



ST JOSEPH'S
COLLEGE

LOCHINVAR

1883

STAGE 5
COURSE INFORMATION HANDBOOK

2019

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Introduction

The Record of School Achievement (RoSA) credential has replaced the School Certificate credential.

The purpose of this handbook is to provide information to families and students regarding education in Stage 5. The term Stage 5 is used to describe a child's education in Years 9 and 10. Students who satisfactorily complete Stage 5 are awarded the RoSA credential.

Included in the handbook is information relating to:

- RoSA Requirements
- Satisfactory Completion of RoSA
- RoSA Credentialing
- Guidelines for Selecting Elective Courses
- Process for Determining Student Elective Courses
- An overview of Mandatory Courses
- An overview of Elective Courses

RoSA Requirements

The RoSA is generally awarded to eligible students who have satisfactorily completed the courses required by NSW Education Standards Authority (NESA).

RoSA assessment involves school-based assessment of students' overall achievement.

Over the four years leading up to the RoSA, students need to complete the following requirements:

English	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
Mathematics	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
Science	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7–8 and 100 hours each of History and Australian Geography in Years 9–10.
Creative Arts	studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.
Technological and Applied Studies	studied for 200 hours and consisting of the Technology (Mandatory) Years 7–8 Syllabus.
Personal Development Health and Physical Development	studied in each of Years 7–10 with 300 hours to be completed by the end of Year 10.
Languages	studied for 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7–8.

At St Joseph's College, we have a program of study that allows students to meet the above requirements for the award of a RoSA. A number of the above requirements are met by our students during Stage 4 (Years 7 and 8).

During Stage 5, all students at St Joseph's College will be required to study **Religious Studies** (a Board Endorsed Course) and **TWO** other "Elective" courses.

In Stage 5 at St Joseph's College the following subjects are known as mandatory subjects:

- Religious Studies
- English
- Mathematics
- Science
- Geography
- History
- Personal Development, Health and Physical Education

Satisfactory Completion of RoSA

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

For the satisfactory completion of a course, NESA does not mandate attendance requirements. A Principal may determine that, as a result of absence, the above course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early written warning of the consequences of unsatisfactory course completion (NESACE Manual, 2005).

If at any time it appears that a student is at risk of receiving an 'N' determination in any course the Principal must warn the student as soon as possible and advise the parent or carer in writing.

The procedure St Joseph's College applies in the case of students at risk of receiving an 'N' determination is outlined below. The Principal must:

- a) advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination;
- b) advise the parent or carer in writing;
- c) request from the student/parent/carer a written acknowledgement of the warning;
- d) issue at least one follow-up warning letter if the first letter is not effective; and
- e) retain copies of all relevant documents.

It is strongly recommended that written warnings are issued as soon as possible (and regularly) where required.

If a student is deemed not to have completed a course, he /she will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that they are not eligible for the award of a RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise students of the date by which the appeal must be submitted.

RoSA Credentialing and Assessment

At the end of Year 10, a student's achievement for each course studied in Years 9 and 10 will be reported as a grade from A to E.

In Mathematics, the grades have been further differentiated to nine different levels.

The grade students receive is determined by the school, based on the student's performance in each course throughout the year. Teachers determine each student's level of achievement at the end of Year 10, relative to a set of Course Performance Descriptors provided by NESACE. Teachers use an assessment program for each subject to evaluate the student's achievement and allocate the grade to which course descriptor best matches that achievement. There is no predetermined percentage of students who will receive particular grades. Grades are based on student achievement, related to knowledge and skills - not attitudes, values and interest.

The table below shows the Common Grade Scale, which describes performance at each of the grade levels A to E. This information assists the school in making the final judgement of the grade to be awarded to students at the end of Year 10.

The Common Grade Scale:

Grade	Description of Achievement
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.

Guidelines for Selecting Elective Courses

Students must choose courses carefully as they will be studying these courses for the duration of Stage 5. Therefore, it is an **important decision** that requires careful consideration.

- Before any decision is made, it is important to **find out**:
 1. What courses are available for consideration?
 2. What courses (or areas/topics) you are interested in?
 3. What attributes do you possess that may help you succeed and thus affect your decision?
- Remember that doing courses that you **like** and that **interest** you makes life at school more enjoyable and may lead to better results.

Keep in Mind the Following Points:

- **The interests and ability of the student:**
Not every student is suited to every course. Some students may have found that they are keen to choose a particular course because they have special talents. Eg: manual skills or musical skills. They may also wish to avoid courses they know they have lower capabilities.
- **Career choice:**
It is unlikely at this stage that students will be very clear in their career choices. While some courses may be more suited to particular careers than others, students will not limit their options for senior school studies by their choice of subjects in Stage 5.

There are no prerequisites for Preliminary or HSC courses with the exception of Language. 2 unit Beginners Language may be studied at senior level with no prior experience; however, Continuers Language requires study of the language during Stage 5.

- **Range of Courses:**
When selecting courses it is good to keep in mind the range of experiences which different courses give. One should be mindful of the student's interest and ability when making decisions about subject choices.

- **Further Advice in Selecting Courses:**

- Do not select a course based on the teachers likely to teach the course. There is no guarantee that those teaching the course now will be the ones teaching it in the future.
- Do not select on the basis of current friends. Many friendships do not continue indefinitely!
- Parents / Carers - please do not base your advice on what the courses were like when you were at school - courses certainly have changed in recent years.
- All courses require effort and concentration - there are no easy options.
- Take time to ask teachers and coordinators for assistance. They are only too willing to help students and parents.
- Students ideally should study the courses they enjoy or are good at, rather than those which they feel would benefit their future career. Career choices are likely to change a number of times.
- Students should choose courses that they want to learn about and that interest them.

Process for Determining Student Elective Courses

In this handbook, there are brief details for every course offered in Stage 5 including the mandatory courses. The final range of courses will depend upon student preferences. Where a course does not attract sufficient numbers of students then it may not be offered. For popular courses, more than one class may need to be formed.

Once the student preferences have been completed, two elective "lines" will be formed to satisfy the maximum number of student preferences. Courses on the same elective line will be timetabled together.

It is not possible to satisfy every student's first preferences. For this reason, students are asked to list the courses in order of preference. All students will receive a final elective pattern as soon as possible after "lines" have been formed.

Changes to the final pattern of electives cannot be made so please consider choices carefully to avoid disappointment. Remember that class numbers and teaching staff numbers are determined by the pattern of electives, so therefore students need to choose carefully - **Electives are to be studied for TWO years.**

A parent information evening has been arranged where students and parents can meet the staff to clarify any questions which this handbook does not answer. It is expected that parents and students attend this evening.

Submitting Elective Choices

Students will submit their elective choices online. Students will receive an email, which will contain a link to the website, which captures their elective choices. Also included in the email will be a **unique webcode**, which will be required to access the software.

Students are required to enter **THREE preferences:**

- Elective Preference 1 – most preferred choice
- Elective Preference 2 – next most preferred choice
- Reserve Elective Preference – reserve preference.

Once the students have completed their choices they will be required to click the submit button.

Students will be provided with instructions on how to complete the submission of their electives via the website.

Mandatory Courses

- Religious Studies
- English
- Mathematics
- Science
- Geography
- History
- Personal Development, Health and Physical Education

Religious Studies

Faculty: Religious Studies

Studies Coordinator: Mr Matthew Johns

Aims of Course:

Religious Studies is a Board Endorsed Course for the ROSA. Each student's achievement is recorded on the ROSA credential.

The Religious Studies course is firmly based on the College's commitment to follow Jesus in discipleship and fidelity to the Gospel, to espouse the teaching, tradition and practice of the Catholic Church, and to promote integrity and justice.

Through their study of this course we hope the students will:

- deepen their understanding of God
- deepen their understanding of Jesus Christ and their relationship with him
- develop an understanding of what it means to be a Catholic and to be part of the celebrating Church community
- be challenged to live truly Christian lives.

Course Description / Content:

CONTENT

The Four Strands

The four strands - Jesus and Scripture, History and Beliefs, Celebration and Prayer, and Justice and Morality, are based generally on the structure of the Catechism of the Catholic Church and are central to the living Catholic Tradition.

Areas studied in Years 9 and 10 include:

- Understanding the Bible
- A World of Religions
- Building Community
- Christian Message of Hope
- Church History – The Reformation
- A Study of the Gospels
- The Story of the Australian Catholic Church
- Creating a Just World
- Understanding Catholic Morality
- Commitment and Ministry

Religious Studies

Faculty: Religious Studies

Studies Coordinator: Mr Matthew Johns

Assessment:

Assessment in Religious Studies includes a variety of tasks which are linked to the objectives and outcomes statements of the course. The focus of assessment is content based. Possible tasks could include written response to material, critical reviews, assignments, topic tests and interpretation of the Scriptures, group and individual oral presentations, and portfolios. Examinations may be included as part of assessment.

Assessment tasks are considered an essential part of Religious Studies in Years 9 and 10, so consistent application is necessary in meeting the outcomes of the course.

Cost:

Minimal costs may arise throughout the course. These could include guest presenters and visiting performers. These costs are usually between \$5 and \$10.

Additional Information:

Students need to be aware also that they will be required to sit a Year 10 Religious Literacy test which will be undertaken across the Diocese. All Year 10 students will be participating in this task, which will occur in mid Term 3. This is part of the Religious Literacy testing which happens in Years 4, 6, 8 and 10 across the Maitland-Newcastle Diocese.

English

Faculty: English

Studies Coordinator: Ms. Lisa Donnelly

Aims of Course:

The aim of English in Years 7 to 10 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:

- speak, listen, read, write, view and represent
- use language and communicate appropriately and effectively
- think in ways that are imaginative, interpretive and critical
- express themselves and their relationships with others and the world
- learn and reflect on their learning through their study of English.

Course Description / Content:

English is a mandatory subject from Kindergarten to Year 12. In Stage 5, our English programme builds on knowledge and skills gained in previous stages and continues to encompass spoken, written, visual, media and multimedia texts. It is a requirement that students engage in a close study of:

- Fiction - at least two works of fiction
- Poetry – a variety drawn from different anthologies and/or poets
- Film – at least two works
- Non-fiction – at least two works
- Drama – at least two works - including Shakespeare

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts. In Stage 5 students must study examples of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the people and cultures of Asia
- Shakespearean drama
- everyday and workplace texts, nonfiction, graphic novels
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- an appropriate range of digital texts, including film, media and multimedia.

English

Faculty: English

Studies Coordinator: Ms. Lisa Donnelly

Course Description / Content (Continued):

The Stage 5 English programme consists of a variety of thematic, language and literary teaching and learning programmes including:

- Persuasion – based around famous speeches and war poetry
- Genre Studies
- Language and Literature Units
- Media Studies, Film and Visual Text Studies
- A Close and Thematic Study of Shakespeare's Plays (in both Year 9 and Year 10)
- Australian and Indigenous Literature
- Asian and Multicultural Textual Studies
- Area of Study
- Adaptation and appropriation study

Assessment:

Assessment tasks are varied and are comprised of "in class" and hand in tasks. All assessment tasks are modeled and have scaffolds provided to students so that **all** students can access the tasks. The areas that are being assessed over the course of the year are speaking, listening, reading, writing, viewing and representing. Assessments are used for different purposes mainly to inform teachers:

- of student learning,
- for student learning
- and as student learning.

Reflective and Collaborative Assessment (assessment as learning) - is used as a learning tool to foster responsibility for their learning - students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Formative Assessment (assessment for learning) - is used to monitor learning progress during a unit of work. It provides continuous feedback to students and teachers and is designed to give students opportunities to produce the work that leads to the development of their knowledge, skills and understanding.

Summative Assessment (assessment of learning) - seeks to establish the level of achievement attained by a student, and typically occurs at the end of a unit of work and is directly reported on. In Stage 5, summative tasks are across-the-year assessments.

English

Faculty: English

Studies Coordinator: Ms. Lisa Donnelly

Cost:

- One performance per year is possible in the form of incursions and/or excursions. The cost of each visiting performer is approximately \$10.
- All students are invited and encouraged to participate in the ICAS English Competition (approximately \$12).
- There may be an opportunity to attend a dramatic performance at a theatre at an approximate cost of \$50 (this cost is usually included in the school fees).

Additional Information:

Public Speaking, Debating, Writing and Poetry Competitions and various short film competitions and showcases provide extension opportunities for students.

Mathematics

Faculty: Mathematics

Studies Coordinator: Mr Andrew Gill

Aims of Course:

The aim of the Mathematics course is for students to:

- Be confident, creative users and communicators of Mathematics
- Develop an understanding of mathematical concepts and fluency in mathematical processes
- Recognise connections between Mathematics and other disciplines and appreciate mathematics as an important aspect of lifelong learning

Course Description / Content:

The strands of Mathematics studied in Stage 5 are:

- Number and Algebra
- Statistics and Probability
- Measurement and Geometry

Working Mathematically is incorporated into each of these strands.

The Stage 5 (Years 9 and 10) Mathematics syllabus is unique, in that there are three different levels of outcomes. 5.1 outcomes are completed by all students, 5.2 outcomes are completed by most of the students and 5.3 outcomes are completed by only the most able students.

At St. Joseph's the Maths classes are graded in Year 9 and 10. Classes follow either the 5.1, 5.2 or 5.3 Pathways.

Assessment:

Students in Year 9 will undertake four assessment tasks. The Term 1 task is a common task undertaken by all students regardless of the pathway being followed. The Terms 2, 3 and 4 tasks will be unique to each pathway, but will contain some common parts.

Results for all these tasks will be used to determine the report outcome grades and a grade for the pathway. Students also receive an overall grade for Mathematics, across all pathways, in accordance with government requirements around reporting.

Mathematics

Faculty: Mathematics

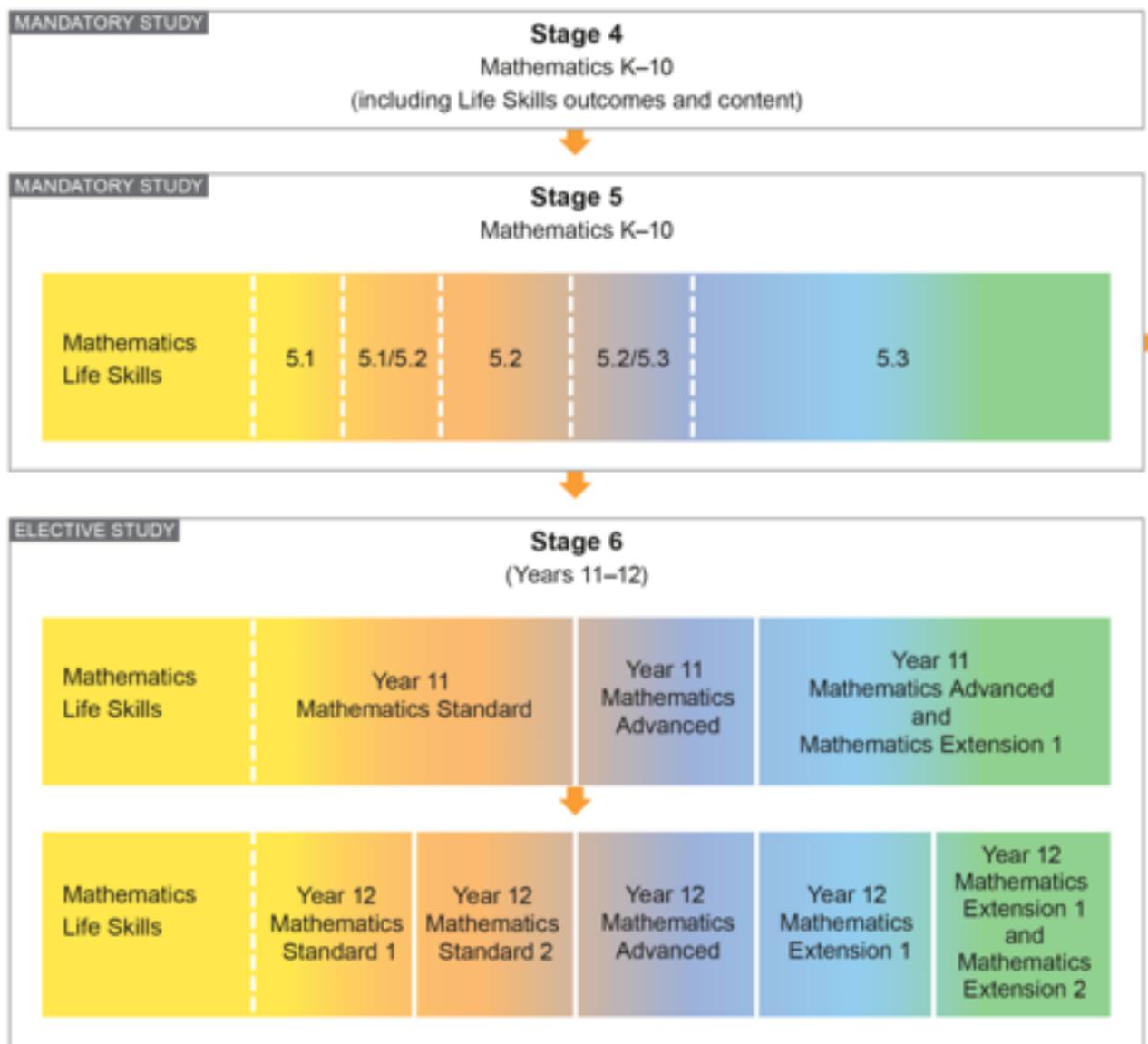
Studies Coordinator: Mr Andrew Gill

Cost:

Nil.

Additional Information:

This flowchart represents the various pathways for students studying Mathematics.



Science

Faculty: Science

Studies Coordinator: Ms Paulina Phillips

Aims of Course:

The study of Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Scientific knowledge provides a basis for reasoned future choices and ethical decisions, while engaging students in finding innovative solutions to science related personal, social and global issues, including sustainable futures.

Course Description / Content:

The content of the Science Syllabus is organised by strands.

- Skills: Working Scientifically
- Knowledge and Understanding: Physical World, Earth and Space, Living World and Chemical World.

Teaching programs incorporate content selected from across the Knowledge and Understanding strands and develop understanding through a range of hands on practical experiences using the skills and processes of Working Scientifically.

Learning is based on contexts that recognise the nature, development, use and influence of science. Students investigate historical and current scientific research, providing an understanding of the changing nature of Science and the complex relationship between Science and society.

Students work individually and collaboratively to find creative solutions to a range of scientific problems.

Science is a Board developed course of 400 hours studied throughout Years 7 to 10.

Assessment:

Assessments may include formal written examinations, research assignments, field work reports, practical reports, in class assessments and oral presentations. The allocation of grades in Science will be determined by the level of achievement made by the student at intervals throughout the course. This will be based upon assessment information collected across a range of tasks. It should be noted that assessment may be used with different weightings in school reports which may lead to slight variation between report grades and ROSA grades.

Science

Faculty: Science

Studies Coordinator: Ms Paulina Phillips

Cost:

There will be a charge for Science to cover the cost of consumables such as chemicals and non-reusable equipment. This fee forms a part of normal student fees.

Additional Information:

Safety:

Students will be required to comply with the Work Health & Safety Act and the school's policy on uniform especially with respect to the wearing of leather, lace up footwear and having long hair secured.

Students must also wear safety glasses for all practical activities. Any student showing unwillingness to comply with these uniform expectations or an inability to follow simple directions from the teacher will be excluded from all practical activity.

The following safety requirements **MUST** be adhered to:



Geography - Mandatory

Faculty: Human Society and Its Environment (HSIE)

Studies Coordinator: Mrs Lisa Peel

Aims of Course:

Geography aims to stimulate students' interest in and engagement with the world. Through geographical inquiry, students develop an understanding of interactions between people, places and environments in order to become informed, responsible and active citizens.

The study of Geography:

- provides a unique opportunity for an integrated study of spatial and ecological dimensions of the world.
- requires an understanding of the significance of inter-relationships on different scales, including local, regional, national, continental and global.
- takes account of changes over time and space.
- provides a focus on civics and citizenship education and the development of general capabilities.

CONTENT FOCUS

Students study both physical and human elements of Geography. They examine the physical characteristics and productivity of biomes with a focus on sustainable food production. They develop an understanding of the challenges facing environmental sustainability. Students also examine population movements on a national and international scale. They investigate global differences that exist in human wellbeing and development within and between countries.

Course Content:

CONTENT:

The organisation of content in the Stage 5 Geography Course focuses on People, Places, Environments and the future. The content includes:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

Geography – Mandatory

Faculty: Human Society and Its Environment (HSIE)

Studies Coordinator: Mrs Lisa Peel

Assessment:

Assessment aims to allow students to demonstrate their achievement of the course outcomes through a variety of assessment tools and measurement techniques over the two years. These may include:

- Research Tasks
- Topic tests
- Experiments
- Reports
- Examinations
- Fieldwork
- Skills exercises, eg maps, graphs and statistics
- Oral presentation
- ICT - Multimedia Presentations
- Model building
- Collaborative work
- Extended responses

Cost:

Over the course of study, students will undertake MANDATORY fieldwork; The approximate cost is \$25.00 per year.

Additional Information:

Fieldwork is an integral and essential part of the study of Geography. It facilitates an understanding of geographical processes and geographical inquiry.

Students MUST undertake at least one significant Fieldwork Task. This is a MANDATORY activity for all students.

History - Mandatory

Faculty: Human Society and Its Environment (HSIE)

Studies Coordinator: Mrs Lisa Peel

Aims of Course:

The aim of the History course is to:

- Stimulate students' interest in and enjoyment of exploring the past;
- Develop a critical understanding of the past and its impact on the present;
- Develop the critical skill of historical inquiry;
- Enable students to participate as active and informed citizens.

CONTENT FOCUS

The Stage 5 Course provides a study of the history of The Making of the Modern World from 1750 to 1945 through to the history of The Modern World and Australia from 1945 to the present, with an emphasis on Global History: The Modern World and Australia.

Course Content:

CONTENT

Students must study the two overviews and four (4) of the six (6) Depth Studies. Depth Study 3 and 4 are mandatory studies.

1. The Making of the Modern World

Overview:

Provides a historical context from the Industrial Revolution in eighteenth-century Britain to the social, political, cultural and economic changes that occurred in the years leading up to the outbreak of WWI.

<p>Depth Study 1 <i>Making a Better World?</i></p> <p>One of the following to be studied: The Industrial Revolution OR Movements of peoples OR Progressive ideas and Movements</p>	<p>Depth Study 2 <i>Australia and Asia</i></p> <p>One of the following to be studied: Making a Nation OR Asia and the World</p>	<p>Core Study - Depth Study 3 <i>Australians at War (World Wars I & II)</i></p> <p>Mandatory Study</p>
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2. The Modern World and Australia

Overview:

Provides an historical context from post-WWII, through the Cold War period into an era of ongoing global uncertainty and change.

<p>Core Study – Depth Study 4 <i>Rights and Freedoms (1945 – present)</i></p> <p>Mandatory study</p>	<p>Depth Study 5 <i>The Globalising World</i></p> <p>One of the following to be studied: Popular Culture OR The Environment Movement OR Migration Experiences</p>	<p>Depth Study 6 <i>School Development topic</i></p> <p>E.g. Australians in the Vietnam War Era</p>
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History - Mandatory

Faculty: Human Society and Its Environment

Studies Coordinator: Mrs Lisa Peel

Assessment:

Assessment aims to allow students to demonstrate their achievement of the course outcomes through a variety of assessment tools and measurement techniques over the two years. These may include:

- Research Tasks
- Topic tests
- Reports
- Examinations
- Site studies
- Historical Skills activities
- Oral presentation
- Model building
- Collaborative work
- Document studies
- Imaginative work
- Extended responses
- ICT – Multimedia presentations
- Historical Inquiries

Cost:

Over the course of study students will undertake Site Studies. The approximate cost is \$25.00 per year.

Students may also be required to attend presentations from selected Guest Speakers and incursions. Families will be advised if these activities require payment.

Additional Information:

A Site Study is an inquiry-based examination of an historical or culturally significant location. They enable students to understand their historical environment and participate in historical inquiry. They are an integral and MANDATORY part of the course

Personal Development Health and Physical Education

Faculty: PDHPE

Studies Coordinator: Mr Guy Perrin

Aims of Course:

The aim of the PDHPE Years 7 – 10 Syllabus is to develop students' capacity to enhance personal health and well-being, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

Course Description / Content:

This course is part of a Year 7-10 programme of study which integrates the areas of Personal Development, Health and Physical Education and is **compulsory** for all students.

Personal Development and Health:

For the theory component of the course the content is arranged into three areas:

- Health, wellbeing and relationships
- Healthy, safe and active lifestyles
- Movement skill and performance

Physical Education:

For the practical component of the course students will be given the opportunity to participate in a variety of different activities. Students will develop their individual movement skills whilst participating in a team or group setting. Activities the students participate in may include:

- Athletics
- Dance
- Target, striking, invasion and net / court games
- Gymnastics
- Fitness Testing
- Track and Field

Personal Development Health and Physical Education

Faculty: PDHPE

Studies Coordinator: Mr Guy Perrin

Assessment:

Students will be assessed in both the practical and theory components of the course.

In theory lessons assessment tasks may include:

- Examinations
- Research Tasks
- Presentations
- Analysing Information
- Video Analysis
- Literacy Tasks

In practical lessons assessment tasks may include:

- Skills tests.
- Game play scores.
- Fitness tests.
- Performances (Individual and Group) in areas such as Dance and Gymnastics.

Cost:

Nil.

Additional Information:

Students are able to wear their sports uniform on practical days.

Elective Courses

- Agricultural Technology
- Commerce
- Drama
- Food Technology
- Graphics Technology
- Industrial Technology – Electronics
- Industrial Technology – Metal
- Industrial Technology – Timber
- Information & Software Technology
- Japanese
- Music
- Physical Activity and Sports Studies
- STEM (Science, Technology, Engineering & Mathematics)
- Textiles Technology
- Visual Arts
- Visual Design

Agricultural Technology

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Aims of Course:

Through the study of Agricultural Technology students develop knowledge, understanding and skills about a range of agricultural practices. This will enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. This course provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

Course Description / Content:

The syllabus content is covered by studying specific agricultural enterprises. The enterprises chosen reflect considerations, such as school facilities / resources along with the knowledge, skills and interests of students.

Enterprises studied at St Joseph's may include vegetables, poultry (eggs / meat), sheep (wool / fat lambs), viticulture (wine, dried fruit, table grapes), beef, dairying, pastures / fodder crops and worms.

While each enterprise is largely considered as a separate production system, there are a number of production factors that may be common to each – climate, soils, microorganisms, technology – emphasising the integrated nature of Agriculture.

Each enterprise is subject to seasonality and resource availability. However, generally there will be a natural progression whereby students will build on previously introduced concepts.

The course includes a significant practical component which may include routine farm construction and maintenance, crop and animal husbandry, multi- media research, laboratory and other experimental work, journaling, visits to farms and enterprise-related venues.

Assessment:

Evaluation of student progress involves a variety of instruments which may include:
practical experiences;

- displays;
- multimedia research reports;
- practical skills tests;
- journaling;
- peer assessment;
- self-assessment;
- presentations
- written and practical tests.

Agriculture Technology

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Cost:

\$47 per billing period = \$141 per year.

Additional Information:

Safety:

Safety in the work environment is of paramount importance. Students are expected to strictly adhere to safety rules at all times. Furthermore, it is expected all students will respect the learning environment, and fellow students' work.

Students will be required to comply with the Work Health & Safety Act, and the school's policy on uniform, with respect to the wearing of leather, lace up footwear and having long hair secured.

Any students showing unwillingness to comply with these expectations or an inability to follow simple directions from the teacher will be excluded from all practical activity.



Additional safety requirements may be necessary dependent upon the activity being undertaken. The teacher instruction and/or safety signage will identify additional requirements such as:

- sun protective hat
- gloves
- long pants
- long sleeve shirt
- work boots
- eye protection
- hearing protection



Commerce

Faculty: Human Society and Its Environment (HSIE)

Studies Coordinator: Mrs Lisa Peel

Aims of Course:

A study of Commerce will guide students towards an understanding of Australia's changing Commercial Environment and allow them to participate responsibly in society.

This course aims to enable students to develop:

- A knowledge and understanding of commercial activities, the role of money and credit, the functions and roles of government, commercial recording processes, the labour market and the rights and obligations of individuals, organisations and governments in their commercial inter-relationships.
- An awareness of the attitudes and values associated with commercial aspects of society.
- Their ability to communicate orally and in written form.
- To enquire and investigate data, think critically, interpret and evaluate data and to make well informed and sound decisions.

Course Content:

CONTENT – The content of this course includes essential (Core) and additional (Options) content.

Commerce Years 9-10

Core

Part 1

Consumer Choice
Personal Finance

Part 2

Law and Society
Employment Issues

Options

- | | | |
|-----------------------------|--------------------------|-----------------------------|
| 1. Investing | 2. Promoting and Selling | 3. E-commerce |
| 4. Global Links | 5. Towards Independence | 6. Political Involvement |
| 7. Travel | 8. Law in Action | 9. Our Economy |
| 10. Community Participation | 11. Running a Business | 12. School-developed Option |

Commerce

Faculty: Human Society and Its Environment

Studies Coordinator: Mrs Lisa Peel

Assessment:

Assessment aims to allow students to demonstrate their achievement of the course outcomes through a variety of assessment tools and measurement techniques over the two years. These may include:

- Research Tasks
- Topic tests
- Reports
- Examinations
- Debates/Mock trials
- Skills exercises
- Oral presentation
- Collaborative work
- Document studies
- Extended responses
- ICT – Multimedia presentations
- Running a small business
- Site Studies

Cost:

\$21 per billing period = \$63 per year

Additional costs could include an excursion or guest speaker to support the course content.

Additional Information:

Excursions may be arranged as an integral part of the course with attendance compulsory. For example, attendance at a Court of Law or Government Department.

Students participate in running a small business at school to understand the importance of the key functions of business. This may form part of a Summative Assessment Task incorporated into Option 11 of the course content.

Opportunities are also provided to participate in online virtual Australian Stock Exchange (ASX) and business games.

Drama

Faculty: Creative and Performing Arts (CAPA)

Studies Coordinator: Mrs Melonie Hawke & Ms Carley Leonard

Aims of Course:

This course aims to:

- Develop self-confidence, self-discipline, awareness of others and the ability to communicate effectively both verbally and physically
- Develop the expression of thought and imagination
- Develop skills in listening, speaking, movement, gesture, action and reaction in creative situations
- Allow students the opportunity to develop understanding and empathise with others by experiencing different characters in role play
- Extend students' awareness, experience, knowledge and appreciation of Drama
- Develop the ability to critically evaluate and improve one's own skills

Course Description / Content:

The Stage 5 Elective Drama Course allows students the opportunity to develop and explore all aspects of 'self', by learning about the ways in which they and other people act, think, feel and communicate. Students experience exploring, creating and responding to different situations in order to develop and improve self-confidence, communication skills and other dramatic performance elements.

This course is practical-based, where students are required to participate in a number of different performance opportunities. Students who choose this elective should be prepared to perform for different audience groups and show enthusiasm and aptitude for performance.

Students will experience a range of activities centred round a variety of content areas such as:

- Drama games
- Improvisation
- Theatresports
- Play building
- Scripting a play
- Creative movement and Physical theatre
- The Elements of Production eg. set, costume and or performance promotional design
- Theatre styles eg: Abstract, Realism, Comedy
- A range of performance opportunities which allows for students to experience a variety of dramatic roles, situations and audiences, in line with current programming and assessment practices
- Film making
- The History of Theatre eg: Melodrama, Elizabethan
- Critical analysis and engagement with a variety of dramatic scripts and plays

Students will also develop skills in critical evaluation, co-ordination in movement, vocal expression, listening and the ability to develop trust in one's self and in others. Drama affords the opportunity for students to develop self-confidence and individuality, but also establish a strong sense of the importance of teamwork and collaboration.

Drama

Faculty: Creative and Performing Arts (CAPA)

Studies Coordinator: Mrs Melonie Hawke & Ms Carley Leonard

Assessment:

Students will be assessed progressively throughout the year. This will involve both practical and theoretical assessment tasks – tasks will take the form of collaborative, reflective, formative and summative tasks.

It is essential that students be aware that when undertaking a study of Drama you are required to perform different styles of drama to a variety of audiences.

Each student in the Drama course is also required to keep a logbook (journal), whereby individual reflection, evaluation and documentation of performance experiences is recorded.

Cost:

\$29 per billing period = \$87 per year.

Minimal costs may arise throughout the course as opportunities such as visiting performers, workshops or excursions to performances present themselves. Whilst this is not mandatory, they do complement the syllabus and broaden student's knowledge and drama experiences.

Additional Information:

Students are required to have 'black clothing' (performance blacks) for minimalistic performances. At times, students will be required to perform in costume, and in most cases these are provided to students.

Food Technology

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Aims of Course:

The study of Food Technology provides students with a knowledge and understanding of food properties, processing, preparation and nutritional considerations related to food. It addresses the importance of hygiene and safe working practices and laws in the production of food.

Students will develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

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 work and general life experiences.

Course Description / Content:

Units of work will be developed from the following Focus Areas:

- **Food in Australia** – history of food in our society, multicultural foods, why we eat what we do
- **Food Selection and Health** – how what we eat affects our health
- **Food For Special Needs** – the human lifecycle, health conditions such as diabetes, allergies, logistical considerations such as plane travel, canteens, etc and how all of these affect the food we eat
- **Food Trends** – what are the new trends in food? eg. ethical eating, organic foods, convenience foods, new food technologies

Extension Unit:

- **Food For Special Occasions** – how we celebrate with food (in Australia and around the world)

Students will be given a wide range of experiences which will develop their food preparation skills, design skills, and ability to work as an individual as well as in teams.

The course will have a significant practical component with students participating in practical tasks regularly.

Assessment:

A range of techniques will be used to assess student progress. These may include: practical experiences, design folios, research projects and written reports, presentations, written and practical tests, peer assessment, self-assessment.

Food Technology

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Cost:

\$66 per billing period = \$198 per year.

This fee includes the cost of consumable items (mainly food) as well as the provision of excursions to further the student's knowledge of Food Technology.

Students will need to provide suitable protective clothing for practical classes – see below for requirements

Additional Information:

Safety:

Safety in the work environment is of paramount importance. Students are expected to strictly adhere to safety rules at all times. Furthermore, it is expected all students will respect the learning environment, and fellow students' work.

Students will be required to comply with the Work Health & Safety Act and the school's policy on uniform especially with respect to the wearing of leather, lace up footwear, having long hair secured, removing jewellery, nail polish and false nails. Students must also provide a white apron for all practical lessons.

Any student showing unwillingness to comply with these expectations or an inability to follow simple directions from the teacher will be excluded from all practical activity.

The following safety requirements **MUST** be adhered to:



Graphics Technology

(Formerly Technical Drawing)

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Aims of Course:

Graphics Technology aims to develop in students the ability to read, interpret and produce presentations that communicate information using a variety of techniques and media. Through the study of Graphics Technology students become increasingly productive, creative and confident in the development and use of a range of technologies relevant to current practice in graphics and graphics-related industries.

Course Description / Content:

Throughout Stage 5, students develop knowledge, skills and experiences by actively producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. In addition, students learn to interpret and analyse graphical images and presentations whilst developing an understanding of the use of graphics in industrial, commercial and domestic applications.

In Year 9 students study TWO Core modules. In Year 10 students will study FOUR modules from the following:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting (CAD)
- Cartography and Surveying
- Computer Animations
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration
- Student Negotiated Project

Graphics Technology

(Formerly Technical Drawing)

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Assessment:

A wide range of assessment techniques will be used to determine individual student progress in Graphics Technology. These can include: individual drawing projects, drawing folios, research tasks and examinations.

Cost:

\$31 per billing period = \$93 per year.

Additional Information:

Nil

Industrial Technology – Electronics

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Aims of Course:

The aim of the Industrial Technology - Electronics course is to develop in student's knowledge, understanding and skills related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. It aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems. The course is designed to give students an introduction to electronics theory, while providing practical experiences through the development of related projects.

Course Description / Content:

The Industrial Technology Electronics course gives an introduction to electronic principles and practices. It provides opportunities for students to develop knowledge, understanding and skills in relation to electronics and its associated industries.

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

- Circuits and Components
- Computer Repair and Construction.

Practical projects will be focused on the module being studied and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- Electronic circuits and kits
- Electronic controlled devices
- Robotic projects
- Work undertaken on isolated computer components.

Assessment:

Assessments tasks may include:

- Research Tasks or reports
- Design Tasks
- Practical Projects
- Semester Examinations

Industrial Technology – Electronics

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Cost:

\$47 per billing period = \$141 per year.

Students will need to provide suitable protective clothing for practical classes – see below for requirements

Additional Information:

An excursion could be included at some time during the course.

Safety:

Safety in the work environment is of paramount importance. Students are expected to strictly adhere to safety rules at all times. Furthermore, it is expected all students will respect the learning environment, and fellow students' work.

Students will be required to comply with the Work Health & Safety Act and the school's policy on uniform especially with respect to the wearing of leather, lace up footwear and having long hair secured. Students must also provide and wear safety glasses and aprons for all practical activities.

Any student showing unwillingness to comply with these expectations or an inability to follow simple directions from the teacher will be excluded from all practical activity.

The following safety requirements **MUST** be adhered to:



Industrial Technology – Metal

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Aims of Course:

Industrial Technology – Metal's focus is on the students being actively involved in the planning, development and construction of quality practical projects. Through the development of practical projects the students gain an understanding of the concepts and practices associated with the Metal Industry.

Course Description / Content:

Throughout Stage 5, students develop knowledge, skills and experiences by developing quality practical projects. In addition, to the construction of practical projects students study content related to the following areas:

- Workplace Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact.

Study in these areas is closely aligned to work being undertaken in the practical learning environment.

Whilst making projects throughout the course, students may develop skills in the following areas:

- Use a range of hand tools and power tools to cut, drill, shape and join metals.
- Machine and shape metals to produce projects using metal lathes.
- Welding using Oxy-Acetylene, GMAW (MIG) and MMAW (Stick Welding)

Assessment:

A wide range of assessment techniques will be used to determine individual student progress in Industrial Technology – Metal. These can include: practical projects, written folios, research tasks and examinations.

Industrial Technology – Metal

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Cost:

\$47 per billing period = \$141 per year.

Students will need to provide suitable protective clothing for practical classes – see below for requirements

Additional Information:

An excursion could be included at some time during the course.

Safety:

Safety in the work environment is of paramount importance. Students are expected to strictly adhere to safety rules at all times. Furthermore, it is expected all students will respect the learning environment, and fellow students' work.

Students will be required to comply with the Work Health & Safety Act and the school's policy on uniform especially with respect to the wearing of leather, lace up footwear and having long hair secured. Students must also provide and wear safety glasses and aprons for all practical activities.

Any student showing unwillingness to comply with these expectations or an inability to follow simple directions from the teacher will be excluded from all practical activity.

The following safety requirements MUST be adhered to:



Industrial Technology – Timber

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Aims of Course:

Industrial Technology – Timber's focus is on the students being actively involved in the planning, development and construction of quality practical projects. Through the development of practical projects the students gain an understanding of the concepts and practices associated with the Timber Industry.

Course Description / Content:

Throughout Stage 5, students develop knowledge, skills and experiences by developing quality practical projects. In addition, to the construction of practical projects students study content related to the following areas:

- Work Health and Safety (WHS)
- Materials, Tools and Techniques
- Design
- Links to Industry
- Workplace Communication
- Societal and Environmental Impact.

Study in these areas is closely aligned to work being undertaken in the practical learning environment.

In Year 9 students study the General Wood 1 and 2 modules, while in Year 10 the students study Cabinetwork 3 and 4.

Whilst making projects throughout the course students may develop skills in the following areas:

- Use a range of hand tools and power tools to cut, shape and join timber
- Turning and shaping timber using wood lathes.
- Furniture construction using a wide variety of machines and timber species.

Assessment:

A wide range of assessment techniques will be used to determine individual student progress in Industrial Technology – Timber. These can include: practical projects, written folios, research tasks and examinations.

Cost:

\$47 per billing period = \$141 per year.

Students will need to provide suitable protective clothing for practical classes – see below for requirements.

Industrial Technology – Timber

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Additional Information:

An excursion could be included at some time during the course.

Safety:

Safety in the work environment is of paramount importance. Students are expected to strictly adhere to safety rules at all times. Furthermore, it is expected all students will respect the learning environment, and fellow students' work.

Students will be required to comply with the Work Health & Safety Act and the school's policy on uniform especially with respect to the wearing of leather, lace up footwear and having long hair secured. Students must also provide and wear safety glasses and aprons for all practical activities.

Any student showing unwillingness to comply with these expectations or an inability to follow simple directions from the teacher will be excluded from all practical activity.

The following safety requirements **MUST** be adhered to:



Information & Software Technology

Faculty: Mathematics

Studies Coordinator: Mr Andrew Gill

Aims of Course:

The aim of the IST course is to develop students' knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

Course Description / Content:

The core content to be covered in this course is integrated into the options we choose. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- authoring and multimedia
- electronic communication
- Internet and website development
- computer networks
- software development and programming
- Robotics

The course will be presented in project form, where theory and practical are integrated to cover the course content.

Assessment:

Assessment in this course will involve a number of practical applications of computer software including computer programming, web site development, graphics and animations; as well as class tests, across the year theory tests and semester examinations.

Cost:

\$21 per billing period = \$63 per year.

Additional Information:

Nil.

Japanese

Faculty: English & LOTE

Studies Coordinator: Ms Lisa Donnelly

Aims of Course:

Through the study of Japanese, students should:

- Start to develop the skill of understanding spoken and written Japanese
- Begin to speak in simple, everyday situations with confidence
- Become familiar with the cultural aspects of a land beyond our own

Course Description / Content:

Students who elect to undertake the Stage 5 Japanese Elective Course will learn how to communicate effectively in everyday situations. Grammatical structure to encourage spoken communication will be emphasised, as well as listening skills, reading and writing.

Assessment:

All assessment is based on listening, speaking, reading and writing. Assessment will be presented in a number of different formats which allow students to show their ability to communicate: oral work, listening tasks and written responses. An element of cultural appreciation is threaded through all assessment.

Cost:

\$16 per billing period = \$48 per year.

Excursions which complement syllabus requirements (exhibitions, tours, guest speakers and performers, workshops, etc) may be undertaken throughout the year.

Additional Information:

An in-country experience may be offered to students.

The school is part of a sister school program with Izumigaoka Junior High School in Kyoto. Students doing Japanese as an elective will be encouraged to be involved in the program.

NB: A new syllabus for is being implemented for 2019. The details of this updated syllabus are being finalised. Therefore, the information outlined above should be used as a guide.

Music

Faculty: Creative and Performing Arts (CAPA)

Studies Coordinator: Mrs Melonie Hawke & Ms Carley Leonard

Aims of Course:

The aim of the 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.

Course Description / Content:

All students should have the opportunity to develop their musical abilities and potential. Music plays an important part in everyday life and is a significant part of every culture. This course provides students with the opportunity to build on the knowledge, understanding, skills, values and attitudes gained in Stage 4 and encourages the desire to continue learning in formal and informal musical settings beyond Stage 5.

In the Music Elective course, students will study the concepts of music, through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The elective course requires students to study one compulsory topic – Australian Music – as well as a number of other topics such as Popular, Rock, Jazz, Classical, 20th Century Art Music, Baroque, Romantic, Film and TV music.

Assessment:

Students will be assessed progressively through the course on the three skill areas of performance, composition and listening. Assessment can be undertaken in a number of different forms including performance tasks, listening skills tasks, research tasks, composition tasks/ creations and examinations.

In relation to performance, a focus on one instrument is to be developed. Private instrumental / voice lessons are an advantage. Class ensemble performance activities engage students in a holistic approach to musical learning, but individual performance skills are also to be developed by the student.

Music

Faculty: Creative and Performing Arts (CAPA)

Studies Coordinator: Mrs Melonie Hawke & Ms Carley Leonard

Cost:

\$29 per billing period = \$87 per year.

Minimal costs may arise throughout the course as opportunities such as visiting performers or excursions to musicals and other performances present themselves. This not mandatory, however, they do complement the syllabus and broaden student's musical experience.

Additional Information:

Students are encouraged to become actively involved in extra-curricular activities such as the school choir, band or ensemble group, "Diosounds", Choir Showcase, liturgical celebrations, school production (if one is planned to run) or other school-based performance opportunities. Students also have the opportunity to participate in the St Cecilia's Music Program in order to access private music lessons from experienced teachers.

Physical Activity and Sport Studies (PASS)

Faculty: PDHPE

Studies Coordinator: Mr Guy Perrin

Aims of Course:

The aim of the PASS course is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. The course also aims to provide students with an understanding of human performance and the important role Physical Activity and Sport has in our community.

Course Description / Content:

The PASS course gives students the opportunity to study and gain understanding of the many facets of the body's functions and performance. With changes in our working hours, and the increasing pressure to use leisure time purposefully, the course aims to encourage constructive pursuits of leisure activities to enhance a healthy lifestyle. The course consists of 50% theory and 50% practical work, where students will experience a variety of sport and leisure activities.

There are three major areas of study:

- Foundations of physical activity – The Human Body, Health and Fitness
- Physical activity and Sport in Society – Issues in Australian Sport
- Enhancing participation and performance – Coaching, Technology and Improving Performance.

Assessment:

Students will be assessed in both the practical and theory components of the course and undertake tasks such as:

- Examinations
- Research tasks
- Presentations
- Reports
- Analysis of data and performance
- Skills tests
- Coaching tasks
- Fitness testing

Cost:

\$126 per billing period = \$378 per year.

As part of the PASS course students will participate in an outdoor recreational camp experience. The cost of the camp is included in the subject fee identified above.

Additional Information:

Students are able to wear their sports uniform on practical days.

STEM

(Science, Technology, Engineering and Mathematics)

Faculty: Science

Studies Coordinator: Ms Paulina Phillips

Aims of Course:

Science, Technology, Engineering and Mathematics (STEM) are areas which will heavily contribute to the future progress of Australia in terms of research, development and our economy. They provide enabling skills and knowledge which a large range of professions and trades are now requiring as the labour market responds to the demands of the 21st Century.

This course is aimed at those students who may be intending to pursue a career in a STEM related field. A major aim of the course is to stimulate interest in Stage 6 courses which have a Scientific and Mathematical base.

Students should be working at an A or B level in Year 8 Mathematics and Science as this course involves significant academic extension in these areas. The course will involve applying mathematical and scientific principles to problem solve and construct practical solutions.

Course Description / Content:

In Year 9, students will be introduced to a range of concepts which will form the foundation of projects which have an inquiry based focus in Year 10. Overall, the students will complete a total of 6 modules and a Major Research Project. The modules could include:

Year 9

- Designing Investigations – Scientific Method Module
- Motion Module
- Statistics Module
- Aerodynamics Module

Year 10

- Battle Bots – Robotics Module
- Design Task Module
- Architecture (Tiny Houses) Module
- Biomedical Innovation and Biotechnology

STEM (Science, Technology, Engineering and Mathematics)

Faculty: Science

Studies Coordinator: Ms Paulina Phillips

Assessment:

A range of assessment techniques will be used to determine individual student progress in STEM. These can include practical activities, research tasks and examinations.

Cost:

\$45 per billing period = \$135 per year.

Students will be provided suitable protective equipment (eg safety glasses) for practical activities as deemed necessary and depending on the modules being studied students may be required to provide recycled materials. These requirements will be outlined throughout the course, as necessary.

Additional Information:

Safety:

Students will be required to comply with the Work Health & Safety Act and the school's policy on uniform especially with respect to the wearing of leather, lace up footwear and having long hair secured. Students must also wear safety glasses for all practical activities. Any student showing unwillingness to comply with these uniform expectations or an inability to follow simple directions from the teacher will be excluded from all practical activity.

The following safety requirements **MUST** be adhered to:



Textiles Technology - Fashion Design

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Aims of Course:

Textiles have such an important role in our daily lives that everyone should know something about them. From the earliest of times, people have used textiles of various types. Using textiles as fashion, forms an important part of our everyday lives. This course aims to give students some insight into using textiles as a means of self-expression. Students will be actively involved in designing and making a number of projects, using their creativity to develop unique products.

Course Description / Content:

In this course, students will complete a number of units of work. Each unit of work will involve students completing both a practical project and theory study

Unit 1: Contemporary (Modern) Designers

- Practical Project: **Simple clothing item** eg sleepwear
 - Manufacturing (sewing) techniques for simple clothing
- Theoretical Study:
 - The work of designers such as Peter Alexander & Alex Perry – what we wear today
 - The properties of textile items, constructing textile articles, study of fibres, yarns and fabrics.

Unit 2: Wearable Art

- Practical Project: clothing or accessory demonstrating **fashion as an art form**, eg. bags, jewellery
 - Decoration techniques such as fabric painting, screen printing, marbling, quilting, embroidery
- Theoretical Study:
 - The use of textiles in other cultures

Unit 3: Costume Design

- Practical Project: **costume item** based on an historical period in history
 - Embellishment (decoration) used on costume items
- Theoretical Study:
 - The use of fabrics for costume projects
 - The work of the costume designer, costume design & illustration

Unit 4: Designers With Influence

- Practical Project: **formal wear** – clothing or accessory
 - Techniques of manufacture – using challenging fabrics
- Theoretical Study:
 - The work of designers and their influence through history eg Coco Chanel, Yves St Laurent,
 - Fashion drawing/illustration
 - The textile and fashion industries, career opportunities

Textiles Technology - Fashion Design

Faculty: Technology and Applied Studies (TAS)

Studies Coordinator: Mrs Julie Elliott

Assessment:

A wide range of assessment techniques will be used to determine individual student progress in this subject and will include: practical project work, project diary, reports, research, examinations.

Cost:

A fee of \$29 per billing period = \$87 per year

This fee covers the maintenance of equipment and the cost of consumable items used throughout the course, eg. fabric paints, dyes, etc.

Students will need to purchase fabrics and other articles for individual project work. Students will complete 2 projects per year. They will also be required to have their own set of basic equipment, eg. fabric scissors, tape measure, etc. Having your own sewing machine is also useful but NOT essential.

Additional Information:

It is envisaged that students will have the opportunity to attend Textiles exhibitions such as The Sydney Fashion Festival as they become available during the year.

Safety:

Safety in the work environment is of paramount importance. Students are expected to strictly adhere to safety rules at all times. Furthermore, it is expected all students will respect the learning environment, and fellow students' work.

Students will be required to comply with the Work Health & Safety Act and the school's policy on uniform especially with respect to the wearing of leather, lace up footwear and having long hair secured.

Any student showing unwillingness to comply with these expectations or an inability to follow simple directions from the teacher will be excluded from all practical activity.

The following safety requirements MUST be adhered to:



Visual Arts

Faculty: Creative and Performing Arts (CAPA)

Studies Coordinator: Mrs Melonie Hawke & Ms Carley Leonard

Aims of Course:

This course aims to:

- Encourage students in developing a more confident and creative approach to artistic expression
- Build on existing skills and knowledge already acquired in the mandatory Stage 4 Visual Arts course and prepare students for continuation of learning and skills necessary for the Stage 6 Visual Art Course
- Further develop skills and knowledge in the use of a variety of artistic materials and techniques
- Give students the appropriate language skills and confidence to develop and express opinions about artworks, artists and the place of art in society and the world.

Course Description / Content:

Elective Visual Arts in Stage 5 is a challenging and highly rewarding course. It encompasses a range of experiences, both making and studying artworks, which aim to develop a more aware and accepting individual, capable of appreciating life and the world around them.

In this course, students will be encouraged to investigate their immediate environments and the broader global world by experimenting with a wide range of artistic media, techniques and materials to express themselves. Students will learn about the importance of self-expression and develop an understanding and appreciation for the world that surrounds them.

The content presented in the Visual Arts Course is generally conceptually based and allows students to investigate how art is both functional and personal. Students will be required to complete both written and practical work, both seen to have *equal* importance in this course. Practically, students will be given the opportunity to experience artistic forms such as drawing, painting, photography, sculpture, installation, computer graphics and video.

The study of Visual Arts, both past and present, forms the basis of the theoretical component of the course. Themes are selected from various historical periods, cultures, contemporary practices and technical information. Written work will be completed using a number of different forms, such as, notes, reading, research, presentations and extended responses.

The Visual Arts Course is centred on the Visual Arts Frames and the Conceptual Framework. Students will also be required to keep a Visual Arts Process Diary in order to meet the requirements of the course.

Visual Arts

Faculty: Creative and Performing Arts (CAPA)

Studies Coordinator: Mrs Melonie Hawke & Ms Carley Leonard

Assessment:

Students will be assessed progressively throughout the year and this will involve making artworks and completing critical and historical studies.

It is important for students to understand that they will be required to be committed to completing set tasks, which will involve completing some parts of tasks outside the classroom (at home) in order to reach a good standard of work. Students should also enjoy spending their own time developing their ideas, researching the work of practicing artists, experimenting with artistic materials or processes and finding new ways to express their individuality and creativity.

Cost:

A fee of \$80 per billing period = \$240 per year (not including excursion costs).

These costs include:

- Consumable items used throughout the course
- Purchase and maintenance of equipment
- Visual Arts Process Diary
- Abode Creative Cloud Annual Subscription.

Any further activities which support the syllabus; excursions, workshops, guest speakers, artist talks, location drawing, etc may be undertaken throughout the course and are in addition to the fee mentioned above. Students are expected to attend and complete all necessary work associated with the excursion or activity if required.

Additional Information:

Students can choose both the electives of Visual Arts and Visual Design, without being concerned that there is too much similarity between these two courses. Each of these courses has its own unique focuses, aims and outcomes. Students who elect to complete both courses often find that their theoretical knowledge of core concepts is greatly enhanced and a deeper level of understanding is achieved.

Visual Design

Faculty: Creative and Performing Arts (CAPA)

Studies Coordinator: Mrs Melonie Hawke & Ms Carley Leonard

Aims of Course:

This course aims to:

- Encourage students to develop and enjoy practical and conceptual independence in the designing and construction of visual design artworks
- Develop understanding and value of the different beliefs and contexts that affect meaning and significance in visual design artworks
- Develop new and build upon existing skills using contemporary design making technologies, materials and processes

Course Description / Content:

The Stage 5 Elective Visual Design Course offers students the chance to develop their artistic and design skills by using media and forms which are different to those traditionally used in Visual Arts. It challenges students to look at the world of design from both a functional and personal perspective and makes strong connections with how design is used in industry, the workplace and other creative and performing arenas.

Visual Design is a constantly changing field of artistic practice and enables both teachers and students to keep up to date with advances in modern technologies in the world of contemporary design. Visual Design encourages and gives students the opportunity to experience digital media and photography, animation, graphic/web design, interior design, fashion design, set design and modern jewellery making techniques.

Students are required to complete a balance of both practical and theoretical course work. The Visual Design Course is also centred on the Visual Design Frames and the Conceptual Framework, which are integral to both the making and studying components of the course.

Students are also required to keep a Visual Design Journal in order to meet the requirements of the course. This journal is a record of all student classwork, technical information, documentation of ideas, research, photographs and design processes. They are also required to have a USB or external storage device to keep a backup of all digital files and computer generated work.

Overall, Visual Design challenges students to look more closely at the contemporary world in which they live, and to open their eyes to the world of the design industry and contemporary design making techniques.

Visual Design

Faculty: Creative and Performing Arts (CAPA)

Studies Coordinator: Mrs Melonie Hawke & Ms Carley Leonard

Assessment:

Students will be assessed progressively throughout the year and this will involve making visual design works and case studies associated with design practice.

It is important for students to understand that they will be required to be committed to completing set tasks, which will involve completing some parts of tasks outside the classroom (at home) in order to reach a good standard of work. Students should also enjoy spending their own time developing their ideas and finding new ways to express their individuality and creativity.

Cost:

A fee of \$73 per billing period = \$219 per year (not including excursion costs).

These costs include:

- Consumable items used throughout the course
- Purchase and maintenance of equipment
- Visual Design Journal
- Adobe Creative Cloud Annual Subscription.

Any further activities which support the syllabus; excursions, workshops, guest speakers, artist/designer talks, etc) may be undertaken throughout the course and are in addition to the fee mentioned above. Students are expected to attend and complete all necessary work associated with the excursion or activity if required.

Additional Information:

Students can choose both the electives of Visual Design and Visual Arts, without being concerned that there is too much similarity between these two courses. Each of these courses has its own unique focuses, aims and outcomes and allows for a variety of learning experiences. Students who elect to complete both courses often find that their theoretical knowledge of core concepts is greatly enhanced and a deeper level of understanding is achieved.