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# **NAGLE COLLEGE**



## **YEAR 9 SUBJECT HANDBOOK 2018**

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*Dear Parents/Caregivers,*

*Entering Stage 5 is an exciting time for students. This will be the first opportunity for your daughter to choose electives from a broad range of subjects.*

*All students in Stage 5 at Nagle College must complete studies in Religious Education, English, Mathematics, Science, Australian History, Australian Geography, Personal Development/Health/PE and two electives. These subjects will form the basis of a student's Stage 5 credentials.*

*In the following booklet you will find information outlining the elective subjects available to your daughter as she enters Year 9, 2018.*

*It is extremely important when choosing electives that your daughter thinks carefully about her general interest in the subject and her ability to achieve in the elective. Generally speaking, students perform to the best of their ability when they are doing electives that they find interesting and challenging.*

*This booklet will enable your daughter to make informed choices regarding her elective subjects for Years 9.*

*I wish her all the best as she begins this new stage in her journey of learning.*

*Mrs Delma Horan  
Principal  
August 2017 for 2018*

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# STAGE 5

Stage 5 is the next stage of your learning journey and provides you with the opportunity to accumulate credentials leading to the award of the Higher School Certificate.

Most students remain at school to complete the Higher School Certificate. When they successfully complete it, students receive two credentials - the Higher School Certificate testamur and the Higher School Certificate Record of Achievement.

A small number of students in New South Wales leave school before the HSC. Eligible students are issued with the Record of School Achievement.

Both the Higher School Certificate Record of Achievement and the Record of School Achievement record the completion of the curriculum requirements for Years 7 to 10. This includes the mandatory courses you have already studied in Stage 4 and the courses you will complete in Stage 5.

In 2018 you will continue to study the mandatory courses for the award of the Record of School Achievement. These are:

English

Mathematics

Science

Human Society and Its Environment (Geography and History) and  
Personal Development, Health and Physical Education.

As Nagle College is a Catholic school, you are also required to study Religious Education.

Next year students in Year 9 will study the mandatory course in Geography.

Stage 5 Mathematics provides three pathways for students to study mathematics. The choice of course should be made in consultation with your mathematics teacher, taking into account your abilities, interest in mathematics and performance to date.

Year 9 students at Nagle College will also study **two** elective courses. These courses will be credentialled on the Record of School Achievement.

In 2018 the elective courses offered in Year 9 are 100 hour courses. This means that students will choose elective subjects for **Year 9** only and will have the opportunity to choose again Year 10. It is possible that you will want to continue your study of a particular course, so you will be able to choose to undertake a second year of study in a subject.

It is not always possible to run courses in every subject. The range and number of classes offered are dependent on the school staffing formula each year and the number of girls who select the course. In some courses, class sizes are limited for health and safety reasons and resourcing, for example: Food Technology, Textiles and Design and Visual Arts.

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It is very important that you select the best possible combination of subjects to study next year. You should spend time considering your choices and be aware of the consequences of your decisions. Ask your teachers about the subjects that you wish to study and discuss your choices with your parents.

In choosing subjects there are two important things to consider:

1. **Ability**

Choose subjects in which you experience success.

*and*

2. **Interest and Motivation**

Select subjects that interest you and that you really want to learn. Doing subjects that you enjoy makes life at school more satisfying and successful.

Please read the information in this booklet carefully, keeping in mind your interests and abilities. The subject selection form must be completed online **no later than Friday, 8th September**.

We look forward to working with you through this exciting phase of your secondary schooling.

**Ms Dympna Reavey**

Leader of Teaching and Learning

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# Elective Courses

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# AGRICULTURAL TECHNOLOGY

## ***PREAMBLE***

As a production system, agriculture interacts continuously with cultural, economic, political, technological and ecological systems. It is these interactions that provide so many opportunities for students of agriculture to acquire information and understanding from a range of learning areas.

Agricultural Technology involves students in 'hands on' applications of technologies and processes such as problem solving, researching, planning, producing, managing and marketing. Students have opportunities to explore moral and ethical issues associated with living things and to evaluate the impact of agricultural technologies on society and the environment.

The practical nature of Agricultural Technology enables students to grow their own plant production system and to participate in a range of animal enterprises at the school farm and at various agricultural shows.

## ***BACKGROUND***

A practical and theoretical subject which covers:

- Animal and plant production
- Environmental sustainability
- Agriculture business and marketing
- Technology and experimentation
- Australian agricultural issues and perspectives

The aim of the course is to develop a student's knowledge, understanding, skills, values and attitudes about the significance and diversity of agriculture, and also the management processes involved to encourage environmental and social responsibility.

## ***ASSESSMENT***

A broad range of written and practical tasks covering knowledge, skills and understanding of Agricultural Technology will be used.

## ***EQUIPMENT***

Students are required to wear lace-up leather shoes. Students are advised to purchase, use, and maintain a hat and gloves. They should also have an up-to-date Tetanus vaccination.

No text book is required for this subject.

Classbook – A4 exercise book – 200 pages.

## ***EXCURSIONS***

Excursions will be organised to suit students' learning and cost will vary according to charges at the time.

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## COMMERCE

### ***PREAMBLE***

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

### ***WHAT STUDENTS LEARN ABOUT***

#### **Year 9**

Unit 1	Consumer Choice
Unit 2	Global links
Unit 3	Promoting and Selling
Unit 4	Running a Business
Unit 5	Personal Finance
Unit 6	E-Commerce

#### **Year 10**

Unit 7	Political Involvement
Unit 8	Law and Society
Unit 9	Employment Issues
Unit 10	Towards Independence
Unit 11	Travel

### ***WHAT STUDENTS LEARN TO DO***

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of information and communication technologies (ICT) that build on the skills they have developed in their mandatory courses. They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

### ***ASSESSMENT***

In-school assessment is outcomes-based and reflects the use of the Board of Studies Course Performance Descriptor statements. Assessment tasks may cover a variety of skill areas such as oral sources, document study, map work, essay writing, fieldwork, tests, research projects, data collection and interviews.

### ***EQUIPMENT***

A4 Spring folder and refills/A4 Book  
New Concept in Commerce (3<sup>rd</sup> Ed) Chapman & Freak, Jacaranda



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# DANCE

## ***PREAMBLE***

The main element of the Dance course is the student's enthusiasm and involvement in all three components of the course. The best way to learn about dance is to perform, create and understand dance. In the dance class students will experience a range of different learning experiences that will allow them to interact, develop team skills, gain a higher level of confidence and be involved in a creative learning environment. It is not necessary to have studied Dance previously.

## ***CONTENT***

The Dance course will cover the following areas:

- Performance – solo and group work
- Composition – creating movement to communicate an idea
- Appreciation – theory of dance and dance analysis

## ***ASSESSMENT***

Students will be assessed in performing, creating and analysing dances. This will be done through the performance of solo and group dances, reviews, reports, tests, analysis and a process diary.

### ***Who should choose Dance?***

Students could be well suited to this course if they:

- are already or intend to take dance lessons
- enjoy a wide range of dance and would like to learn more about it
- are enthusiastic and willing to participate in a wide range of dance activities.

### ***Further Studies***

This course prepares students for the senior dance course offered. The study of dance at senior level counts towards University entrance and can lead to a wide range of careers.

## ***EQUIPMENT***

Exercise book

Appropriate footwear

Dance t-shirt is compulsory

Appropriate dance wear – black dance pants, black singlet or leotard

No set text

## ***EXCURSIONS***

Viewing live works and dance workshops. Dance performances may occur during the two years of this course. Cost of excursions to be advised.

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## DESIGN AND TECHNOLOGY

### ***PREAMBLE***

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects, and to communicate solutions to problems relating to design and designing. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

The practical nature of this course allows students to manage and express their own ideas and solutions to various design briefs.

### ***CONTENT***

A practical and theoretical subject which covers as its core:

- A holistic approach (to design and technology)
- Design processes
- Activity of designers

A minimum of three and a maximum of six design projects must be undertaken and can come from at least three focus areas such as:

- Accessory
- Architectural
- Environmental
- Engineering
- Furniture
- Packaging
- Promotional
- Graphical
- Jewellery
- Landscape

### ***ASSESSMENT***

A broad range of written and practical tasks and folio development covering knowledge, skills and understanding of Design and Technology

### ***EQUIPMENT***

All materials for practical projects are to be supplied by the students or purchased from the College.

A4 exercise book 200 pages

Display folder

A4 plain paper

Students are required to wear lace up leather shoes, a full length blue cloth apron, goggles, mask and have hair secured for practical classes.

### ***EXCURSIONS***

Excursions will be organised according to suitability. Cost will vary according to charges at the time.

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## DRAMA

### ***PREAMBLE***

The Drama Elective Course provides opportunities for specialisation in Drama by those students with a particular interest in the dramatic arts. Students explore movement, voice and production elements (lighting, costume and set design) and various forms of performance, through the use of improvisation and relevant, established texts. Students must have an interest in performance, production and analysis of plays to fully benefit from elective Drama.

The course also provides an invaluable means of increasing students' ability to astutely observe and articulate interpretations of performance from the Ancient Greeks to Contemporary, multicultural Australia.

This practical based course may assist students in developing the following skills: critical analysis, creative thinking, invention, empathy, negotiation, public speaking, problem solving, team building, observation, effective group work and role play, personal interaction, physical awareness and focused ability, vocal strength, self-confidence, lateral interpretation and perception. Drama provides an opportunity for students to engage in group based learning.

### ***CONTENT***

- Improvisation
- Playbuilding
- Dramatic Forms
- The Reading and Writing of Scripts as Texts for Performance
- Performance spaces and conventions
- Production elements
- Performing
- Text analysis

### ***ASSESSMENT***

Students will be assessed in the following manner:

- journal
- performance
- script analysis
- self evaluation

### ***EQUIPMENT***

Rehearsal Blacks (black short and long sleeve t shirt, tracksuit pants)

Hard cover A4 book

### ***EXCURSION***

Excursion for live performance and participation in theatrical workshops. Cost of excursion to be advised.

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## FOOD TECHNOLOGY

### ***COURSE DESCRIPTION***

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied to a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

### ***WHAT STUDENTS LEARN ABOUT***

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food Preparation and Processing, Nutrition and Consumption) will be studied.

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

### ***WHAT STUDENTS LEARN TO DO***

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

### ***ASSESSMENTS***

A broad range of formal and informal, written and practical tasks covering knowledge, skills and understanding of Food Technology.

### ***EQUIPMENT***

A4 Exercise Book – 200 pages

Apron-full length (white cloth, not plastic), oven mitt, and tea towel

Container

Tie for hair

Students are required to wear lace up hard leather shoes for practical lessons

Recommended textbooks are required

### ***EXCURSIONS***

Excursions will be organised to suit student learning. Costs will vary according to charges.

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## FRENCH

### *PREAMBLE*

French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies, the Indian Ocean region and the South Pacific region close to Australia, namely New Caledonia, Tahiti and Vanuatu.

The study of French is useful for students who are keen on learning another language spoken in more than 40 countries and who have indicated in Year 8 that they have the ability to develop a good grasp of the skills needed for the study of a new language.

This course will enhance students' ability to communicate in French when travelling. Students will also experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities. Career opportunities will be enhanced as another language is very often required for many jobs and there are strong trade links between Australia and French-speaking countries.

### *CONTENT*

The course is designed to improve the students' listening, speaking, reading and writing skills through the use:

- Magazines
- Newspapers
- Films and songs
- Interviews and dialogues
- Advertisements
- Games
- Letters and emails
- Online language resources
- Software

Some of the topics covered will include Shopping, Health and Body, Travelling, Weather, Time and the French-speaking world.

### *ASSESSMENT*

Assessment tasks will cover the listening, speaking, reading and writing skills. Students will be encouraged to develop their skills in all areas of the course.

### *EQUIPMENT*

A4 100 page exercise book

Recommended textbooks are required.

### *EXCURSIONS*

Excursions will be organised according to suitability. In the past these have included visits to the Alliance Francaise (French Cultural Centre in Sydney), French film festival and French exhibitions at the Art Gallery or Maritime Museum.

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## INFORMATION AND SOFTWARE TECHNOLOGY

Information and Software Technology builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7 – 8 Syllabus*.

### **PREAMBLE**

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge.

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning.

### **WHAT STUDENTS LEARN ABOUT**

The core content of the *Information and Software Technology* syllabus provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information software technology. 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.

Option topics allow for the integration and application of the core content. The option topics to be studied within this course include:

- Digital Media
- Authoring and Multimedia
- Internet and Website Development
- Networking
- Software Development and Programming
- Database Systems
- Robotics
- Artificial Intelligence

### **WHAT STUDENTS LEARN TO DO**

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

### **ASSESSMENT**

A broad range of formal and informal written and practical tasks covering knowledge, skills and understanding of Information and Software Technology

### **EQUIPMENT**

4G USB Drive – only for IST use  
A4 100 page exercise book  
Recommended textbooks are required

### **EXCURSIONS**

Excursions will be organised according to suitability. Costs will vary according to charges at the time.

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# JAPANESE

## **PREAMBLE**

Learning Japanese will help you to access the language and culture of one of the global community's most technologically advanced societies and one of Australia's major trading partners. It will also introduce you to an important part of the rich cultural tradition of East Asia. By learning about the Japanese language system and cultural history, you will gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. As we all know, there are sister city agreements between the two governments, providing Australian students with opportunities to host Japanese students and to visit and study in Japan.

The study of Japanese provides students with opportunities for ongoing learning and future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

The study of Japanese is useful for students who are keen to learn another language and who have indicated in Year 8 that they are interested in the Japanese language and culture and who are motivated to develop the skills needed for the study of a new language. Most importantly, the study of a second language will help students to deepen their knowledge and understanding of how the English language works.

## **CONTENT**

The course is designed to improve students' listening, speaking, reading and writing skills through the use of:

- Films and songs
- Interviews and dialogues
- Games
- Letters and emails
- Advertisements and
- Poems.

Topics covered will include Daily Routine, Leisure Activities, Shopping, Holidays, Travelling and Sightseeing in Japan, Festivals and Special Occasions.

In addition, students will continue to develop their reading and writing skills through the acquisition of *katakana* and additional *kanji*.

## **ASSESSMENT**

Assessment tasks will cover the listening, speaking, reading and writing skills. Students will also conduct research on various aspects of Japanese society and culture.

## **EQUIPMENT**

A4 exercise book ~ 200 pages

Earphones

Recommended textbooks are required.

## **EXCURSIONS**

Excursions may be organised according to suitability.

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## MUSIC

### ***PREAMBLE***

The main ingredient of the Music Course is YOUR involvement in making Music. The best way to learn about music is to perform, compose, listen to and discuss music. 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 you to develop your capacity to manage your own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

### ***CONTENT***

The Music Course consists of three main components:

- Listening
- Composition
- Performance (solo on chosen instrument) and ensemble work

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles. The study of the concepts of music underpin the development of skills in performing, composing and listening.

Students will study topics including Popular Music, Music of a Culture and Song Writing.

### ***ASSESSMENT***

You will be assessed in the three main areas: Performance, Composing and Listening.

#### ***Who should choose Music?***

You would be well suited to this course if you:

- are already or intend to learn an instrument or have singing lessons.
- enjoy a wide range of music and would like to learn more about it.
- are enthusiastic and willing to participate in a wide variety of musical activities.

#### ***Further studies***

This course prepares students for both the senior music courses offered, Music 1 and Music 2. The study of music at senior level counts towards university entrance and can lead to a wide range of careers.

### ***COMPULSORY REQUIREMENTS***

All students are encouraged to take lessons on an instrument or voice and be prepared to participate actively in extra-curricular musical activities. All music students also participate in the Captivate Music Showcase program.

### ***EQUIPMENT***

Manuscript book and exercise book (can be in one)

Display folder

USB

### ***EXCURSIONS***

Opportunities to attend concerts and workshops throughout the year. Cost of excursions to be advised.



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## PHOTOGRAPHIC AND DIGITAL MEDIA

Photographic and Digital Media is an elective course that can be studied at any time after the completion of the Visual Arts 100-hour mandatory course.

### ***COURSE DESCRIPTION***

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 depth.

### ***WHAT STUDENTS LEARN ABOUT***

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media are shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the art world between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

### ***WHAT STUDENTS LEARN TO DO***

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal.

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study photographic and digital media artworks.

### ***COURSE REQUIREMENTS***

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

### ***ASSESSMENT***

Students will be assessed on the objectives and outcomes of the syllabus approved by the Board of Studies. These may include:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>● Examinations and written tests</li><li>● Practical tasks</li><li>● Written reports and presentations</li></ul> | <ul style="list-style-type: none"><li>● Oral Reports</li><li>● Photographic Exhibitions</li><li>● Process Diary</li></ul> |
|--|---|

### ***EXCURSIONS***

One excursion TBA, to various environments, galleries or exhibitions. Cost approximately \$20.00.

### ***EQUIPMENT***

- The Curriculum fee pays for consumable items such as printing paper.
- Photography Process Diary
- A3 Display Portfolio
- Equipment – USB – 8GB

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- Camera desirable
  - Extra paper available at any stationery store.

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## PHYSICAL ACTIVITY AND SPORT STUDIES

### **PREAMBLE**

The elective Physical Activity and Sport Studies program seeks to consolidate and extend upon the Years 7 – 10 mandatory Personal Development, Health and Physical Education curriculum. It aims to provide a broader scope of study, greater variety and to cover concepts in more depth than is possible in PDHPE.

The course aims to foster a positive attitude to a lifelong commitment to physical activity and the promotion of a healthy lifestyle. To achieve this, students will be given opportunities to access a wider variety of theoretical concepts and practical activities.

The core and elective modules present viable post-compulsory school study and cater for those students who view possible career pathways in Physical Activity and Sport Studies.

### **CONTENT**

Some of the units studied during the course include:

- Exercise Physiology
- Nutrition in Sport
- Leisure and Lifestyle
- Coaching
- Event Management
- Sport and Society
- Outdoor Recreation
- Body Systems

Physical Activity and Sport Studies is also a practical subject with students being given the opportunity to learn about and perform in sports they may not have had much exposure to. Some of the sports/activities studied in Physical Activity and Sport Studies include:

- AFL
- Racquets sports – Tennis, Badminton
- Fitness Testing
- Touch Football
- Problem solving
- Initiative games
- Ultimate Frisbee
- European Handball

### **ASSESSMENT**

Some of the ways in which students will be assessed in Physical Activity and Sport Studies include:

- projects
- assignments and reports
- workbooks and worksheets
- knowledge and comprehension tests, including objective and subjective items.
- small group and large group discussion
- practical skills tests
- peer assessment
- self assessment including student/teacher discussions, self reports, and video or audio production.

### **EQUIPMENT**

1 x 96 page A4 Workbook  
Full Nagle Sports Uniform

In order to make links between theory and practice in outdoor recreation a 2 day surf camp may be organised. The cost of this will be approximately \$100.00.

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# ISTEM

## ***PREAMBLE***

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. The iSTEM program utilises these knowledge sources in application to Skills, Technology, Engineering and Mechanics.

The proposed iSTEM program utilises a practical integrated approach with engineering and technology being used to drive interest in science and mathematics, through the development of technical skills and mechanical engineering knowledge. Its purpose is to increase the numbers of students studying STEM based subjects in the senior years.

## ***WHAT STUDENTS LEARN ABOUT***

The core content of the iSTEM syllabus provides students with specialised knowledge of STEM principles and processes. 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 modules within this course include:

- STEM fundamentals
- Aerodynamics (Kites, Car racing, Airplanes)
- 3D Printing and CAD
- Motion (Subs, Solar cars, Rockets)
- Create Your Own Project (Any approved project that aims to solve a real life problem.)
- Mechatronics (Lego, Hydraulics, Robotics)
- Surveying (Using Drones and GPS)
- Space (Electronics, Mars Rovers, Robotics)
- Statistics in Action (Data and Analysis)

## ***WHAT STUDENTS LEARN TO DO***

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future needs and aspirations. Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

## ***ASSESSMENT***

Assessment of these topics is through in-class assessment work and completion of formal assessment tasks throughout each year.

Satisfactory attendance in class, completion of work, homework and submission of project based assessment tasks are required to ensure satisfactory completion of the course.

## ***EQUIPMENT***

4G USB Drive - only for STEM use.

A4 100 page exercise book.

## ***EXCURSIONS***

Excursions will be organised according to suitability. Cost will vary according to charges at the time.

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## TEXTILES TECHNOLOGY

### ***COURSE DESCRIPTION***

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

### ***WHAT STUDENTS LEARN ABOUT***

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

### ***WHAT STUDENTS LEARN TO DO***

By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

### ***ASSESSMENTS***

A broad range of formal and informal written and practical tasks covering knowledge, skills and understanding of Textile Technology.

### ***EQUIPMENT***

All materials for practical tasks are to be supplied by the student. (eg stainless steel bobbin (10 hole), needle, dressmakers pins, thread, fabric and patterns suitable for each project).

A4 Exercise book ~ 200 pages

A3 Display folder

### ***EXCURSIONS***

Excursions will be organised according to suitability. Cost will vary according to charges at the time.

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## VISUAL ARTS

### ***COURSE DESCRIPTION***

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, in both the contemporary and historical worlds. It enables students to represent and communicate their ideas and interests through artworks and to become informed about, understand and write about their contemporary world.

### ***WHAT STUDENTS LEARN ABOUT***

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and 4D (time-based) forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists including painters, sculptors, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships between the artist – artwork – world – audience. Students also explore how their own lives and experiences can influence their artmaking through critical and historical studies.

### ***WHAT STUDENTS LEARN TO DO***

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms of sculpture, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They also experience advanced printmaking techniques using lino carving, calligraphy and etching, using the printing press. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. Students learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

Students learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.

### ***COURSE REQUIREMENTS***

Students are required to produce a body of work and keep a Visual Arts diary.

### ***ASSESSMENT***

Assessment is outcomes based and results reflect the application of the Board of Studies performance descriptors. The assessment strategies used may include:

- Visual Arts Process Diary – indicating the ways students have perceived conceived and evaluated ideas.
- Artmaking Practice – developing a Body of Work.
- Exhibitions of students work.
- Critical and Historical studies of artists and their works shown in discussions, essays, presentations, projects, reviews and assignments.
- Self-evaluation
- Examinations

### ***EXCURSIONS***

One per year – approximately \$30

### ***EQUIPMENT***

- 1 x A3 coil bound sketchbook VAPD and
- 1 x Art Kit
- 1 x A4 refill exercise book for binders and worksheets
- 1 x Year 9 Text book *-More About Art* by LISA MALCOLM.
- Curriculum fee pays for bulk items such as clay, consumables and repairs

## VISUAL DESIGN

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In Stage 4 students undertake a mandatory 100 hours study of Visual Arts. This experience supports students who are interested in the study of Visual Design in Stage 5, as the course is distinct in content but similar in structure to Visual Arts, making use of the Frames, Conceptual Framework and Practice.

### ***COURSE DESCRIPTION***

Visual Design provides opportunities for students to enjoy studying and making various forms of design. It develops awareness and understanding of the importance of design through history and in our contemporary world. It gives students opportunities to solve problems in creative and practical ways, to design and/or make works of beauty and ingenuity.

### ***WHAT STUDENTS LEARN ABOUT***

Students learn about the satisfaction of designing and making different kinds of Design works in 2D, 3D and 4D time based forms. Areas of content focus may include Architectural, Landscape and Interior Design, Jewellery and Fashion, Graphic and Web design, Bespoke and Industrial design. Studies of historical and contemporary designers, practices and technologies constitute the theoretical component of the course. A special focus on sustainability gives this course contemporary relevance.

### ***WHAT STUDENTS LEARN TO DO***

Students learn to design and make various design works using a variety of traditional and current technologies, ranging from fine hand-crafted tasks to digitally produced tasks. They learn to effectively document their design process and compile a design portfolio as well as how to “pitch” or present their work to an audience or client. Case studies of designers, practices and technologies allow students to learn how to research information using traditional, commercial and cyber sources, as well as how to use the information to enhance their own designs.

### ***COURSE REQUIREMENTS***

Students are required to keep a Visual Design process diary and produce a body of design works.

### ***ASSESSMENT***

Assessment is outcomes based and results reflect the application of the Board of Studies performance descriptors. The Assessment strategies may include:

- Visual Design Process Diary\_- indicating the ways students have perceived, conceived and developed ideas and integrated research
- Design Practice – planning and making design pieces
- Exhibition of student works
- Critical and Historical studies of designers and their works shown in discussions, essays, presentations and case studies
- Self evaluation
- Examination.

### ***EXCURSIONS***

**Year 9** One excursion – Powerhouse Museum - Cost approximately \$20.00 or,

**Year 10** One excursion – Object Gallery - Cost approximately \$20.00

### ***EQUIPMENT***

- 1 x A3 coil sketch book VDPD and
- 1 x Visual Design Kit (both available from ‘Art Basics’ - **order form to be provided**)
- 1 x Years 9 and 10 Textbook *Studio Design At Work* - Donald Williams McGraw-Hill

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## ELECTIVE WORLD GEOGRAPHY

### ***PREAMBLE***

The World Geography (Elective) course provides an opportunity for students to learn about a more diverse range of geographical issues across a range of environments. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible learning in a choice of focus areas.

### ***WHAT STUDENTS LEARN ABOUT***

Elective World Geography enables students to learn more about a wide range of issues including:

- Oceanography
- Climate change
- Global population growth and decline
- Global patterns of industry
- Issues in the developing world
- Political tensions around the world
- Human impacts on the environment
- Contemporary issues such as refugees, human rights and international aid.

### ***WHAT STUDENTS LEARN TO DO***

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. Appropriate geographical tools including information and communication technologies (ICT) are to be integrated in each focus area. Geographical tools, such as GIS maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

### ***ASSESSMENT***

In-school assessment is outcomes-based and reflects the use of the NESA Course Performance Descriptor statements. Assessment tasks will cover a variety of skills areas such as oral sources, document study, map work, essay writing, fieldwork, tests, research projects, skills exercises based on graphs and statistics matching exercises, data collection, interviews and empathy exercises and simulation games.

### ***EQUIPMENT***

- A4 ruled exercise workbook.

### ***EXCURSIONS***

Students will be expected to attend fieldwork, which is a compulsory part of the Syllabus. The cost of these will be determined at a later date.



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## ELECTIVE WORLD HISTORY

### ***PREAMBLE***

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective World History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

### ***WHAT STUDENTS LEARN ABOUT***

A selection of ancient, medieval and modern societies are studied in relation to themes such as terrorism, war and peace, crime and punishment, music through history, slavery, genocide, women in history or other relevant topics.

Units of study may include:

- Film as History
- The Holocaust
- Oral History
- History and the Media
- Twentieth Century resistance and repression in the Philippines
- Terrorism – the motivation and methodology of terrorism from ancient times to Islamic State
- War and Peace – a study of methods of war and forms of peacemaking from Ancient Egypt to today.
- Crime and Punishment – what constitutes criminal behaviour in a range of nations? How were criminals punished?
- Incas or Aztecs
- Witchcraft Trials in Salem
- South Africa
- Slavery
- World Myths and Legends (including Ghost Tour of Manly Quarantine Station)
- Heroes and Villains throughout History

### ***ASSESSMENT***

In-school assessment is outcomes-based and reflects the use of the NESA Course Performance Descriptor statements. Assessment tasks will cover a variety of skill areas such as oral sources document study, map work, essay writing, fieldwork, tests, research projects, data collection, interviews and empathy exercises.

### ***EQUIPMENT***

- 1 x A4 workbook