Do your best
and
God will bless your efforts.

St Mary of the Cross MacKillop
22.11.1899
Dear Parents and Students,

This booklet is designed to help you understand the program of study you will be following in Years 9 and 10 and to assist you in putting together the package of courses you intend to study over the next two years.

There are several important things to consider when making your choice. Do not choose a subject simply because you think it might be relevant for your future career. You do not know what that career might be — many of the jobs of the twenty-first century have not yet been developed and you are likely to change careers three or four times during your working life. Broad understandings of people and the world, and the skills required to access and organise information form a stronger basis for a career than gaining specialised information that can be outdated by the time you enter the workforce.

You should choose subjects which interest you and ones in which you are likely to meet success. You need to be interested in courses you will be required to study every school day for two years and able to achieve some success in them. Each of the elective courses is designed for 200 hours over two years. Please read the information provided very carefully and make wise choices.

You should not make choices that are based on your perceptions of the requirements of Years 11 and 12 courses. Years 9 & 10 Commerce, for example, is not required for entry into Business Studies or Economics in Years 11 and 12. In fact, only some HSC Language courses require you to study a particular elective course in Years 9 and 10. Entry into subjects in Year 11 is more often governed by the level of your achievement across Years 9 and 10, especially in English, Mathematics and Science.

St. Joseph’s is committed to a broad and balanced education with a particular ethos. Firstly, it is a Catholic school; all students are expected to be genuine in their search for God and open to growing in knowledge and love of their faith traditions. Secondly, it is a school which places high expectations on schoolwork and study, with all students expected to do their very best at whichever subjects they have chosen. Thirdly, St. Joseph’s has clear regulations and specific expectations in areas ranging from uniform and appearance, to attendance and punctuality, to respect and good behaviour. Fourthly, the school also has a broad extra-curricular program, in which all students are expected to participate. All four areas serve to fulfil this school’s mission – to empower young women to make a difference to the world in the spirit of St Mary of the Cross MacKillop.

I wish you well for your middle secondary years at St Joseph’s Catholic College.

Mr Stephen Walsh
Principal
August 2012
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**Tel:** 4324 4022  
**Fax:** 4323 3512

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<tr>
<td>Principal</td>
<td>Mr. Stephen Walsh</td>
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<tr>
<td>Assistant Principal – Teaching &amp; Learning</td>
<td>Ms Cheryl Merryweather</td>
</tr>
<tr>
<td>Leader of Religious Education</td>
<td>Ms Nicole Harrison</td>
</tr>
<tr>
<td>Leader of Middle School</td>
<td>Ms Helen Love</td>
</tr>
<tr>
<td>Leader of Senior School</td>
<td>Ms Maria Woodhouse</td>
</tr>
<tr>
<td>Leader of Administration</td>
<td>Mr. Kendall Perriam</td>
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<td>Youth Minister and Leader of Mission</td>
<td>Mrs. Fiona Green</td>
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<th>YEAR LEADER</th>
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<tr>
<td>Year 8, 2012</td>
<td>Mrs Louise Nash</td>
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<th>LEADERS OF LEARNING</th>
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<tr>
<td>Religious Studies</td>
<td>Ms Nicole Harrison</td>
</tr>
<tr>
<td>English</td>
<td>Mrs Sue Back</td>
</tr>
<tr>
<td>HSIE (Human Society &amp; Its Environment)</td>
<td>Mr. Colin Back</td>
</tr>
<tr>
<td>Commerce, Geography, History</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mrs Kathy West</td>
</tr>
<tr>
<td>PDHPE (Personal Development Health &amp; Physical Education)</td>
<td>Mrs. Janelle Bartholomew</td>
</tr>
<tr>
<td>Science</td>
<td>Mrs Amanda Eades</td>
</tr>
<tr>
<td>TAS (Technological &amp; Applied Studies)</td>
<td>Mrs. Anne Evanson</td>
</tr>
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<td>Creative Arts (Visual Arts &amp; Drama, Music)</td>
<td>Ms Belinda Kozakiewicz</td>
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<td>LOTE (Languages Other Than English)</td>
<td>Ms Cheryl Merryweather</td>
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<tr>
<td>Learning Support</td>
<td>Ms. Monique Maat</td>
</tr>
<tr>
<td>Vocational Education &amp; Training/TAFE</td>
<td>Mrs. Christine Wilkinson</td>
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<tr>
<td>Librarian</td>
<td>Mrs. Cathy Nesbitt-Hawes/Mrs Kate Bowman</td>
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<tr>
<td>Careers Advisor</td>
<td>Mrs. Christine Wilkinson</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>Mrs. Christine Hain</td>
</tr>
<tr>
<td>Sports Coordinator</td>
<td>Mrs. Debra Northey</td>
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Record of Student Achievement (RoSA)

The Record of Student Achievement (RoSA) replaces the School Certificate as the new credential for students who leave school after Year 10 and before completing the Higher School Certificate. At the end of Stage 5 the RoSA will list all mandatory and additional Stage 5 courses together with the grade achieved. The formal RoSA credential is only available to students who leave school however all Year 10 students will be to access and print a transcript of their results. RoSA will be a cumulative credential providing grades for courses completed in Stage 5 (Year 10) and Preliminary (Year 11).

Only students who satisfy the eligibility requirements for RoSA will receive the formal credential however those who are not eligible will be able to receive a Transcript of Study from the school at the time of departure. RoSA will only be issued when an eligible student leaves school.

Eligibility
To be eligible for the RoSA at St. Joseph’s Catholic College, students must:
- Complete courses of study that satisfy the Board of Studies curriculum and assessment requirements for the RoSA
- Complete Year 10
- Satisfy Board and College attendance, conduct and effort requirements
- Attend until the final day of Year 10

Finally the College requires each student to satisfactorily complete the Diocesan Religious Education program.

Satisfactorily complete in Years 9 and 10:
- the core English course
- the core Mathematics course (5.1, 5.2, 5.3)
- the core Science course
- the core Australian History/Geography course from the Human Society and Its Environment (HSIE) Key Learning Area – this includes Civics and Citizenship
- the core PDHPE course
- two 200 hour (i.e. both Years 9 and 10) elective courses from those offered by the school

Grading
School-based grades for Stage 5 (Year 10) are awarded using information from a student’s performance in assessment tasks that comprise the school’s formal assessment program. These tasks are devised to address the knowledge and skills objectives and outcomes of the individual syllabuses (assessment policies, procedures and specific task details are published in the Year 10 Assessment Handbook, distributed to each student early in the Year 10 year).

A student’s performance across all tasks is aligned with specific Course Performance Descriptors published in the Board syllabus documents for each course (the common grade scale is reproduced on the following page). The descriptors will indicate the student’s achievement relative to the specific knowledge and skill outcomes of the course. There is no fixed number of each grade that must be awarded in the school.

To achieve well during Stage 5, it is important that students work consistently and conscientiously throughout the two years. An appropriate selection of elective courses will ensure that each student has the opportunity to enjoy her course of study and to achieve good grades.
The Common Grade Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>The student has an <strong>extensive</strong> knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very <strong>high level of competence</strong> in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a <strong>thorough</strong> knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a <strong>sound</strong> knowledge and understanding of the main areas of content and has achieved an <strong>adequate level of competence</strong> in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a <strong>basic</strong> knowledge and understanding of the content and has achieved a <strong>limited level of competence</strong> in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an <strong>elementary</strong> knowledge and understanding in few areas of the content and has achieved <strong>very limited competence</strong> in some of the processes and skills.</td>
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</tbody>
</table>
Program of Study

Students entering Year 9 embark upon a two-year program of study.

This stage of Secondary schooling is an especially important one, for several reasons:

- It is during Years 9 and 10 that students establish and consolidate the **patterns of organisation and application** that are major determinants of success in the Higher School Certificate years. The student who aims for senior study should recognise the opportunities provided during Stage 5 and use them to her best advantage.

- The Years 9 and 10 courses allow students to focus on **acquiring skills** such as data interpretation and analysis, essay construction, utilising reference resources, examination techniques, summarising and note-taking. These skills are not only invaluable for senior courses, but they also provide a sound basis for information processing in the workplace, and for the demands of daily life in society.

- Many courses in the senior school at St. Joseph’s have **entry-level requirements or course criteria** based on achievements in Year 10. In order, then, to keep open their options for the Higher School Certificate, students need to work to the best of their ability during Years 9 and 10.

Students in Years 9 and 10 at St. Joseph’s study six **core** subjects and two electives —

- Religious Education
- English
- Mathematics
- Science
- Australian History/Geography
- PD/Health/PE
- And **two 200 hour elective** courses (i.e. the course continues throughout Years 9 and 10).

Students should consider the following aspects of their learning when choosing their Stage 5 elective courses:

- Achievement
- Interest
- Challenge

Individual courses are described in the following section. Students are encouraged to consult the Leader of Learning of each course for more detailed information.

**N.B.** Whether classes are formed in a course will depend upon a sufficient number of students electing to study it. Where numbers are insufficient for a course to proceed, the course will be withdrawn from offer and students asked to enrol in another course.

**Before making a choice of electives read the information for all courses carefully.**
Course Descriptions

for

Years 9 and 10
Commerce

Course Description

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 will students learn about?

All students study Consumer Choice and Personal Finance. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study Legal and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will 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 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.
Dance

Course Description

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

What will students learn about?

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?

Students will learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They will learn to structure movement as they compose dances to express their ideas, feelings and experiences. They will learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.
Drama

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Year 9 Drama
- Mime
- Improvisation
- Melodrama
- Monologue
- Commedia Del Arte

Year 10 Drama
- Elements of Production
- Issue-based and Narrative Playbuilding
- Small-screen Drama
- Anti-bullying School Show
Course Description

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

What will students learn about?

Students study books, films, radio, television, newspapers, the internet and CD-ROMs. The texts give students experience of Australian literature, insights into Aboriginal experiences and multicultural experiences in Australia and literature from other countries and times.

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

What will students learn to do?

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

Course Requirements

The study of English in Stage 5 (Years 9–10) requires experience of at least two works of each of fiction, film, non-fiction and drama, a variety of poetry drawn from different anthologies or from particular poets.
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 in 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 will 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 will 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.
French

Course Description

The Year 9 – 10 French course is designed to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in French. They cover a wide variety of topics including personal identification, travel, shopping, entertainment, daily activities, transport and weather.

They will explore the nature of languages as systems by making comparisons between English and French.

Students will also develop intercultural understandings by reflecting on similarities and differences between French and English.

What will students learn to do?

Students will develop the skills to communicate in French. They will listen and respond to spoken French. They will learn to read and respond to written texts. Students will establish and maintain communication in familiar situations.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the French language.

They develop a capacity to interact with people, their culture and their language.
Geography

Course Description

Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Geography:

- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

What will students learn about?

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and the responses to them including appropriate methods of citizenship for their management.

Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia’s physical environments and communities and explore how they are changing and responding to change. Students also look at Australia’s roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

Course Requirements

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.
Graphics Technology

Course Description

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media. This includes freehand sketching, drawing with instruments and computer drawing using CAD packages and 3-D modelling software. Graphics Technology also develops students’ technical and visual literacy, equipping them for participation in a technological world.

The use of graphical images to communicate information overcomes the barriers of time and linguistic, cultural and social differences. In an age of globalised industry and rapid technological development, where computer-aided design (CAD), computer-aided manufacture (CAM), interactive graphic design (IGD) and multimedia applications are widely used, the study of Graphics Technology is particularly relevant.

What will students learn about?

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Year 9 students study two core modules, while year 10 study four of the following options that focus on specific areas of graphics:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Cartography and Surveying
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration.
- Student negotiated project

What will students learn to do?

The major emphasis of the Graphics Technology syllabus is on students’ actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

Where does it lead?

It can lead to an ever-expanding variety of vocational opportunities including CAD operator, draughtsperson, interior and kitchen design, multimedia, CGI animation for movies, architecture, advertising, product design, engineering, all areas of design, magazine layout artist and many others.
History

Course Description

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia. History Mandatory in Stage 5 has been designed to provide students with an understanding of Australian history and civics and citizenship. Students will also develop the skills required for the effective study of history.

What will students learn about?

In Stage 5 History, which is undertaken in years 9 and 10, students develop an understanding of significant developments in Australia’s social, political and cultural history by undertaking studies in a variety of topics including Federation, features of life in Australia to 1914, Australia and World War I, Australia between the wars- including a study of the Great Depression, World War II, the Vietnam War era and the social history of one decade in depth. Australia’s international relationships are examined through World War One and Two and our role as a global citizen. The changing rights and freedoms of Aboriginal peoples and other groups in Australia are also studied.

What will students learn to do?

Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

Particular Course Requirements

All students must complete a site study in Stage 4 and Stage 5.
Industrial Technology – Timber

Course Description

Industrial Technology develops students’ knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Students undertake one course in Industrial Technology and focus on the area of timber.

What will students learn about?

All students will learn about the properties and applications of materials associated with timber. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of timbers for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

This subject incurs a fee for materials used in the classroom and students also need to supply some items to finish projects.
Japanese

Course Description

The Stage 5 Japanese course is designed to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Japanese must be studied continuously as the skills and content are cumulative. Students who wish to continue their study of Japanese in Year 11 and Year 12 must study that language in both Year 9 and Year 10.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in Japanese. They cover a wide variety of topics including personal information, family, daily routine, school life, fashion and transport. The study of Hiragana, Katakana and Kanji scripts develops visual and interpretive skills.

They will explore the nature of languages as systems by making comparisons between English and Japanese.

Students will also develop intercultural understandings by reflecting on similarities and differences between Japanese and English.

What will students learn to do?

The Stage 5 Japanese course will provide students with a variety of opportunities to develop practical skills in listening, speaking, reading and writing. An emphasis on speaking and listening skills requires students to actively participate in all class tasks.

Students will learn to maintain communication in authentic situations and continue their study of Hiragana, Katakana and Kanji characters. As script is an extremely important part of studying the Japanese language, students are required to be self-motivated in their approach to their Japanese studies, spending time on revision and practice each day.

Students will continue their study of the culture of Japan and Japanese communities through media such as television and film, and will explore the way meaning is conveyed by comparing and contrasting features of the Japanese language.

Students will also develop skills in using the Japanese Input Method Editor to type and communicate in Japanese using ICT and Web 2.0 technologies.
Life Skills

Credential for Students with Special Education Needs

Students with special education needs are eligible to receive a School certificate by entering for a Special Program of Study. Each student undertaking Life Skills Outcomes and Content in Years 7 – 10 has an individual plan that determines their educational priorities.

Special Programs of Study

A Special Program of Study is a specifically designed course of study for individual students who are unable to meet curriculum requirements for the award of the School certificate using Board Developed Syllabuses and/or Board Endorsed Course.

Students with special education needs presenting for the School Certificate can access a combination of courses using:

- Life Skills Courses; and/or
- Board Developed Syllabuses; and/or
- Board Endorsed Courses

Life Skills Courses – Completion Criteria

There are no indicative hour requirements for any individual Program of Study based upon the Curriculum Framework for the Life Skills Courses in each Key Learning Area.

Students with special education needs following Life Skills Course will satisfactorily complete the course if they have:

- Followed an individual Program of Study developed at the school (with parental input) in Stage 5 (Years 9 and 10)
- Applied themselves with diligence and sustained effort according to their individual Program of Study;
- Achieved some or all of the course outcomes in their individual program.

N.B. There is no Life Skills course in Religious Education. Therefore all students complete the Board Endorsed Course.

Assessment

Students following a Special Program of Study in English, Maths, Science and H.S.I.E. are not required to sit for the compulsory external examinations.

Evidence of achievement of outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students entered for a Special Program of Study will receive a Record of Achievement and Student Profile listing each Life Skills Course satisfactorily completed. The school will also provide a report on competencies achieved within the Course/s.
Mathematics

Course Description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in K–10 is to develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

What will students learn about?

The essential content for Mathematics in K–10 is structured using:

<table>
<thead>
<tr>
<th>One process strand</th>
<th>Five content strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Mathematically</td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td>Patterns and Algebra</td>
</tr>
<tr>
<td></td>
<td>Data</td>
</tr>
<tr>
<td></td>
<td>Measurement</td>
</tr>
<tr>
<td></td>
<td>Space and Geometry.</td>
</tr>
</tbody>
</table>

What will students learn to do?

These strands contain the knowledge, skills and understanding for the study of mathematics in the compulsory years of schooling.

Each strand is linked to an objective.

<table>
<thead>
<tr>
<th>Strand</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working Mathematically</td>
<td>Students will develop knowledge, skills and understanding through inquiry, application of problem-solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection.</td>
</tr>
<tr>
<td>Number</td>
<td>Students will develop knowledge, skills and understanding in mental and written computation and numerical reasoning.</td>
</tr>
<tr>
<td>Patterns and Algebra</td>
<td>Students will develop knowledge, skills and understanding in patterning, generalisation and algebraic reasoning.</td>
</tr>
<tr>
<td>Data</td>
<td>Students will develop knowledge, skills and understanding in collecting, representing, analysing and evaluating information.</td>
</tr>
<tr>
<td>Measurement</td>
<td>Students will develop knowledge, skills and understanding in identifying and quantifying the attributes of shapes and objects and applying measurement strategies.</td>
</tr>
<tr>
<td>Space and Geometry</td>
<td>Students will develop knowledge, skills and understanding in spatial visualisation and geometric reasoning.</td>
</tr>
</tbody>
</table>
Pathways of Learning in Mathematics

The Mathematics Years 7–10 Syllabus forms part of the continuum of mathematics learning from Kindergarten to Year 10.

The following diagram represents available pathways of learning in mathematics from Early Stage 1 to Stage 6. In this diagram, the Stages refer to the level of knowledge of mathematics learning rather than to the stages of schooling. In this way it is acknowledged that a student who is in Year 7, for example, may still be working towards Stage 3 outcomes, just as a student in Year 8, for example, may be working towards Stage 5 outcomes.

The Mathematics Life Skills outcomes and content are designed to provide a relevant and meaningful program of study for a small percentage of students with special education needs, for whom the Mathematics Years 7–10 Syllabus outcomes and content are not appropriate. Students who follow this path would do so only after negotiation and careful discussion between parents and teachers.
Music

Course Description

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

What will students learn about?

In both the Mandatory and Elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

Musical styles, periods and genres are selected equally from the groups below:

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Baroque Music</td>
<td>• Popular Music</td>
</tr>
<tr>
<td>• Classical Music</td>
<td>• Jazz Music</td>
</tr>
<tr>
<td>• Music of the 19th Century</td>
<td>• Music for Radio, film and TV</td>
</tr>
<tr>
<td>• Medieval Music</td>
<td>• Music of Another Culture</td>
</tr>
<tr>
<td>• Music of the Renaissance</td>
<td>• Music for small Ensembles</td>
</tr>
<tr>
<td>• Art Music of the 20th and 21st Century</td>
<td>• Music for large Ensembles</td>
</tr>
<tr>
<td>• Music of Another Culture</td>
<td>• Rock Music</td>
</tr>
<tr>
<td>• Music for Small Ensembles</td>
<td>• Music and Technology</td>
</tr>
<tr>
<td>• Music for Large Ensembles</td>
<td></td>
</tr>
</tbody>
</table>

What will students learn to do?

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. Through the incorporation of IT and numerous software applications, students will have access to digital recording studios and professional composition software. These new technologies will be integrated into all programs.

The study of the concepts of music underpins the development of skills in performing, composing and listening.

Perform
- through singing, playing and moving
- music in a range of musical contexts
- as a soloist or a member of an ensemble

Compose
- using different forms of musical notation and technology
- as individuals or in small groups
- music that represents the topics studied

Listening
- listen to and analyse a range of repertoire
- identify how concepts of music have been used and manipulated in a range of repertoire
- respond to the range of repertoire used for listening
Personal Development, Health and Physical Education

Course Description

PDHPE develops students’ capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential.

Through PDHPE students develop knowledge understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

What will students learn about?

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

What will students learn to do?

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interaction, problem-solving, decision-making, planning and moving.
Physical Activity & Sports Studies

This course provides an extension of both theoretical and practical aspects of the compulsory Health Studies course studied in Years 7, 8, 9 & 10. Of particular interest to students involved in practical Physical Education Activities and Sports and also those interested in the Science of Physical Education and Body Movement.

Students may benefit greatly as the course is structured to give an insight and introduction to the Year 11 and 12 Physical Education Course.

YEAR 9

The theoretical aspects of this year comprise Major Units of Work.

- Body Function and Performance and Sports Injuries
- Fitness and Factors Affecting Performance.

The practical components are chosen from these areas:

- Team sports
- Individual sports Recreational Activities
- Recreational Sports

YEAR 10

The theoretical aspects of this year comprise Major Units of Work.

- Sport, Recreation and Society
- Women in Sport
- Organisation and Administration

The practical components are as for Year 9 with six different sports chosen from the three areas.

As a variety of sports are offered the opportunity to achieve Sports Coaching Accreditation Certificates will be available in some of these areas.
Photographic and Digital Media

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.

What will 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 the creative aspects of photographic practice including composition, viewpoint, depth of field and visual elements.

Students learn about how photographic and digital media is 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 artworld 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 will 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 artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Students learn to use Photoshop Elements 7, set up and use a studio to shoot subjects such as portraits and still-life, create a magazine cover design, gel release transfer of images and wet darkroom photography. They will also learn to create images through scanning objects and make a video using Adobe Premier Elements.

Course Requirements

1. Students are required to have a functioning 9 megapixel Digital camera that is no older than five years.
2. Students are required to have a 2GB memory stick specifically for this course.
3. Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal. The journal and memory stick are purchased as part of a kit.
Religious Education

Religious Education is a mandatory course at St Joseph’s Catholic College. It is studied for 200 hours over Years Nine and Ten.

Course Description

Religious Education enables students to develop knowledge and understanding of Christianity in the Catholic tradition. It is designed for all students and is of value to both Catholic and non-Catholic students.

Religious Education at St Joseph’s College is a crucial component of the College’s Catholic Life and Mission. This dimension of the school encompasses the spiritual and intellectual aspects of Christianity in the Catholic Tradition. Catholic Life and Mission is the raison d’etre for the College, and, as such, a pursuit of excellence in this subject is expected.

What will students learn about?

The aim of this course is to develop students’ awareness, understanding and appreciation of the richness of the Catholic tradition founded in the Sacred Scriptures and embedded in the life of the Church, so that they may participate critically and effectively in the Church within wider society. Students will focus on how we discover, celebrate, understand and find ultimate meaning in our lives.

Topics studied are as follows;

- Acts of Healing and Forgiveness
- Christian Diversity
- The Challenge of Discipleship
- Catholic Ethical Teaching
- Catholic Beliefs and Practices
- Social Justice

Christian Prayer or Principles of Youth Ministry

What will students learn to do?

Students develop research and communication skills, including the use of ICT, and examine Catholic perspectives and interpretations. Students will improve their religious literacy and strengthen scriptural research skills.
Science

Course Description

This course develops students’ knowledge, understanding, values and attitudes in Science and skills. Through topics studied they should be able to explain and make sense of the biological, chemical, physical and technological world. This enables them to make informed choices and responsible decisions as individuals and part of the community.

What will students learn about?

Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

What will students learn to do?

Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

Course Requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve ‘hands-on’ practical investigation. At least one Stage 5 project will be an individual task.
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 will 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 will 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. This subject can help with all areas of design, costuming, dress making, interior design, etc.
**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, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed, understand and write about their contemporary world.

**What will students learn about?**

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists’ including painters, sculptors, architects, designers, 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 in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies. Students also develop their knowledge of the Cultural, Subjective, Structural and Postmodern Frames.

**What will students learn to do?**

Students learn to make artworks using a range of materials and techniques in 2D and 3D traditional, contemporary and ICT forms, to build a body of work 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 activities about their artmaking practice in their Visual Arts Diary.

**Course Requirements**

Students are required to produce artworks in a range of media areas including drawing, painting, photography and digital manipulation, printmaking and sculpture. They will also study the artmaking practice of a range of artists.

Students are required to document their practice in a Visual Arts Diary.

Students are required to purchase an Art kit which includes their VAD and the materials they will use throughout the course.