SUBJECT HANDBOOK

YEAR 9, 2015
Subject selection for Years 9 and 10 is an important process for all students. 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 Higher 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 variety of subjects are available, it must be remembered that courses are offered subject to demand – some subjects may not eventuate because of student numbers. Furthermore, some students may not achieve their preferred combination of subjects. These students will be informed.

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 interest in  
(ii) Are most suited to academic ability  
(iii) A student may find useful in the future

The Subject Selection Handbook provides

(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

Please read the information in this handbook carefully and consult with the College Staff if you are uncertain about any issue. The subject selection process will be on-line. Web Preferences is a web application that allows students to enter their subject preferences on-line.

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Record of School Achievement

In 2012, the Board of Studies replaced the School Certificate with a credential to be known as the Record of School Achievement or RoSA.

The RoSA will be a record a student's academic results up to the Higher School Certificate and it will be most useful for those students who leave school prior to their completion of the HSC. These students will now have an exit credential that will fill the void that has existed between the School Certificate and the Higher School Certificate. The RoSA will record school-awarded grades in all of the courses that a student completes in Year 10 and Year 11, and will also note any courses that a student may have begun but not completed prior to leaving school. There will also be a facility to record a student's co-curricular and extra-curricular activities, including certificates that they may have been awarded or volunteer work that has been completed.

The Record of School Achievement will be a cumulative comprehensive credential, awarded to eligible students when they leave school. To qualify for the Award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board and
- completed Year 10

Related to the RoSA will be the option for a student who intends to leave school to sit numeracy and literacy tests. These tests will be made available in a series of 'windows of opportunity' and while a student may re-sit the tests they can only sit once in any particular 'window'.

The following links will take you to the Board of Studies website for more information:

Information regarding the RoSA –

Information regarding the Literacy and Numeracy tests -
### Year 10 Curriculum

The Board’s mandatory curriculum requirements for Year 10 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.

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Learning a language helps students understand their mother language. Our native language knowledge combined with a secondary language being learnt, work in partnership to strengthen and enrich a student's literacy practices.

If a student selects to study Chinese in Year 9, it is vital to understand that it is a two year elective course. It is open to all students even if they have not studied Chinese in the past. Although it is always best to have studied Chinese at least in year 8. Students will have 5 Chinese lessons per school cycle.

They learn skills in the four language components: speaking, reading, listening and writing. Several themes and topics are covered over the two year course. Some examples are; past times, sport, relationships, travelling. Assessment tasks are held once a term, testing one or multiple language components or a cultural element. Students use ‘Integrated Chinese’ student book and workbook as their main text in learning. A variety of different resources are continually implemented to facilitate the acquisition of the target language.

**Reasons why you might choose this Course**

Students undertaking the study of Chinese will broaden their knowledge and understanding of the language by developing the receptive and communication skills via the acquisition of the four language components previously mentioned.

Students interested in different cultures and customs may feel learning a language will appeal to their interests.

As mentioned previously, by learning a foreign language students gain insights and understanding about how languages function including knowledge about:

- The structure and recognition of individual characters.
- The structure and recognition of multi character words
- The sound and tonal patterns possible in Mandarin, Chinese
- How the structural features of a spoken language can be manipulated

Languages are now viewed a vital element to succeed in our global community.
Commerce

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
- Towards Independence
- Travel
- Our Economy
- Running a Business
- Promoting and Selling
- Global Links
- Political Involvement
- Law in Action
- Community Participation
- 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 and investigating and analysing the legal system. These will involve a variety of ICT applications. Students are expected to consolidate knowledge and practice skills using current commercial information by referring to contemporary media examples.

Reasons why you might choose this Course

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

Outline of Year 9 Course

This course continues and develops on the skills students have developed in Years 7 and 8 Technology Course.

Students who choose this course may not have the best practical skills, yet they are creative problem solvers who can work through the design process. The equipment in the TAS department (laser cutter, 3D printer) will assist them to process a high quality final product.

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.

Through practical projects students will undertake advanced techniques of moulding, silicon and resin.

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
Drama (Performing Arts and Video Production)

Drama is a creative and practical subject where students make, perform and evaluate the performing arts through experience, rather than a sole reliance on theory. Students make creative choices in acting for role and character, storytelling and play-building, design, film-making, direction and stagecraft (including technical elements).

Throughout Years 9 & 10, students explore the following topics, Improvisation, Mask, Melodrama, Physical Comedy & Clowning, Non-Realistic Drama, Film-making, Realism & Acting, and Scripted Drama.

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

- making drama and exploring a range of imagined and created situations in a collaborative drama and theatre environment.
- performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience.
- appreciating the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

Students will value and appreciate:

- the collaborative and diverse nature of drama and theatre.
- the contribution of drama and theatre to enriching and sustaining cultures and societies.

The aim of the subject is to provide students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection. Excursions to the theatre and visits by professional groups enrich the course.

The students are encouraged to develop an interest in all aspects of theatre, film and television, to view live theatre and to actively participate in the School’s Co-Curricular Drama Program.

Each student develops confidence through a challenging and creative personal journey. Personal growth and development, confidence and presentation skills are core outcomes in Drama.

Drama aims to empower each student in order that they might recognise, value and engage in exploring their creative capacity.
English

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
- Reading
- Visual Literacy
- Listening

Outline of Year 10 Course

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

Assessment

In Year 9 students are assessed using a variety of formal and informal tasks, which aim to measure how well their growth in terms of the syllabus outcomes. Tasks as learning and tasks that assess learning, will cover written and spoken tasks as well as number of media products. Students are assessed on a class basis several times in each unit covering all the modes and sit for common tasks two to three times in each semester.

In Year 10 there are 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 be confident when reading texts in order to access the thoughts of others and when developing their own ideas in differing contexts. Control over personal writing, that is clear, fluent and accurate and consistent with purpose, is the goal for all students. Additionally, a growing sensitivity and perceptiveness through reading is fostered within all classes.
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.

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 neighbouring countries and our involvement in international treaties on such concerns as human rights and environmental issue extend studies around the world.

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. 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.
Outline of Year 9 and 10 Course

Principal Focus

History Mandatory Stage 5 has been designed to provide students with an understanding of the history of the making of the modern world from 1750-1945. Students will also develop the skills required for the effective study of History. This period in History was a time of industrialisation and rapid change in the ways people lived, worked and thought. It was a significant time of nationalism, imperialism and a time when Australia was part of the expansion of European power. As a result this period culminated in World War I and World War II.

The content is divided into depth studies. Inquiry questions are provided to define the scope of inquiry for each area of study. The depth studies include:

- Making a Better World
- The Industrial Revolution
- The Movements of Peoples
- Australians at War- World War I
- - World War II
- Rights and Freedoms
- The Cold War
- Australia and Asia
- The Globalising World

Assessment

Common assessment of the course begins in Year 9 with tasks designed to test knowledge and skills. History in Years 9 and 10 allows students the challenges of acquiring new knowledge, understanding and skills.

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

Why You Might Select 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 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 selected 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 and who may want to choose Extension History in Year 12

What Will I Be Investigating?

Below is a selection of topics that may be covered in the Elective Course:

- The World of Archaeology: Middens and Bodies
- Early societies of Ancient Mesopotamia and Egypt
- Ancient Greece (Troy or King Agamemnon), The Roman Empire and China
- Early Modern Societies
- Medieval England and Europe 1500 to 1815
- Land of the Aztecs
- American Indian Country
- Japan
- The American Civil War
- Zulus and their Land
- Rulers, Rogues and the Rest
- Disasters, Discoveries and a Puzzling Past
- Technology Over Time
- Terrorism
- Skara Brae
- Maritime Archaeology

Assessment

In Year 9 and 10 Elective assessments are based around a balance of: independent and group research tasks, practical tasks which may include model making, individual and group oral presentations, class tests and exams. 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. Excursions are also available depending on the topics covered.
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 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

In Year 10, the focus areas of Control Systems and Alternative Energy are studied. Through practical projects students extend their learning further in materials, engineering principals, design, graphical communication, a range of tools and equipment and OHS. The content focused on is electronic and mechanical control systems using Robotics and energy based products.

Assessment

Formal assessment may include

- Formal tests, oral and written
- Practical projects
- Written 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 great way to combine some of the scientific and mathematical 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 practical aspect of 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.

Students who choose this course are craftsmen who seek perfection. Attention to detail and patience are valuable assets, confidence and fine motor skills will continue to develop throughout the years. Design is not a large component of this course, rather working and making to plans, so the emphasis can be on the woodworking skills.

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:

- Makes 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 student 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.

Information and Software Technology
Year 9 Course

The Year 9 course introduces students to a variety of engaging and thought-provoking topics which are structured in a project-based format. Students learn how to work both individually and in groups studying the theoretical components and participating in a variety of practical activities. Students learn how to work autonomously which enhances their learning and understanding of key subject content.

The topics covered include:
- Database Design – designing, populating and interacting with your own database
- Artificial Intelligence, Simulation and Modelling – using Expert Systems to make decisions and spreadsheets for modelling
- Robotics and Automated System – students build a robot and learn how to initiate movement
- Digital Media – students design an interactive digital media campaign

Year 10 Course

The Year 10 course enhances student learning by introducing more complex project based work, which aims to prepare students for entry into senior studies in programming or IPT.

The topics covered include:
- Authoring and Multimedia – using various media in a project
- The Internet and Website Development – students design their website and learn about the Internet
- Software Development and Programming – students will undergo some basic tasks which ends with them developing their own coded software

Assessment

Assessment will cover a student’s ability to investigate, express, communicate and solve problems. Assessment includes: written research projects, practical-based activities using their laptops, formal examinations, working individually and 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 place. Many other curriculum subjects include computing in the form of multimedia presentations, Internet 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, Design and Technology and in part, Business Studies.

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

Learning a language helps students understand their mother language. Our native language knowledge combined with a secondary language being learnt, work in partnership to strengthen and enrich a student’s literacy practices.

If a student selects to study Italian in Year 9, it is vital to understand that it is a two year elective course. It is open to all students even if they have not studied Italian in the past. Although it is always best to have studied Italian at least in year 8. Students will have 5 Italian lessons per school cycle.

They learn skills in the four language components: speaking, reading, listening and writing. Several themes and topics are covered over the two year course. Some examples are; past times, sport, relationships, travelling.

Assessment tasks are held once a term, testing one or multiple language components or a cultural element. Students use ‘Esplora 2’ student book and workbook as their main text in learning. A variety of different resources are continually implemented to facilitate the acquisition of the target language.

Additionally, a very exciting prospect is offered to elective language students of year 9 and 10. Students have the opportunity to apply as a member of the overseas study tour offered by the College biannually. This tour travels to Italy for three weeks over the Easter holidays, where the students stay with host families for the first portion of the trip, usually in Rome and then travel to Florence and Venice for their final weeks. We have currently had three tours organised at St Augustine’s College and look forward to allowing other students the chance to attend this once in a life time experience. Our next overseas study tour will take place in 2014.

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 via the acquisition of the four language components previously mentioned.

Students interested in different cultures and customs may feel learning a language will appeal to their interests. Additionally the overseas study tour opportunity will not only cement their language knowledge and depict the Italian culture in real time but it will also allow students to experience a lifestyle different to their own by their complete immersion. A lesson, that can only be learnt by attending the tour.

As mentioned previously, 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

Languages are now viewed a vital element to succeed in our global community.

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
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.
Music

Outline of Year 9 Course

Music is an excellent choice for students who have a liking for, or ability in this subject. The course provides a sound basis for further development of music potential. In Year 9 students will create 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 range of instruments and computer composition programmes in the 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 in the form of performances, compositions and written examinations. Approximately five tasks will be set per year. 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. Studying Music greatly enhances student concentration and overall academic ability. All students have the opportunity to develop many skills 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 develop their skills in music technology in the Music Technology Lab and utilise 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, 2 and Music Extension 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. 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
- Video loops and soundscapes

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
- Short films including post production techniques
- Street Art
- Stencils
- Installation
- Digital Media

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

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. 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
- Coaching
- Games and Sports
- Event Management
- Nutrition and Physical Activity

Outline of Year 10 Course
- Games and Sports
- Body Systems and Energy for Physical Activity
- Physical Fitness
- Technology in Sport

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.

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.
Religious Education

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
- Morality & Justice

The course seeks to connect life experience with religious study, in particular scripture, Church’s teachings and its history. Justice and morality studies relate the message of Christianity with its practical application in daily life. All units are based on the Sydney Diocese programmes and syllabus.

Outline of Year 10 Course

The Year 10 course has the same major topic areas as the Year 9 course; however, it broadens and deepens the scope of content and addresses new areas such as studies of Ancient and Indigenous Religions and Social Justice, dealing within the Australian context. Religious literacy is built upon by providing a variety of teaching and learning experiences developing skills in areas such as analysis of source material and essay writing. The course also compliments the faith development of our students as along with Religious Education classes, students engage in our College liturgies, Retreats or Reflection Days, and our Social Justice Programme.

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 (atomic theory, molecules and chemical reactions), Physics – (waves and the properties of light), Biology (homeostasis, the immune system, diseases and ecosystems), Geology (Global Patterns and Plate Tectonics). There is also a research project where students investigate alternate methods of generating energy such as using photovoltaic cells, wind, tides and geothermal sources. The course encourages students to problem solve, explore the complexity of the human body systems, and examine the arguments that support or contest the notion of global warming.

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 form 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. Students are introduced to the concept of disease and its causes. They also investigate theories of evolution and natural selection as a means of explaining the existence of organisms that now inhabit the earth.

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, multimedia 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

The 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 gain an appreciation of the breadth and scope of career opportunities that are associated with the study of Science.
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
- Printmaking
- 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
- Street Art
- Screen printing/Stencils
- Installation
- Digital Media

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.