in the best position to help others and make our world a better place as competent Catholic valued women and men of conscience.

This booklet contains advice on how best to go about choosing the right subject, NESA requirements and credentialing, as well as mandatory and elective course information, including course contributions. Please take the time to read through this booklet carefully before making your considered choices.

Find out as much information as you can about the subjects that you may wish to elect to make an informed choice.

Good luck, Year 8, choose wisely!



Mr A F Gleeson
Principal
July 2021 for 2022

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Stage 5 Curriculum

The Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a formal credential for HSC students who leave school after Year 10 before they receive their Higher School Certificate (HSC). The RoSA is designed to record and credential all secondary school students' academic results up until the HSC.

The RoSA will show students Year 10 Grades, as well as any Grades for Year 11 (Preliminary) courses completed after that. While all students currently receive Grades for the courses they complete at the end of Year 10, this system will be extended to also capture Grades for courses a student completes in Year 11.

The RoSA will also show results of any VET or Life Skills courses students complete in Year 10 and/or Year 11.

If a student leaves school before receiving a Grade in Year 11 or 12 courses, their RoSA will record the courses they commenced. This measure acknowledges the fact that many students begin a senior secondary study but leave school for employment or other training opportunities before receiving their HSC.

NSW Education Standards Authority Requirements

Students who meet the mandatory requirements of the NSW Education Standards Authority (NESA) will be eligible for the Record of School Achievement at the end of Year 10.

Students must complete programs of study that comply with the requirements of Stage 4 (Years 7 and 8) and the Stage 5 (Year 9 and 10) NESA syllabuses. Students at St Leo's Catholic College follow a program of study from Year 7 to Year 10, which ensures that each student is able to meet these requirements.

Students in Year 9 and 10 also have the option to study some elective courses in addition to the mandatory program required by NESA. In addition to the core subjects each student will select TWO elective subjects which will each be studied for 200 hours across Stage 5. The electives available are listed later in this booklet.

Students will be allocated a Grade at the end of each year for each completed elective and those grades will be recorded on the students Record of School Achievement.

To be eligible for a Record of School Achievement, students must:

1. Apply themselves with diligence and sustained effort to the set tasks in the course, and;
2. Achieve some or all of the course outcomes
3. Have a satisfactory record of attendance for the school year.

If a student is in danger of failing to meet course requirements they will be given sufficient warning to correct the problem. Failure to do so will result in an "N" determination. It is possible that this could result in the student not receiving a RoSA.

Anyone who would like more information about RoSA at this stage is encouraged to access www.nesa.nsw.edu.au

What does 'applied themselves with diligence and sustained effort' mean?

The following guidelines have been developed to explain what 'applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course' by the school means.

Assessment Tasks

Each student is required to attempt all assessment tasks to the best of their ability and submit them on or before the due date. If a student misses an assessment task due to illness or misadventure they must follow the process outlined in the Assessment Handbook, which will be handed out at the start of Year 9.

Class Work

Every student should be actively involved in all the learning experiences provided to the best of their ability. This includes activities such as practical work, discussion and written work.

Conduct in Lessons

Every student must contribute towards an environment that promotes learning. Students need to be cooperative and show respect for themselves, others and classroom property in order to achieve this goal.

Home Study

As a general guide, students on average would be expected to spend approximately 2 hours on home study, 5 times per week in order to complete set homework, work on major assignments and tasks and complete revision.

Preparation for Classes

A student must attend every lesson with all the necessary equipment as prescribed by the subject. They must also have prepared themselves for each lesson by completing homework or other activities as requested by their teacher.

Stage 5 Assessment

At the end of Year 10, a student's achievement for each course that they have studied and successfully completed (including the required hours), will be reported as a Grade from A to E. In Mathematics, the grades have been further differentiated into nine levels: A10, A9, B8, B7, C6, C5, D4, D3, E2.

The descriptor that provides the best overall summary of a student's achievement, at the end of Stage 5, will determine the grade awarded to each student. Teachers will use assessment information collected in both formal and informal assessment tasks to make a final judgement about students' achievements in relation to the Course Performance Descriptors.

Note that there is no predetermined percentage of students allocated a particular grade. The number of each grade allocated depends solely on the performance of students in that group when compared to the Course Performance Descriptors.

Students will be given a College Assessment Policy at the appropriate time that will set out the rules and procedures to be followed in the event of any illness or misadventure.

It is expected that tasks which are completed at home will be the student's own work and they may be required to sign a statement to this effect. The College Assessment Policy will provide further information on this matter.

Notes about the Record of School Assessment

1. The RoSA will be awarded to all eligible students when they leave school
2. 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
3. To receive a RoSA students will need to meet the College's attendance requirements
4. Students will be able to request a RoSA from the College when they are considering leaving, and if they are eligible, the RoSA credential will be sent directly to the student from NESAs
5. If students have completed any Life Skills courses they will receive a Life Skills Profile of Student Achievement at the same time as their RoSA

More information can be found on the NESAs website by following the link below:

<http://www.nesa.nsw.edu.au/rosa/>

At the time of publication, this document contains the most up-to-date information available from the New South Wales Education Standards Authority. The K-10 section on the NESAs website provides regular updates.

The address is: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

College Requirements for Subject Selection

What to consider when making your subject selections

Elective courses give students the opportunity to study a diverse range of subjects. Students are encouraged to select courses based on their interests, as experience has shown that this leads to greater success in their academic pursuits. It is advisable for all students to aim to broaden their educational experience through their choice of subjects. Parents are requested to consider this when discussing subject choices with their children.

It is important to remember that two of the chosen electives are to be studied for two years and the other elective is studied for one year, culminating in the award of a RoSA if the student meets all other requirements.

Students may not always receive their first choices. Elective courses will only be offered if there is a sufficient number to form a class. Also, if there are more applicants than places, then the aptitude and attitude of students may determine their placement.

Seek Guidance

Students are encouraged to discuss with teachers before making selections. KLA Leaders of Learning and the Dean of Curriculum will be happy to assist with the selection.

Changes of Subjects

The College recognises that there are occasions when students will require a change of elective. Therefore, changes of subjects are allowed up until the end of Week 4, Term 1 of Year 9 when reasons for doing so are deemed appropriate by the College. Please be aware that these changes may **not** be able to be accommodated due to factors such as class numbers, or other subjects on existing lines.

Students are to complete studies in the seven (7) core subjects and can then study an additional two (2) elective subjects for Year 9 and Year 10.

Subject Selection Process

Students will be required to **choose their subjects via Edval Choice**

Please remember it is not possible to offer every combination of subjects; therefore, not all students will be able to study all their preferences. This is because some subjects must be on at the same time as others.

Subject groupings will be decided based on the best fit for the most students, from this original selection the preferences students submit online.

It is the Principal's discretion as to whether a course will or will not run.

Timeline

Early Week 3 Term 3 2021 the Subject Selection Handbook will be distributed to students and parents digitally.

Students will then participate in a **Subject Selection Presentation Zoom Assembly (Wednesday 28 July)** where the Dean of Curriculum will discuss the courses on offer in 2022, and guide the students through their responsibilities in the process.

Following this assembly, students will **receive, via email, a confidential webcode** that they will be required to complete for their subject selections at a later stage of the process. Students will need to upload their preferences into Edval-Choice by **Wednesday 4 August**.

Please view this link to watch a demonstration of how to use [EDVAL CHOICE](#).

Edval Choice is a web-based programme where students upload their preferences. This automatically synchronizes with the College timetable.

Students will receive an email from Edval which will direct them to Edval-Choice. Here they will enter their webcode and input their preferences. Once this is completed, students will receive an email with the following instructions from Edval:

STEP 1: Click: spring.edval.education/login

STEP 2: Enter the following WebCode: XXXXXXXX (each student will be given a unique webcode)

STEP 3: Select subjects you want, in order of your PREFERENCE (this is particularly important)

STEP 4: Click [Submit]

NB: A summary sheet will be generated. This must be printed and signed by parent/guardian and the student. **This summary sheet is to be handed in to the College reception when students return to the College.**

End of Term 3: Where any clashes exist students will be interviewed by the Director of Administration to determine a pattern of study that would suit both the student and the College.

The College looks forward to engaging with the students, parents and carers as they start their journey toward their Stage 5 studies.

CORE SUBJECTS

Religious Education

English

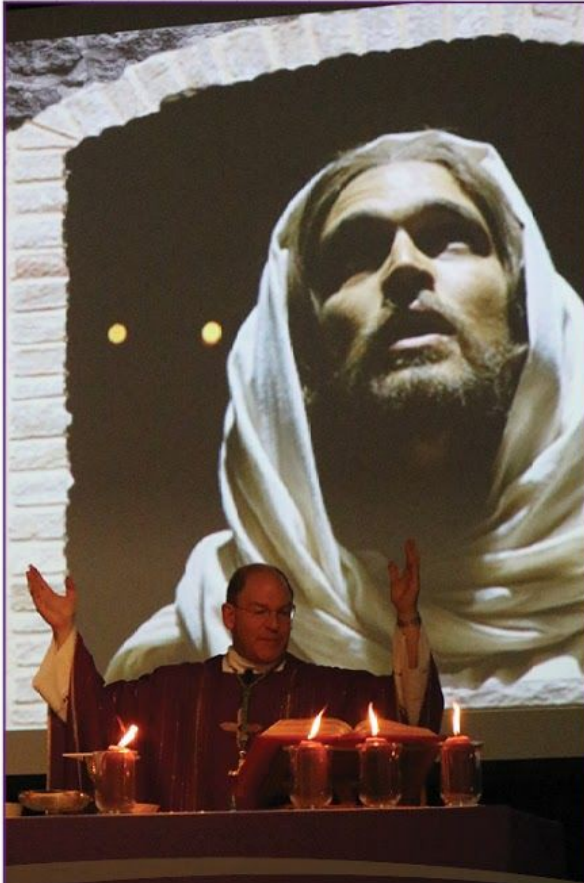
Mathematics

Science

Human Society & its Environment

- Australian Geography
- Australian History

PDHPE



CORE (Mandatory) SUBJECTS

RELIGIOUS EDUCATION

Course Description	Religious Education in Year 9 will deepen the students' understanding of the concept of identity. They will explore the identity of the prophets of Ancient Israel and their challenge to people of their time and Christians today. Year 9 will also explore contemporary Christian identity as people of discipleship who contribute positively to bring about peace and justice.
What will students learn about?	Students will explore four key areas "Archaeology of the Word", "Laudato Si", "Human Sexuality" and "Justice & Reconciliation".
What will students learn to do?	<ol style="list-style-type: none"> 1. Archaeology of the Word <ul style="list-style-type: none"> ● Analyse Biblical writings as the Word of God revealed in history and culture 2. Laudato Si <ul style="list-style-type: none"> ● Communicate the relationship between respect for creation and creation as an act of God 3. Human Sexuality <ul style="list-style-type: none"> ● Communicate the relationship between respect for creation and creation as an act of God ● Identify various manifestations of the Spirit's activity in the world ● Demonstrate an appreciation of the Church as committed to authentically proclaiming the Word 4. Justice & Reconciliation <ul style="list-style-type: none"> ● Identify and describe the relationship between the Church's celebrations and its mission. ● Locate examples of the Gospel in action in contemporary Australia
Course Requirements	Systemic coherent and coordinated Religious Education is an essential part of Catholic education in the school and across the Diocese. This course meets the needs of students, the desire of parents, and the expectation of the College's governing authorities of the schools in this group application. It is an educational study of the Catholic religious tradition which will be undertaken by all students.
Stage 5 Credential	Students will complete 150 core and 50 hours elective modules across year 9 and 10. Once students have met the mandatory study requirements for Religious Education, they will receive a grade for Religious Education for the Record of School Achievement (RoSA).
Assessment	Ongoing class-based assessment including: <ul style="list-style-type: none"> ● Multiple Choice Quiz ● Short Answer Responses ● Research Projects ● Presentation ● Group Project ● Extended Responses
Which teacher(s) should I speak to for assistance?	Mr Neylan

ENGLISH

<p>Course Description</p>	<p>The study of English in Years 7–10 aims to develop students’ knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.</p> <p>Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.</p>
<p>What will students learn about?</p>	<p>Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.</p> <p>Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia.</p> <p>Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5.</p>
<p>What will students learn to do?</p>	<p>Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world, and reflect on their learning in English.</p>
<p>Course Requirements</p>	<p>The study of English in Year 9 and 10 requires experiences of at least two works each of fiction, film, non-fiction and drama, a variety of poetry drawn from different anthologies or from particular poets. In Stage 5, the selection of texts must give students experience of Shakespearean drama.</p>
<p>Stage 5 Credential</p>	<p>Students who have met the mandatory study requirements for English during Years 9 and 10 will receive a grade for English for the Record of School Achievement (RoSA).</p>
<p>Assessment</p>	<p>As an outcomes-based subject, students are regularly assessed to ensure all Course outcomes are met. Assessments may be undertaken as research, oral and in class tests.</p>
<p>Which teacher(s) should I speak to for assistance?</p>	<p>Mrs de Kantzow Mrs Jones</p>

MATHEMATICS

<p>Course Description</p>	<p>Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavor. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit, providing opportunities for originality, challenge and leisure.</p> <p>Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.</p>
<p>What will students learn about?</p>	<p>They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including:</p> <ul style="list-style-type: none"> ● financial mathematics ● algebraic techniques ● equations ● linear and non-linear relationships ● surface area and volume ● properties of geometrical figures ● trigonometry ● data collection and representation ● data analysis probability
<p>What will students learn to do?</p>	<p>Students will 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 through Individualised Learning in Math (ILiM).</p>
<p>Course Requirements</p>	<p>Students are required to have their own equipment and keep classwork up to date. Students are required to complete a minimum of 6 mathematical modules in a cycle at their own level. Complete ongoing individualised testing every fortnight, an investigative task in semester one and one end of year exam. Other individual tests <u>MAY</u> be used throughout the year to check progress.</p>
<p>Stage 5 Credential</p>	<p>Students study the Board developed Mathematics syllabus in each of Years 7 - 10 and complete at least 400 hours of Mathematics study by the end of Year 10.</p>
<p>Assessment</p>	<p>Regular informal class assessments will measure students' knowledge, understanding and skill development. Formal assessments include: Ongoing individualised testing once a fortnight, an investigative task in semester one and an end of year exam.</p>
<p>Which teacher(s) should I speak to for assistance?</p>	<p>Mrs Donaghy Mr Scalone</p>

SCIENCE

Course Description	<p>Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop an understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.</p>
What will students learn about?	<p>Students develop knowledge of scientific concepts and ideas about the living and nonliving world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.</p> <p>Students use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.</p>
What will students learn to do?	<p>Students actively engage, individually and in teams, in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.</p>
Course Requirements	<p>At least 50% of the course time will be allocated to hands-on practical experiences. All students are required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.</p>
Stage 5 Credential	<p>Students who have met the mandatory study requirements for Science during Years 7–10 will receive a grade for Science for the Record of School Achievement.</p>
Assessment	<p>Assessments activities may include:</p> <ul style="list-style-type: none"> ● Developing questions that can be investigated ● Planning an investigation such as fieldwork, surveys and controlled experiments, and identifying risks ● Safely performing hands-on laboratory/fieldwork investigations ● Selecting appropriate equipment to collect data/information ● Using appropriate representations to organise data/information, including using digital technologies ● Explaining ideas, findings and conclusions based on evidence collected, using appropriate language. ● Student self-reflections and evaluations ● Collaborative activities ● Peer Assessment ● Self-assessment ● Teacher Observations
Which teacher(s) should I speak to for assistance?	<p>Ms Caiger</p>

HISTORY

Course Description	<p>History develops in young people an interest in exploring the past. A study of History provides opportunities for examining events, people and societies in the context of the 20th Century Australian History.</p> <p>Over Year 9 and 10, students develop an understanding of significant developments in Australia's social, political and cultural history Australia's international relationships are examined through World War I and II and our role as a global citizen. The changing rights and freedoms of Aboriginal peoples and other groups in Australia are also studied.</p>
What will students learn about?	<p>In stage 5 the topics studied are:</p> <ul style="list-style-type: none"> ● The Industrial Revolution ● World War I ● World War II ● Holocaust ● Rights and Freedom ● Genocide ● The Modern World and Australia
What will students learn to do?	<p>Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICT's and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.</p>
Course Requirements	<p>There are no course prerequisites for History</p>
Stage 5 Credential	<p>Satisfactory completion of the mandatory study of History during Year 9 and 10 will be recorded with a grade on the students Stage 5 Credential (RoSA).</p>
Assessment	<p>Students are assessed in a variety of ways including research assignments and examinations.</p>
Which teacher(s) should I speak to for assistance?	<p>Mr Issa</p>

GEOGRAPHY

Course Description	Building on the prior learning and experiences in Geography, the key purpose at this level is to develop in students an awareness and commitment to preserve, conserve and manage the total environment. The aim is to stimulate students' interest in and engagement with the world. Through geographical inquiry, they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens and to be able to think critically and express opinions on these issues. The Geography Years 7–10 course includes Life Skills outcomes and content for students with special education needs.
What will students learn about?	In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future. Topics: Sustainable Biomes, Wellbeing, Environmental Change and Management, Changing Places.
What will students learn to do?	Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.
Course Requirements	Fieldwork is an essential part of the study of Geography. All students must undertake fieldwork in Stage 5.
Stage 5 Credential	Students who have met the mandatory study requirements for Years 7–10 Geography will receive a grade for Geography for the Record of School Achievement (RoSA). Students undertaking a course based on Life Skills outcomes and content are not allocated a grade.
Assessment	Students are assessed in a variety of ways including research assignments, field studies, inquiry based learning and examinations.
Which teacher(s) should I speak to for assistance?	Mrs Doyle

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

<p>Course Description</p>	<p>PDHPE develops students' capacity to enhance personal health and wellbeing. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities.</p> <p>Through PDHPE students develop knowledge, understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity. Topics covered throughout the Course:</p> <p>Year 9</p> <ul style="list-style-type: none"> • Men's and Women's Health • Movement composition • Net and Court Games • Fitness • Relationships • Healthy Food Habits • Celebrating Diversity • Sexual Health <p>Year 10</p> <ul style="list-style-type: none"> • Future Success • Mental Health • Planning for Safety • Road safety • Modified Sports • Invasion Games • Recreational Games • Risk Taking
<p>What will students learn about?</p>	<p>All students study the following four strands:</p> <ul style="list-style-type: none"> • Self and Relationship: Students learn about sense of self, adolescence and change, sources of personal support and the nature of respectful relationships. • Movement Skill and Performance: Students build upon fundamental movement skills and explore the elements of composition as they develop and refine movement skills in a variety of contexts. • Individual and Community Health: Students explore a variety of health issues, including mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services. • Lifelong Physical Activity: Students develop an understanding of a balanced lifestyle and factors that influence their participation in physical activity. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.
<p>What will students learn to do?</p>	<p>Throughout the course students will learn to analyse, assess, evaluate and practically apply key concepts and skills to take action to enhance their own health and physical activity. Self-management skills help develop a student's capacity to be confident, independent learners.</p>
<p>Course Requirements</p>	<p>Students will need PDHPE practical uniform for all practical lessons.</p>
<p>Stage 5 Credential</p>	<p>Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student's Record of School Achievement.</p>
<p>Assessment</p>	<p>50% Theory Tasks 50% Practical Tasks</p>
<p>Which teacher(s) should I speak to for assistance?</p>	<p>Mrs Butler</p>

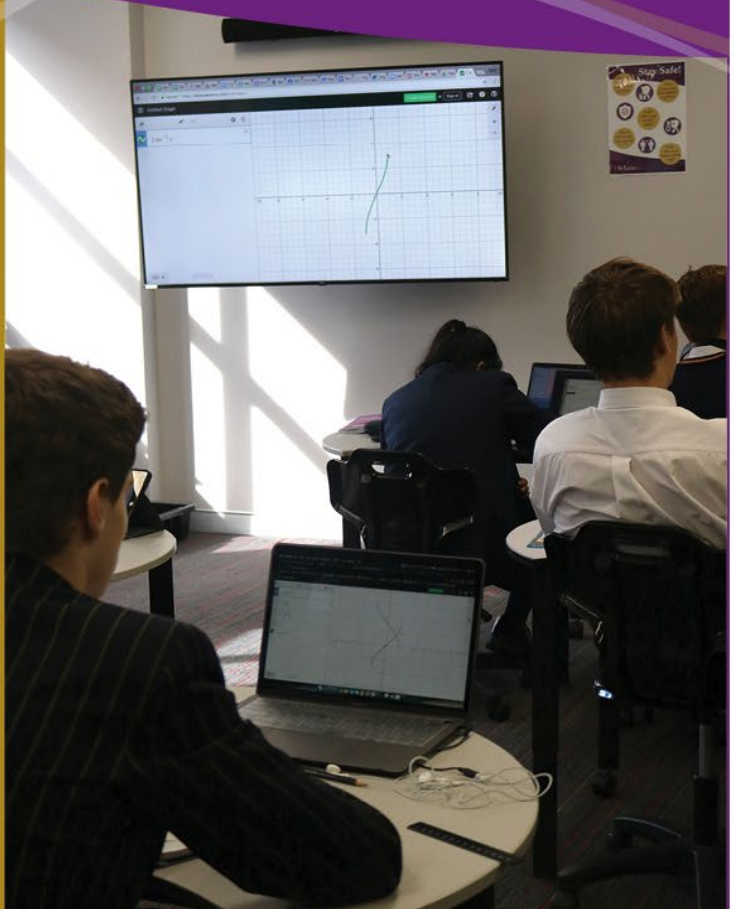


CROSS CAMPUS COURSES

Japanese Cultural Course

Ignite Elective Mathematics Course

Future Ready Entrepreneurs



CSBB Cross Campus Stage 5 Elective Courses

The **Stage 5 Elective CSBB Cross Campus Courses on offer in 2022** are listed below. Please note that currently these courses are “**School Developed**” Elective Courses (i.e.: **not Board Developed and not Content Endorsed**). This means that they will not be able to be recorded on a student’s RoSA, however, they will still be able to be recorded on student reports.

Please carefully note the information about the Ignite Gifted and Talented Mathematics Course in the table below and in the Appendixes.

Information for Subject Selection Handbooks is also provided on the following pages.

STAGE 5 ‘SCHOOL DEVELOPED’ ELECTIVE COURSES

Course	Available for	Mode of Delivery
Japanese Cultural Course (100 hour)	Year 9 and Year 10 2022	Blended: four periods online per fortnight plus double period face-to face once per fortnight as well as a full day per semester face to face
Japanese Cultural Course (200 hour)	Year 9 2022	Blended: four periods online per fortnight plus double period face-to face once per fortnight as well as a full day per semester face to face
Future Ready Entrepreneurship (100 hour)	Year 9 and Year 10 2022	Blended: four periods online per fortnight plus double period face-to face once per fortnight as well as a full day per semester face to face
Future Ready Entrepreneurship (200 hour)	Year 9 2022	Blended: four periods online per fortnight plus double period face-to face once per fortnight as well as a full day per semester face to face
Ignite Gifted and Talented Mathematics Course (100 hour)*	Year 9 and Year 10 2022	Blended: four periods online per fortnight plus double period face-to face once per fortnight as well as a full day per semester face to face
Ignite Gifted and Talented Mathematics Course (200 hour)*	Year 9 2022	Blended: four periods online per fortnight plus double period face-to face once per fortnight as well as a full day per semester face to face
*Ignite Gifted and Talented Mathematics Courses are designed for talented Stage 5 Mathematics students. Please see Ms Donaghy, Leader of Mathematics, if interested in doing this course.		

JAPANESE CULTURAL COURSE (100-HOUR ONE-YEAR SCHOOL DEVELOPED COURSE)

Course Information:

- This course is a CSBB Cross Campus Course
- This course is offered in a Blended Mode of Delivery
- Students will complete four periods online and two periods face-to-face each fortnight as well as a full day per semester face to face

Course Description

This course is designed as an introduction to Japanese culture for Stage 5 students. Students will work through 4 modules and a Personal Experience Project. This project will enable students to explore an aspect of Japanese culture of their choosing and to use the design brief process to plan and experience the aspect of culture that interests them. These experiences could include but are not limited to taking a martial arts class, learning about bonsai or kokedama, learning to cook a Japanese meal, exploring Japanese manga or animation, and creating a guide for others interested in the topic.

This course will be beneficial for students considering the Japanese Beginners Course in Years 11 and 12.

What students learn

The one-year (100 hour) course, consists of four topics:

Module 1: Why doesn't anyone want my locker? – the world in numbers

Module 2: Party insults - How is time perceived in Japan?

Module 3: Self-esteem issues – What does it mean to be polite in Japan?

Module 4: Gothic pen pals – What is perceived as normal in Japan?

Each module will be guided by a stimulus text called the Dear Senpai column. The learnings and values introduced in the columns will then be further explored in the coursework of the corresponding module and the student's individual explorations in their ongoing portfolio. This portfolio is called the PEP – Personal Experience project and the student's interpretation of the tasks will be negotiated with their teacher. This PEP is designed to enable students to develop a portfolio of work that will demonstrate the progression of their skills in both intercultural understanding and communication.

JAPANESE CULTURAL COURSE

(200-HOUR TWO-YEAR SCHOOL DEVELOPED COURSE)

Course Information:

- This course is a CSBB Cross Campus Course
- This course is offered in a Blended Mode of Delivery
- Students will complete four periods online and two periods face-to-face each fortnight as well as a full day per semester face to face

Course Description

This course is designed as an introduction to Japanese culture for Stage 5 students. Students will work through 4 modules and a Personal Experience Project. This project will enable students to explore an aspect of Japanese culture of their choosing and to use the design brief process to plan and experience the aspect of culture that interests them. These experiences could include but are not limited to taking a martial arts class, learning about bonsai or kokedama, learning to cook a Japanese meal, exploring Japanese manga or animation, and creating a guide for others interested in the topic.

This course will be beneficial for students considering the Japanese Beginners Course in Years 11 and 12.

What students learn

The two-year (200 hour) course, consists of eight topics:

- Module 1: Why doesn't anyone want my locker? – the world in numbers
- Module 2: Party insults - How is time perceived in Japan?
- Module 3: Self-esteem issues – What does it mean to be polite in Japan?
- Module 4: Gothic pen pals – What is perceived as normal in Japan?
- Module 5: Wabisabi - perceptions of beauty in Japanese culture
- Module 6: Tanoshii - perceptions of fun in Japanese culture
- Module 7: The Monocultural myth - exploring stereotypes of Japanese society
- Module 8: My Japan - Living, working and travelling in Japan

Each module will be guided by a stimulus text called the 'Dear Senpai' column. The learnings and values introduced in the columns will then be further explored in the coursework of the corresponding module and the student's individual explorations in their ongoing portfolio. This portfolio is called the PEP – Personal Experience Project and the student's interpretation of the tasks will be negotiated with their teacher. This PEP is designed to enable students to develop a portfolio of work that will demonstrate the progression of their skills in both intercultural understanding and communication.

IGNITE MATHEMATICS ELECTIVE COURSE (100-HOUR ONE-YEAR SCHOOL DEVELOPED COURSE)

Course Information

- This course is a CSBB Cross Campus Course
- This is a course designed for talented mathematicians by invitation only
- This course is offered in a Blended Mode of Delivery
- Students will complete four periods online and two periods face-to-face each fortnight as well as a full day per semester face to face
- This is a one-year elective course – available to Year 9 or Year 10 students

Course Description

This course is designed for talented mathematicians who are interested in using mathematics to solve problems and understand the world around us. The course uses a range of interesting, engaging and challenging tasks to build students **understanding, fluency, problem-solving** and reasoning of key mathematical concepts. This course will be beneficial for students considering Extension Mathematics Courses in Years 11 and 12.

What students learn

The one-year (100 hour) course, consists of five topics:

- Topic 1: Problem Solving in Mathematics
- Topic 2: Code Breaking
- Topic 3: Algebra and Number Theory
- Topic 4: Chance and Probability – a problem of counting
- Topic 5: An Introduction to Vectors

IGNITE MATHEMATICS ELECTIVE COURSE (200-HOUR TWO-YEAR SCHOOL DEVELOPED COURSE)

Course Information

- This course is a CSBB Cross Campus Course
- This is a course designed for talented mathematicians by invitation only
- This course is offered in a Blended Mode of Delivery
- Students will complete four periods online and two periods face-to-face each fortnight as well as a full day per semester face to face
- This is a two-year elective course running over Year 9 and 10

Course Description

This course is designed for talented mathematicians who are interested in using mathematics to solve problems and understand the world around us. The course uses a range of interesting, engaging and challenging tasks to build students **understanding, fluency, problem-solving** and reasoning of key mathematical concepts. This course will be beneficial for students considering Extension Mathematics Courses in Years 11 and 12.

What students learn

The two-year (200 hour) course, consists of ten topics:

Year 9

- Topic 1: Problem Solving in Mathematics
- Topic 2: Code Breaking
- Topic 3: Algebra and Number Theory
- Topic 4: Chance and Probability – a problem of counting
- Topic 5: An Introduction to Vectors

Year 10

- Topic 6: Mathematical Modelling
- Topic 7: Understanding Statistics
- Topic 8: Algebra and Proof
- Topic 9: Vectors and Matrices
- Topic 10: Number Systems – there is another dimension

FUTURE READY ENTREPRENEURS COURSE (100-HOUR ONE-YEAR SCHOOL DEVELOPED COURSE)

Course Information

- This course is a CSBB Cross Campus Course
- This course is offered in a Blended Mode of Delivery
- Students will complete four periods online and two periods face-to-face each fortnight as well as a full day per semester face to face
- This is a one-year elective course – available to Year 9 or Year 10 students

Course Description

Future Ready Entrepreneurs is designed to provide real world learning opportunities for emerging young entrepreneurs through innovative problem solving and design thinking processes, building capacity to turn ideas into actions via start-ups, commercial and social enterprises. This course develops entrepreneurial skills, including emotional intelligence, self-regulation and considered risk taking and adds value to learners, whether running your own businesses or joining existing businesses. Future Ready Entrepreneurs adds value to your career pathway through networking, industry coaches and mentors and work experience.

This course aims is to inspire entrepreneurial thinking and doing and to build innovative capacity through experiential and project-based learning where the young entrepreneurs develop soft and hard skills, self-awareness and communication as you negotiate effectively to collaborate, resolve conflict, show leadership and empathy as you action your ideas.

Modules include stimulus text, multi-media presentations, guest speakers such as social media experts, excursions to the Sydney Start-up Hub and Google, marketing and financial coaches, design thinking mentors and various entrepreneurs. Skills and knowledge will be developed through self-paced and personalised learning evidenced by the ongoing e-portfolio.

Future Ready Entrepreneurs is beneficial for students considering business courses, entrepreneurship, e-commerce, economics and being entrepreneurs.

What students learn

The one-year (100 hour) course, consists of four topics:

Year 9 or Year 10: ENTREPRENEURIAL BOOTCAMP

1. Thinking and doing like an Entrepreneur
2. What's your Problem
3. Start-up
4. Pitch

FUTURE READY ENTREPRENEURS COURSE (200-HOUR TWO-YEAR SCHOOL DEVELOPED COURSE)

Course Information

- This course is a CSBB Cross Campus Course
- This course is offered in a Blended Mode of Delivery
- Students will complete four periods online and two periods face-to-face each fortnight as well as a full day per semester face to face
- This is a two-year elective course running over Year 9 and 10

Course Description

Future Ready Entrepreneurs is designed to provide real world learning opportunities for emerging young entrepreneurs through innovative problem solving and design thinking processes, building capacity to turn ideas into actions via start-ups, commercial and social enterprises. This course develops entrepreneurial skills, including emotional intelligence, self-regulation and considered risk taking and adds value to learners, whether running your own businesses or joining existing businesses. Future Ready Entrepreneurs adds value to your career pathway through networking, industry coaches and mentors and work experience.

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Modules include stimulus text, multi-media presentations, guest speakers such as social media experts, excursions to the Sydney Start-up Hub and Google, marketing and financial coaches, design thinking mentors and various entrepreneurs. Skills and knowledge will be developed through self-paced and personalised learning evidenced by the ongoing e-portfolio.

Future Ready Entrepreneurs is beneficial for students considering business courses, entrepreneurship, e-commerce, economics and being entrepreneurs.

What students learn

The two-year (200 hour) course, consists of ten topics:

Year 9: ENTREPRENEURIAL BOOTCAMP

1. Thinking and doing like an Entrepreneur
2. What's your Problem
3. Start-up
4. Pitch

Year 10: ENTREPRENEURIAL ACCELERATOR

5. Network – Mentors and Coaches
6. Marketing
7. Funding your Ideas
8. Shark Tank

ELECTIVE COURSES

CREATIVE & PERFORMING ARTS

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

ENGLISH

- Applied Philosophy

HSIE

- Commerce
- Elective History
- Geography

LANGUAGES

- French
- German
- Japanese

PDHPE

- Child Studies
- Physical Activity & Sports Studies

TAS

- Design & Technology
- Food Technology
- Industrial Technology (Timber)
- Information Software Technology
- iSTEM



ELECTIVE SUBJECTS

Faculty: Creative and Performing Arts (CAPA)

DANCE

Course Description	Dance provides students of all abilities with opportunities to experience, understand and value the language and art of dance. It is a subject that addresses a students' physical, creative and academic development.
What will students learn about?	<p>Dance is an artform that has been used throughout history by many different cultures to communicate meaning through movement.</p> <p>The study of dance as an artform is centered on the exploration of three interrelated components; Performance, Composition and Appreciation.</p> <p>Student will learn about:</p> <ul style="list-style-type: none"> ● The Elements of Dance ● Safe Dance Practice ● Specific dance styles ● Dance Academy ● Composition ● Dance and Technology ● Appreciation of their own works and works of others
What will students learn to do?	<p><u>Performance</u> Students will learn and develop knowledge about safe dance practice and physical training of the body to perform dance works in groups, trios and/or duos that suit their anatomical structure and reflect their strengths as a dancer. Dance is accommodating of all abilities and dance styles including;</p> <ul style="list-style-type: none"> ● Contemporary ● Lyrical ● Ballet ● Jazz (commercial and theatre) ● Hip hop <p>Other styles that students can choose to explore include; tap, break dancing and many more during project based performance and composition units.</p> <p><u>Composition</u> Students will learn to develop an understanding of the choreographic process to create their own personalised dance works in groups, trios, duos and/or solo to communicate and express ideas.</p> <p><u>Appreciation</u> And finally, students, will learn to analyse and value the choreographic process of Australian and international choreographers and companies and their works such as;</p> <ul style="list-style-type: none"> ● Bangarra Dance Theatre ● Sydney Dance Company ● The Australian Ballet ● Australian Dance Theatre ● Sue Healey Company ● Rambert Dance Company ● Netherlands Dance Theatre
Course Requirements	<p>This course is suitable for students with a strong interest in Dance and movement. Previous dance training is not a requirement as students will be challenged at their own level and ability.</p> <p>Students will be required to wear appropriate dance clothing during lessons. Excursions to performances and workshops will be part of the course.</p>
Stage 5 Credential	Satisfactory completion of 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA)
Assessment	<p>70% Practical work: Performance and Composition</p> <p>30% Appreciation of choreographers, their works and student works.</p>
Which teacher(s) should I speak to for assistance?	Mrs Milkins

DRAMA

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?	<p>All students undertake a unit of playbuilding 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. Students also learn about the elements of drama and how these impact upon dramatic meaning and audience engagement. They learn about various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.</p> <p>The topics covered during the course include:</p> <ul style="list-style-type: none"> ● Stage safety ● Improvisation ● Masks ● Commedia Dell'Arte ● Monologue performance ● Scripted Drama ● Stage Combat ● Theatre and performance appreciation
What will students learn to do?	Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.
Course Requirements	Students will be required to wear appropriate dance clothing during lessons, including comfortable black pants for movement. Excursions to performances and workshops will be part of the course.
Stage 5 Credential	Satisfactory completion of 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA)
Assessment	Performing 40%, Making 30%, Appreciating 30%
Which teacher(s) should I speak to for assistance?	Mrs Milkins and Mrs Murphy

MUSIC

Course Description	<p>All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real-world practice of performers, composers and audiences.</p>
What will students learn about?	<p>In both the Mandatory and Elective courses, students will study the Concepts of Music through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.</p> <p>During the course students will study:</p> <ul style="list-style-type: none"> ● Music and the Media ● Australian Music ● Classical Music ● Like a Version 'based on Triple J's Like a Version ● Music of the 20th and 21st Century
What will students learn to do?	<p>In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpin the development of skills in performing, composing and listening.</p>
Course Requirements	<p>The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.</p> <p>Students are encouraged to undertake instrumental lessons (including voice) and to participate in the extensive co-curricular activities offered by the College.</p>
Stage 5 Credential	<p>Satisfactory completion of the mandatory Music course will be recorded on the student's Record of School Achievement.</p> <p>Satisfactory completion of 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.</p>
Assessment	<p>Performance 40%, Composition 30%, Listening 30%</p>
Which teacher(s) should I speak to for assistance?	<p>Mrs Milkins</p>

PHOTOGRAPHIC AND DIGITAL MEDIA

Course Description	<p>Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course. Topic covered in Year 9 and Year 10:</p> <ul style="list-style-type: none"> ● Crash Course Media Literacy ● Stop Motion Animation ● How to be creative with Digital Photographic and Video Editing ● Video Art ● Using Photographic and digital Apps
What will students learn about?	<p>Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.</p> <p>They also explore how their own lives and experiences can influence their making and critical and historical studies.</p>
What will students learn to do?	<p>Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements.</p> <p>Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.</p>
Course Requirements	<p>Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.</p>
Stage 5 Credential	<p>Satisfactory completion of 200 hours of study in Photographic and Digital Media during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).</p>
Assessment	<p>60% Artmaking - Photographic and Digital works 40% Critically and Historically interpreting photographic and digital works</p>
Which teacher(s) should I speak to for assistance?	<p>Mrs Milkins</p>

VISUAL ARTS

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. Visual Arts enables students to become informed about, understand and write about their contemporary world.
What will students learn about?	<p>Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.</p> <p>Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.</p>
What will students learn to do?	<p>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 develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> ● Ceramics ● Torn Paper Collage ● St Leo's Portrait prize ● Oil Painting ● Response to Site (exhibition evening at Q Station) -Lino printing/photography ● Drawing ● Photography and editing programs <p>They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.</p>
Course Requirements	Students are required to keep a Visual Arts diary.
Stage 5 Credential	Satisfactory completion of the mandatory Visual Arts course will be recorded on the student's Record of School Achievement (RoSA). Satisfactory completion of 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).
Assessment	60% Artmaking; 40% Historical and Critical study
Which teacher(s) should I speak to for assistance?	Mrs Milkins

APPLIED PHILOSOPHY

Course Description	This Course will cater for students with high academic potential. Student-centred rather than teacher-centred in pedagogy, this course seeks to promote cooperation, initiative and academic risk taking. This elective course focuses on the process of thinking rather than product and provides skills that will assist students throughout their lives. This subject provides the framework for the academic rigour required in senior subject areas.
What will students learn about?	<p>Course Structure:</p> <p>Year 9</p> <ol style="list-style-type: none"> 1. Historical foundation - 30 hours 2. Social Ethics - 25 hours 3. Philosophy and Art - 25 hours 4. Bioethics - 20 hours <p>Year 10</p> <ol style="list-style-type: none"> 1. Psychology - 25 hours 2. Philosophy and Literature - 25 hours 3. Critical Thinking - 25 hours 4. Problem Solving - 30 hours
What will students learn to do?	Students will develop skills in critical thinking, argument construction and problem solving. Students explore different domains of knowledge, including history, psychology, literature and ethics. They will develop research and communication skills and the skills of working independently and collaboratively. They will have many opportunities to discuss problems and scenarios from everyday life and will develop a deeper understanding of their personal values and the perspectives of others. Students will learn skills in identifying, researching and evaluating options when solving problems in a wide range of future arenas.
Course Requirements	Students may undertake 200 hours of study in Philosophy in Stage 5.
Stage 5 Credential	Satisfactory completion of 200 hours of study in Applied Philosophy during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (ROSA).
Assessment	Regular Assessments will measure students' knowledge, understanding and skill development. Emphasis will be placed on students' ability to discuss issues, create arguments and apply problem solving strategies.
Which teacher(s) should I speak to for assistance?	Mrs de Kantzow Mrs Scott

COMMERCE

Course Description	<p>Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce, students develop financial literacy, which enables them to participate in the financial system in an informed way.</p> <p>The Commerce Years 7–10 course includes Life Skills outcomes and content for students with disability.</p>
What will students learn about?	<p>The Core of the Commerce course in Year 9 and Year 10 encourages students to become informed citizens who understand consumerism, money matters, know their rights and duties in the commercial environment and who appreciate the commercial and legal aspects of employment issues.</p> <p>All students undertaking the 200 hour course will study four core topics. These include: Consumer and Financial Decisions, The Economic and Business Environment, Employment and Work Futures, and Law, Society and Political Involvement.</p> <p>A selection from the following options may be studied in any order or pattern over Years 9 and 10. These include: Our Economy, Investing, Promoting and Selling, Running a Business, Law in Action, Travel, Towards Independence, School-developed option.</p>
What will students learn to do?	<p>In their studies of the commercial environment, students will be provided with opportunities to develop key competencies, which include skills in planning, collecting, analysing, organising and communicating ideas and information. Developing skills of research, evaluation and collaborative decision-making through the study of Commerce enables students to contribute to our democratic and pluralistic society as well as develop the skills to become self-directed lifelong learners.</p> <p>An awareness of the relevance and importance of commerce in our business-oriented world is emphasised. As well, students will gain the ability to express themselves lucidly in a businesslike manner and develop an unprejudiced, tolerant, informed and questioning approach to commercial practices.</p>
Course Requirements	<p>Students may undertake 200 hours of study in Commerce in Stage 5.</p>
Stage 5 Credential	<p>Satisfactory completion of 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (ROSA). Students undertaking a course based on Life Skills outcomes and content are not allocated a grade.</p>
Assessment	<p>Regular assessment will measure a student's knowledge, understanding and skill development. Emphasis will be placed on assessment tasks which involve problem-solving practical activities. These will involve a variety of ICT applications</p>
Which teacher(s) should I speak to for assistance?	<p>Mrs Doyle, Mr Issa</p>

GEOGRAPHY ELECTIVE

<p>Course Description</p>	<p>Geography Elective emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.</p> <p>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 of study through a range of flexible approaches.</p> <p>The Geography Elective Years Stage 5 course includes Life Skills outcomes and content for students with special education needs.</p>
<p>What will students learn about?</p>	<p>The topic options available for selection include: Physical Geography, Oceanography, Primary Production, Global Citizenship, Australia's Neighbours, Political Geography, Interactions and Patterns along a transcontinental Transect, School Developed Option.</p>
<p>What will students learn to do?</p>	<p>The study of Geography Elective enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The inquiry skills and capabilities developed through geographical study can be applied to further education, work and everyday life.</p>
<p>Course Requirements</p>	<p>Students may undertake 200 hours of study in Geography Elective in Stage 5. The course is structured in the following way:</p> <ul style="list-style-type: none"> - 200 hours with a minimum of FIVE topics.
<p>Stage 5 Credential</p>	<p>Students who have met the mandatory study requirements for Years 7–10 Geography will receive a grade for Geography for the Record of School Achievement (RoSA).</p> <p>Students undertaking a course based on Life Skills outcomes and content are not allocated a grade.</p>
<p>Assessment</p>	<p>Regular assessment will measure students' knowledge, understanding and skill development. Emphasis will be placed on Inquiry-based tasks.</p>
<p>Which teacher(s) should I speak to for assistance?</p>	<p>Mrs Doyle</p>

ELECTIVE HISTORY

Course Description	<p>History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.</p> <p>The History Elective Years 7–10 course includes Life Skills outcomes and content for students with special education needs.</p>
What will students learn about?	<p>Students explore the nature of history and the methods that historians use to construct history through a range of historical studies. The construction of history is examined through options such as oral history, historical fiction, media, biography or film. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.</p>
What will students learn to do?	<p>Students undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students develop an understanding of historical concepts such as empathic understanding, significance and contestability. They apply research and communication skills, including the use of ICT and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.</p>
Course Requirements	<p>Students undertake 200 hours of study in History Elective in Stage 5. The History Elective course consists of three topics which include a range of options for study.</p> <p>Topic 1: History, Heritage and Archaeology Topic 2: Ancient, Medieval and Modern Societies Topic 3: Thematic Studies</p> <p>200 hours: ONE option from each of Topics 1, 2 and 3 and at least TWO other options from any of the topics.</p>
Stage 5 Credential	<p>Satisfactory completion of 200 hours of study in History Elective during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).</p> <p>Students undertaking the History Elective course based on Life Skills outcomes and content are not allocated a grade.</p>
Assessment	<p>Regular Assessments will measure students' knowledge, understanding and skill development. Emphasis will be placed on tasks that challenge students' understanding of historical periods and themes and develop their process of historical inquiry and source analysis.</p>
Which teacher(s) should I speak to for assistance?	Mr Issa

FRENCH

Course Description	Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language. Each Years K–10 Language course includes Years 7–10 Life Skills outcomes and content for students with special education needs.
What will students learn about?	<p>Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts. They develop an understanding of the language system including sound, writing, grammar and text structure. Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.</p> <p>Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language.</p> <p>Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.</p>
What will students learn to do?	<p>Students develop the knowledge, understanding and skills to communicate effectively in French. They explore the nature of languages as systems by making comparisons between English and French.</p> <p>Students develop knowledge of French culture and gain an appreciation of the interdependence of land, language, culture and identity.</p> <p>Students learn to listen and respond to spoken language. They learn to read and respond to written texts in the French. Students also establish and maintain communication in familiar situations using French.</p> <p>Students demonstrate an understanding of French as systems by comparing features of vocabulary and grammar across the language. They apply a range of linguistic structures to express their own ideas in writing. They develop their skills to enable them to produce texts in French.</p> <p>Students explore the interdependence of language and culture in a range of texts and contexts, such as stories, songs, documentaries and film.</p>
Course Requirements	There is no prerequisite for undertaking French.
Stage 5 Credential	<p>Satisfactory completion of the mandatory language study will be recorded on the student's Record of School Achievement. Satisfactory completion of 200 hours of elective study in a language (or languages) during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student's Record of School Achievement.</p> <p>Students undertaking a Years 7–10 Language course based on Life Skills outcomes and content are not allocated a grade</p>
Assessment	Assessment Tasks are formal and informal and include speaking, listening, reading and writing.
Which teacher(s) should I speak to for assistance?	Mr Lane Mrs Somerville

GERMAN

Course Description	The study of a second language, in particular German, given its relationship to English, helps develop language skills across the curriculum. German is an important international language which is becoming increasingly important for both trade and tourism. A knowledge of German is an asset for students in their future careers.
What will students learn about?	<p>Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts. They develop an understanding of the language system including sound, writing, grammar and text structure.</p> <p>Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.</p> <p>Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language.</p> <p>Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.</p>
What will students learn to do?	<p>Students develop the knowledge, understanding and skills to communicate effectively in German. They explore the nature of languages as systems by making comparisons between English and German. Students develop knowledge of German culture and gain an appreciation of the interdependence of land, language, culture and identity.</p> <p>Students learn to listen and respond to spoken language. They learn to read and respond to written texts in the German. Students also establish and maintain communication in familiar situations using German.</p> <p>Students demonstrate an understanding of German as systems by comparing features of vocabulary and grammar across the language. They apply a range of linguistic structures to express their own ideas in writing. They develop their skills to enable them to produce texts in German.</p> <p>Students explore the interdependence of language and culture in a range of texts and contexts, such as stories, songs, documentaries and film.</p>
Course Requirements	There is no prerequisite for undertaking German.
Stage 5 Credential	<p>Satisfactory completion of the mandatory language study will be recorded on the student's Record of School Achievement. Satisfactory completion of 200 hours of elective study in a language (or languages) during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student's Record of School Achievement (RoSA).</p> <p>Students undertaking a Years 7–10 Language course based on Life Skills outcomes and content are not allocated a grade.</p>
Assessment	Assessment Tasks are formal and informal and include speaking, listening, reading and writing.
Which teacher(s) should I speak to for assistance?	Mr Lane Mrs Todd

JAPANESE

Course Description	Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language. Stage 5 students have the opportunity to participate in a bi-annual Japanese Cultural Immersion Tour.
What will students learn about?	<p>Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts. They develop an understanding of the language system including sound, writing, grammar and text structure.</p> <p>Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.</p> <p>Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language. They explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.</p>
What will students learn to do?	<p>Students develop knowledge, understanding and skills in reading, analysing and translating a classical language. They explore the nature of the language system by making comparisons with English. They develop an understanding of the correct application of linguistic structures and vocabulary.</p> <p>Students also develop knowledge of the culture of ancient civilisations and an understanding of the relationship between language and culture, thereby encouraging reflection on their own cultural heritage and the influence of the classical world on the modern world.</p> <p>Students learn to read passages in the language and recognise language structures. They learn to analyse grammatical structures used in simple sentences in extended passages and they translate sentences in extended passages from the classical language to fluent English.</p> <p>Students learn to recognise the function of the relationship between words and structures, and to explain the way in which meaning is conveyed by comparing and describing the structures of the language. Students understand the interdependence of language and culture. They acquire knowledge of key features of the culture of the ancient world.</p>
Course Requirements	There is no prerequisite for undertaking Japanese.
Stage 5 Credential	Satisfactory completion of the mandatory language study will be recorded on the student's Record of School Achievement. Satisfactory completion of 200 hours of elective study in a language (or languages) during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student's Record of School Achievement. Students undertaking a Years 7–10 Language course based on Life Skills outcomes and content are not allocated a grade.
Assessment	Assessment Tasks are formal and informal and include speaking, listening, reading and writing.
Which teacher(s) should I speak to for assistance?	Mr Lane Mrs Todd

CHILD STUDIES

Course Description	<p>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.</p> <p>The Child Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with special education needs.</p>
What will students learn about?	<p>The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students. Modules should be between 15 and 30 hours' duration. The syllabus modules are:</p> <ul style="list-style-type: none"> • Preparing for parenthood • Family interactions • Growth and development • Health and safety in childhood • Children and culture • Aboriginal cultures and childhood • Childcare services and career opportunities • Conception to birth • Newborn care • Play and the developing child • Food and nutrition in childhood • Media and technology in childhood • The diverse needs of children
What will students learn to do?	<p>Throughout the course students will develop skills that enhance their ability to:</p> <ul style="list-style-type: none"> • support a child's development from pre-conception through to and including the early years • positively influence the growth, development and wellbeing of children • consider the external factors that support the growth, development and wellbeing of children • research, communicate and evaluate issues related to child development.
Course Requirements	<p>The outcomes and content have been designed at a Stage 5 level. A 200-hour course should be structured in the following way:</p> <ul style="list-style-type: none"> • A minimum of SIX modules, with each module being between 15 and 30 hours duration. • Schools can include TWO school-developed modules to address an area not covered in the Board-developed Child Studies modules. • It is not necessary to cover all content in selected modules.
Stage 5 Credential	<p>Satisfactory completion of 200 hours of study in Child Studies CEC Years 7–10 during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).</p> <p>Students undertaking the Child Studies course based on Life Skills outcomes and content are not allocated a grade.</p>
Assessment	<p>Tasks will include in class tasks, hand in research and exam style assessment.</p>
Which teacher(s) should I speak to for assistance?	<p>Mrs Butler</p>

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

Course Description	Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance the quality and enjoyment of movement. The Physical Activity and Sports Studies CEC Years 7–10 course includes Life Skills outcomes and content for students with special education needs.
What will students learn about?	The course includes modules selected from each of the following three areas of study: Foundations of Physical Activity <ul style="list-style-type: none"> ● Body systems and energy for physical activity ● Physical activity for health ● Physical fitness ● Fundamentals of movement skill development ● Nutrition and physical activity ● Participating with safety Physical Activity and Sport in Society <ul style="list-style-type: none"> ● Australia's sporting identity ● Lifestyle, leisure and recreation ● Physical activity and sport for specific groups ● Opportunities and pathways in physical activity and sport ● Issues in physical activity and sport Enhancing Participation and Performance <ul style="list-style-type: none"> ● Promoting active lifestyles ● Coaching ● Enhancing performance – strategies and techniques ● Technology, participation and performance ● Event management
What will students learn to do?	Throughout the course students develop knowledge, understanding and skills that develop their ability to: <ul style="list-style-type: none"> ● work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport ● display management and planning skills to achieve personal and group goals in physical activity and sport ● perform movement skills with increasing proficiency ● analyse and appraise information, opinions and observations to inform physical activity and sport decisions.
Course Requirements	Students undertake 200 hours of study in Physical Activity and Sports Studies in Stage 5. The outcomes and content have been designed at a Stage 5 level. A 200-hour course will be structured in the following way: <ul style="list-style-type: none"> ● Address all outcomes and include a minimum 20 hours' study of a Board-developed module from each of the THREE Areas of Study with all content from these modules being taught. ● Schools can include TWO school-developed modules to address an area not covered in the Board-developed Physical Activity and Sports Studies modules. ● School-developed modules are a minimum 15 hours' and a maximum of 30 hours duration.
Stage 5 Credential	Satisfactory completion of 200 hours of study in Physical Activity and Sports Studies during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (ROSA). Students undertaking the Physical Activity and Sports Studies course based on Life Skills outcomes and content are not allocated a grade.
Assessment	Tasks will include both theory and practical components.
Which teacher(s) should I speak to for assistance?	Mrs Butler

FOOD TECHNOLOGY

Course Description	<p>The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety of food adds to life and how it contributes to both vocational and general life experiences.</p> <p>The Food Technology Years 9–10 course includes Life Skills outcomes and content for students with special education needs.</p>
What will students learn about?	<p>Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and quality of life. The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.</p> <p>Students learn about food through the following focus areas:</p> <ul style="list-style-type: none"> • Food in Australia • Food Product Development • Food Service and Catering • Food for Special Occasions • Food Equity • Food Selection and Health • Food for Specific Needs • Food Trends
What will students learn to do?	<p>Students develop:</p> <ul style="list-style-type: none"> • knowledge, understanding and skills related to food hygiene, safety and the provision of quality food • knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food • knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health • skills in researching, evaluating and communicating issues in relation to food • skills in designing, producing and evaluating solutions for specific food purposes • knowledge and understanding of the significant role of food in society.
Course Requirements	<p>In Stage 5 Food Technology is studied as a 200-hour course. Students undertaking this 200-hour course are required to complete six to eight focus areas.</p> <p>Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.</p>
Stage 5 Credential	<p>Satisfactory completion of 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).</p> <p>Students undertaking the Food Technology course based on Life Skills outcomes and content are not allocated a grade.</p>
Assessment	<p>To satisfy the requirements of the syllabus, students will undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Students will be assessed by their practical work completed in class, practical tests, assignments and their performances in the end of year exam.</p>
Which teacher(s) should I speak to for assistance?	<p>Mr Rotolo Ms Tynan</p>

DESIGN AND TECHNOLOGY

Course Description	<p>The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.</p> <p>The Design and Technology Years 7–10 course includes Life Skills outcomes and content for students with special education needs.</p>
What will students learn about?	<p>Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.</p>
What will students learn to do?	<p>Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.</p>
Course Requirements	<p>To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Design and Technology in Stage 5 may be studied as a 200-hour course.</p> <p>Students undertaking this course are required to complete:</p> <ul style="list-style-type: none"> ● a minimum of three context areas AND ● four to eight units of work. <p>Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.</p>
Stage 5 Credential	<p>Satisfactory completion of 200 hours of study in Design and Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA). Students undertaking the Design and Technology course based on Life Skills outcomes and content are not allocated a grade.</p>
Assessment	<p>Students will be assessed through the design and development of practical projects completed both in class and at home. The accompanying design portfolios which will document the design process during the development of each practical project, research projects, written reports and performances in yearly examinations</p>
Which teacher(s) should I speak to for assistance?	<p>Mr Rotolo</p>

INDUSTRIAL TECHNOLOGY (TIMBER)

Course Description	<p>The study of Industrial Technology (Timber) provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.</p> <p>They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.</p>
What will students learn about?	<p>Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centered learning experiences.</p>
What will students learn to do?	<p>Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.</p>
Course Requirements	<p>Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A design and production folio or an engineering report is required for each practical project completed and will form part of the overall assessment of each module.</p> <p>Students may study up to two focus areas based on the Industrial Technology syllabus that contribute to the award of their Record of School Achievement (RoSA). A student may undertake a focus area once only.</p> <p>Students are required to complete:</p> <ul style="list-style-type: none"> ● the core modules plus specialised module(s). <p>Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences</p>
Stage 5 Credential	<p>Satisfactory completion of 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).</p> <p>Students undertaking the Industrial Technology course based on Life Skills outcomes and content are not allocated a grade.</p>
Assessment	<p>Students will be assessed on practical projects completed in class, research assignments, their ability to follow a design process and an end of year examination.</p>
Which teacher(s) should I speak to for assistance?	<p>Mr Rotolo Mr Sammut</p>

iSTEM

Course Description	Science, Technology, Engineering and Mathematics are fundamental to shaping the future of Australia, as they provide enabling skills and knowledge that increasingly underpin many professions, trades and the skills of a technologically based workforce. iSTEM skills are applied across all fields of employment from Aerospace to Law to Medicine.										
What will students learn about?	<p>The STEM course utilises a practical integrated approach with engineering and technology being used to drive engagement in science and mathematics through the development of technical skills and mechanical engineering knowledge.</p> <p>Students undertaking this course will complete two core modules:</p> <ul style="list-style-type: none"> ● STEM fundamentals 1 ● Mechatronics 1 <p>Students will also choose 6 of the following 10 elective modules:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">● Aerodynamics</td> <td style="width: 50%;">● Motion</td> </tr> <tr> <td>● CAD/CAM1</td> <td>● CAD/CAM2</td> </tr> <tr> <td>● STEM PBL Minor</td> <td>● STEM PBL Major</td> </tr> <tr> <td>● Surveying</td> <td>● Design for Space</td> </tr> <tr> <td>● Statistics in Motion</td> <td>● Biotechnology</td> </tr> </table>	● Aerodynamics	● Motion	● CAD/CAM1	● CAD/CAM2	● STEM PBL Minor	● STEM PBL Major	● Surveying	● Design for Space	● Statistics in Motion	● Biotechnology
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● CAD/CAM1	● CAD/CAM2										
● STEM PBL Minor	● STEM PBL Major										
● Surveying	● Design for Space										
● Statistics in Motion	● Biotechnology										
What will students learn to do?	<p>Students will learn skills to enable them to:</p> <ul style="list-style-type: none"> ● critically evaluate data, research and sources ● communicate ideas to effect change ● problem solve They will also gain a: ● knowledge and understanding of scientific and mechanical concepts through investigations of technology and engineering ● knowledge and understanding 										
Course Requirements	Note: Students must supply their own USB Memory Stick and earphones.										
Stage 5 Credential	Satisfactory completion of 200 hours of study in STEM during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA). Students undertaking the Graphics Technology course based on Life Skills outcomes and content are not allocated a grade.										
Assessment	Assessment is based on practical projects completed in class, research assignments and OR results of competitions entered.										
Which teacher(s) should I speak to for assistance?	Mr Rotolo										

INFORMATION AND SOFTWARE TECHNOLOGY

Course Description	<p>People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.</p> <p>Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.</p>
What will students learn about?	<p>The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.</p> <p>The option topics to be studied within this course include:</p> <ul style="list-style-type: none"> ● Artificial Intelligence, Simulation and Modelling ● Authoring and Multimedia ● Internet and Website Development ● Software Development and Programming ● Robotics and Automated Systems
What will students learn to do?	<p>Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.</p> <p>Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.</p>
Course Requirements	<p>There are no prerequisites for the course.</p>
Stage 5 Credential	<p>Satisfactory completion of 200 hours of study in Information and Software Technology during Stage 5 (Years 9 and 10), will be recorded with a grade on the student's Record of School Achievement.</p>
Assessment	<p>Students will be assessed by their practical projects completed in class, research assignments and the results of the end of year exam</p>
Which teacher(s) should I speak to for assistance?	<p>Mr Rotolo</p>