



# ST STANISLAUS' COLLEGE

## JUNIOR CURRICULUM HANDBOOK





# COURSES OFFERED

## CORE CURRICULUM

- 4 Religious Education
- 5 English
- 6 Mathematics
- 8 Personal Development, Health & Physical Education (PDHPE)
- 9 Science
- 10 Mandatory Geography
- 11 Mandatory History

## ELECTIVE COURSES

- 12 Agricultural Technology
- 12 Commerce
- 13 COMPUTING Technology
- 14 Drama
- 14 Food Technology
- 15 Geography (Elective)
- 16 History (Elective)
- 16 LOTE - French and Japanese
- 17 Music
- 18 Graphics Technology
- 19 Industrial Technology - Automotive
- 20 Industrial Technology - Metal
- 20 Industrial Technology - Wood
- 21 ISTEM
- 21 Physical Activity & Sports Science (PASS)
- 22 Visual Arts

# FROM THE DEAN OF CURRICULUM, COMPLIANCE AND ANALYTICS

## CHOOSING ELECTIVES

This is an exciting time for students as they begin to make choices that direct their individual learning pathways. The most important reasons for choosing courses are interest and aptitude. Students should take this opportunity to choose electives they are interested in and that they think they will enjoy. St Stanislaus' College has a focus on preparing students for life through the development of 4Cs skills and the pursuit of excellence. Students and teachers work together to attain excellence through engagement with dynamic, responsive and inclusive practices.

The transition to Stage 5 provides students with the opportunity to make some choices around their pattern of study through the selection of electives. It also builds the foundation for study in Years 11 and 12. The school will recommend course levels in some subjects, such as Mathematics, based on performance in Stage 4. Benchmarks established in some courses during Years 9 and 10 will be utilised to determine progress into Years 11 and 12. For example, a student wishing to study Advanced English or Mathematics in Year 11 courses would be achieving a B grade in the equivalent Stage 5 course.

The school has a number of steps to help students make the subject choices best suited for each individual. Students and their families will be provided with advice about a pattern of study and recommended course levels for Mathematics based on student needs, strengths, interests and goals. The process for subject selection is as follows:

Term 3, Week 1	Curriculum Handbooks and resources available to students and parents on <a href="http://stannies.com">stannies.com</a>  Year meetings to discuss handbooks and subject selection process
Term 3, Week 2	Subject selection Zoom meeting - Implications of selections, ATAR, HSC
Term 3, Week 3	Subject Information Sessions for students in year meetings
Term 3, Weeks 5 and 6	Year 10 Subject Selection Interviews - discussion of potential subjects and recommendations.
Term 3, Week 7	Student selections finalised

Students and families can access advice from Academic Care Leaders who ensure the best outcomes to meet the specific needs, enrichment and learning styles of all students.

Creative and Performing Arts	Ms Victoria Roth	<a href="mailto:vroth@stannies.com">vroth@stannies.com</a>
English	Mrs Antonia Suthers	<a href="mailto:asuthers@stannies.com">asuthers@stannies.com</a>
History & Languages	Mrs Lee Knight/ Mrs Mel Lang	<a href="mailto:lknight@stannies.com">lknight@stannies.com</a> / <a href="mailto:mlang@stannies.com">mlang@stannies.com</a>
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Mathematics	Mr Scott Gilbert	<a href="mailto:sgilbert@stannies.com">sgilbert@stannies.com</a>
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Religion	Mrs Ros King	<a href="mailto:rking@stannies.com">rking@stannies.com</a>
Science	Mr Ben O'Mally	<a href="mailto:bomally@stannies.com">bomally@stannies.com</a>
TAS, Computing and Agriculture	Mr Shane Thurston	<a href="mailto:sthurston@stannies.com">sthurston@stannies.com</a>

*Mrs Virginia van Gend, Dean of Curriculum, Compliance and Analytics*

# Core Curriculum

## RELIGIOUS EDUCATION

### OVERVIEW OF COURSE

Students in Years 7 to 10 study a diocesan-based Religious Education course. The curriculum is broad, is academically and spiritually based and is taught from Catholic Christian perspectives. An overview of the units covered are listed below.

The units covered are:

#### YEAR 7

- Term 1: School & Church Communities  
The Bible – Sacred Scripture
- Term 2: God & People in Creation  
Old Testament Overview
- Term 3: Ways People Pray  
The Liturgical Year
- Term 4: Christian Ideals – Moral Decisions

#### YEAR 8

- Term 1: The Influence of Jesus  
The Setting of the Gospels
- Term 2: Symbols & Rituals  
Living the Christian Life
- Term 3: Ways of Being Catholic  
Early Christian Communities
- Term 4: People & Ministries in the Church  
Experiences of Good & Evil

#### YEAR 9

- Term 1: Catholic Church in Australia  
Sacraments of Healing
- Term 2: Key Church Teachings  
Mary
- Term 3: Ten Commandments & Beatitudes  
Old Testament Selected Texts
- Term 4: Images of Good and Evil  
Youth Ministry  
Literary Forms in the Scriptures

#### YEAR 10

- Term 1: Working for Justice in Australia  
Personal Moral Responsibility & Leadership
- Term 2: Eucharist  
A Synoptic Gospel
- Term 3: The Church in History
- Term 4: Major Christian Denominations  
Ancient & Indigenous Religions

### ASSESSMENT

The assessments in Years 7 to 10 comprise a variety of across the year group (common) tasks, including group tasks, concepts tests, assignments and examinations. These tasks, together with other indicators, cover the basics for grading student performances in the particular prescribed outcomes for the course. We have also incorporated a focus on the 4Cs (Creativity, Collaborative, Communications and Critical Reflection), which has led to greater engagement and opportunities for cross-curricular tasks.

# ENGLISH

## OVERVIEW OF COURSE

As a mandatory subject across Years 7 to 12, the study of English may indeed be seen as a core of students' secondary education experience. We aim to engage students through a variety of experiences, from traditional literacy skills of reading and writing to representation, speaking, collaboration, creativity and critical thinking skills that the 21st century demands.

In Years 9 and 10, students are encouraged to build upon their skills of reading comprehension, grammar and writing to include a greater sensitivity to the ideological purposes of the texts that surround them, from the everyday digital representation to classic novels and Shakespeare. The study of English, thus, helps students to uncover and appreciate the cultural and contextual significance of all texts so that students may become more critically aware citizens who can effectively communicate their unique perspectives with others.

## COURSE DETAILS

The study of English in Years 9 and 10 conforms to the NESA (NSW Education Standards Authority) syllabus and emphasises student-centred activities that recognise and cater for students' individual interests. Additionally, student engagement is fostered through the study of a variety of text types and contexts in order to present a range of engaging learning experiences.

Across Years 9 and 10, students will study the following text types, as mandated by NESA:

- at least two works of extended prose (including at least one novel)
- at least two collections of poetry
- at least two films
- at least two drama texts (including at least one Shakespeare play in Stage 5)
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

## ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Assessments in English Years 9 and 10 involve a range of common, across-the-board tasks that target a range of literacy and thinking skills. These are balanced between examinations, polished critical and creative writing assignments, multi-modal project experiences and speaking tasks. Classwork also makes up a component of student assessment.

# MATHEMATICS

In Stage 5 Mathematics, students develop their mathematical knowledge, skills and understanding through a range of learning experiences across Number and Algebra, Measurement and Geometry and Statistics and Probability. They develop their problem-solving skills, and mathematical reasoning and communication, as well as developing a deeper understanding of statistics and probability.

Placement of students into Mathematics classes

The following information is provided to explain the process of class placement and reporting in Mathematics. Parents should take special note of these as they may affect the level of Mathematics their son can study in Years 11 and 12. It should be noted that there are mathematics prerequisites that apply to certain University courses.

1. Year 9 students study Mathematics via one of three avenues:
  - Calculus-based avenue: leading to Mathematics Advanced or Mathematics Extension
  - Two Non-calculus based avenues: leading to Mathematics Standard 2, Mathematics Standard 1 or Numeracy.

The avenue of study and classes within each level are determined by the staff of the Mathematics Faculty and the Dean of Curriculum, Compliance and Analytics after careful consideration of the student's overall performance in Mathematics throughout Years 7 and Year 8. Whilst student preference can be considered as a guide, students seeking to pursue the Calculus avenue into Mathematics Advanced and Mathematics Extension should be achieving an A or B grade level in Years 7 and 8.

2. Year 10 is a continuation of the Year 9 course in preparation for Stage 6 Mathematics calculus-based courses (Advanced and Extension) and Stage 6 Mathematics non-calculus courses (Standard and Numeracy). During Term 4, students studying the Calculus avenue will have an opportunity to explore the content taught in Stage 6 Mathematics Advanced and Mathematics Extension One.

## A NEW CURRICULUM

There is a new Mathematics curriculum commencing with Year 9 in 2024. The main changes from the current Stage 5 courses are the implementation of Core content and optional Pathways for extended learning.

The NSW education standards authority (NESA) has the following statement on the Core-Pathway structure of the new Mathematics course;

*"The Core–Pathways structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement.*

*The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6.*

*Teachers are encouraged to continue to extend students towards demonstrating achievement in as many Stage 5 Core outcomes as possible. This is to enable as many students as possible to have the knowledge and skills necessary to engage in the highest level of mathematics in Stage 6.*

*Typically, the Core will cover teaching and learning experiences up to the middle of Stage 5. Pathways in Stage 5 must be carefully planned to ensure some students have the opportunity to engage with Advanced and Extension courses."*

At Stannies, Year 9 Mathematics classes in 2024 will be arranged into three learning avenues. These will be;

**[Non-calculus] Core** – Students will complete all core outcomes in preparation for a possible study of Mathematics Standard in Years 11 and 12. Any students requiring ongoing support to meet the core outcomes are recommended to consider studying Mathematics Standard 1 or the Numeracy course in Years 11 and 12.

**[Non-calculus] Core + Mathematics Standard Pathway topics** – Students will complete all core outcomes, and appropriate pathway outcomes, in preparation for a study of Mathematics Standard 2 in Years 11 and 12.

**[Calculus] Core + Mathematics Advanced and Standard Pathway topics** – Students will complete all core outcomes, and appropriate pathway outcomes, in preparation for a study of Mathematics Advanced or Extension in Years 11 and 12.

## REPORTING METHODS

Classes will be regularly assessed, both formally and informally, and students can be moved between avenues if their results and effort indicate that a change is appropriate.

At the end of Year 10, the College will award a grade from A10 - E2 in the level of Mathematics being studied by your son. This grade will take into account performance in school-based assessment tasks and is based on the performance descriptors issued by the NESA.

## MORE ABOUT OUR COURSES

### Calculus Avenue Courses

These courses are designed for those students who require extensive experiences leading to their development of mathematical ideas and for students who are still developing a more abstract approach to mathematical thinking. Students who study these courses would be able to work easily and quickly with the more demanding mathematical concepts. The emphases of these courses are algebraic processes, graphical techniques, interpretation, justification of solutions, advanced applications and reasoning which will arise in more sophisticated problems from realistic applications.

### Non-calculus Avenue Courses

These courses encourage the development of basic mathematical skills. They are designed for students who need time to develop skills for everyday life by practising them in a variety of ways. The content of the courses reinforces the skills and knowledge developed in the Year 8 Mathematics course and gives students experience in the application of maths to their lives.

Students in the Non-calculus avenue are still able to access Mathematics Advanced in Year 11, however, they may find some aspects quite challenging. These students may require additional support through extra study sessions, attending MathHUB or working with an external tutor.

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

This subject is one of the eight Key Learning Areas in the NSW Secondary curriculum. It is concerned with the development of the whole person and the improvement of quality of life for all.

## OVERVIEW OF COURSE

The aims are to develop in each student the knowledge, skills and attitudes needed to understand, value and lead healthy and fulfilling lifestyles. In so doing, this course will make a significant contribution to preparing students to take a responsible and productive role in society and to develop in them a commitment to life planning.

- Self-esteem and social wellbeing.
- Movement skills and personal fitness.
- An ability and commitment to make and act upon informed health decisions.

## COURSE DETAILS

Three content strands are the major components of this course. Each of the content strands must be studied in both Stage 4 (Years 7 and 8) and Stage 5 (Years 9 and 10) so that students experience a coherent pattern of study for four years.

## CONTENT STRANDS

Health, wellbeing and relationships

Movement, skill, performance

Healthy, safe and active lifestyles

## ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Assessment is the ongoing process of gathering information about student achievement in relation to the objectives and outcomes. This will be obtained by the collation of the following: Projects, assignments, knowledge and skill tests, group discussions, rating and attitude scales, peer and self-assessment. The practical follow-on of this subject leads to the College's sport and co-curricular programmes, therefore enhancing the development and education of the full person.

# SCIENCE

## OVERVIEW OF COURSE

Historically, scientific inventions have benefited mankind by making our daily lives easier. From waking in the morning using your mobile phone alarm, the clean water that comes from your shower to the light that you turn off at the end of the night.

Science, by its very nature, incorporates the skills needed for the 21st Century learner. It encourages students to develop critical thinking skills whilst problem-solving. It links the development of technology with real-life applications of science and demonstrates how these can help solve global concerns.

It encourages students to critically analyse claims made by big companies and teaches them the skills to do so. It encourages collaboration with peers and teachers and promotes effective communication skills to present their findings.

The Stages 4 and 5 Science syllabus aims to provide a broad-based education in science so that students may better understand the natural and technological world.

## COURSE DETAILS

In our Science classes, the Science program offers two content levels: the Core content that is mandatory for all students and the Optional content that is available in all classes. The Optional content is incorporated into the Core content and extended from it to provide a challenge to more capable students and to cater for their additional needs.

The following topics are included in the Year 9 Science course:

- Topic 1 - Light and Electricity
- Topic 2 - Disasters
- Topic 3 - Human Biology
- Topic 4 - Chemistry
- Topic 5 - Ecology

Students in Year 10 will continue to study the mandatory Core content as specified by the Stage 5 syllabus. These topics are:

- Topic 1 - Physics
- Topic 2 - Chemistry
- Topic 3 - Biology
- Topic 4 - Astronomy
- Topic 5 - Environmental Crisis

## ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Areas of assessment include:

- knowledge and understanding of scientific concepts
- practical and investigative skills
- application of information to everyday events
- problem-solving
- communication skills

Students will be assessed against Outcome statements of the above-mentioned areas using a number of techniques - reports, assignments, debates, models, spoken presentations, practical tests, group work assessments, as well as pen and paper tests. A detailed assessment program is provided to all Year 10 students in Term 1.

# MANDATORY GEOGRAPHY

## OVERVIEW OF COURSE

This mandatory course in Years 9 and 10 aims to make pupils aware of the environment on a national and global scale. In order to achieve this aim, a variety of natural and man-made environments are studied over the two years. Special emphasis is placed upon issues that are contemporary and of concern to the present generation of Australians. While examining changing environments and associated problems, a range of geographic skills are introduced.

Over the two years, the following themes will be studied:

## SUSTAINABLE BIOMES

Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies are investigated.

## CHANGING PLACES

Students examine the patterns and trends in population movements and the increasing urbanization of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, and propose and suggest opportunities for active citizenship.

## ENVIRONMENTAL CHANGE AND MANAGEMENT

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore world views influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and other country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

## HUMAN WELLBEING

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

# MANDATORY HISTORY

## OVERVIEW OF COURSE

This course is broken into two sections:

### **The Making of the Modern World**

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

Topics covered will include:

- Making a better world? – Movement of Peoples
- Australians at War – World War I and II
- The Holocaust

### **The Modern World and Australia**

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Topics include:

- The Modern World and Australia
- Rights and Freedoms
- The Cold War
- Asia and the World

## ASSESSMENT

Assessment during this course will vary greatly. Formal testing will take place throughout the year.

During the course, assessments may include a book mark; concept lists; short answer questions; research assignments and projects; essays and reports; oral assessments and presentations.

All students will complete a site study and will be expected to submit required tasks related to the unit of study at that time. The tasks vary greatly to provide students with a range of skills and techniques.

# Elective Courses

## AGRICULTURAL TECHNOLOGY

### OVERVIEW OF COURSE

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies. Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through the management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants, animals or integrated plant/animal systems. Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities and laboratory work. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues and develop skills in designing, investigating and managing farms.

### COURSE DETAILS

YEAR 9: Core A

Introduction to Agriculture, Plant Production 1 (Vegetable Production and Horticulture), Animal Production 1 (Broiler Production and Beef Production)

YEAR 10: Core B

Agricultural Systems and Management, Plant Production 2 (Pastures and Sustainability, Animal Production 2 (Eggs and Bacon and Prime Lambs)

### ASSESSMENT STRATEGIES/GUIDELINES/METHODS

YEAR 9 & 10: Assessment is based on theory and practical activities. Assessment in this course uses different methods, eg Topic & Semester tests, Spelling Tests, Assignments, Book Marks, and Practical Experiments. Students are assessed according to grade descriptors.

## COMMERCE

### OVERVIEW OF COURSE

The study of Commerce aims students towards personal competence and responsible participation in the commercial environment. In doing this, it provides a distinctive and significant contribution to the total school curriculum and, thereby, the general education of students.

The Commerce course at St Stanislaus' College is structured to occur as an elective in Years 9 and 10. The Year 9 component largely concentrates on the commercial environment before moving on to the role of the individual, which forms the focus of Year 10. Each unit is set out in such a way as to identify the objectives and outcomes to be covered with selected content drawn from the areas of business, consumers, government, labour, law, money and records. The learning experiences associated with these content areas are designed to develop the

following concepts: change, interdependence, power, communication, justice, production, competition, liability, responsibility, discrimination, market, specialisation, distribution, motive, value, exchange, organisation, welfare, income and ownership. Topics covered in Year 9 include:

- Consumer and financial decisions
- Employment and work futures
- Promoting and selling
- Travel

Year 10 include:

- Law, society and political involvement
- The economic and business environment
- Our economy
- Towards independence

## ASSESSMENT

Students are continually assessed on their achievement of the outcomes. Formal assessment takes place at the end of each unit of work through a topic test. These are supplemented by book marks, spelling tests and assignments related to the unit of work.

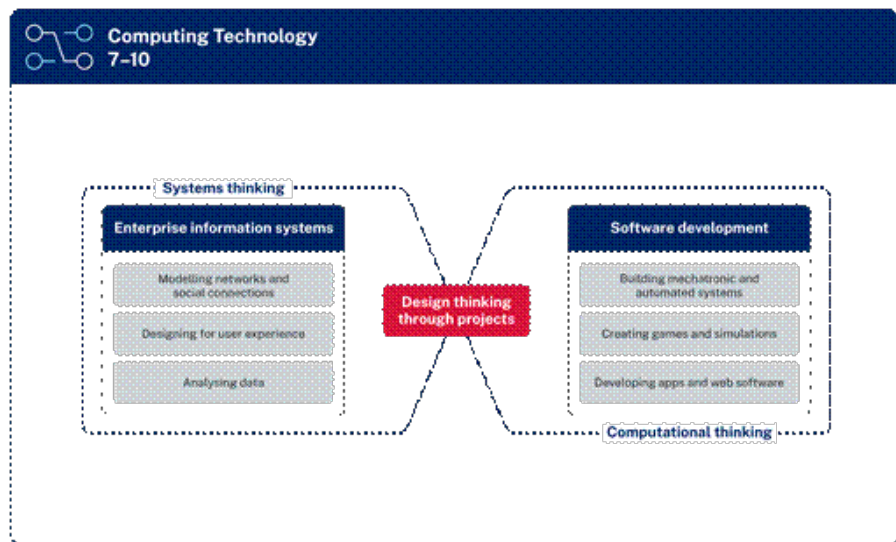
# COMPUTING TECHNOLOGY

## OVERVIEW OF COURSE

The content diagram for Computing Technology shows how Systems thinking and Computational thinking are connected via Design thinking through projects. Systems thinking is shown as a key process in the learning and understanding of Enterprise information systems. This includes Modelling networks and social connections, Designing for user experience and Analysing data. Computational thinking is shown as a key process in the learning and understanding of Software development. This includes Building mechatronic and automated systems, Creating games and simulations and Developing apps and web software.

The focus areas of the course are:

- Enterprise information systems: Modelling networks and social connections
- Enterprise information systems: Designing for user experience
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Developing apps and web software



# DRAMA

## OVERVIEW OF COURSE

Drama is an exciting, dynamic subject that develops self-expression, confidence and both verbal and non-verbal skills. Students will be exposed to a variety of theatre methods and develop skills in improvisation and play-building. The majority of the lessons are practical and allow the students to express themselves in a safe and creative environment. Students will have the opportunity to evaluate their own performances along with the work of their peers. There is no right or wrong in performance, and students are encouraged to express themselves in their own individual and unique way.

Students who are interested in self-expression, creativity, developing their imaginations and learning by experience would enjoy this course. A preparedness to work constructively with others is essential.

## ASSESSMENT STRATEGIES/GUIDELINES/METHODS

Much of the assessment will be based on small group performances where the students will demonstrate their ability to manipulate the elements of drama to create a meaningful performance. NSW Outcomes for Drama Stage 4 and 5 will be the basis for measuring most of the students' achievements.

# FOOD TECHNOLOGY

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 food adds to life and how it contributes to both vocational and general life experiences.

## COURSE DETAILS

Students in Year 9 cover the following subject areas:

- Food in Australia. Students will plan and prepare safe foods which reflect the multicultural nature of Australian cuisine.
- Food equity. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations.
- Food product development. An ever-increasing array of food products is available in the marketplace as a result of food product innovations. Students will examine the reasons for developing food products and the impact of past and present food product innovations on society and explore the processes in food product development. Students will develop, produce and evaluate a food product.
- Food selection and health. Students will select, plan and prepare safe and nutritious foods to reflect national food guidelines.

Following on into Year 10, students will cover the following topics:

- Food for special needs. Students will plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

- Food trends. Students will plan, prepare and present safe, appealing food that reflects contemporary food trends.
- Food service and catering. Students will plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.
- Food for special occasions. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.

## **ASSESSMENT**

Assessment is based on theory and practical activities. Assessment in this course uses different methods, e.g. Topic & Semester tests, Spelling Tests, Assignments, Book Marks, and Practical Experiments. Students are assessed according to grade descriptors.

# **GEOGRAPHY (ELECTIVE)**

## **OVERVIEW OF COURSE**

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future

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 skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

The study of Geography develops a wide range of skills, such as gathering, organising, evaluating and communicating geographical information from a variety of primary and secondary sources, including fieldwork. Fieldwork is an essential part of the study of Geography. Fieldwork can enhance learning opportunities for a wide range of students because it caters for a variety of teaching and learning styles.

Fieldwork activities at Stannies are carefully planned to achieve syllabus outcomes. Whether they are undertaken locally (Macquarie, River, Jenolan Caves) at more distant sites (Barangaroo development) or by using information and communication technology, fieldwork activities are integrated with the teaching/learning program to take full advantage of the enhanced understanding that can be achieved through direct observation, field measurements and inquiry learning.

Students in Elective Geography have opportunities to develop knowledge and understanding of:

- the features and characteristics of places and environments across a range of scales
- interactions between people, places and environments.
- contemporary geographical issues and their management.

The themes above are developed through the study of elective topics such as:

- Physical Geography
- Climate change and global warming
- Oceanography
- Interactions and patterns along a transcontinental transect.

## **ASSESSMENT**

Assessment tasks for this course cover the main focus areas of Physical Geography, Sustainable Biomes and Climate Change. Within these areas of content, tasks assess the mastery of geographical skills, research utilising both primary and secondary investigations, essay writing and communication skills. Tests and examinations also make up part of the assessment schedule.

# **HISTORY (ELECTIVE)**

## **OVERVIEW OF COURSE**

This course offers students a wide variety of options, topics and tasks. We focus on world history, moving from the ancient world through to modern times. If a student were to choose History as his elective, he would explore histories from many aspects and times. We integrate a range of excellent presentations, such as an Ancient Weapons Show and excursions to the Australian War Memorial in Canberra. Students have the opportunity to become detectives in the world of crime and assassination.

The course looks at the following topics:

- The construction of history – use of film, scientific examinations, and archaeological and historical evidence to piece together the past;
- The world of Ancient Rome, gladiators and the Roman Army;
- A detectives approach to history through a case study on Jack the Ripper;
- An investigation of Germany under Hitler and the Nazi Party;
- Australians at War - WWI and WWII.

## **ASSESSMENT**

Assessment tasks for this course vary and involve a range of formats, such as reports, oral presentations, computer-generated tasks, source-based and extended responses and examinations. The object of each assessment task is to continue with the development of strong writing skills, use evidence to draw conclusions and produce informed citizens.

The knowledge, understanding and skills developed during this course form a valuable foundation for a range of courses in the future, particularly in terms of an understanding of the world in which they live and preparing them with excellent skills they can take with them into the Senior courses.

# **LOTE – FRENCH AND JAPANESE**

## **BACKGROUND**

The syllabus for Years 9-10 French or Japanese builds on the language learnt in Years 7 and 8. In that course, the students are given the basic tools to introduce themselves and to describe themselves and their families.

In Years 9 and 10, the focus is developing the students' ability to communicate information about themselves, both in writing and in speech. They add to their range by saying how they spend their time. In particular, there is a focus on their daily life, pastimes, household chores, shopping and holidays. The students learn how to describe places, actions and outcomes, as well as how to use the past and future tenses. The wider vocabulary allows students to express themselves more completely.

With a smaller class size, the students will have greater opportunity to practise and improve their individual speaking skills. The students may also have the opportunity to use their LOTE skills in genuine situations, either with other students of their level or with native speakers.

## COURSE OVERVIEW

The course encourages students to think about the format and contents of different text types and to analyse the use of language to convey meaning in different contexts. There is an emphasis on understanding and being able to describe in appropriate terms the grammatical structures which they learn. This provides a strong link to other curriculum subjects, such as English and History.

Students will have access to French and Japanese recordings of stories, magazines, television programs, spoken texts and other real resources to supplement their learning.

## ASSESSMENT

Assessment is ongoing, including a variety of approaches such as speaking, writing, reading and responding. At the end of Year 10, an on balance judgment is made based on the available assessment evidence collected throughout the course.

# MUSIC

In the Stage 5 Music course, students are required to further develop understanding and skills through the study of compulsory and elective topics. The course is 50% practical, and theory is developed through music making and composition.

## COMPULSORY TOPIC: AUSTRALIAN MUSIC

Australian music is described as music originating in Australian society. This is a broad field and will include many types of music, such as:

- Aboriginal and Torres Strait Islander traditional and contemporary music
- art music
- jazz
- forms of popular music
- music from Australia's diverse cultural backgrounds
- music for radio, film and television
- music for the theatre

As well as the study of styles and genres, the study of Australian music also includes the influences and impact of technology.

## ELECTIVE TOPICS

Students will study at least one topic from each of the following three groups. The approach may range from an intensive study of a genre to a more general view of the whole topic.

### Group 1

**Baroque Music** eg. instrumental music, choral music, music of a composer

**Classical Music** eg. concerto, chamber music, orchestral music, opera

**Romantic Music** eg. vocal music, music of a composer, tonality and its breakdown

### Group 2

**Medieval Music** eg. sacred, secular, modality, instrumental music, vocal music, dance and its music

**Renaissance Music** eg. madrigal, mass, vocal music, instrumental music, dance and its music

**Art Music After 1900** eg. a specific style, a comparison of styles, developments in notation, technology, new combinations of sounds

**Traditional Music of a Culture** eg. cultural context, stylistic features, notation, dance and its music

### Group 3

**Popular Music** eg. a specific style, a comparison of styles, technology

**Jazz** eg. improvisation, a specific style, a comparison of styles

**Music For Radio, Film And Television** eg. a composer, music in advertising and film, music technology

**Music For The Theatre After 1900** eg. a composer, opera, ballet, stage musicals

### PRACTICAL MUSIC MAKING

As each unit contains a performance strand the College recommends students electing Music play a musical instrument or be willing to undertake the study of one through the College Instrumental Music Programme. Some instruments are available for hire from the College. Elective music students are expected to contribute to the musical culture of the College by performing in one of the many school performing groups - concert band, rock groups, cantor group, etc, when requested by the Head of Creative and Performing Arts.

## GRAPHICS TECHNOLOGY

### OVERVIEW OF COURSE

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

### COURSE DETAILS

Students in Year 9 study Lobes 1 and 2, which broadly cover:

- Drafting instruments types, care, use of, computers as a drawing method.
- Freehand drawing: Rapid drawing of geometric shapes and forms in both isometric, oblique, perspective and orthographic.
- Lettering and Symbols: Current Australian Standards, alternative styles, line types both manual and CAD.
- Orthographic projection: Single and multi-view drawings, reading drawings, measuring and drawing objects, drawing from pictorial views, dimensioning both manual and CAD.
- Pictorial drawings: Isometric, oblique, perspective both manual and CAD.
- Rendering
- Geometric construction eg. developments

In Year 10, more advanced work is attempted in the above areas plus -

- Orthographic assembly drawings.
- Engineering and architectural terms and drawings.
- Auxiliary views.
- Passive solar house design.
- Material lists.
- Exploded pictorial drawings.

### ASSESSMENT

Assessment is based on theory and practical activities and use different methods, eg. drawings completed in class as well as assignments, book work and examinations.

# INDUSTRIAL TECHNOLOGY - AUTOMOTIVE

## OVERVIEW OF COURSE

Year 9 Automotive students work on both four-stroke and two-stroke mowers. At the start of the course, however, students look at alternative energy that could be used to run vehicles and design their own theoretical vehicle. We start in the workshop by dismantling four-stroke push mowers and rebuilding them by making our own gaskets and using as many of the original components as possible. Students reseal the valves and remove carbon from the piston and cylinder head. Students complete the year looking at two-stroke mowers, attempting to get them running, followed by stripping and rebuilding.

Year 10 Automotive work on ride-on mowers. It's a project with the scope to work on the chassis, engine, drive and steering. Some students also branch out into Postie Bikes for their project. The students work in groups and start by trying to get the vehicle up and running. The next step is then to strip the engine down and rebuild it. The students reseal the valves, hone the cylinder and fit new components. It's a great project that lasts the whole year.

## DETAILS OF COURSE

The diagnose, repair and replace theory is emphasised throughout the course. All students are supplied with heavy cotton overalls and are issued with safety glasses and earplugs.

Particular emphasis is given to the following details:

- Overview of course, engines in use and investigating a car
- Vehicle identification
- Cars: History of design
- Multimedia 1: Motor car and body shell
- Design Assignment: Function, aesthetics and the principles of development
- Design Assignment: Selection, justification and evaluation
- Steam power and lubrication systems
- Steam engines and internal combustion
- Multimedia 2: Internal combustion engine - how it works
- Gas turbines and fuel systems
- Practical 1: Removing the squeaks, clean the engine and body panels
- Diesel engines, pneumatic tyres and exhaust systems
- Lighting, Model T to Rolls Royce and engine electronics
- Practical 2: Car components - identification and function
- Post WW1 car developments and drive train
- Rotary engines, American cars of the 1930s and suspension
- 4X4 and small cars, brakes and tyres
- Practical 3: Routine checks, road worthy inspections and electronics
- Australian cars and mechanical advantages
- Air conditioning

## ASSESSMENT

Assessment is based on mastery of skills, the assembly and disassembly of components, documentation e.g. book work, assignments, exams, folio and levels of knowledge and understanding achieved.

# INDUSTRIAL TECHNOLOGY - METAL

## OVERVIEW OF COURSE

The study of Industrial Technology - Metal 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. 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-centred learning experiences, including the development of a major project in Year 10.

## DETAILS OF COURSE

The design and construction process is emphasised throughout the course. Particular emphasis is given to the following details:

- Design Skills: Function, appearance, safety and cost of finished product.
- Planning Skills: Freehand sketching (both pictorial and orthographic) and working drawings.
- Construction Skills: Safety, marking off, measuring and testing, shaping, bending, machine tools, joining (including brazing and welding) and finishing.

## ASSESSMENT

Assessment is based on mastery of skills, the finished product, documentation eg. book work, assignments, exams, folio and levels of knowledge and understanding achieved

# INDUSTRIAL TECHNOLOGY - WOOD

## OVERVIEW OF COURSE

The study of Industrial Technology - Wood 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. 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-centred learning experiences, including the development of a major project in Year 10.

## DETAILS OF COURSE

The Design and Construction Process is emphasised throughout the course. Particular emphasis is given to the following details:

- Design skills function, appearance, safety and cost of finished product.
- Planning skills, freehand sketching (both pictorial and orthographic), and working drawings. Computer-aided drawing is studied.
- Construction Skills safety, material preparation, cutting and shaping, joining, finishing and maintenance of tools and equipment

## ASSESSMENT

Assessment is based on mastery of skills, the finished product, documentation e.g. bookwork, assignments, exams, folio and levels of knowledge and understanding achieved.

# ISTEM

## OVERVIEW OF COURSE

The iSTEM course covers a number of STEM-based fields, including; Fundamentals, Aerodynamics, Motion, Mechatronics, Surveying, Aerospace, Statistics, CAD/CAM and Biotechnology. Students undertake a range of inquiry-based (IBL) and project-based (PBL) learning activities which occupy the majority of course time. These assist students to actively pursue and use STEM-based knowledge beyond the simple transmission of content.

## DETAILS OF COURSE

There are four core modules (STEM Fundamentals 1, STEM Fundamentals 2, Mechatronics 1 and Mechatronics 2) and ten elective modules (Aerodynamics, Motion, CAD/ CAM1, CAD/ CAM2, STEM PBL Minor, STEM PBL Major, Surveying, Design for Space, Statistics in Action and Biotechnology) around which the course is designed. Not all electives will be undertaken.

The iSTEM course also provides opportunities for competing in STEM-based competitions such as F1inSchools, Science and Engineering Challenge, RoboCUP, Electric Vehicle Festival, Solar Car Challenge, Pedal Prix, P-TECH, Science and Technology Education Leveraging Relevance (STELR) program and many others.

## ASSESSMENT

Assessment is project-based throughout the course. Projects that students undertake will include tasks focussed on specific core and option topics together with student STEM designed projects.

# PHYSICAL ACTIVITY & SPORTS SCIENCE (PASS)

The Physical Activity and Sports Studies (PASS) is a more practically-based course compared to the mandatory PDHPE course, with around 60% of the course based around practical activities. This is a 200-hour course over two years.

This course incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure activities, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This course provides opportunities for students to explore the more practical nature of physical education. An introduction to fitness principles, body systems, nutrition, coaching and performance enhancement are all covered in this course.

Students are introduced to valuable life skills such as organisation, leadership and communication. With the acquisition of these skills, the students would be positioned to lead a healthy lifestyle and make a strong contribution to their community in terms of health and physical activity.

# VISUAL ARTS

## COURSE DESCRIPTION

Visual Arts in Years 9 and 10 develops and extends the core experiences, themes and skills taught in Years 7 and 8. It is fun and engaging learning, mostly through art making.

The aims of this course are to enable students to:

- Develop the skills required to make art and design works that fulfil a range of functions and express and communicate their own ideas and feelings.
- Understand the nature of art and design and the ways in which visual images are valued and made use of in our society.
- Understand the meanings of art and design.
- Students investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century.
- Understand and value the contribution which artists and designers make to our society.
- Develop a positive concept of self through recognition of the scope for individuality inherent in the creation and study of works of art and design.
- Develop safe and innovative working practices in a shared working environment.

## WHAT WILL STUDENTS LEARN ABOUT?

Students learn about how various forms of media are shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places and relationships in the art world between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

The objectives of this course are:

- Make art and design works.
- Critically study art and design work.
- Interpret, understand and appreciate art and design works in a historical context.

An Australian contemporary focus is of primary concern, although artists and artworks from other countries, cultures and periods are referred to in order to develop the student's understanding of Australian art within an international context. Elements include the integration of the study of art and design works with the creation of art and design works.

## WHAT WILL STUDENTS LEARN TO DO?

The emphasis of the course is on making activities, and students are required to keep a portfolio which is used for recording, planning and reflective purposes.

A range of forms can be exploited by students in their making, critical study and historical study of art and design works. Such forms include:

- Drawing
- Painting
- Print making
- 3D forms
- Ceramics
- Photography