



# Stage 5

## Course Book

**2023**  
Year 9/Year 10

St Scholastica's College

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## Introduction

At St Scholastica's College, we strive to provide the very best learning opportunities for the students in our care. We recognise that education is a holistic process and caters for the intellectual, creative, physical and emotional development of our students. We provide a broad-based curriculum, which ensures a solid grounding in a wide range of subjects in addition to allowing students to pursue particular areas of interest and expertise.

We offer a flexible curriculum that can be tailored to suit the individual talents and needs of our students. There are a number of compulsory subjects which include the core areas of Religious Education, English, Mathematics and Science. In addition, students are required to complete compulsory study in Australian History and Australian Geography throughout Years 9 and 10. The College offers a Gifted and Talented Program to challenge and motivate the more able students. We also run English as a Language or Dialect (EAL/D) programs to provide help to those students whose first language is not English, and Special Education programs to support students who might be having difficulties with mainstream programs.

We foster the growth of our students so that they may achieve to the best of their potential. We encourage the development of young women with inquiring minds who have respect for others and confidence in themselves.

Enjoy your choice of electives and the opportunity to take direction of your own learning.

## Subject Choice – Mandatory Requirements & Electives

The following information is provided to give you some help in understanding the subjects you may study in Stage 5. The NSW Education Authority (NSEA) dictates the program of studies for all students in NSW schools in Years 7-10. As part of this program, students are able to elect to study some subjects of their choice in Years 9 & 10.

MANDATORY SUBJECTS					
<b>English</b>	<b>HSIE</b> Geography History	<b>Mathematics</b>	<b>PD/H/PE</b>	<b>Religious Education</b>	<b>Science</b>

ELECTIVE SUBJECTS				
<b>Creative Arts</b>	<b>HSIE</b>	<b>Languages</b>	<b>PDHPE</b>	<b>TAS</b>
Drama	Aboriginal Studies	Italian	Physical Activity and Sports Science (PASS)	Design and Technology
Music	Commerce	Japanese		Food Technology
Photographic and Digital Media	Geography	Study through the NSW School of Languages		Information and Software Technology
Visual Arts	History			Textiles Technology
	Philosophy			

### The Choice Procedure

Students will be:

- Addressed regarding the rules of Stage 5 study
- Welcome to seek advice from the relevant teachers
- Asked to choose 2 electives to be studied in Year 9 and then choose 2 electives for Year 10  
(*This pattern may be altered in some circumstances*)

The Assistant Principal - Learning in collaboration with other staff will process elective choices, after selections have been gathered via an online survey.

## Timetable Structure at Schols

The timetable structure at St Scholastica's College allows for a degree of flexibility in the choice of electives. Elective courses may be of 100-hour or 200-hour length. A one-year or two-year elective.

- A **200-hour elective** is a course that is studied for **2 years** over the course of Years 9 and 10.
- A **100-hour elective** is a course that is studied for **1 year** in either Year 9 or 10.
- It is anticipated that most students will study 4 Electives over the 2 years.

At the end of Stage 5, the College will submit a grade to NESAs for each of the mandatory courses and the 100/200-hour elective courses that have been completed.

If a student should leave school before the completion of the Higher School Certificate, the Record of School Achievement (RoSA) can be requested from NESAs and it will include these submitted grades.

## Who Can Assist?

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### English

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

#### What will students learn?

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, every day and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world and reflect on their learning in English.

Students who have special needs in English will study in mixed-ability classes. There will be two Advanced classes.

There are opportunities for EAL/D support by a specialist teacher within the class and during lunchtime support lessons.

#### Particular Course Requirements

The study of English in Years 7–10 involves the following text requirements:

- In Stage 5, the selection of texts must give students experience of Shakespearean drama.

#### Record of School Achievement

Students who have met the mandatory study requirements for English during Years 7–10 will receive a grade for English for the Record of School Achievement (RoSA).

# Geography

The study of Geography aims to stimulate 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. Geography develops a wide range of skills such as acquiring, processing and communicating geographical information from a variety of primary and secondary sources, including fieldwork.

Students will study the following focus areas:

## Year 9 – Units of Work

### **Environmental Change and Management:**

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

### **Human Wellbeing:**

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

## Year 10 – Units of Work

### **Sustainable Biomes:**

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

### **Changing Places:**

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



### History

Students undertake 100 hours of mandatory History in Stage 5.

The mandatory History focus is on the making of the modern world and modern Australia in Year 9. This includes the study of Enlightenment, the American War of Independence, the French Revolution, the trans-Atlantic slave trade and the Industrial Revolution, followed by the study of the First World War, the years between the wars and the Second World War.

In Year 10 students will examine developments in society since 1945 with particular focus on the rights and freedoms of Aboriginal and Torres Strait Islander peoples, and the civil rights movement in the United States. Year 10 students will then have the opportunity to select one case study to complete from a range of topics.

It is envisaged that this will allow students to advance in earnest their skill preparation for senior school as well as allow them some choice to follow their own interests in their study of History.

Throughout Stage 5 History, students will explore the concepts of continuity and change, cause and effect as well as continuing their understanding of perspectives and the role of empathy in their historical study. Their analytical work will engender their understanding and appreciation of the concepts of significance and contestability within History.

We are designing the students' learning with a focus on the NESA prescribed skills of comprehension, analysis, perspectives and interpretation, empathy, research and effective explanation and communication.

**All students complete a site study in Stage 5 to complement and extend their class work.**

# Mathematics

Mathematics must be studied in each semester of Years 7-10.

The Years 9 and 10 Mathematics Syllabus aims to promote students' appreciation of Mathematics and develop the mathematical thinking, understanding, confidence and competence in solving mathematical problems. In Years 9 and 10 students study Mathematics at a level that suits their ability through one of the Stages 5.1, 5.2 or 5.3.

Some students will achieve the Stage 4 outcomes during Year 7, while the majority will achieve them by the end of Year 8. Other students might not achieve them until Year 9 or later. Consequently, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5. Other endpoints and pathways are also possible in Stage 5. For example, some students may achieve all of the 5.2 outcomes and a selection of some of the 5.3 outcomes.

### Stage 5.2/5.3 Mathematics

This course is designed for those students who have achieved the outcomes of the Years 7 and 8 courses to a high standard. These students should be able to work easily and quickly with more demanding mathematical concepts. Algebraic processes, graphical techniques, interpretation, justification of solutions advanced applications and reasoning, which arise in more sophisticated problems from realistic applications are emphasized.

This course will suit those students who plan to follow a more academic path towards Mathematics, Mathematics Extension 1 or Mathematics Extension 2 in Years 11 and 12. Some may choose to do the Mathematics Standard course.

### Stage 5.1/5.2 Mathematics

This course contains elements from both the harder 5.1/5.2 stages and the Stage 4 level of work. It is expected that the majority of students will undertake this course. It is designed for students who require extensive experiences and more practice to develop their mathematical ideas and a more abstract approach to mathematical thinking.

This course leads to the study of 2 Unit Mathematics Standard. Some students may choose not to further their study in Mathematics.

### Stage 5/5.1 Mathematics

This course is designed for those students who need more time to develop their basic mathematical skills for everyday life by practising these skills in a variety of realistic topics. It provides students with the opportunity to experience applications of Mathematics to their lives.

Most students doing this course will study 2 Unit in Stage 6 Mathematics Standard or perhaps discontinue the study of Mathematics.

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## Acceleration Mathematics

In Mathematics we have the opportunity to provide accelerated progression for some students.

All children need to receive an education that takes account of their special characteristics as learners. Accelerated progression is one of many strategies that schools may employ to respond to the academic and social needs of gifted students. When stated simply, it involves the promotion of a student to a level of study beyond that which is usual for their age.

If a student has demonstrated an outstanding level of achievement of the outcomes, there is no point in their remaining at the same stage any longer, provided all the important learning that may be expected in the outcomes statements has been achieved.

Students who have been identified as being suitable for acceleration will generally be keen to advance more quickly than their age cohort and to break from lockstep grade progression. If appropriately selected, these accelerants will cope with ease, enthusiasm and satisfaction.

Students will be identified as possible candidates for acceleration in Mathematics at the end of Term 1 in Year 9. After students accept a place in the program with parental support, it is scheduled to commence at the start of Term 2. Students may, of course, decide at any stage to return to the normal mainstream learning.

High standards need to be maintained throughout the course, leading up to the HSC examination in the Mathematics Course.

## Mandatory Subject

### Personal Development/Health/ Physical Education (PD/H/PE)

PD/H/PE Year 7-10 course is a mandatory subject for all students in NSW. The syllabus has been designed so students could typically achieve the standards in the mandatory 300 hours.

The PD/H/PE course at St Scholastica's College takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It enunciates clear standards of what students are expected and be able to do in Years 7-10.

PD/H/PE contributes greatly to the cognitive, social, emotional, physical and spiritual development of students. Students learn skills such as communicating effectively, making informed decisions, interacting positively with others in groups and teams, moving competently and with confidence in a range of contexts, devising and implementing plans to achieve goals and solving problems creatively.

The students are given an opportunity to learn and practice methods of adopting and maintaining active and productive life. They learn through movements experiences that are enjoyable and challenging. At St Scholastica's, we encourage students to value lifelong physical activity and the associated benefits of a healthy lifestyle.

Each student is provided with a PD/H/PE workbook that contains meaningful learning activities that focus on the health education, personal development as well as numeracy and literacy skills.

Opportunities are available for students to participate in extra-curricular sporting activities, which support the content of the PD/H/PE syllabus.

Year 9 Units of Study	Year 10 Units of Study
<ul style="list-style-type: none"><li>- Think realistic</li><li>- Relationships</li><li>- Our Community Health</li><li>- What affects my Health?</li><li>- Fitness Testing</li><li>- Athletics</li><li>- Garish Games</li><li>- Various movement contexts</li></ul>	<ul style="list-style-type: none"><li>- New Challenges</li><li>- Let's Talk About Sex</li><li>- Be Safe on our Roads</li><li>- Dance</li><li>- Our Tournament</li><li>- Athletics</li><li>- Various movement contexts</li></ul>

# Religious Education

St Scholastica's College is a school founded on the tradition of the Sisters of the Good Samaritan. Our spirituality has its foundation in the teachings of St Benedict and forms the basis of education at the College. The College's Religious Education Department attempts to impart both our Benedictine spirituality and Catholic teaching and tradition in every aspect of a student's spiritual and academic development.

All students study Religious Education and will be accredited with 100 hours in Religion: Catholic Studies. Within each year, there will be a series of units designed to provide students with a Scripture-based contemporary view of the Christian faith within the Catholic tradition. Students will be placed in a core Religion class in which they remain for the whole year. **Please note that this subject will not appear on your RoSA.**

## Year 9 Religion

- Unit 1 – Biblical Writing
- Unit 2 – The Church of Australia
- Unit 3 – The Search of Meaning
- Unit 4 – Sacraments of Healing
- Unit 5 – Living the Commandments & Beatitudes

## Year 10 Religion

- Unit 1 – The Gospels
- Unit 2 – The Church, Tradition, Challenge & Change
- Unit 3 – Ecumenism and Interfaith Dialogue
- Unit 4 – Sacraments at the Service of Communion
- Unit 5 – Catholic Social Teaching

### Science

Science must be studied in each semester of Years 7-10.

#### In Science we are required to:

- **learn facts** about ourselves and our world. These facts are drawn from the traditional areas of **Physics, Chemistry, Biology and Earth Sciences**.
- develop skills which help us to **solve problems**.
- **interpret** information and **apply** our understandings to everyday life.
- **communicate our ideas** and findings in a scientific way using a variety of communication methods including modelling and written reports.
- **work co-operatively and safely** with others.
- **criticise and discuss** aspects of our lives and our society in the light of what we have learned.
- learn the **need to conserve**, protect and maintain the environment.
- appreciate **the role of technology** in society.

#### Working scientifically involves:

- **observing** our world carefully.
- objectively **asking questions** about our world.
- objectively **devising and carrying out investigation** that help us answer our questions.
- applying a **scientific method** to solve problems.

#### The Stage 5 (Years 9 and 10) Science course includes the following outcomes:

- explain situations that involve energy, force and motion
- the application of energy conversions and energy transfers and transformations
- the changing ideas about the structure of the Earth and the universe
- interactions involving global systems
- the scientific discoveries, technological developments and the needs of society that allow our biological understanding to advance
- the interactions within biological systems
- the diversity of living things explained by the theory of evolution through natural selection
- the importance of chemical reactions in the production of new materials
- models of atoms explain the properties of elements

### Creative Arts

Study in this area of the curriculum includes the following subjects:

- Drama
- Music
- Photographic and Digital Media
- Visual Arts

### Drama

Students in Years 9 & 10 can choose to do a one-year (100 Hours) Or a two-year (200 Hour) study in theatre.

The Year 9 Course includes:	The Year 10 Course consists of units such as:
<ul style="list-style-type: none"><li>• Acting and improvisation</li><li>• Commedia dell'Arte</li><li>• Theatre for Young People</li><li>• Indigenous Female Playwrights</li></ul>	<ul style="list-style-type: none"><li>• Realism</li><li>• Absurdist Theatre</li><li>• Australia Theatre: Ruby Moon</li><li>• Individual Project and Performance</li></ul>

In each course there is an emphasis on performance skills and students will be expected to perform for college students, family and friends. Performance work is extremely important and forms 60% of the assessment, the other 40% is generated from written assessment, such as essay writing and research projects. Good Drama students are adept at performing and writing about their performance work and the work of others.

The Year 9 and 10 courses have been designed to expose students to Dramatic forms and skills which are essential to success in HSC Drama. If students are considering taking Drama as an HSC subject, it is highly recommended that students undertake both years of study.

Drama is much more than acting in plays and making up scenes or role-plays. Drama is learning about life. Drama is for students who love to explore social issues and want to understand how other people think and act. Students learn this through practical and theoretical skills and techniques of theatre. All students must be prepared to allocate **extra rehearsal time at lunchtimes and after school** for selected performance presentations. The Drama Coordinator reviews applications for these demanding courses to ensure students have made a wise selection.

### Year 9 Course

#### Term 1 Acting and Improvisation

In this unit students will explore improvisation and Theatresports. They will work collaboratively to develop their physical skills and spontaneity. They will learn many Theatresports games and experiment with character, situation and audience connection.

#### Term 2 Commedia dell'Arte

In this unit students will explore the Dramatic form of Commedia. They will create their own mask and develop a performance piece based on their masked character.

#### Term 3 Theatre for Young People

In this unit the students will explore theatre which is specifically designed for young people. We will look at the play Property of the Clan, a piece which was designed to address many youth and community issues. The students will then be engaged in creating their own piece of theatre for a specific audience.

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**Term 4 Indigenous Female Playwrights or Theatrical Design**

In Term 4 students will be exploring an indigenous text e.g The Drover's Wife by Leah Purcell and then they will be engaged in Project Based learning activities which will lead them to an exploration of other texts by female writers and ultimately an issued based performance Or they may explore the Elements of Production that work towards creating engaging theatrical experiences.

## Year 10 Course

**Term 1 Realism**

This unit we will explore Realism. From the beginning of the form until modern times, students will be engaged in reading texts, creating their own texts and performances.

**Term 2 Absurdist Theatre.**

In this unit we explore the Absurdist playwrights, such as Samuel Beckett, Eugene Ionesco and Harold Pinter. Students will read and perform some of their most famous works.

**Term 3 The Australian Gothic: Ruby Moon**

In this unit students will explore the Play Ruby Moon by Matt Cameron. Students will be involved in class workshops, readings, discussions and theatre making experiences.

**Term 4 Individual Project and Performance.**

Students will have the opportunity to make and create their own group performance based on the ideas and issues covered in the class text as well as preparing their own Individual Project which could be a monologue, Director's Portfolio, Research essay, Costume or Set design and so on.

## Elective Subject

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### Music

Students wishing to complete a **200-hour** elective in Music must study for **2 years** – **MUSIC- Around the world** (Year 9) and **MUSIC – Baroque n’ roll** (Year 10)

Students wishing to complete a **100-hour** elective in Music must study for **1 year** – **MUSIC- Around the world** or **MUSIC – Baroque n’ roll** (Year 9)

Students wishing to **study Music in Year 10** without completing a 100-hour elective in Year 9 are expected:

- have previously and will continue studying music through private instrumental or voice tuition  
**OR**
- Seek approval from the Curriculum and Music coordinators

**The Music units** offered in Years 9 and 10 are Elective Music courses. They build sequentially on the course in Years 7 and 8 and are designed for students wishing to extend their experience in music. The knowledge and skills built up in the Music course provide the foundation for students electing to study Music in Years 11 and 12. Students study Elective Music courses will also have the opportunities to go to professional music productions such as musicals and Sydney Symphony Concerts throughout the course.

**Assessment** in Music is continuous, cumulative and broadly based. Students are assessed by formal listening and literacy examination, practical performance work (individual and group), musicology research and composition assignments. It is expected all students will perform in the Year 9/10 Soirees.

Students are strongly encouraged to:

- Commence or continue to learn a musical instrument (or voice). The College offers individual tuition on a range of instruments including voice.
- Participate in the College’s Co-curricular Music Program by being involved in at least one of the Instrumental or Vocal Ensembles.

### Music Around the World (100-hours) – Year 9

**Theatre Music** – In this unit students discover the stylistic and historical characteristics of Theatre Music with a focus on performing and listening to Musicals. Students study musicals such as Fame, The Sound of Music, Godspell, The Boy from Oz, Moulin Rouge and The Lion King. Alongside the study of these Musicals, students create and perform their own Class Musical in a group situation.

**Australian Music I** (Mandatory topic) – This unit provides students with the opportunity to explore a number of different forms of music in the Australian context, with a focus on Australian indigenous music. This includes traditional indigenous music, Rock and art music influenced by the Indigenous culture.

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**Music of a Culture I** – Australia regularly stages world music festivals promoting multiculturalism and understanding of music from around the world. In this unit students will learn how to perform, compose and listen to music from at least 3 cultures such as African, Latin American and Polynesian cultures. Students also research a culture of their choice. Emphasis is placed on music listening and reading skills throughout this topic.

**Music of a Culture II** – This unit investigates the musical cultures and traditions of countries such as Ireland, Indonesia and Japan to promote understandings of these important forms of world music. Students will learn how to play and compose Irish jigs and Japanese songs and investigate the instruments of the Indonesian Gamelan. Students will also present a performance of a piece from the culture of their choice and compose a short piece in a representative style.

## Music Baroque n’ Roll (100-hours) – Year 10

**Baroque Music** – In this unit students study some of the “Classic Hits’ of the Baroque period by performing and listening to works such as the famous Pachelbel Canon and Spring by Vivaldi. This study of the classics is in conjunction with learning how to use music notation and computer technology to compose in this style.

**Popular Music** – This special project unit allows students to explore different styles of popular music. The course covers a range of styles from Jazz & Rock’N’Roll through to the music of today. Students will focus on analysing the work of a particular group and creating their own songs in a style of their choice.

**Australian Music II (Mandatory)** – This unit allows students to work in depth on a particular artist or group associated with Contemporary Australian Music. It also encourages students to explore how technology has impacted on musicians today. This course encourages students to incorporate technology into their own compositions and performance. This is an important course for those aspiring to a career in music.

**Music of the 19th century** – Since the 1800s music has developed into a diverse range of styles and repertoires. In this unit students study Romantic music by composers such as Chopin and Wagner and discover why music was heavily linked to literature and art during the nineteenth century.

# Photographic and Digital Media

This course is for students wishing to complete a **100- or 200-hour** elective course in Photographic and Digital Media. This course is designed for students interested in Visual Arts who would like to specialise in Photography and Digital Media.

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

Students will develop knowledge, understanding and skills to make photographic and digital works and critically and historically interpret photographic and digital works.

Students will use photographic and digital elements, skills, techniques and processes to structure artworks appropriate to the chosen style or medium. They will use a range of photographic techniques to give visual form to subject matter; identify, analyse and interpret photographic and digital works and discuss responses to these works; show an understanding of the photographic and/or digital practice of different social and cultural groups, demonstrating a sense of history and traditions.

### **In making photographic and digital works, students:**

- Develop skills in the use of a digital SLR camera
- investigate practice, the conceptual framework and the frames and a range of ideas and interests in at least one of the areas of still, interactive and moving forms and undertake a broad investigation of one or more of these forms;
- investigate computer-based technologies;
- use a journal to document explorations of ideas and interests, experiments with materials, techniques and technologies, and to record relevant technical information;
- build a portfolio, developed over time, using a range of photographic and digital equipment and techniques, and various investigations of the world.

### **In critical and historical interpretations, students:**

- use the conceptual framework and the frames to understand the field of photographic and digital media;
- investigate relevant events, photographers, artists, designers, agencies and critical accounts of photographic and digital media practice.

## Assessment

### **Making**

Including the planning and making of still, interactive and/or moving forms, exhibitions and the use of a journal:

60%

### **Critical and Historical Interpretations**

Including research, analysis, assignments, presentations and examinations:

40%

### Visual Arts 1

This course is for students wishing to complete a **100 or 200-hour** elective course in Visual Arts. It is suitable for students who wish to expand and extend on the skills and knowledge they gained in Stage 4 Visual Arts.

Visual Arts places great value on the development of students' intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art. Visual Arts plays an important role in the social, cultural and spiritual lives of students.

Visual Arts involve study within the areas of Artmaking and Critical and Historical Studies through the content areas of Practice, the Conceptual Framework and the Frames. This course enables students to develop their creativity and imagination, to solve problems, to communicate ideas through artmaking and to learn about artists and artworks and how visual imagery impacts on our world.

This subject allows students to develop strong visual literacy skills, experiment with a range of media and ideas and to build a body of work that is unique to them. They will keep a record of their progress in their Visual Arts Process Diary.

In Artmaking students explore and make 2D, 3D and/or 4D artworks in forms which may include drawing, painting, printmaking, ceramics, digital imaging, time-based forms or sculpture.

In Critical and Historical Studies students will learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and they will come to an understanding about how their own life and experiences can influence their artmaking.

### Assessment

#### **Making**

Including the planning and making of 2D, 3D, and/or 4D artworks, exhibitions and the use of a visual arts process diary: 60%

#### **Critical and Historical Studies**

Including research, analysis, essays, presentations and examinations: 40%

### Visual Arts 2

This course is for students wishing to complete a **200-hour** elective course in Visual Arts. It is suitable for students who wish to extend and consolidate the skills and knowledge they gained in their Stage 5 100-hour Visual Arts and /or Photographic and Digital Media course.

**Students must have completed Visual Arts 1 or Photographic and Digital Media to elect this course.**

In this subject, students will explore Artmaking and Critical and Historical Studies in increasingly sophisticated ways. They will have the opportunity to develop their intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art.

Visual Arts 2 involves a consolidation of knowledge within the areas of Artmaking and Critical and Historical Studies. This course encourages students to innovate and refine their artmaking skills through the building of a body of work in 2D, 3D and 4D forms and procedures. In their critical and historical studies, students in Visual Arts 2 students will demonstrate an understanding of the function of and relationships between the artist, artwork, world and audience and can infer how social and cultural ideas create meaning and significance in artworks in different times and places.

Students will be able to apply the structural, postmodern, cultural and subjective frames to explore ideas and develop meanings in their own artworks and to the artworks by historical and contemporary artists.

In this course students will be given the opportunity to plan, develop and resolve a body of work in a media of their own choice. They may choose from forms including drawing, painting, ceramics, printmaking, photo-media, time-based forms, sculpture, designed objects, graphic design, textiles and fibre or collection of works.

### Assessment

#### **Making**

Including the planning and making of 2D, 3D, and/or 4D artworks, exhibitions and the use of a visual arts process diary:

60%

#### **Critical and Historical Studies**

Including research and analysis, essays, presentations and examinations:

40%

## **Human Society and Its Environment (HSIE)**

In the area of HSIE the following courses are offered in Years 9 and 10:

- Aboriginal Studies
- Commerce
- Elective Geography
- Elective History
- Philosophy (Year 10 students only)

### Aboriginal Studies

Aboriginal Studies courses will be offered to students as an elective course. Students will develop an appreciation of Aboriginal autonomy/identities, experience and gain knowledge about contemporary issues affecting Aboriginal communities.

In all courses students are expected to complete three assessment items and to present their work either to a panel at the end of the semester, a hand-in task or a presentation. The focus is on research skills, independent and reflective learning.

Students wishing to complete a **200-hour elective study** in Aboriginal Studies must complete 2 years of study. This must include study of Core Part 1 *and* Core Part 2.

Students wishing to complete a **100-hour elective study** in Aboriginal Studies must complete 1 year of study. This must include study of Core Part 1 or Core Part 2.

### Course Structure Core

**Core Part 1:** Aboriginal Identities

**Core Part 2:** Aboriginal Autonomy

**Options:**

- Aboriginal People and the Media
- Aboriginal People and Sport
- Aboriginal Visual Arts
- Aboriginal Film and Television
- Aboriginal Performing Arts
- Aboriginal Technologies and the Environment
- Aboriginal Oral and Written Expression
- Aboriginal Enterprises and Organisations
- Aboriginal Interaction with Legal and Political Systems
- School developed option

### Aboriginal Identities

**Core Part 1**

The focus of this course is the diversity of Aboriginal cultures and identities and the factors that contribute to their development and expression. Through case studies, students look at the local community and compare and contrast it with other Aboriginal communities in Australia.

### Aboriginal Autonomy

**Core Part 2**

Students explore the activities of organisations, movements and individuals who have worked towards Aboriginal autonomy through case studies. Through surveys, interviews and documentary studies students draw conclusions about the significance of contributions of Aboriginal people to Australian society.



# Commerce

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

## Course Structure

Students may elect to undertake either 100-hours (Year 9) or 200-hours (Years 9 and 10) of Commerce.

## Core Study:

**Core 1: Consumer and Financial Decisions**

**Core 2: Employment and Work Futures**

**Core 3: The Economic and Business Environment**

**Core 4: Law, Society and Political Involvement**

### Core 1: Consumers and Financial Decisions (Year 9)

Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.

### Core 4: Law, Society and Political Involvement (Year 9)

Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

### Core 3: The Economic and Business Environment (Year 10)

Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses.

### Core 2: Employment and Work Futures (Year 10)

Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.

## Additional Topics that Build on Essential Learning of Commerce Concepts:

### Year 9:

#### **Option: Promoting & Selling (Issue: social media advertising)**

Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. Students analyse the strategies that sellers use to promote products and maximise sales, and evaluate the impact on consumers

#### **Option: Running a business (Hypothetical business market day project)**

Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. Students investigate key issues and processes related to the various aspects of running a business.

### Year 10:

#### **Option: Towards Independence (Issue: Housing affordability)**

Students investigate financial, consumer, legal and employment issues which may affect them in the future.

### Elective Geography

Elective Geography will be offered to students as an independent learning course. Students will develop a broader understanding of the discipline of Geography and the processes of geographical inquiry. In all course's students are expected to complete set assessment items and to present their work to a panel at the end of the semester. The focus is on research skills, critical thinking and reflective learning.

**For a course of 100-hours the students must complete three of following units**

**For a course of 200-hours the students must complete five of the following units**

#### Elective Geography units:

##### Australia's Neighbours

Students will examine the environments of some of Australia's regional neighbours through case studies. Specific geographical and political issues within the Asia-Pacific region are researched in depth.

##### Oceanography

The focus is on the features and importance of the world's oceans. Issues of use, ownership and control and changing weather processes are examined through a variety of media. Issues such as whaling, and overfishing are examined.

##### Interactions and Patterns Along a Continental Transect

Student's study one case study of a continental transect such as the Trans-Siberian Railway and investigate the features and factors responsible for the variations across this continent.

##### Global Citizenship

Students gain an understanding of contemporary global issues such as refugees and asylum seekers. Students then conduct an investigative study of one environmental, social or economic challenge at a global scale.

##### Physical Geography

The Physical Geography unit involves an investigation of physical processes that transform our world including plate tectonics, erosion and weathering. The course then explores the processes involved with climate and weather and concludes with an investigative study of one environment and how physical processes impact upon it.

##### Political Geography

The Physical Geography unit involves an investigation of the nature, causes and spatial distribution of political tensions and conflict. The course then explores strategies towards effective solutions to conflicts. Students investigate a range of case studies and the unit and conclude with a depth study of a current conflict.

## Elective Subject

### Elective History

Elective History is a unique course in that it offers students the opportunity to have autonomy over their learning and research and investigate topics that suit their intrinsic interests. It allows students to deepen their knowledge about key historical figures and events that have shaped History.

The focus of the course is on developing independent research skills and reflective learning through project-based learning. Students will be able to develop and extend their skills to undertake the processes of historical inquiry and the skills to communicate their understanding of history.

**Students wishing to complete the 200-hour Elective History course will complete 2 years**, where they will study at least two options from each of the Three Core Topics, resulting in the completion of at least 6 of the below options.

**Students wishing to complete the 100-hour Elective History course will complete 1 year**, where they will study at least one option from each of the Three Core Topics, resulting in the completion of at least 3 of the below options.

**Possible options for each Topic are listed below:**

<b>Topic 1</b> <b>Constructing History</b>	<b>Topic 2</b> <b>Ancient Medieval and Early Modern Societies</b>	<b>Topic 3</b> <b>Thematic Studies Children in History</b>
<ul style="list-style-type: none"><li>• Biography</li><li>• Family History</li><li>• Film as History</li><li>• Historical Fiction</li><li>• Heritage &amp; Conversation</li><li>• History &amp; the Media</li><li>• Local History</li><li>• Museum Study</li><li>• Oral History</li><li>• Historical Reconstructions</li></ul>	<ul style="list-style-type: none"><li>• Archeology &amp; the Ancient World</li><li>• Literature of the Ancient World</li><li>• Medieval &amp; early Modern Europe</li><li>• The Ottoman Empire</li><li>• An Asian Study</li><li>• The Americas</li><li>• The Pacific</li><li>• Africa</li><li>• 19<sup>th</sup> Century</li><li>• 20<sup>th</sup> Century</li></ul>	<ul style="list-style-type: none"><li>• Heroes &amp; Villains</li><li>• Religious beliefs &amp; rituals</li><li>• Sport recreation</li><li>• War &amp; Peace</li><li>• World Myths &amp; Legends</li><li>• Crime &amp; Punishment</li><li>• Music through History</li><li>• Slavery</li><li>• Terrorism</li><li>• Women in History</li></ul>

# Philosophy

Characteristics of Philosophy students:

- Philosophy students are often curious about the wider world, this may include both private and public knowledge. Through this curiosity students are given access to diverse areas of knowledge that support and extend the general curriculum.
- Philosophy students develop their independent learning skills through project based learning and Socratic discussion.

In all courses, students are expected to complete set assessment items and to present their work to a panel at the end of the semester. Philosophy will be offered to students as an independent learning course, with a focus on reflective learning.

Philosophy may only be studied as a **100-hour elective**. This means a 1-year course that can be studied in Year 10 only. **Please note that this subject will not appear on your RoSA.**

## Course Structure

Philosophy includes the following units:

### Term One – The originals of Philosophy – “What can I know and how can I know it?”

This course develops higher level thinking and reasoning skills. Students research philosophers and schools of philosophy and then apply philosophical ideas to their own lives. Through a large range of research methodologies, students are encouraged to develop abstract thinking and present this creatively.

### Term Two– “How do we Govern?” U.S. Election 2020

This unit has been specifically designed for students in 2020 to reflect and analyse on the United States election process as the events unfold. Students will learn about the philosophical origins of American democracy and its impact on the wider world, the American electoral process and the implications of contemporary events on the future of democracy.

### Term Three – Individual Research into Philosophical Ideas

In this course students are encouraged to explore significant life issues through a philosophical lens. Students choose an area of interest and design research questions that allow them to explore this issue in deep and meaningful ways. They publish their findings in varied forms and present their work to a panel for review. Their work allows them to consider their own values and beliefs as well as investigating case studies through social research.

### Term Four – “Who am I?” Theories of the Human Person (Psychology)

This course contains an introduction to the different disciplines within Psychology, the theories and practitioners. It is designed to introduce students to an understanding of human beings both as individuals and as members of social groups. Students will examine major theories and concepts of Psychology and consider the ethical implications of conducting psychological research.

### Languages

At St Scholastica's College, two languages are offered through face-to-face learning. These languages are:

- **Italian**
- **Japanese**

Students who wish to study their community language are eligible to do so at the **Saturday School of Community Languages**. Students who wish to study languages not offered at the College may choose to access the NSW School of Languages to complete a course by correspondence. The NSW School of Languages has a charge, and this cost is the student's responsibility. Application forms can be downloaded from the NSW School of Languages website.

All students wishing to complete a **200-hour** elective course in Languages must complete 2 years of study in Stage 5. Students who intend to study Languages in Years 11 and 12 at a Continuer's level should have studied the 200-hour course. All students wishing to complete a **100-hour** elective course in Languages can only complete a one-year course which must take place in Year 9.

#### All Language Courses Must be Studied Sequentially

**Students may choose to study a NEW language in Stage 5, different from the one studied in Year 8.**

There are two strands in learning Languages in Years 9 and 10:

#### Communicating Strand

- **Interacting**  
Exchanging information, ideas and opinions and socialising, planning and negotiating.
- **Accessing and responding**  
Obtaining, processing and responding to information through a range of spoken, written bilingual, digital and/or multimodal texts
- **Composing**  
Creating spoken, written, bilingual, digital and/or multimodal texts.

#### Understanding Strand

Students analyse and understand language and culture by:

- **Systems of language**  
Understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place.
- **The role of language and culture**  
Understanding and reflecting on the role of language and culture in the exchange of meaning and considering how interaction shapes communication and identity.

The *Communicating* and *Understanding* strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the language and the Stage of learning.

#### Values and Attitudes

Students:

- Develop an interest in and enjoyment of language learning.
- Appreciate and value their own heritage, culture and identity.
- Appreciate and respect the culture, beliefs and values of others through language learning.

# Italian

## Year 9 Topics

- Greeting and welcoming – alphabet, indefinite articles, personal pronouns, introduction to verbs
- Nationalities – regular verbs, definite articles, languages
- Birthdays – plural nouns, definite articles and plural nouns, days and dates, good wishes
- Family – possessive adjectives, regular verbs, telephone language
- Friends – stereotypes and generalisations, adjectives, adverbs, double consonants, hair and eye colour, physical appearance, character and temperament, opinions, agreements and disagreements
- Animals – likes and dislikes, emotions, asking and giving reasons, numbers, regular verbs
- School – subjects, teachers, telling the time
- Shopping – modal verbs, superlative form, currencies, clothing and styles, prices and discounts
- Food – food and drinks, daily meals, eating habits, irregular verbs, adverbs

## Year 10 Topics

- Weather – seasons and weather, things to do
- Health – body parts, health, going to the doctor, irregular nouns, irregular verbs, giving advice
- Free time – simple plans and suggestions, accepting or declining invitations, irregular verbs
- House and Home – home, describing your room, describing your home, location and position, prepositions and adverbs, suffixes
- Family Life – types of families, routines and chores, imperative, object pronouns, adverbs, prefixes
- Daily Life – daily routine, reflexive verbs, partitive articles
- Friendships & Free Time – past tense expressions, irregular adjectives
- Travel – travelling, directions, past tense expressions with reflexive verbs
- Technology – online habits, comparatives, superlatives, past tense with direct object pronouns
- Creativity – hobbies and careers, interests and passions, partitive pronouns, impersonal verbs
- Fashion – concept of knowing, negative statements, imperfect tense
- Italian migration – adjusting to a new life, past tense and imperfect tense, describing past events, relative pronouns

Italian must be studied in sequential order.

# Japanese

## Year 9 Topics

- Daily routines - telling the time, family events, weekend activities
- School life - self-introductions, school year levels, subjects and timetable, club activities
- Calendar - months and dates, seasons, annual events in Japan and Australia, school events and excursions
- Katakana learning - fashion, foods
- Hobbies - technology, sports, holidays
- Anime and manga - parts of body, describing physical appearance, Japanese entertainments
- Festivals in Japan - birthday and special occasions, receiving gifts

## Year 10 Topics

- My life - milestones, growing up, discussing past events
- Identity - language studies, nationalities, where grew up
- Shopping and eating out - department stores in Japan, fast food and healthy food in Japan and Australia
- Leisure activities - theme parks, invitation
- Neighbourhood - city and country, directions
- School trips - travel time and transport, cultural similarities and differences
- Part-time work - spending money, teenagers
- Future plans - careers and aspirations, skills

Japanese must be studied in sequential order.



### Physical Activity and Sports Science (PASS)

The aim of the Physical Activity and Sports Studies (PASS) course is to enhance the student’s capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. PASS promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

PASS also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work.

Students must meet the course requirements of PDHPE to be eligible to study this elective subject.

The theory component for each unit is as outlined below:

Year 9	Year 10
<ul style="list-style-type: none"><li>• Australia’s Sporting History</li><li>• Nutrition &amp; Physical Activity</li><li>• Event Management</li><li>• Fundamentals of Movement Skill Development</li></ul>	<ul style="list-style-type: none"><li>• Coaching</li><li>• Leisure, Lifestyle &amp; Recreation</li><li>• Body Systems</li><li>• Technology, Participation &amp; Performance</li></ul>

The practical component will include a variety of activities at school and off site at different venues, including:

- Dragon Boating
- Tae Kwon Do/Kickboxing
- AFL
- Ultimate Frisbee
- Rock Climbing
- Tennis/Badminton
- Fitness
- Self-Defence

## **Technological and Applied Studies (TAS)**

Study in this area of the curriculum includes the following subjects:

- Design and Technology
- Food Technology
- Information and Software Technology
- Textiles Technology

## Design and Technology

The aim of Design and Technology is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments.

Students learn about the design, production and evaluation of quality designed solutions, processes, and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society, and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures, and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse, and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools, and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Projects in Years 9 and 10 could include:

- Architecture - Tiny house
- Clocks for the visually impaired
- Multipurpose phone holder
- Laser cut jewellery
- Upcycled design
- Toy design

The development of each design project is supported with a portfolio. The style of the portfolio depends on the project being undertaken.

### Food Technology

The study of Food Technology provides students with the opportunity to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing and the interrelationship of nutrition and health. Students are able to design, manage and implement solutions, in a safe and hygienic manner, for specific food purposes.

Students are provided with opportunities to develop confidence in practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment. The course provides students with a context through which to explore the richness and the variety food adds to life. The study of Food Technology contributes to both vocational and general life experiences. These skills are transferable to other study, work and life contexts that students may encounter in the future. **Students can complete Food Technology as a 100-hour or 200-hour course.**

#### Focus Areas

**Food in Australia:** Students examine the history of food in Australia, beginning with traditional bush foods prepared by Aboriginal or Torres Strait Islander Peoples. They investigate the influence of early European settlers and continual immigration of a variety of cultures and examine the subsequent effects on contemporary Australian eating patterns.

**Food for Special Occasions:** Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare food for special occasions, demonstrating appropriate food-handling and presentation skills.

**Food Selection and Health:** Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

**Food product Development** Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.

**Food Equity:** Students examine food production and distribution globally and how it is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students investigate globalisation of food and issues relating to food security, groups at risk of food inequity and the impact of dietary diseases associated with malnutrition.

**Food Service and Catering:** Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students explore the contribution of the food service and catering industry to society, outline rights and responsibilities of employees and employers and investigate menu-planning considerations.

**Food Trends:** Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students discuss issues surrounding food sustainability and emerging technologies within the food industry. Students assess the role of the media, investigate trends in food presentation and examine factor-influencing acceptance of food trends.

# Information and Software Technology

Information and Software Technology is a hands-on computing course that provides students with the opportunity to develop knowledge, understanding and skills in developing solutions that will solve problems in a real context, whilst utilising a variety software. Our students are growing up in a world reliant on digital devices, systems and information technologies and it is vital that our students are knowledgeable and skilled designers and users of these technologies to further their opportunities post school and into their future careers.

The Information and Software Technology course offers a range of topics that can be studied over years 9 & 10. Within each topic, core content will be integrated into the area of study where students will learn about current and emerging technologies. Another key area of this course is for students to develop an appreciation of the positive and negative impacts of Information Technology on individuals, organisations and society.

Topic areas that can be studied are:

- Artificial Intelligence, Simulation and Modelling
- Database Design
- Digital Media
- Multimedia Design
- Robotics and Automated Systems
- Software Development and programming
- Website Design and Development
- Networking Systems

This skills and content of the topic areas in this course are taught as students design, produce and evaluate projects completed in each of the units studied.

# Textiles Technology

Textiles Technology is at the front of today's world of technology. Many products are made from textiles and the design element is an integral part of our everyday life. These courses will help students to develop their ability to appreciate good design and develop their own sense of style, as well as appreciate the technology involved in our lifestyle, now and in the future. Students study technologies from the past, as well as learn to manipulate present technologies and appreciate the future directions of design.

## Units of Work

**Properties and performance:** This unit acts as a core unit and gives experience in basic textile skills. It explores the structure and properties of natural and woven fibres. Students will apply this theory to practice through the application of construction techniques.

**Textiles and society:** This unit involves the students learning the basics of Textile Arts and Furnishings. The purpose of drawing techniques and mood boards are studied. Student will develop a portfolio of designs. The second part of this unit involves students gaining an understanding of the traditions which have played a part in the handcrafts that we enjoy now. Students will investigate the origins of these crafts and make a small sample of each.

**Design:** The content in this area of study is covered through an investigation of the work of textile designers. By examining the practice of textile designers, students can model the work of designers in the production of project work.

**Project work and Project based learning:** Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment, and techniques.

By completing project work students will learn:

- To design, produce and evaluate textile items.
- To design and create a skirt and corset incorporating a range of construction techniques.
- To read and follow a commercial pattern
- To complete fashion drawings and quality fashion sketches.
- Decorative techniques such as applique, embroidery, dying, sublimation printing, couching and beading.

The development of each design project is supported with a portfolio. The style of the portfolio depends on the project being undertaken.