YEAR 9
SUBJECT SELECTION
HANDBOOK
Subject selection for Years 9 and 10 is an important process for any student. St Augustine’s College aims to make this process as informative and as easy as possible.

The choice of subjects in Year 9 has an impact upon how the student settles into work and ultimately his outcome in the School Certificate, ill informed choices in the beginning can lead to a disappointing two years. It is recommended that time is spent carefully reading this booklet and asking questions before making your final choice.

Whilst the handbook suggests that a wide variety of subjects are available, it must be remembered that courses are offered subject to demand – some subjects will not eventuate because student numbers do not warrant their existence. A further reality is that there will be inevitable clashes when subjects are compressed into a workable timetable. The implication is that not every student will achieve all of his preferred combination of subjects.

The best decisions are those that are well-researched and considered; movement into academic studies demands much care. The greatest error that a student can make is to study a course which does not interest him. The simplest advice is to select courses that:

(i) A student has some interest in
(ii) Are most suited to your academic ability
(iii) A student may find of some use in the future

This booklet gives:

(i) An overview of the subjects available for study in Year 9
(ii) Students and parents information about all courses offered
(iii) Students information to help make important decisions regarding future careers

I urge you to read the information in this handbook carefully and to consult with the College Staff if you are uncertain about any issue. The subject selection process is an important one and one to which you should devote a great deal of time and thought.

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The Board's mandatory curriculum requirements for the award of the School Certificate and the related elective courses are listed below. All time allocations are indicative of the time expected for a typical student to achieve the objectives and outcomes of the course.

### School Certificate Tests

All students sit for the following School Certificate tests at the end of Year 10:

- English-literacy
- Mathematics
- Science
- Australian History, Geography, Civics and Citizenship (one test)
- Computing Skills Assessment

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<td>All students study English, Mathematics and Science in Years 7, 8, 9 and 10.</td>
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<td>Mathematics</td>
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<td>Science</td>
<td>By the end of Year 10 all students must complete 400 hours in each of these subjects</td>
<td>Music</td>
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<td>Creative Arts</td>
<td>All students study 100-hour courses in each of Visual Arts and Music</td>
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<td>HSIE</td>
<td>In Years 9–10 all students study 100 hours of Australian History and Australian Geography</td>
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<td>By the end of Year 10 all students must complete 400 hours of History and Geography combined</td>
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<td>Languages</td>
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<td>By the end of Year 10, all students must complete 300 hours</td>
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<td>TAS</td>
<td>All students must study Technology for 200 hours; usually in Years 7 &amp; 8</td>
<td>Design &amp; Technology</td>
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<td>Industrial Technology - Timber</td>
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The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Year 9 and 10 is a two year elective course. It is open to all boys even if they have not studied Chinese in the past. Although it is always best to have studied Chinese at least in Year 8. Chinese lessons are rostered 5 times a fortnight. They learn to speak, read, write and understand the spoken language of all four topics.

Assessments are held once a term, testing one of the four language components or a cultural element learnt in class. The boys use ‘Ni Hao’ as their main text in learning.

These students continue to learn about the Chinese culture, customs and traditions via a variety of small excursions.

**Reasons why you might choose this Course**

The study of a LOTE is significant in the development of an analytical awareness of one’s own language. Chinese is particularly useful as it is a language different from English in almost every respect.
Outline of Year 9 and Year 10 Course

Students may select to undertake a 100 hour course or a 200 hour course. The Core of the Commerce course in Year 9 and Year 10 encourages students to become informed citizens, who understand consumerism, money matters, know their rights and duties in the commercial environment and who appreciate the commercial and legal aspects of employment issues. Students undertaking a 100 hour course in Commerce will complete Core Part 1 or Core Part 2 and a minimum of 3 options. Students undertaking a 200 hour course will study Core Part 1 and Part 2 and a minimum of five options.

Core Part 1 - Consumer Choice and Personal Finance
Core Part 2 - Law and Society and Employment Issues

A selection from the following options may be studied over Years 9 and 10.

- Investing Promoting and Selling
- E-commerce Global Links
- Towards Independence Political Involvement
- Travel Law in Action
- Our Economy Community Participation
- Running a Business School-developed option

In their studies of the commercial environment students will be provided with opportunities to develop key competencies which include skills in planning, collecting, analysing, organising and communicating ideas and information. Students will be engaged in a variety of Information and Communication Technologies such as word processing, spreadsheets, multimedia applications, graphics and electronic communications. An awareness of the relevance and importance of commerce in our business-oriented world is emphasised. As well, students will gain the ability to express themselves lucidly in a businesslike manner and develop an unprejudiced, tolerant, informed and questioning approach to commercial practices.

Assessment

Regular assessment will measure a student's knowledge, understanding and skill development. Emphasis will be placed on assessment tasks which involve problem-solving practical activities – tasks such as presenting a personal budget, creating a small share portfolio, buying a house or assessing and submitting tax information. These will involve a variety of ICT applications. Students are expected to consolidate knowledge and practice skills on current commercial information. To refer to newspapers for such updates is important.

Reasons why you might choose this Course.

This subject is recommended for students considering studying Business Studies in Years 11 and 12. Students considering a career in this area might do it as a means of ascertaining their interest, aptitude and talent in this area as well as beginning their actual training. It will also help the student to be aware of the complexities of the modern consumer world and appreciate the impact of this on their own lives.
Design and Technology (DT)

Outline of Year 9 Course
Within a prescribed context, students learn the design process and how to develop the stages of the process to achieve a practical outcome. The steps will incorporate a focus for meeting human needs while taking into account cultural influences and environmental considerations.

Outline of Year 10 Course
Students undertake a planned series of activities to analyse a wider range of design methods for deciding appropriateness of the design product. Practical activity in construction will consolidate through portfolio records, research, investigation, needs analysis, idea generation and development, decision making and evaluation.

Assessment
Assessment may include:
- Submission of design portfolio documenting different stages of development of the design project
- Formal tests, oral and written are used to determine depth and understanding of aspects or dimensions of the design process
- Written reports in research, evaluation and marketing strategies
- Oral reports, in which students present their ideas for developing a design, marketing or selling a design product, and justifying their design

Reasons why you might choose this Course
Develop proficiency in a range of practical skills appropriate to the needs of society, community and industry. Consider desirable outcomes by making decisions and choices based on research, to make a useful and effective product.
Learn to manage resources, cost and plan processes for developing efficient production in producing products and services.

Class work will expose students to a variety of learning situations that will involve
- Group work
- Individual work
- Project development
- Management
- Practical skills

Design and Technology is a strong base for all Technology and Applied Science subjects.
Drama

The focus of the drama course for Years 9 & 10 is on

- Making
- Performing
- Appreciating Drama

Outline of Year 9 Course
In Year 9, the students will delve into the practical aspects of Drama such as play building and improvisation. They are expected to work cooperatively in small groups, be self-motivated and be able to work towards set goals. The students will also be expected to reflect regularly on their performances in a journal.

Outline of Year 10 Course
In Year 10 more emphasis is placed on developing students to be able to perform, discuss, read and write about Drama with confidence. Students undertake a research project in theatre history and a major performance assessment in this year. Students are also encouraged to choose an area of theatre to specialise in such as acting, lighting or set design.

Assessment
In Year 9 students are assessed across a variety of formal and informal tasks, which aim to measure how well they are achieving the outcomes set by the syllabus. In Year 9 there is a 60% practical component, essential for the skill development required in Year 10. Students in Year 10 focus not on the what, but the how and why. They are required to complete both in-class and take-home assessment tasks. There is more focus on the written element of Drama, as tasks require an understanding of the elements of drama, dramatic forms, performance styles and theatrical conventions.

Reasons why you might choose this Course
Drama is a tool that enables students to stand in someone else’s shoes and see the world from a different point of view. The values gained from doing this are many and varied:
Drama is a useful preparation for Senior English and in fact, all subjects which involve oral presentation. Beyond school, most positions demand a high level of personal, group and public communication skills.
Drama allows students to take responsibility for their own actions and, as a result, they become confident decision makers and problem solvers.
Outline of Year 9 Course
The study of English in Year 9 aims to develop students’ skills in making meaning across all the modes

- Speaking
- Writing
- Representing
- Listening
- Reading
- Viewing

Outline of Year 10 Course
The Year 10 course builds on the skills developed during earlier stages and starts to focus more on senior skills such as close textual analysis and critical essay writing.

Assessment
In Year 9 students are assessed across a variety of formal and informal tasks, which aim to measure how well they are achieving the outcomes set by the syllabus. Some tasks include elements of public speaking, others might require students to produce media products; still others will ask pupils to write in a variety of registers. Students are assessed on a class basis several times in each unit covering all the modes and sit for common tasks about three times in each semester.
In Year 10 the assessment structure is more formal. There are usually six tasks all worth between 10% and 20% of their final assessment mark. The tasks require students to respond in a variety of ways (from formal essay to creative response) to a variety of texts.

Where this course fits in the curriculum
Growth in language is integral to students’ personal growth as thinking, feeling people. Language is best developed by having all students engage in an abundance of purposeful and appropriate language activities across all language modes and in a range of contexts.

By the end of Year 10, it is expected (in broad terms) that students will have achieved confidence in conversational exchange; access to the thought of others as presented in oral, written and visual forms; a capacity for listening and observing critically; control over personal writing; the ability to organise personal thought with a view to its clear, fluent and accurate expression in language; and sensitivity and perceptiveness to what is read.
Outline of Year 9 Course

Stage 5 Geography builds on Stage 4, with a particular focus on the mandatory Australian Geography. In Year 9, students investigate Australia’s physical environments and Australia’s changing communities. Students soon recognize that our environment and our society are constantly changing and are guided in ways people can respond to these changes and to interpret the consequences of people’s action on their environments. Fieldwork is undertaken in the local coastal environment where students present a report on coastal processes and analyse the human impact on one of the most densely settled coastal zones in Australia. The role of the local governments in their managing of beaches and foreshore property introduces the theme of civics and citizenship.

Outline of Year 10 Course

The principle focus is a study of a range of geographical issues in the Australian environment and how these issues are being managed. Students are expected to develop and implement a research action plan after investigating one geographical issue. Students are initially introduced to environments at a local and then national scale and finally they examine Australia in a regional and global context. Studies of Australia’s changing role in East Timor and our involvement in international treaties on such concerns as human rights and environmental issue extend studies around the world. Fieldwork forms an integral part of studies in Year 10 as does civics and citizenship. Students have the opportunity to develop knowledge and understanding of decision making processes and how they can become involved in such processes. Throughout the course students will use numerous geographical tools (maps, fieldwork, graphs, statistics, photographs) and develop a comprehensive array of skills.

Assessment

In the Assessment program, each student’s knowledge, understanding and skill development will be observed, measured and evaluated on a regular basis throughout the year. Tasks such as research assignments might involve fieldwork observations, interviews or gathering data from secondary material. Students will be encouraged to keep up to date with current information and events on TV and in daily newspapers. Towards the end of Year 10, a two hour external School Certificate test will examine student’s knowledge of Australian Geography, Australian History, Cities and Citizenship.

In Years 9 and 10 students will sit the Australian Geographical competition and will be encouraged to submit their fieldwork projects for the annual Geographical Teachers Fieldwork competition.
**Geography Elective**

Geography Elective provides students with a broader understanding of Geography and the processes of Geographical inquiry. Students are extended in their skills and their geographical knowledge. It is designed for those students who have a further interest and enjoyment in this subject or who want to gain greater understanding for the purpose of future studies in such areas as environmental planning. Students may undertake either 100 hours or 200 hours in the study of elective Geography.

**Outline of Year 9 and 10 Course**

Elective Geography has eight focus areas, of which at least three (for the 100 hour course) and five (for the 200 hour course) will be studied. There is no overlap between the content and focus issues chosen for study in elective geography and those studied in Australian Geography – the mandatory course – presented earlier in this booklet. Students will select those focus areas that interest them. Integrated with the contents of each focus area will be the geographical tools, skills, values and attitudes.

Students will be asked to select the areas that interest them and will be encouraged, through fieldwork and independent research, to use photographs, videos and computers to present assignments. As it is an elective course, students will be given opportunities to develop skills in multimedia presentations.

**Focus areas**

- Physical Geography
- Oceanography
- Primary Production
- Development Geography
- Australia's Neighbours
- Political Geography
- Interactions and Patterns along a Continental Transect
- School Developed Option Assessment:

Fieldwork and independent research provide students with opportunities to develop key competencies such as planning, collecting, analysing and organising and communicating ideas and information. Students will be encouraged to create a multimedia presentation. Formal tests will be used to determine a student's knowledge, understanding and skill development.

**Reasons why you might choose this Course**

For those students who are interested in the world around them and are interested in fieldwork and independent research, using a variety of ICT Technologies. It introduces students to opportunities of future studies or career paths such as engineering, architecture, urban planning, tourism, travel and hospitality, wildlife management, park ranger and surveying.
History Mandatory

Outline of Year 9 and 10 Course
Principal Focus

This course concentrates on aspects of world history, including the contribution of past societies to world cultural heritage and the nature of contact between indigenous and non-indigenous people.

Focus Issues

There are four focus issues, which form the basis of students' knowledge and understanding of world history.

- Why do we study history and how do we find out about the past?
- How did people in past societies and periods live?
- What contribution have past societies and periods made to world cultural heritage?
- What has been the nature of colonization and contact between indigenous and non-indigenous people in Australia and elsewhere?

Year 9 and 10 Australian History has been designed to provide students with an understanding of Australian history since 1901.

Topics

- Australian Social and Political Life to 1914
- Australia and World War 1
- Australia between the Wars
- Australia and World War 11
- Post War Australia to the 1970's
- Social and Political issues form 1970's to 1990's
- Contemporary Australia

Assessment

Common assessment of the course begins in Year 10 with tasks designed to test knowledge and skills related to History

Where this course fits in the curriculum

The history syllabus requires that all students in Years 7 to 10 do History. Over the four years they will do 50 hours of History per year (200 mandatory hours overall).
History Elective

Outline of Year 9 Course

• Early Societies
• Archaeology of early societies (Egypt & Mesopotamia)
• Ancient Societies
• Greece, The Roman Empire, China
• Medieval and Early Modern Societies
• Medieval England, Europe from around 1500 to 1815, Religion in medieval Europe, The Ottoman Empire from the sixteenth to the mid-nineteenth century
• Asian, American and African Societies
• China and Japan

Outline of Year 10 Course

• The Modern World: 1750 to the present day.
• Art, literature and popular culture
• Imperialism, colonialism and independence
• Leadership, politics and political institutions
• Racism, Revolution
• Sport, music and entertainment
• Terrorism
• War and peace

Assessment
In Year 9 and 10 assessments are based around a balance of: Exams, Research and Practical tasks.
Research tasks are presented in a variety of ways depending on the nature of the subject.
Where possible practical tasks (e.g. Archaeology) are included in assessment

Reasons why you might choose this Course
History Extension is being offered as an extra course. If a student elects this course he will do it as well as the mandatory Australian History course in Year 9 and 10 described earlier in the booklet. It is designed to extend students in both knowledge and skills.

This elective course should be chosen by students who:
• Enjoy the subject
• Feel that they may study Ancient and/or Modern History in Year 11 and 12
• Want to be extended in Year 9 and 10 you may want to choose extension History in Year 12
Industrial Technology - Engineering

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in, control systems and alternative Energy. Practical projects reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering.

Outline of the Year 9 Course

Engineered structures and engineered mechanisms are the focus areas for Year 9. Through practical projects and experiences some of the content the students cover is the properties of materials, engineering principals, tools and machinery, design principles, graphical communication and OHS. The practical projects focus on; small structures, small vehicles and devices and Appliances

Outline of the Year 10 Course

The focus areas for year 10 are Control Systems and Alternative Energy. Through practical projects students learn about materials, engineering principals, design, graphical communication, a range of tools and equipment and OHS. Year 10 projects focus on; robotics, and electronic and mechanical control systems

Assessment

Formal assessment may include

- Formal tests, oral and written
- Practical projects
- Written reports
- Oral reports

Reasons why you might choose this Course

Industrial Technology is a practical based course that incorporates the learning of industry related processes, techniques and cultures that is fun and encouraging to all students. Through the development of practical projects you develop confidence in hand skills, industry machinery, communication processes and you are able to make decisions from research, learn how to manage resources and cost and plan processes.

Engineering is also a great way to combine some of the science and mathematic content with practical based problem solving projects.
Industrial Technology - Timber

This course was previously called Technics.

Industrial Technology makes a unique contribution to the personal growth and development of boys. Through the theoretical and the course boys will be able to develop practical skills, understanding of processes and communication. Industrial Technology is a medium that best suits the way boys learn. Industrial Technology brings together aspects learnt in other subjects and incorporates them into a learning environment that is safe and encouraging to their personal growth.

Outline of Year 9 Course

Industrial Technology makes a unique contribution to the development of the student's ability to perceive, use, understand and control the technological environment. This is achieved through practical activities that provide students with the opportunity to become involved with materials, tools and aligned processes.

Outline of Year 10 Course

Industrial Technology emphasises the role of technology as an agent for social and economic change. Students develop an appreciation of the Design Process, practical construction and a range of communication skills through the development of practical projects, portfolio development and experimentation with a variety of tools, materials and equipment. It provides the basis for understanding industry and technology.

Assessment

Formal assessment may include:

- Submission of design portfolio documenting different stages of development of the design project.
- Formal tests, oral and written, e.g. to determine depth and understanding of aspects or dimensions of the design process.
- Written reports in research, evaluation and marketing strategies.
- Oral reports, in which students present their ideas for developing a design, marketing or selling a design product, and justifying their design.

Reasons why you might choose this Course

Industrial Technology is a practical based course that incorporates the learning of industry related processes, techniques and cultures that is fun and encouraging to all boys. Through the development of practical projects you develop confidence in hand skills, industry machinery, communication processes and are able to:

- Make decisions from research
- Learn how to manage resources
- Cost and plan processes

Class work will expose students to a variety of learning situations that will involve group work, individual work, project development and management and practical skills. This in turn will require students to complete all class work as well as develop and maintain a portfolio at home. Industrial Technology is a strong base for all Technology and Applied Science subjects.
This course was previously called Computing Studies.

Outline of Year 9 Course

Systems including computer systems and computer based systems, People, Data and Information, Hardware, Software and Computer Solutions. This forms the core of the course. Investigation of how computers and their components interact, how data is stored and transmitted digitally and how computers are used to solve problems and the effect computers has on people and society at large.

Outline of Year 10 Course

- Information systems
- Communication systems
- Graphics systems
- Modelling and Control systems
- Intelligent systems

Projects could include Spreadsheet and Database design, Multimedia and Web Development, Networking and Robotics.

Assessment

Assessment will cover a student’s ability to investigate, express, communicate and solve problems. Assessment includes: class topic tests, written research projects, formal examinations and working individually. Oral/PowerPoint presentations, web pages design, robot construction, programming and working in teams.

Reasons why you might choose this Course

Increasingly we find computers being a normal tool for information processing at home, at school and in the work force. Many other curriculum subjects include computing in the form of multimedia presentations, web searches, database construction, process writing and folio development. This course provides a valuable additional resource for these. Furthermore, it lays a good foundation and understanding for the HSC computing subjects of Information Processes and Technology, Software Development and Design and Industrial Technology – Multimedia.

Within its own right it helps students understand computers, their limitations, effects on society and responsibility for technological change. Much of the course is student centric and flexibility in project design and development allows students to choose areas of their own interest within the topic area. Project management and formal methods of problem solving become valuable assets for students to acquire and practice.
Italian

‘...by learning a foreign language, students gain insights and understanding about how languages function including knowledge about:

- The structure of words
- The structure of sentences
- The sound patterns possible in a language
- How the structural features of a spoken language can be manipulated

Knowing one language helps you understand another. Our first language and other languages work in partnership to strengthen and enrich our repertoire of literacy practices. Australian research (Clyne 1995) showed that exposure to as little as one hour per week of a foreign language in the earliest years of primary school advances the age of reading readiness in English.’ (Modern Language Teacher’s Association of NSW)

Year 9 and 10 is a two year elective course. It is open to all boys even if they have not studied Italian in the past. Although it is always best to have studied Italian at least in year 8. The boys have Italian 5 times a fortnight.

They learn to speak, read, write and understand the spoken language of all four topics. Assessments are held once a term, testing one of the four language components or a cultural element learnt in class. The boys use ‘Esplora 2’ as their main text in learning.

These students continue to learn about the Italian culture, customs and traditions via a variety of small excursions. However, a very exciting prospect is offered to our year 10 students, these boys have the chance to apply as a member of the overseas study tour offered by the school biannually. This tour travels to Italy for three weeks over the Easter holidays, where the boys stay with host families for the first portion of the trip, usually in Rome and then travel to Florence and Venice for the rest. We currently have had two trips go ahead here at St Augustine’s College and look forward to allowing other students to opportunity to attend this once in a life time experience.

Reasons why you might choose this Course

Students undertaking the study of Italian will broaden their knowledge and understanding of the language by developing the receptive and communication skills of

- Listening
- Reading

The study of Italian will help bring the language into real positions and it fosters a cultural awareness of Italy and its people.
**Mathematics**

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 Years 9 and 10 is to continue 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.

In order to cater for the full range of learners, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5.

**Outline of Year 9 and 10 Course**

Students study Number, Patterns and Algebra, Data, Measurement, Space and Geometry. Within each of these strands they will cover a range of topics including:

- Fractions
- Decimals
- Percentages
- Consumer Arithmetic
- Probability
- Algebraic Techniques
- Coordinate Geometry
- Graphing
- Interpreting Data
- Perimeter
- Area
- Surface Area
- Volume
- Trigonometry
- Properties of solids
- Geometrical Figures
- Deductive Geometry

**What will students learn to do?**

Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

**Assessment**

For both Years 9 and 10 a variety of assessment tasks will be given across the classes within each level to assess the performance of the students against the syllabus outcomes. Semester reports are based on both formal and informal assessment. In Year 10 students undertaking the Board Developed Course in Mathematics sit for the Mathematics School Certificate test.
Music

Outline of Year 9 Course

Music is an excellent choice for students who have a liking for, or ability in this subject. This course provides an excellent basis for further development of music potential. In Year 9 students will make music individually and in groups as performers. They will also develop skills as composers and listeners. Students will actively participate in all three areas using a wide range of instruments and computer composition programmes in the new Music Technology Lab. To facilitate their development students engage in study of a wide range of mostly contemporary based topic areas such as Rock, Popular Music, Music for the Stage and Australian Music.

Outline of Year 10 Course

The Year 10 course further develops musical potential and ability in students. Students will experience broader activities in performing, composition and listening with topic areas to include Jazz, Music for Radio, Film, Television and Media. Students will develop artistic strengths to a greater level in this very practical course. It is often in the Year 10 course that students discover abilities that previously were unknown. Whilst students are encouraged to undertake the study of voice or one particular instrument, they all have the opportunity to experiment with a wide range of instruments.

Assessment

Assessment will occur through the submission of assessment tasks, performances and written examinations. Approximately five to six tasks will be set per year and these will be based on the three main areas of performance, composition and listening. Performances include solo, group and in some cases accompaniment pieces. It is expected that students will study an instrument or voice.

Reasons why you might choose this Course

The Music Course for Years 9 and 10 greatly facilitates the development of self-esteem, and the satisfaction self expression through various means. All students have the opportunity to develop many abilities and talents through the wide range of activities, from learning to play an instrument to playing music on a keyboard and having notated immediately.

Students will experiment with music technology in the new Music Technology Lab and composition programs that allow them to be a drummer, guitarist, piano player all at once. Students will undertake excursions to musical performances and be further inspired through visits by professional, successful musicians and composers.

The study of music in Years 9 and 10 provides a pathway to Music Courses 1 and 2 in Years 11 and 12 as well as an introduction to careers as performer, composer, music technician, recording engineer, television and media contributor, industry management and many other related employment opportunities.
Outline of Year 9 and Year 10 Course

The focus of the course is:

1. On getting to know and understand self
   - Physically
   - Socially
   - Emotionally

2. Learning to function in various situations

The promotion of positive interaction between groups, beginning with the family and broadening out to society e.g. sporting and cultural groups.

An emphasis is placed on recognition and acceptance of difference and on skills in developing tolerance.

There is a strong emphasis in Years 9 and 10 on reflection on future career options. The course follows a sequence of activities aimed at a student identifying and applying personal information such as talents, interests, achievements and potential ability which will assist him in his choice of career.

Assessment

In Year 9 common tasks and tests cover the disciplines of Physical Education and the topic areas of Personal Development & Health. School Certificate assessment in Year 10 examines Physical Education, Human Movement, careers and the Personal Development & Health topics covered in class.

Where this course fits in curriculum

There is a need to equip all with the knowledge, skills and attitudes to make informed decisions about their own health and the health of the community at large and to appreciate the importance of developing lifelong patterns of physical activities.

These goals are the focus of the Personal Development, Health and Physical Education course at St Augustine’s. This course extends from Year 7 to Year 10.

The Years 9 and 10 PDHPE courses are connected to PDHPE in the Preliminary and HSC year and Sport Lifestyle and Recreation that is also offered as a one unit course in Year 11.
Photographic and Digital Media

Photographic and Digital Media fosters an interest and Enjoyment in the making and studying of these practices. It is part of the Visual Arts key learning area which focuses on new technologies within the Visual Arts.

Outline of Year 9 Course

In the first year of elective Photographic and Digital Media, students will make works using a range of forms such as:

- Digital photography
- Manipulated images
- Claymation

Students will learn to reflect on the meaning and significance of their own practice as they learn about the relationships between the artist, artwork, world and audience. Applying the frames: structural, cultural, subjective and postmodern, they will learn to appreciate photographic and digital media works from different points of view.

Outline of Year 10 Course

Students will develop increasing autonomy and refinement in their making, experimenting with more forms from the following categories:

- Still photography
- Stop motion animation including post production techniques
- Graphic design

They will be able to construct meanings about photographic and digital media works through further critical and historical interpretations.

Assessment

Each term, students make a work using a different form. Although the emphasis is on practical work, related critical and historical interpretations are studied to deepen students’ understanding of the art world. Theory work is an important component of the course. A Photographic and Digital Media portfolio and journal will be used to help with monitoring the development of students’ skills.

Reasons why you might choose this Course

Students who enjoyed art making experiences in Year 7 and 8 and who would like to spend more time developing their skills and knowledge should consider choosing Visual Arts and/or Photographic and Digital Media.

The arts play an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.
Physical Activity and Sport Studies (PASS)

This aims to meet the needs of students who wish to broaden their knowledge, skills and appreciation of physical education and sport issues beyond the core curriculum. It provides a theoretical base but focuses on practical activities. It includes two lifesaving and two sport units. Modules have also been included to strengthen peer relations and responsibility. Students are keen to be involved with others and this course has a module in both year groups where these concepts can be formalised and taught through physical education activities. This course will also assist in catering for gifted and talented students in the PDHPE area.

Outline of Year 9 Course
- Surf Lifesaving: Surf Rescue Certificate
- Coaching
- Australia’s Sporting Identity
- Issues in Physical Activity and Sport
- Event Management

Outline of Year 10 Course
- Surf Lifesaving: Bronze Medallion
- Body Systems and Energy for Physical Activity
- Physical Fitness

Assessment
A wide range of assessment tasks will be available for evaluating the students’ achievements in:
- Movement skills and performance
- Understanding the knowledge components of PDHPE issues
- Research skills and presentation and communication skills
- Each student’s progress is monitored by means of examinations and written tests, oral reports (talks, interviews, debates) written reports and presentations (journals, essays, research assignments, group presentations) practical tasks (lab work, field work, role plays, video presentations and initiative activities for lifesaving; theory/practical tests for resuscitation

Reasons why you might choose this Course
- Develop skills and fitness in a variety of activities, knowledge about influencing performance through practice and training.
- Develop a sense of leadership and responsibility through peer teaching and organisation of carnival events.
- Foster a positive climate in the school and a greater interest in all students being involved in physical activity and sport.
- Develop skills in communication; researching and analysing information will be developed through the theory units.
- Explore the values and attitudes of society in relation to various sports issues and be able to justify their own viewpoints on these issues.
- Develop each student’s commitment to realising their movement potential and a lifelong interest in participation in regular physical activity.
- Provide an excellent foundation for academic success in the PDHPE Preliminary and HSC courses.

Selection Criteria – Students must meet a minimal set of essential and desirable criteria to complete this course

Costs – There will be additional costs involved due to the practical nature of this course.
Outline of Year 9 Course

Students study a variety of topics within five content strands:

- Scripture & Jesus
- Church & Community
- God
- Religion & Life
- Prayer, Liturgy & Sacraments and Morality & Justice

The course seeks to connect life experience with religious study, in particular scripture, and the Church’s teachings. Justice and morality studies tend to be enjoyed by students and are in fact an underlying theme of most topics.

Outline of Year 10 Course

The Year 10 course has the same major topic areas as the Year 9 course; however, it brings in studies of Ancient and Indigenous religions and Justice dealing specifically within Australian society.

A variety of teaching and learning experiences is provided, helping students to build religious literacy, skill in humanities studies and general knowledge. We hope also that the course aids a students’ faith development.

Assessment

Each year the course requires four major assessment tasks be undertaken by all students. The four tasks assess students on course outcomes and involve research projects as well as formal examinations.

Where this course fits in the Curriculum

This course is a part of a 5 -12 continuum of Religious Education. In Year 12 the students may choose Catholic Studies (non ATAR) or 1 or 2 Unit Studies of Religion (ATAR). The course forms an integral part of the student’s whole formation which, based on the philosophy of our College, is founded on the human need for God, enriched by our Augustinian Charism.
The study of Science in Stage 5 (Years 9 and 10) develops student's scientific knowledge and understanding, skills and values and attitudes within broad areas of Science. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and role of science in developing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

Outline of Year 9 Course

The Year 9 course encompasses the separate disciplines of Chemistry (atoms, molecules and chemical reactions), Physics – (properties of light, electricity and simple machines), Biology (reproduction, genetics, disease), Geology (Dynamic Earth). The course encourages students to problem solve, explore the complexity of the human body systems and become aware of the processes that produce our present-day landforms.

Outline of Year 10 Course

The Year 10 course continues the theme of investigation and discovery. Here the Year 10 student is challenged with questions from the origin of the universe to the death of our sun. Chemistry and Physics modules concentrate on the classification of elements and the properties of waves and energy. A strong environmental theme continues with a study of the Earth’s resources and how they can be conserved. Finally, students explore origin of our species through the work of Darwin, Lamarck and Huxley. One interesting unit studies the biochemistry and physiology of Sport Science.

Assessment

Assessment tasks are usually conducted mid term and end of term. As outlined above the assessment tasks reflect a range of methods of testing students. Practical work is considered to be an important part of the learning process.

Assessment is conducted through a range of different instruments

- Observation and oral techniques
  - Through class presentations, debates question and answer multiple choice, true and false
- Extended Response Tests
  - Short written responses, graphs, diagrams
- Practical Techniques
  - Practical reports, observation of skills, model-making
- Research Assignments
  - Case studies, poster presentations, class presentations

Then Science course prepares students for Years 11 and 12 and endeavours to give them some insight into the fields of Medicine, Engineering, Bio Technology, Biochemistry, Chemistry and Geology. Students begin to appreciate the great number of opportunities that are available in the scientific area.
Visual Arts fosters an interest and enjoyment in the making and studying of art.

Outline of Year 9 Course

In the first year of elective Visual Arts, students develop their art making knowledge and skills, through experimenting with a variety of forms, materials and techniques such as

- Drawing
- Sculpture
- Ceramics
- Digital Media
- Painting

Students will learn to reflect on the meaning and significance of their own art making practice as they learn about the relationships between the artist, artwork, world and audience. Applying the frames: structural, cultural, subjective and postmodern, they will learn to appreciate artworks from different points of view.

Outline of Year 10 Course

Students will develop increasing autonomy and refinement in their art making, experimenting with more forms such as

- Mixed Media
- Mosaics
- Graphic Design
- Screen printing on T-Shirts

They will be able to construct meanings about artworks through further art critical and historical art studies.

Assessment

Each term, students make an artwork using a different form. Although the emphasis is on practical work, related art history and art criticism are studied to deepen students’ understanding of the art world. Theory work is an important component of the course. A visual arts process diary will be used to help with monitoring the development of students’ artistic skills.

Reasons why you might choose this Course

Students who enjoyed art making experiences in Year 7 and 8 and who would like to spend more time developing their skills and knowledge should consider choosing Visual Arts. Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.