



St Joseph's College

Stage 5 Handbook
2012-2013

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MESSAGE FROM THE PRINCIPAL

The next exciting phase of your secondary education awaits you! This Handbook provides a guide to the Middle Phase Curriculum for each student pathway available here at St Joseph's College for 2012-2013.

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

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

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

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

I encourage you to take the time to read all the information carefully.

May you be strengthened by God's Holy Spirit in your considerations, who knows all we need even before we ask it.

Eric Littler
Principal

INTRODUCTION

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

While mandatory requirements to achieve the new credential that replaces the School Certificate remain the same, the format, style and delivery of this new credential is yet to be announced.

The syllabuses covering Years 7-10 may be viewed on the NSW Board of Studies website, www.boardofstudies.nsw.edu.au.

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

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

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

At St Joseph's College, students may study no more than two courses through external providers such as TAFE, Outside Tutors or Distance Education.

Additional information about Stage 5 subjects and the credential replacing the School Certificate is available from Course Teachers, KLA Coordinators and the Curriculum Coordinator.

Mr Eric Littler - Principal

Mr Peter Lyon - Deputy Principal

Mrs Kathy McAlister - Curriculum Coordinator

Mr Chris Morrison - Year 8 Coordinator, 2011

STAGE 5 AT ST JOSEPH'S COLLEGE

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

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

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

Curriculum

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

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

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

Satisfactory Course Completion Requirements

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

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

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

Assessment Information

Assessment is used at St Joseph's College as a process of gathering information in order to make judgements and to give information about a student's achievement. Assessment is an integral part of each course of study and is linked closely with the course's Aims, Objectives and Outcomes. The College has a commitment to ensuring that students can achieve as many of the course outcomes as possible and that in setting assessment tasks, teachers will ensure that our students know exactly what is expected of them, the outcomes of the course being assessed and the criteria being used to judge performance.

Year 9

Year 9 have formal assessments in each subject. The tasks may vary in nature and could include oral presentations, written tasks, practical performances, research assignments and excursion reports. Some subjects such as PD/H/PE have ongoing graded assessment incorporated into their teaching and learning programmes. Half-Yearly examinations take place during Term 2 and Yearly Examinations at the end of Term 4.

Each term Year 9 students are issued with calendars that indicate the formal assessments occurring in each subject during the term. At least two weeks prior to each assessment, students are notified via the College website of the outcomes to be assessed, the nature and timing of the task and marking criteria. During class time, teachers will explain the assessment details to the student.

Students who know in advance that they will be absent when an assessment task is due or scheduled must show their course teacher a parent/carer note in the College Diary to explain the situation. Following an unexpected absence from an assessment, such as illness, Year 9 students must also show their course teacher a diary note from the parent/carer. Alternative arrangements regarding the assessment will be negotiated between the student and course teacher. Students wishing an extension for a task will apply to the course teacher via a parent/carer note in the diary. **It is the student's responsibility to show this note to the course teacher in the first lesson of the relevant subject after returning to school.**

In the event that a student fails to submit an assessment task by the due date and has no valid explanation in his/her diary, the course teacher will inform the KLA Coordinator of the non-submission. The KLA Coordinator may need to meet with the student to provide further guidance. The KLA Coordinator will mail home a Zero Mark Letter. **Students still need to complete the work, despite being allocated a zero score, to demonstrate they are satisfying course outcomes.**

Plagiarism is the act of copying or using words or ideas which are not your own. To copy from a book, website or any other work and claim it as your own is a form of theft known as plagiarism. This theft includes the cut and paste method many students use in word documents. Zero marks will be awarded for any section(s) of a student's work that is deemed to have been plagiarised. In situations where the entire task has been plagiarised, the student will receive a zero mark as the overall result. Students receiving a zero mark for an assessment will have a 'Zero Mark Letter' posted home.

Year 10 Assessment

At St Joseph's College, there are significant differences regarding assessment procedures for Year 10 as compared to Year 9. Students are provided with an Assessment Handbook and Assessment Calendars at the commencement of Year 10. **Students must adhere to the assessment procedures described in this handbook. Assessment procedures for Year 10 match the assessment procedures for Years 11 and 12.**

Appeals

If a student disagrees with a mark/grade allocated for an assessment task, then the student must ask the course teacher to review the mark **within one week** of the return of the assessment task.

If a student still disagrees with the course teacher's decision then the student must ask, in writing, for the KLA Coordinator to review the situation within one week of the return of the assessment task. In the event that the student remains dissatisfied an appeal may be lodged in writing to the Curriculum Coordinator. This appeal will be heard by a committee consisting of the Principal, the Curriculum Coordinator and KLA Coordinator of the relevant faculty.

The Appeal Committee will focus on **whether the school's procedures for assessment have been followed**. In a formal appeal at the Appeal Committee stage, students are not entitled to seek a review of teacher's judgements of the worth of an individual performance of an assessment task. This means marks or grades awarded will not be subject to review as part of the formal appeal process. The student and parents will be informed in writing of the final result of any formal appeal.

Reporting to Parents and Carers

Academic Reports for Semester 1 and Semester 2 are issued at the end of Term 2 and Term 4 respectively. Stage 5 students receive Progress Reports in Term 1 and Term 3. Parent/Teacher/Student interviews occur early in Term 2 and at the end of the year at the request of the Parents.

Allocation of Grades

Reporting of student achievement is based on the Common Grade Scale. The Common Grade Scale describes performances at each of the five grade levels. The Course Performance Descriptors are:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills . In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills .
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills .
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills .

Celebrating Success

Results earned by the students from graded assessments in each course will be recorded by teachers on the school computer network. Merit awards are generated from the formal assessment data. Students receive an Academic Excellence Award in a subject if they have been awarded a Grade A for a task. These awards are recognised on the Pastoral Report page of the Semester 1 and Semester 2 reports.

Semester Excellence Awards , where a student has attained all Grade A's in a subject, are generated from Semester reports. Students who are ineligible for a Semester Excellence and have applied themselves to the best of their ability consistently throughout the semester may be awarded a Semester Commendation Award in a subject(s). These awards are recognised on the Pastoral Report page of the Semester 1 and 2 reports.

The Curriculum Coordinator selects students who have attained excellent results across a range of subjects to recognise with a Curriculum Award at College Assemblies. The names of these students and the subjects in which they have excelled are celebrated in the College Newsletter.

Additionally, a teacher may recognise a student who is consistently working to the best of his/her ability with a merit stamp in the student's College Diary or a Commendation Merit Certificate.

Yearly Excellence and Special Awards are presented at College Presentation Evenings held at the end of the school year.

Choosing Electives

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

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

SECTION ONE
COURSES WHICH ALL STUDENTS STUDY

COURSES WHICH ALL STUDENTS STUDY

Catholic Studies

English

History, Geography, Civics & Citizenship

Mathematics

Personal Development, Health & Physical Education

Science

COURSE DESCRIPTION

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

Content Strands covered are:

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

WHAT TOPICS ARE COVERED?

Year 9:

- Literary Forms in the Scriptures
- Old Testament Selected Texts
- Key Church Teachings
- Catholic Church in Australia
- Images of Good and Evil
- Sacraments of Healing
- Ten Commandments and Beatitudes
- Mary

Year 10:

- Ancient and Indigenous Religions
 - A Synoptic Gospel
 - The Church in History
 - Working for Justice in Australia
 - Major Christian Denominations
 - Personal Moral Responsibility
 - Eucharist
-

ASSESSMENT TASKS

Assessment Tasks may include:

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

During Year 10, a Formal Assessment program is followed to establish the levels to be awarded for the School Certificate.

HOW CAN THIS COURSE HELP ME?

The aim of this course is to assist students towards:

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

COURSE DESCRIPTION

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

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

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

WHAT TOPICS ARE COVERED?

Areas of English studied include:

- Fiction
 - Non-Fiction
 - Poetry
 - Drama
 - Language
 - Text Types
 - Mass Media including Information Technology
 - Debating and Public Speaking
 - Film
-

ASSESSMENT TASKS

A variety of both formal and informal assessment tasks will be used. Student self assessment will also be encouraged.

Students will be formally assessed in the modes of:

- Reading
- Writing
- Speaking
- Listening
- Viewing & Representing

It is important to note that Stage 5 English results impact on the level of English undertaken by individual students for the HSC. Students wishing to study Advanced English are advised to obtain a Band 6 or a high Band 5 in the School Certificate. To undertake an Extension English course in Stage 6, it is recommended that a Band 6 be obtained in the School Certificate.

HOW CAN THIS COURSE HELP ME?

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

COURSE DESCRIPTION

These courses in HSIE are mandatory for students to receive a School Certificate. History and Geography in Stage 5 is very different in content to that which was studied in Years 7 and 8. Civic and Citizenship is integrated into both the History and the Geography courses. Specific details on the content are listed below.

Stage 5 students will be undertaking work which is more extensive, more detailed and more demanding than HSIE subjects in Years 7 and 8. Much greater emphasis will be placed on the skills of critical thinking and analysis. Students must commit to a regular pattern of homework and revision. They will also need to develop sound organisational and time-management skills.

As of 2012, the mandatory study of History, Geography, Civics & Citizenship will be undertaken exclusively in Year 10. Students will therefore be studying both courses - History and Geography - throughout the whole of Year 10. Students wishing to study History or Geography in Year 9 may elect to study either the elective History or the elective Geography courses in Year 9 as a one-year 100 hour elective, before studying their mandatory History and Geography the following year.

Fieldwork is a compulsory component of both History and Geography in Year 10. The cost of these two fieldwork activities will total approximately \$25. These activities are linked to the School Certificate assessment program and are a mandatory part of successful completion of the School Certificate course.

WHAT TOPICS ARE COVERED?***HISTORY:***

The history component of this course provides students with an understanding of Australian history and citizenship from the beginning of the twentieth century to the present. There are eight topics:

1. Australia to 1914

Includes study of:

- living and working conditions at the beginning of the twentieth century
- Federation and the Constitution
- Social legislation
- Immigration restrictions

2. Australia and World War I

Includes study of:

- Our involvement in World War I
- The Gallipoli campaign and the creation of the ANZAC legend
- Experiences of different groups of people in Australia during World War I

3. Australia Between the Wars

Includes study of:

- Experiences of people such as returned soldiers or the unemployed
- Individuals such as Rev John Flynn, Margaret Preston or Sir Charles Kingsford Smith
- Events such as the construction of Canberra, the Conniston massacre or the opening of the Sydney Harbour Bridge
- Political events such as the growth of trade unions, the dismissal of Jack Lang or the foundation of the Country Party.

4. Australia and World War II

Includes study of:

- Our involvement in World War II
- The impact of the war on civilians
- Our changing relations with Britain and the USA during World War II

5. Australia in the Vietnam War Era

Includes study of:

- The communist threat
- Our involvement in the Vietnam War

6. Changing Rights and Freedoms

Includes study of:

- Various groups in Australian society, such as Aboriginal peoples, migrants and women
-

7. *People Power and Politics in the Post War Period*

Includes study of:

- Australia and the United Nations
- Issues and individuals such as Green Bans, The Whitlam dismissal, Germaine Greer and Sir John Kerr

8. *Australia's Social and Cultural History in the Post War Period*

Includes study of:

- Changing technology
 - Social and cultural features such as fashion, music, entertainment or sport
-

GEOGRAPHY:

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

1. *Investigating Australia's Physical Environments*

Includes study of:

- Australia and its unique physical characteristics
- Natural hazards

2. *Changing Australian Communities*

Includes study of:

- People and communities in Australia
- Change due to new technologies, globalisation, changing work patterns etc.

3. *Issues in the Australian Environment*

Includes study of:

- Examples may include coastal management, air quality, urban growth and decline or land and water management

4. *Australia in its Regional and Global Context*

Includes study of:

- Our regional and global links through migration, trade, sport, culture and communication
 - Future challenges such as population growth, reconciliation and human rights
-

ASSESSMENT TASKS

Assessment can take many forms. They may involve:

- fieldwork reports
 - individual research projects
 - group work
 - examinations
 - topic tests
 - oral presentations
 - multimedia presentations
-

HOW CAN THIS COURSE HELP ME?

This course is compulsory for all students in NSW who wish to receive a School Certificate.

The content of this course provides all students with a deeper understanding of their own heritage and history, as well as an appreciation of their responsibilities as citizens of Australia. If we expect to live in a just and fair society we need to understand that such things can only exist if we ensure justice and fairness. Students will be equipped with knowledge and skills for active participation in community life, promotion of intercultural understanding, ecological sustainability and advocacy for a just society.

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

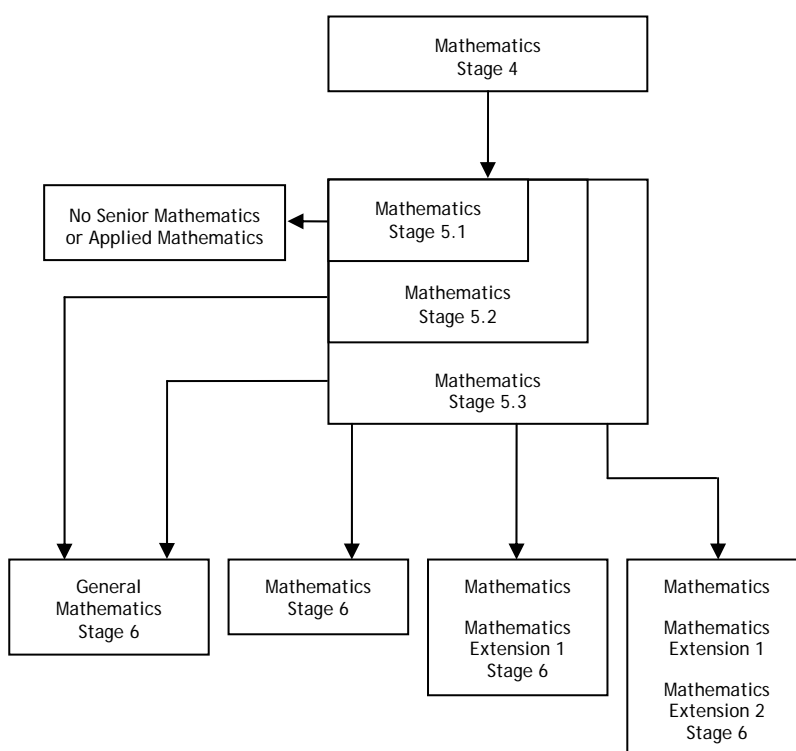
COURSE DESCRIPTION

The Mathematics Years 7-10 syllabus forms part of a continuum of mathematics from Kindergarten to Year 10. In order to cater for the full range of learners, three specific end points have been identified for Stage 5 (Years 9 and 10). The new syllabus has been broken up into 6 strands made up of one process strand and five content strands. They are:

- | | |
|------------------------|---------------------|
| Working Mathematically | - Process Strand |
| Numbers | } - Content Strands |
| Patterns and Algebra | |
| Data | |
| Measurement | |
| Space and Geometry | |

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

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



Note: It is very difficult for a student to study the Mathematics course in Year 11 and 12 if they come from Mathematics Stage 5.2. Students who are in Mathematics Stage 5.1 are *not* suited to the senior Maths courses.

ASSESSMENT TASKS

Assessment tasks are mostly exam-based.

HOW CAN THIS COURSE HELP ME?

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

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

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

COURSE DESCRIPTION

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

Context is divided into four strands:

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

Hours of study are divided evenly between practical and theory lessons.

WHAT TOPICS ARE COVERED?

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

COURSE DESCRIPTION

Science provides a distinctive view and way of thinking about the world.

In Stage 5 students will continue to:

- Develop their Science knowledge, understanding and skills through a range of contextualised learning experiences
- Explore issues related to the history of science, nature and practice of science, applications and uses of science, implications for society and the environment, and current issues, research and development through the Prescribed Focus Areas
- Develop scientific knowledge and understanding of the non-living world and living world using models, theories, laws, structures, systems and interactions
- Develop their expertise in working scientifically through the skills of planning and conducting scientific investigations, communicating information and understanding developing scientific thinking and problem-solving techniques, and working individually and in teams
- Undertake practical experiences for a minimum of 50% of allocated course time

Practical experiences

These must be a minimum of 50% of allocated course time for students to demonstrate achievement in relation to the outcomes of the syllabus.

As well as undertaking practical experiences conducted in class time, students are to undertake a variety of research projects which provide opportunity for further development and application of the skills of working scientifically.

Student Research Project

The work of scientists involves planning and carrying out investigations, communicating ideas and findings and seeking constructive evaluation by peers. The student research project provides opportunities for students to engage in similar processes during the course of their learning.

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

WHAT TOPICS ARE COVERED?Year 9

- From Mt St Helens to Newcastle (Earth Science)
- Energy For a Technological World (Physical and Technological Science)
- Hitchhikers Guide to the Galaxy (Cosmology)
- The Other World Wide Web (Ecology)

Year 10

- Topics may be team taught on a rotational basis taking into account the need for individual subject selection for those choosing to continue their interest in science in Years 11 and 12.
- Topics are organised under:
 - Earth and Environmental Science (Geological History and Evolution)
 - Physics (On The Move)
 - Chemistry (Chemical Shorthand)
 - Biology (A Twist of Life)

ASSESSMENT TASKS

These can include:

- | | | |
|--|---|--|
| 1. Objective Techniques <ul style="list-style-type: none"> • Multiple choice • Matching exercises | 2. Practical Techniques <ul style="list-style-type: none"> • Practical reports • Poster presentation | 3. Extended Response Items <ul style="list-style-type: none"> • Written reports • Portfolios |
| 4. Short Response Items <ul style="list-style-type: none"> • Short written answers • Construction of flowcharts, tables | 5. Subjective Techniques <ul style="list-style-type: none"> • Debate • Role-play | 6. Research Assignments <ul style="list-style-type: none"> • Case studies • Prepared oral presentations |

HOW CAN THIS COURSE HELP ME?

Students work individually and in teams in planning and conducting investigations. They analyse data and information, evaluate issues and problems, identify questions for inquiry and investigation and draw evidenced-based conclusions. Through this problem-solving process they develop their critical thinking skills and creativity.

Students apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making informed decisions about the environment, natural and technological world.

SECTION TWO

ELECTIVE COURSES ON OFFER

200 HOUR ELECTIVE COURSES ON OFFER

Commerce

Drama

Food Technology

French

Industrial Technology - Multimedia

Industrial Technology - Timber

Information & Software Technology

Music

Photographic & Digital Media

Physical Activity & Sports Studies

Textile Technology

Visual Arts

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

All elective subjects have a course fee with the exception of Commerce.

Exclusions: Commerce 100 hour course.

COURSE DESCRIPTION

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

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

WHAT TOPICS ARE COVERED?

Core topics:

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

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

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

ASSESSMENT TASKS

A combination of:

- Examinations
- Assignments
- Oral Presentations
- Multimedia Presentations

HOW CAN THIS COURSE HELP ME?

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

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

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

Exclusions: Drama 100 hour course.

COURSE DESCRIPTION

In Drama, we explore three main areas:

- Making
 - creating performances
 - designing costumes
 - makeup, etc.
- Performing - actually putting on the shows we create or scripts written by others
- Appreciating - writing analysis of our own work, others' work and live theatre

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

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

WHAT TOPICS ARE COVERED?

In Drama students engage in an integrated study of:

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

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

Exclusions: Food Technology 100 hour course.

COURSE DESCRIPTION

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation, and their interrelationships, nutritional consideration and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

WHAT TOPICS ARE COVERED?

Year 9

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

Year 10

Food for Special Needs
Food Service and Catering
Food Product Development

Some Specific Experiences may include:

- Holding a party for kindergarten children
- Experimenting with different foods
- Lunching at Gold Coast restaurants
- Designing a wedding or special event
- Tasting Bush Tucker foods
- Creating a trendy food product
- Visits by guest speakers

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts.

WHAT DO I NEED?

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

Exclusions: French 100 hour course.

COURSE DESCRIPTION

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

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

WHAT TOPICS ARE COVERED?

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

These include:

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

Exclusions: Industrial Technology-Multimedia 100 hour course.

COURSE DESCRIPTION

Multimedia is used to describe a presentation that combines any of the five major media formats: text, video, pictures, animation and hypertext (WebPages). The multimedia focus area of Industrial Technology provides students with an opportunity to investigate various aspects of multimedia including web design and authoring, sound editing, image editing and video production and special effects.

WHAT TOPICS ARE COVERED?

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

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

Year 9

Photoshop - taking, manipulating and enhancing images and text to create interesting and complex photo compositions.

Flash - Develop and create 2D animated projects including the use of basic programming techniques using Action Script to control the animations.

Audio - creating and editing audio to enhance various multimedia projects.

Year 10

Video - Students learn digital video creation and editing using various styles and techniques.

Video Special Effects - Students use After Effects to enhance their videos using special effects such as green screen and video compositing.

Web Page Development - students develop and create complex web sites using industry standard software.

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

ASSESSMENT TASKS

Assessment tasks include a series of practical projects to develop and showcase student knowledge and understanding as well as exams to assess theoretical understanding.

HOW CAN THIS COURSE HELP ME?

By studying Industrial Technology in Years 9 and 10 you will be providing yourself with excellent background knowledge to further your studies in this area in Year 11 and 12. Year 11 and 12 Industrial Technology - Multimedia students further refine their skills by producing more detailed products while studying a specific multimedia industry and learning about OH&S, industrial relations, legislation and environmental issues that affect industry. Statistics have also shown that secondary studies in Multimedia can increase your employment prospects in the Information Technology Industry.

(Australian Job Search, Australian Government, 2006).

Exclusions: Industrial Technology-Timber 100 hour course.

COURSE DESCRIPTION

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

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

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

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

WHAT TOPICS ARE COVERED?

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

Exclusions: Information and Software Technology 100 hour course.

COURSE DESCRIPTION

Information and Software Technology covers a field of study which is continually changing and developing.

By undertaking this course students will gain insights into computer technology and a wide range of applications. Students will acquire the knowledge, skill and confidence to accept challenges of change which computer technology produces and enable them to accept responsibility for control of that change.

Information and Software Technology is well suited to students who want to further develop their skills in a wide range of areas that use computer technologies.

Students will also need to be highly motivated to thoroughly learn and use a diverse range of computer systems and software packages.

WHAT TOPICS ARE COVERED?

The use of hardware, software, data, applications and the roles of people in the following areas:

- Internet and Website Development
 - Networking
 - Digital Media
 - Software Development
 - Multimedia
 - Artificial Intelligence
 - Database Design
 - Application Packages
-

ASSESSMENT TASKS

- Research Assignments
 - Practical Projects
 - Written and Practical Exams
 - Software Evaluations
-

HOW CAN THIS COURSE HELP ME?

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

Exclusions: Music 100 hour course.

COURSE DESCRIPTION

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

WHAT TOPICS ARE COVERED?

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

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

Exclusions: Photographic and Digital Media 100 hour course.

COURSE DESCRIPTION

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

- Develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works.
- Understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.

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

WHAT TOPICS ARE COVERED?

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

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

It is recommended that in this elective course:

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

Exclusions: Physical Activity and Sports Studies 100 hour course.

COURSE DESCRIPTION

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

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

WHAT TOPICS ARE COVERED?

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

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

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

Exclusions: Textile Technology 100 hour course.

COURSE DESCRIPTION

Textiles Technology provides study of the properties, performance and uses of textiles, where fabrics, colouration, and leisure crafts will be explored. It is a "hands on", practical subject for students to learn construction technique, leisure crafts and develop their creativity with fabrics.

WHAT TOPICS ARE COVERED?

The main areas of study include design, fabric/textiles properties and textiles and society. These areas are incorporated into all practical projects.

Examples of practical work:

- Inspired bags
 - Toy
 - Sleepwear
 - Recycled product
 - Own choice major work
-

ASSESSMENT TASKS

Design folios, practical projects, assignments comprise assessment for this subject.

HOW CAN THIS COURSE HELP ME?

Textile Technology is for the student wishing to develop and explore their creativity using fabrics/fibres.

Exclusions: Visual Arts 100 hour course.

COURSE DESCRIPTION

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

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

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

The course is comprised of:

30% Theory - Historical and Critical Studies

70% Practical - Art making

WHAT TOPICS ARE COVERED?

Year 9

Figure in the Environment - painting

Fantasy - printmaking

Australian Identity - sculptor

Surrealism - painting

Year 10

Appropriation and Painting - Pop Art

Modern Ceramic Container - Ceramics

The Art of Books - Bookmaking

ASSESSMENT TASKS

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

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

HOW CAN THIS COURSE HELP ME?

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

100 HOUR ELECTIVE COURSES ON OFFER

Commerce

Drama

Food Technology

French

Elective Geography

Elective History

Industrial Technology - Multimedia

Industrial Technology - Timber

Information & Software Technology

Marine & Aquaculture Technology

Music

Photographic & Digital Media

Physical Activity & Sports Studies

Textile Technology

Visual Arts

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

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

All elective subjects have a course fee with the exception of Commerce.

Exclusions: Commerce 200 hour course.

COURSE DESCRIPTION

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

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

WHAT TOPICS ARE COVERED?

Core topics:

- Consumer Choice
- Personal Finance

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

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

ASSESSMENT TASKS

A combination of:

- Examinations
 - Assignments
 - Oral Presentations
 - Multimedia Presentations
-

HOW CAN THIS COURSE HELP ME?

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

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

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

Exclusions: Drama 200 hour course.

COURSE DESCRIPTION

In Drama, we explore three main areas:

- Making
 - creating performances
 - designing costumes
 - makeup, etc.
- Performing - actually putting on the shows we create or scripts written by others
- Appreciating - writing analysis of our own work, others' work and live theatre

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

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

WHAT TOPICS ARE COVERED?

In Drama students engage in an integrated study of:

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

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

Exclusions: Food Technology 200 hour course.

COURSE DESCRIPTION

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation, and their interrelationships, nutritional consideration and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

WHAT TOPICS ARE COVERED?

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

Some Specific Experiences may include:

- Celebrating with food
 - Experimenting with different food
 - Lunching at Gold Coast restaurants
 - Packaging your own food products
 - Tasting Bush Tucker foods
 - Creating a trendy food product
 - Visits by guest speakers
-

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts.

WHAT DO I NEED?

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

Exclusions: French 200 hour course.

COURSE DESCRIPTION

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

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

WHAT TOPICS ARE COVERED?

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

These include:

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

Exclusions: Elective History 100 hour course.

COURSE DESCRIPTION

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

WHAT TOPICS ARE COVERED?

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

1. Physical Geography - includes plate tectonics, landscapes produced by natural and human processes, climate and weather.
 2. Oceanography - includes features of the world's oceans, ocean resources and ecosystems, El Nino and La Nina, ownership and control of oceans and issues such as whaling, nuclear testing and tourism.
 3. Development Geography - studies the patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life.
 4. Political Geography - the nature and location of political tensions and conflicts and strategies for resolving these conflicts, including specific case studies of contemporary tensions, eg. East Africa or the Middle East.
 5. Australia's Neighbours - a study of the Asia-Pacific region including its physical features, settlement patterns, history and cultural diversity.
-

ASSESSMENT TASKS

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

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

HOW CAN THIS COURSE HELP ME?

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

As Geography is compulsory in Year 10, any skills development in Year 9 will be most beneficial for School Certificate Geography.

Exclusions: Elective Geography 100 hour course.

COURSE DESCRIPTION

This is a 100 hour course which is studied for one year. It is designed for students who enjoy History and wish to study more History, beyond the compulsory courses that must be completed in Stages 4 and 5.

WHAT TOPICS ARE COVERED?

There are three topics which are studied:

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

ASSESSMENT TASKS

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

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

HOW CAN THIS COURSE HELP ME?

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

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

Exclusions: Industrial Technology-Multimedia 200 hour course.

COURSE DESCRIPTION

Multimedia is used to describe a presentation that combines any of the five major media formats: text, video, pictures, animation and hypertext (WebPages). The multimedia focus area of Industrial Technology provides students with an opportunity to investigate various aspects of multimedia including web design and authoring, sound editing, image editing and video production.

WHAT TOPICS ARE COVERED?

Modules for this course are studied in Year 9 to develop a general knowledge and understanding of the equipment and techniques required to generate a high quality multimedia product.

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

Year 9

Photoshop - taking, manipulating and enhancing images and text to create interesting and complex photo compositions.

Flash - Develop and create 2D animated projects including the use of basic programming techniques using Action Script to control the animations.

Audio - creating audio to enhance various multimedia projects

Web Page Development - students develop and create complex web sites using industry standard software.

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

ASSESSMENT TASKS

Assessment tasks include a series of practical projects to develop and showcase student knowledge and understanding as well as exams to assess theoretical understanding.

HOW CAN THIS COURSE HELP ME?

By studying Industrial Technology in Years 9 and 10 you will be providing yourself with the general knowledge needed to further your studies in this area in Year 11 and 12. In Year 11 and 12 Industrial Technology - Multimedia students further refine their skills by producing more detailed products while studying a specific multimedia industry and learning about OH&S, industrial relations, legislation and environmental issues that affect industry. Statistics have also shown that secondary studies in Multimedia can increase your employment prospects in the Information Technology Industry.

(Australian Job Search, Australian Government, 2006).

Exclusions: Industrial Technology-Multimedia 200 hour course.

COURSE DESCRIPTION

Multimedia is used to describe a presentation that combines any of the five major media formats: text, video, pictures, animation and hypertext (WebPages). The multimedia focus area of Industrial Technology provides students with an opportunity to investigate various aspects of multimedia including web design and authoring, sound editing, image editing and video production.

WHAT TOPICS ARE COVERED?

Modules for this course are studied in Year 9 to develop a general knowledge and understanding of the equipment and techniques required to generate a high quality multimedia product.

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

Year 9

Photoshop - taking, manipulating and enhancing images and text to create interesting and complex photo compositions.

Flash - Develop and create 2D animated projects including the use of basic programming techniques using Action Script to control the animations.

Audio - creating audio to enhance various multimedia projects

Web Page Development - students develop and create complex web sites using industry standard software.

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

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Assessment tasks include a series of practical projects to develop and showcase student knowledge and understanding as well as exams to assess theoretical understanding.

HOW CAN THIS COURSE HELP ME?

By studying Industrial Technology in Years 9 and 10 you will be providing yourself with the general knowledge needed to further your studies in this area in Year 11 and 12. In Year 11 and 12 Industrial Technology - Multimedia students further refine their skills by producing more detailed products while studying a specific multimedia industry and learning about OH&S, industrial relations, legislation and environmental issues that affect industry. Statistics have also shown that secondary studies in Multimedia can increase your employment prospects in the Information Technology Industry.

(Australian Job Search, Australian Government, 2006).

Exclusions: Information and Software Technology 200 hour course.

COURSE DESCRIPTION

Information and Software Technology covers a field of study which is continually changing and developing.

By undertaking this course students will gain insights into computer technology and a wide range of applications. Students will acquire the knowledge, skill and confidence to accept challenges of change which computer technology produces and enable them to accept responsibility for control of that change.

Information and Software Technology is well suited to students who want to further develop their skills in a wide range of areas that use computer technologies.

Students will also need to be highly motivated to thoroughly learn and use a diverse range of computer systems and software packages.

WHAT TOPICS ARE COVERED?

The use of hardware, software, data, applications and the roles of people in some of the following areas:

- Internet and Website Development
 - Networking
 - Digital Media
 - Software Development
 - Multimedia
 - Artificial Intelligence
 - Database Design
 - Application Packages
-

ASSESSMENT TASKS

- Research Assignments
 - Practical Projects
 - Written and Practical Exams
 - Software Evaluations
-

HOW CAN THIS COURSE HELP ME?

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

Exclusions: Marine and Aquaculture Technology 200 hour course.

COURSE DESCRIPTION

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

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

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

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

All students must study the compulsory core units in Marine Studies. These units focus on developing and improving students swimming ability, the ability to recognize and respond to dangerous situations in the marine environment and develop the skills to render first aid when required. Students attempting this course should be competent swimmers (able to swim 200 metres non-stop).

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

WHAT TOPICS ARE COVERED?

Topics Covered in year nine Marine Studies

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

ASSESSMENT TASKS

Assessment items can include the following:

- Excursion reports
 - In-class work
 - Exams
 - Research task
-

HOW CAN THIS COURSE HELP ME?

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

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

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

Exclusions: Music 200 hour course.

COURSE DESCRIPTION

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

WHAT TOPICS ARE COVERED?

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

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

Exclusions: Photographic and Digital Media 200 hour course.

COURSE DESCRIPTION

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

- Develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works.
- Understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.

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

WHAT TOPICS ARE COVERED?

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

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

It is recommended that in this elective course:

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

Exclusions: Physical Activity and Sports Studies 200 hour course.

COURSE DESCRIPTION

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

WHAT TOPICS ARE COVERED?

Issues in Sport
Sports Injuries
Physical Fitness
Nutrition and Physical Activity

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

ASSESSMENT TASKS

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

HOW CAN THIS COURSE HELP ME?

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

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

Exclusions: Textile Technology 200 hour course.

COURSE DESCRIPTION

Textiles Technology provides study of the properties, performance and uses of textiles, where fabrics, colouration, and leisure crafts will be explored. It is a "hands on", practical subject for students to learn construction technique, leisure crafts and develop their creativity with fabrics.

WHAT TOPICS ARE COVERED?

The main areas of study include design, fabric/textiles properties and textiles and society. These areas are incorporated into all practical projects.

Examples of practical work:

- Inspired bags
 - Toy
 - Sleepwear
-

ASSESSMENT TASKS

Design folios, practical projects, assignments comprise assessment for this subject.

HOW CAN THIS COURSE HELP ME?

Textile Technology is for the student wishing to develop and explore their creativity using fabrics/fibres.

Exclusions: Visual Arts 200 hour course.

COURSE DESCRIPTION

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

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

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

The course is comprised of:

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

WHAT TOPICS ARE COVERED?

Year 9

Figure in the Environment - painting
Fantasy - printmaking
Australian Identity - sculptor
Surrealism - painting

ASSESSMENT TASKS

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

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

HOW CAN THIS COURSE HELP ME?

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

CONCLUSION

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

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

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

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

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