



Stage 5

COURSE SUMMARY

HANDBOOK

YEARS 9 & 10

2024-25

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IMPORTANT DATES YEAR 9 2024

Term 3

Week 2 Monday 24th July Information Evening and Subject Market 4 -6pm
Course Summary Handbook available

Week 3 Monday 31st July 4pm Elective Course selections opened via Edval

Week 5 Sunday 20th August Elective subject selections close

Week 6-

RELIGIOUS EDUCATION

Course background

Religious Education is central to the Catholic School. It seeks to contribute to the formation of students as disciples of Jesus within the Catholic tradition, recognising its contribution as part of a life-long process. Religious Education strives to equip students with knowledge, skills and experiences that will allow each student to encounter the person of Jesus in the context of a healthy and vibrant relationship.

Nature of the course	Religious Education is a mandatory Course in all Catholic Schools within the Diocese of Broken Bay. It is studied from Kindergarten through to Year 12. In senior years students are provided with an option to complete Studies in Catholic Thought or Studies of Religion. The course is provided with a 200 hour allocation per Stage.
What Students will learn in this course	<ul style="list-style-type: none"> The journey of the Catholic faith Catholicism in Australia Religious diversity in Australia In interpreting God's Word Jesus in Luke's Gospel Conscience and moral decision -making Reverence for creation Justice and reconciliation

What Students will

from this course

AUSTRALIAN GEOGRAPHY (MANDATORY)

Course background

Geography stimulates students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Nature of the course	Students develop knowledge and understanding of the features and characteristics of places and environments across a range of scales. Students also develop knowledge and understanding of interactions between people, places and environments.
What Students will do in this course	<p>Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information.</p> <p>They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills</p>
What Students will learn from this course	<p>Students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes.</p> <p>They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.</p>
Course requirements	All students must undertake fieldwork and where appropriate, students are provided with opportunities to investigate a wide range of places and environments from local to global scales.

For further information please contact: Mrs Monica Boyd, Leader of Learning and Teaching in HSIE

ENGLISH

Course background

Students of English in Years 7 –10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

Nature of the course	English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.
What Students will <i>learn about</i> in this course	<p>Students study books, films, television, media and the internet. The texts give students experience of Australian literature, insights into Aboriginal experiences and multicultural experiences in Australia and literature from other countries and times.</p> <p>Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, every day and workplace texts, a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).</p>
What Students will <i>learn to do</i> from this course	<p>develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts.</p> <p>think in ways that are imaginative, interpretive and critical.</p> <p>express themselves and their relationships with others and the world.</p> <p>They reflect on their learning in English.</p>
Course requirements	<p>In Stage 5 (Years 9–10) it requires experience of at least two works of each of fiction, film, nonfiction and drama, a variety of poetry drawn from different anthologies or from particular poets.</p> <p>In Stage 5, the selection of texts must give students experience of Shakespearean drama.</p>

HISTORY

Course background

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939 –1945). The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Nature of the course	The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens
What Students will in this course	<ul style="list-style-type: none"> develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia develop skills to undertake the process of historical inquiry develop skills to communicate their understanding of history.
What Students will from this course	<ul style="list-style-type: none"> appreciate history as a study of human experience embrace the opportunity to develop a lifelong interest in and enthusiasm for history evaluate the nature of history as reflecting differing perspectives and viewpoints describe the opportunity to contribute to a democratic and socially just society through informed citizenship critic the contribution of past and present peoples to our shared heritage.
Course requirements	Students are required to undertake a site study by developing and implementing a research action plan. A site study is an inquiry-based examination of an historically significant location. Site studies may include an investigation of the local area, or a visit to an archaeological site, museum, an Aboriginal site (issues of access and permission need to be

MATHEMATICS

Course background

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

The aim of Mathematics 7–10 is to enable students to become confident users of mathematics, learning and applying the language of mathematics to communicate efficiently and effectively. They develop an increasingly sophisticated understanding of mathematical concepts and a fluency with mathematical processes that helps them to interpret and solve problems. Students make connections within mathematics and connect mathematical concepts with the world around them. They learn to understand and appreciate how mathematics is a relevant part of their lives.

It will also prepare and help guide them towards the varied Stage 6 Mathematics courses .

<p>Nature of the new core-paths structure allows Students to be placed in the pathway that best suits their current capabilities.</p>	<p>The Core-Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5. Students will be placed on a pathway that reflects their current progress. The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Students who require ongoing support in completing all Stage 5 Core outcomes may consider either Mathematics Standard 1 or the Numeracy CEC course in Stage 6. For these students, teachers are encouraged to continue to extend students towards demonstrating achievement in as many Stage 5 Core outcomes as possible. This is to enable as many students as possible to have the knowledge and skills necessary to engage in the highest level of mathematics possible. Initially students will be placed in a class based on the following broad pathways ;</p> <p>Core (supported) Core/Standard Core/Advanced</p>
<p>What Students will in this course</p>	<p>Students study Number and Algebra, Measurement and Geometry as well as Statistics and Probability. Within each of these strands they will cover a range of topics including: Fractions, decimals, percentages, consumer arithmetic, probability, algebraic techniques, coordinate geometry, graphing & interpreting data, perimeter, area, surface area & volume, trigonometry, properties of solids, geometrical figures, deductive geometry</p>
<p>What Students will from this course</p>	<p>ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections</p>

	with their existing knowledge and understanding and with the use of mathematics in the real world.
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For further information please contact: Mr Graham Taylor, Leader of Learning and Teaching in Mathematics

ELECTIVE COURSES

COMMERCE

Course background

Commerce enables young people to develop the knowledge, understanding, skills and values that form the

FOOD TECHNOLOGY / HOSPITALITY (VET)

Course Background

This elective requires students to undertake Food Technology in Year 9 and then commence a Certificate II in Kitchen Operations in Year 10. Hospitality is a competency based course that requires students to undertake work placement in the industry. The course will develop students' knowledge, skills and understanding of equipment, processes and issues in the hospitality industry. Students may continue to study Hospitality into Year 11 where they may be awarded a Certificate II in Hospitality. In 2020 the Hospitality course will be delivered in the purpose built Trade Training facility which incorporates a commercial kitchen and café.

Nature of the course Food Technology is an elective course that is studied for 100 hours (5 periods/ cycle) during Year 9.

INDUSTRIAL TECHNOLOGY – TIMBER

Course background

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects. Students may elect to study one of eleven focus areas based on a range of technologies of industrial and domestic significance.

Nature of the course	This course can be studied as a 200 hour course in both Years 9 and 10
What Students will learn in this course	<p>the properties and applications of materials associated with their chosen area of study.</p> <p>the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials.</p> <p>safe practices for practical work environments, including risk identification and minimisation strategies.</p> <p>communication of ideas and processes.</p>
What Students will gain from this course	

INDUSTRIAL TECHNOLOGY – BUILDING AND CONSTRUCTION

Course background

The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries. These are enhanced and further developed through the study of modules in:

Construction and Renovation

Outdoor Structures and Landscapes.

COMPUTING TECHNOLOGY

Course background

JAPANESE

MUSIC

Course background

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
What Students will learn in this course	the (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of

PHYSICAL ACTIVITY & SPORTS STUDIES

Course background

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Nature of the course

This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and

PHOTOGRAPHIC & DIGITAL MEDIA

Course background

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

Nature of the
course

This course can be studied as either 100 hours (Year 9

TEXTILES TECHNOLOGY

Course background

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

Nature of the course	This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).
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What Students will

VISUAL ARTS

Course background

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Nature of the course

This course can be studied as either 100 hours (Year 9 or Year 10) or 200 hours (both Year 9 and Year 10).

VISUAL DESIGN - CERAMICS (SPECIALISED)