



ST JOSEPH'S  
COLLEGE

LOCHINVAR  
1883



# 2021 Year 9 Subject Information



# Stage Five Elective Choices



## Introduction

This handbook is designed to provide students and parents/guardians with information about the Year 9 and 10 curriculum.

It provides the information necessary to make informed choices about elective subjects.

The choice of elective subjects for Years 9 and 10 can help guide subject choices for Years 11 and 12 (although they are not pre-requisites), and it is most important for students and parents/guardians to be familiar with the subjects on offer and the future options available.

In Years 9 and 10, all students must study Religious Studies, English, Mathematics, Science, History, Geography and PDHPE and **are able to choose two elective subjects**. These elective subjects are designed to give students choice in a significant proportion of their curriculum. Whilst every effort is made to accommodate student preference, all choices are conditional upon subject availability, timetabling, class numbers and staffing.

Please read this handbook carefully and discuss its content before engaging in the selection process. Subject teachers and other staff at St Joseph's College offer subject advice and this is an important factor in determining which elective subjects best suit the skills, competencies and interests of individual students.

The staff of St Joseph's look forward to walking this journey in partnership with students and parents.

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## Key Dates

Information Evening	Monday 3 <sup>rd</sup> August
Online Subject Selection	Tuesday 4 <sup>th</sup> August to Friday 14 <sup>th</sup> August
Selection Confirmation	September 2020

# Stage Five Elective Choices



## RoSA Requirements

The RoSA – Record of Student Achievement is 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:

<b>English</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
<b>Science</b>	studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	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.
<b>Creative Arts</b>	studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.
<b>Technological and Applied Studies</b>	studied for 200 hours and consisting of the Technology (Mandatory) Years 7–8 Syllabus.
<b>Personal Development Health and Physical Development</b>	studied in each of Years 7–10 with 300 hours to be completed by the end of Year 10.
<b>Languages</b>	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 these requirements for the award of a RoSA. A number of the 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** "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



# Stage Five Elective Choices



## 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, NESAs do 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 (NESAs ACE 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.

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 NESAs. 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.

# Stage Five Elective Choices



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 <b>extensive</b> 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 <b>thorough</b> 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 <b>sound</b> 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 <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

# Stage Five Elective Choices



## Guidelines for Selecting Elective Courses

Students must choose courses carefully as they will be studying these courses for the duration of Stage 5 – Years 9 & 10. 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 you possess that may help you succeed and thus affect your decision?
- Remember that studying 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. Students may also wish to avoid courses that they know may require different skills or attitudes that do not suit their learning style or interests.
- **Career choice:**

It is perhaps unlikely at this stage of their education 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. The 2 unit Beginners Language course 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 Leaders of Learning for assistance. They are only too willing to help students and parents.
  - Students ideally should study the courses they enjoy or may be suited to, rather than those that 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.



# Stage Five Elective Choices



## 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 virtual 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 hoped that parents and students take advantage of this opportunity.

## 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.



# Stage Five Elective Choices



## Mandatory Courses

**Religious Studies**

**English**

**Mathematics**

**Science**

**Human Society and its Environment (History & Geography)**

**Personal Development, Health and Physical Education**

## Elective Courses

**Choice of TWO subjects below**

**Agricultural Technology**

**Commerce**

**Drama**

**Food Technology**

**Industrial Technology – Electronics**

**Industrial Technology – Metal**

**Industrial Technology – Timber**

**Information and Software Technology**

**Japanese**

**Music**

**Physical Activity and Sports Studies**

**STEM (Science, Technology, Engineering and Mathematics)**

**Textiles Technology**

**Visual Art**

**Visual Design**

# Agricultural Technology



## Technology and Applied Studies (TAS)

**LEADER OF LEARNING:** Mrs Julie Elliott  
[julie.elliott@mn.catholic.edu.au](mailto:julie.elliott@mn.catholic.edu.au)

### 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:

Students must complete Core Module A and Core Module B. The module 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:

- displays
- multimedia research reports
- practical skills tests
- journaling
- peer assessment
- self assessment
- presentations
- written & practical tests

### 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. Students will need to bring work boots or gumboots to wear while undertaking practical activities on the College farm.



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.

Students will also need to wear their school hat while on the farm.

Additional safety requirements may be necessary dependent upon the activity being undertaken. The teacher will identify when these items may need to be used. They could include:

- gloves
- long pants
- long sleeve shirt
- eye protection
- hearing protection



#### Cost:

\$23 per billing period = \$69 per year.

# Commerce

## Human Society and Its Environment (HSIE)

**LEADER OF LEARNING:** Mrs Lisa Peel  
[lisa.peel@mn.catholic.edu.au](mailto:lisa.peel@mn.catholic.edu.au)



### Aims of Course

A study of Commerce will enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

This course aims to enable students to develop:

#### Knowledge and Understanding of:

- consumer, financial, economic, business, legal, political and employment matters

#### Skills in:

- decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues
- effective research and communication
- working independently and collaboratively

#### Values and Attitudes where students value and appreciate:

- ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues
- fundamental rights, rules and laws that promote fairness, justice and equity in society through informed, responsible and active citizenship.

### Course Content:

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

The **Core Study Topics** include:

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

The **Options Topics** include:

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. School Developed Option

Each option builds on the essential learning of the core and allow students to extend their learning. The Options selected are determined by the teacher and students to meet course requirements.

### 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
- Oral Presentation
- Collaborative Work
- Document Studies
- Extended Responses
- ICT - Multimedia Presentations
- Running a Small Business
- Site Studies

### Cost:

\$23 per billing period = \$69 per year

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

### Additional Information:

Site studies may be integrated within the study of Commerce. They enable students to explore the processes that take place in the consumer, financial, economic, business, legal, political and employment world, and provide an opportunity for students to develop an understanding of the key factors affecting decisions that shape their lives.

Site studies could include:

- NSW Parliament House
- Reserve Bank
- Local businesses
- Physical or virtual retailers
- Local Council chambers
- Courts and Tribunals

Students also have the opportunity to participate in online business games such as the Australian Stock Exchange (ASX) Sharemarket Game

# Drama

## Creative Arts (CA)

**LEADER OF LEARNING:** Mrs Melonie Hawke  
[melonie.hawke@mn.catholic.edu.au](mailto:melonie.hawke@mn.catholic.edu.au)



### 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 around a variety of content areas such as:

- Drama games 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 allow 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.

### Assessment:

Students will be assessed progressively throughout the year. This will involve both practical and theoretical assessment tasks which may be completed collaboratively or independently.

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:

\$28 per billing period = \$84 per year (not including excursion costs)

These costs include:

- Purchase of resources used throughout the course
- Maintenance of equipment
- Drama logbook/journal
- Annual subscription to Adobe Creative Cloud

Other costs may arise throughout the course as opportunities such as visiting performers, workshops or excursions to performances present themselves, which compliment the syllabus and broaden student's knowledge and drama experiences. Students are expected to attend and complete all necessary work associated with the excursion or activity.

### 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



## Technology and Applied Studies (TAS)

**LEADER OF LEARNING:** Mrs Julie Elliott  
[julie.elliott@mn.catholic.edu.au](mailto:julie.elliott@mn.catholic.edu.au)

### 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 Specific purposes** – 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
- **Food For Special Occasions** – how we celebrate with food (in Australia and around the world)
- **Food Service and Catering** – important areas of the food industry. How food is provided and food related employment.

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.

### Cost:

\$72 per billing period = \$216 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:





# Industrial Technology - Electronics

## Technology and Applied Studies (TAS)

**LEADER OF LEARNING:** Mrs Julie Elliott  
[julie.elliott@mn.catholic.edu.au](mailto:julie.elliott@mn.catholic.edu.au)



### 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 specialised module: **Electronics 2**.

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

### Assessment:

Assessments tasks may include:

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

### Cost:

\$51 per billing period = \$153 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

## Technology and Applied Studies (TAS)

**LEADER OF LEARNING:** Mrs Julie Elliott  
[julie.elliott@mn.catholic.edu.au](mailto:julie.elliott@mn.catholic.edu.au)



### 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.

### Cost:

\$51 per billing period = \$153 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



## Technology and Applied Studies (TAS)

**LEADER OF LEARNING:** Mrs Julie Elliott  
[julie.elliott@mn.catholic.edu.au](mailto:julie.elliott@mn.catholic.edu.au)

### 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) and risk management
- Design
- Materials
- Tools, equipment and techniques
- Design
- Links to Industry
- Workplace Communication skills
- 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 Core Module: Timber 1, while in Year 10 the students study Specialised Module: Timber 2.

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, join and finish 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:

\$51 per billing period = \$153 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:



# Information & Software Technology



## Technology and Applied Studies (TAS)

**LEADER OF LEARNING:** Mrs Julie Elliott  
[julie.elliott@mn.catholic.edu.au](mailto:julie.elliott@mn.catholic.edu.au)

### 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:

\$30 per billing period = \$90 per year.

### Additional Information:

Nil.

# Japanese

English & LOTE

**LEADER OF LEARNING:** Mr Aidan Linehan  
[aiden.linehan@mn.catholic.edu.au](mailto:aiden.linehan@mn.catholic.edu.au)



## 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:

\$18 per billing period = \$54 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.





### 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, 20<sup>th</sup> 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.

### Cost:

\$33 per billing period = \$99 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 productions, 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)

PDHPE

**LEADER OF LEARNING:** Mr Guy Perrin  
[guy.perrin@mn.catholic.edu.au](mailto:guy.perrin@mn.catholic.edu.au)



## 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 and Outdoor Recreation
- 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:

\$137 per billing period = \$411 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 & Mathematics

### Science

**LEADER OF LEARNING:** Ms Paulina Phillips

[paulina.phillips@mn.catholic.edu.au](mailto:paulina.phillips@mn.catholic.edu.au)



### 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 21<sup>st</sup> 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

### 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:

\$49 per billing period = \$147 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

### Technology and Applied Studies (TAS)

**LEADER OF LEARNING:** Mrs Julie Elliott  
[julie.elliott@mn.catholic.edu.au](mailto:julie.elliott@mn.catholic.edu.au)



### 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

### 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 \$28 per billing period = \$84 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. It would be useful to have their own set of basic equipment, eg. pins, 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:





### 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 theoretical and practical work throughout the course. Practically, students will be given the opportunity to experience a range of expressive forms, for example, drawing, painting, photography, sculpture, and computer graphics.

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.

### 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 refining some parts of tasks outside the classroom (at home) in order to reach a high 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 \$87 per billing period = \$261 per year (not including excursion costs).

These costs include:

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

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 have their 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.





## 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 design 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, photography, animation, graphic design, interior design, product 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.

## 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 refining some parts of tasks outside the classroom (at home) in order to reach a high 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 \$80 per billing period = \$240 per year (not including excursion costs).

These costs include:

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

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 have their own unique focus, aims and outcomes and allow for a variety of learning experiences. Students who elect to complete both courses often find that their knowledge of core concepts is greatly enhanced and a deeper level of understanding is achieved.

# Stage 5 Elective Choices



## Subject Selection Instructions

### 1. OBTAIN YOUR WEBCODE

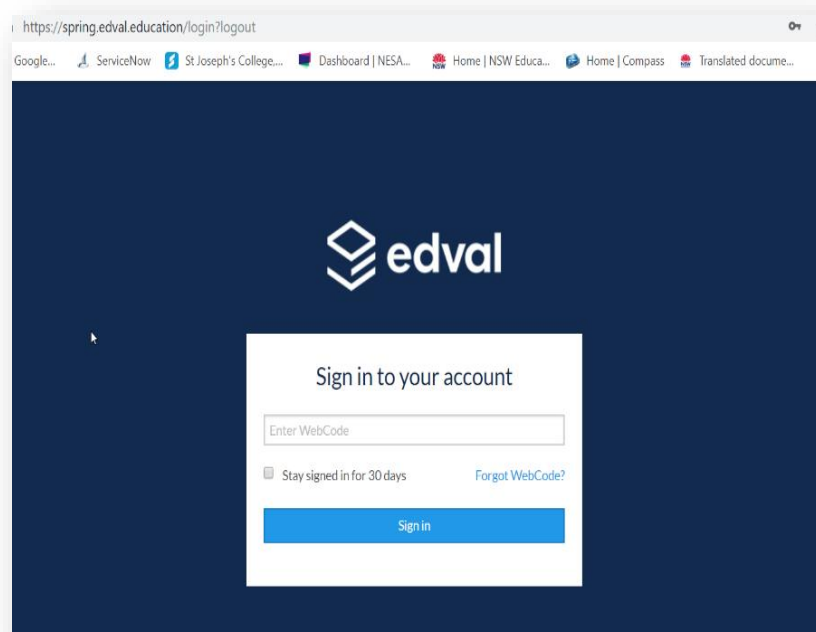
All students will receive a unique webcode. It is six digit code that must be retained if you wish to log-on to the form. This will be in your school email.

### 2. Log on to [WWW.SPRING.EDVAL.EDUCATION](http://WWW.SPRING.EDVAL.EDUCATION)

Open your web browser and log on to: [www.spring.edval.education](http://www.spring.edval.education)

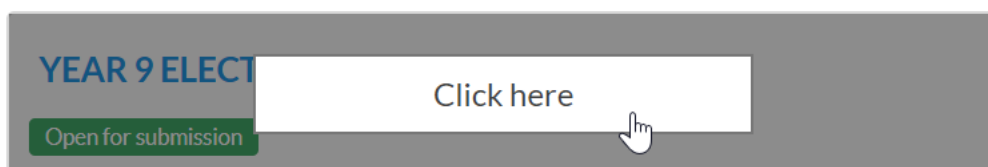
### 3. USE YOUR CODE

Enter the code into the section that says "Enter Webcode." Press sign in.



### 4. CHOOSE OPEN FOR SUBMISSION

Year 9 2021 – Open for submission. Choose "open for submission" Press [CLICK HERE](#)



## 5. MAKE YOUR CHOICES

Choice

Peter Pan (Test student Yr09)

Year 9 Electives

Main Units	Subject	Units
Elective Preference 1	COMMERCE	1
Elective Preference 2	FOOD TECHNOLOGY	1
		Total 2

Cancel

Submit

Reserve Units	Subject	Units
RESERVE Elective Preference 1	JAPANESE	1
		Total 1

Notes

Rules

»

Notes

Welcome to St Joseph's College's 2020 Year 9 Elective Course Preferences Form

## 6. FORM RETURN

Print out and sign the form that is generated and return to the school office.

Student name: **Peter Pan (Test student Yr09) (DUMMY!09)**

Notes: **Your choices are registered.**

Submitted date: **Thu 1 Jan 1970 10:00:00**

### Main units

Main Units	Subject	Units
09COM	COMMERCE	1
09FTY	FOOD TECHNOLOGY	1

Total units: **2**

### Reserve units

Reserve Units	Subject	Units
09JPN	JAPANESE	1

Total units: **1**

Please get form signed, and return to school.

Signature: \_\_\_\_\_

Exit

Print





Send email





ST JOSEPH'S  
COLLEGE

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