

# St Agnes Catholic High School



*Year 9 – 2020*

*Elective/Subject Handbook*

*Information for Parents & Students*



# St Agnes Catholic High School

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19th August 2019

Dear Parents,

The NSW Education Standards Authority has the Record of Student Achievement (RoSA) in place for students in Years 10 and 11. The RoSA is awarded to students who leave school before completing their Higher School Certificate. It will show a student's achievements up until they leave school and is based on moderated school assessments. Extra-curricular achievements will also be documented on the RoSA. Students are required to study English, Mathematics, Science, Australian Geography and History and PD/Health/PE. Given that we are a Catholic School, Religious Education is also compulsory at St Agnes. In addition to all of this, our students can choose two electives in Year 9.

This letter accompanies an overview of elective subjects offered to your son/daughter for Year 9. You are invited to read through these course outlines with him/her, discuss the options and together choose the courses he/she would like to study in Year 9.

Your son/daughter must select **four** electives in order of preference by the due date via the *Edval Portal*. A webcode will be emailed to your son/daughter and they are to follow the instructions on the screen. We ask the students to nominate four preferences in case your son/daughter cannot be placed in his/her first choice. Every effort will be made to give students their preferences, however, there is a minimum number of students required to run each subject.

A list of Year 9 subjects for selection is located at the back of this booklet. Students are to submit their subject selections online by **Tuesday 27th August**.

On **Wednesday 21st August** students will have an information session where they will obtain information about the electives from the Leaders of Learning. If you would like information prior to this date the NSW Education Standards Authority (NESA) has a web page of parent information found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

Should you have any questions please do not hesitate to contact the school.

Yours sincerely,

Ms. Lisa-Maree Browning  
Principal

Mr. Geoffrey Kemmis  
Head of Learning

## ***Responsibility for Curriculum***

Principal	<b>Ms. Lisa-Maree Browning</b>
Assistant Principal	<b>Mr. Kenneth Wolffe</b>
Head of Mission	<b>Mrs. Mary Reyes</b>
Head of Learning	<b>Mr. Geoffrey Kemmis</b>
Head of Wellbeing and Diversity	<b>Mrs. Antoinette Meade</b>
Instructional Coach	<b>Mr. Gavin Hilder</b>
Leader of Learning: Pathways	<b>Mr. John Murphy</b>
Leader of Learning: English	<b>Mrs. Christine Payne</b>
Leader of Learning: Mathematics	<b>Mr. Laurence De Martin</b>
Leader of Learning: Science	<b>Mrs. Pam Kehal</b>
Leader of Learning: HSIE	<b>Mr. Christopher Azzopardi</b>
Leader of Learning: PDHPE	<b>Mr. Greg Devine</b>
Leader of Learning: CAPA	<b>Ms. Anneke Reemst</b>
Leader of Learning: TAS	<b>Mr. Adam Scarpin (acting)</b>
Leader of Learning: Diversity	<b>Ms. Jo-Anne Penna</b>
School Counsellor	<b>Ms. Prue Excell</b>
Careers	<b>Mrs. Nashwa Karafotias</b>

# Introduction

The NSW Education Standards Authority is responsible for the Years 7-10 Curriculum. This booklet outlines the requirements and choices that are available to students in meeting these requirements.

This booklet is set out in four sections as follows:

- 1) NSW Years 7-10 Curriculum
- 2) Compulsory Course Descriptors
- 3) Elective Course Descriptors
- 4) List of Year 9 Subjects for Selection

## NSW Years 7-10 Curriculum

The NESA mandatory curriculum requirements 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.

Key Learning Area	Mandatory Courses
English	All students study English, Mathematics and Science in each of Years 7, 8, 9 and 10. By the end of Year 10 all students must complete 400 hours in each of these subjects
Mathematics	
Science	
Human Society and Its Environment (HSIE)	All students study 100-hours each of Australian History and Australian Geography in Years 9 and 10. By the end of Year 10 all students must complete 400 hours of History and Geography combined.
Personal Development, Health and Physical Education (PDHPE)	All students study PDHPE in Years 7, 8, 9 and 10. By the end of Year 10 all students must complete 300 hours of PDHPE.
Creative Arts	All students must study 100 hours each of Music and Visual Arts (St Agnes students complete this in Years 7 and 8)
TAS	All students must study 200 hours of Technology Mandatory (St Agnes students complete this in Years 7 and 8)
LOTE	All students must complete 100 hours of a Foreign Language in one year. St Agnes students complete this in Year 8.
Religious Education	'Sharing Our Story' is a requirement of the Parramatta Diocese. It will appear as an elective, "Religion, Catholic Studies", on the record of student achievement.

# **Compulsory Course Descriptors**

## **Religious Education**

### **Course description**

Religious Education at St Agnes is based on the Parramatta Diocesan curriculum program 'Sharing our Story'. The curriculum incorporates an understanding and appreciation of the nature, significance and role of sacred places, persons and ethical codes in the faith and practice of the Catholic Church and selected Christian denominations and world religions.

### **What will students learn about?**

Through study of the Bible and study texts, students come to a greater understanding of the Catholic faith. Students will develop an understanding and appreciation of God, as revealed in Jesus, social justice issues and religion in the world. An in-depth study of the Gospels will increase the students understanding of Christianity and its relevance in the 21<sup>st</sup> Century. This learning is fostered by actively encouraging students to experience and explore the Word of God in their own lives.

### **What will students learn to do?**

Students develop their skills, knowledge and understanding so that they can comprehend and communicate the complex moral and ethical issues that are faced today. Students learn to think in ways that are compassionate, imaginative and critical. They express themselves and their relationships with others and the world. Students engage, debate and reflect on their learning in Religious Education.

### **Course Requirements**

Students will work to complete a variety of tasks in Religious Education including assignment tasks, research study, bookwork, group work and oral presentations. Completion of all set formal tasks is compulsory.

### **Contact Person – Mrs. Reyes**

# **English (Mandatory)**

## **Course Description**

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

## **What will students learn about?**

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

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

## **What will students learn to do?**

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

## **Course Requirements**

The study of English in Stage 4 (Years 7-8) requires experience of at least two works of fiction, film, non-fiction and drama and a wide range of types of poems. In Stage 5 (Years 9-10) it requires experience of at least two works of each of fiction, film, non-fiction and drama, a variety of poetry drawn from different anthologies or from particular poets.

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

## **Contact Person - Mrs. Payne**

# Mathematics (Mandatory)

## Course Description

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

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

## What will students learn about?

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 and interpreting | - perimeter data       |
| - area                 | - surface area and 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.

## Contact Person – Mr. De Martin

# **Science (Mandatory)**

## **Course Description**

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

### **What will students learn about?**

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

### **What will students learn to do?**

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

## **Course Requirements**

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve 'hands-on' practical investigation. At least one Stage 5 project will be an individual task.

## **Contact Person – Mrs. Kehal**



# **Geography (Mandatory)**

## **Course Description**

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

## **What will students learn?**

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

## **What will students learn to do?**

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

## **Course Requirements**

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

## **Contact Person - Mr. Azzopardi**

# History (Mandatory)

## Course Description

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia. In Stage 5 History the focus is Modern Australian history.

## What will students learn?

In Stage 5 Year 9 History students explore the an overview of the Making of the Modern World including origins, impacts and consequences of the industrial revolution, the extent of European imperial expansion, the rise of nationalism and the emergence and nature of significant economic, social and political ideas in the period. In Year 9 students explore the impacts of the movement of people and Australia's involvement in World Wars I and II.

## What will students learn to do?

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

## Particular Course Requirements

All students must complete a site study in Stage 5.

## Contact Person - Mr. Azzopardi

# **Personal Development, Health and Physical Education (Mandatory)**

## **Course Description**

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

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

## **What will students learn about?**

All students study the following four modules:

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

## **What will students learn to do?**

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

## **Contact Person – Mr. Devine**

# Elective Course Descriptions

In addition to Religious Education and the mandatory courses stated by NESA, students at St Agnes can choose two elective subjects in Year 9. The electives offered for Year 9 are shown in the table below.

Faculty	
<b>Mathematics</b>	5.3 Mathematics in one year (compacted)
<b>Creative Arts</b>	Dance 100/200 hours Drama 100/200 hours Music 100/200 hours Photography and Digital Media 100/200 hours Visual Arts 100/200 hours
<b>HSIE</b>	Commerce 100/200 hours
<b>LOTE</b>	French 100/200 hours Open High School
<b>PDHPE</b>	Child Studies 100 hours only Physical Activity and Sports Science 100/200 hours
<b>TAS</b>	Food Technology - 100/200 hours Graphics Technology - 100 hours only Information & Software Technology 100 hours only Industrial Technology – Timber 100/200 hours

# Choosing an Elective Course

It is important that students choose subjects

- that they are interested in and enjoy

and

- that they are good at and have a certain ability in that area

Since career choices are some way off, students should choose a combination of subjects that will give them the most options for subject choices in Years 11 and 12. Apart from core subjects, there are very few subjects that require study in Years 9 and 10 for further study in Years 11 and 12. Languages and Music must be studied in Years 9 and 10 for study in Years 11 and 12. However, students may study a beginners Language course or beginners Music course in Years 11 and 12.

Students can usually accurately assess their own level of interest and competency in a subject. However, if they have any doubts, they should talk to their current subject teachers or the Leaders of Learning.

In order to protect students from frustration and disappointment resulting from inappropriate subject choices, the school may counsel students against choosing certain subjects.

Students who have some ideas regarding their future career should ensure that they have checked the current requirements for Stage 6 courses.

**Please note:**

**St Agnes Catholic High School does not guarantee that classes will be formed in all electives that are offered for Years 9 and 10.**

# Mathematics 5.3 (Compacted)

## Course Description

The Mathematics 5.3 Compacted course is a program in which talented mathematics students are able to complete the entire Stage 5 Mathematics 5.3 course in the one academic year. Following successful completion, students will then be able to commence the Stage 6 Year 11 Mathematics Advanced pathway in Year 10, 2021.

## What will students learn about?

### Working Mathematically

- Develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

### Number and Algebra

- Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

### Measurement and Geometry

- Identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

### Statistics and Probability

- Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

## What will students learn to do?

By the end of Stage 5.3, students will use deductive reasoning in problem solving and in presenting arguments and formal proofs. They will interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They will demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

## Exclusions

This course is suitable for students in Year 8 who are achieving the Stage 4 Mathematics outcomes at an *Extensive* level. Choosing this course will count as one of your Year 9 elective subjects for 2020.

## Contact Person - Mr. De Martin

# **Child Studies**

Child Studies is a NESA endorsed elective that may be studied for 100 hours in either Year 9 or Year 10.

## **Course Description**

Child studies aims to enhance students understanding of the needs of children from conception through to the age of five. The course requires students to participate in a wide variety of activities in order to develop the skills necessary for raising a child. It is particularly useful for those students who may have an interest in working in the child care industry.

## **What will Students learn about?**

Students study the family and learn about the pre-natal environment through each stage until birth. How to care for the newborn is addressed, as is the growth and development of the infant including issues such as play, nutrition, safety, cognitive learning and overall health.

## **What will students learn to do?**

Students develop their skills, knowledge and understanding of all the issues related to caring for a young child so that they may be able to apply them either as child care workers or as parents.

## **Contact Person – Mr. Devine**

# Commerce

## Course Description

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

## What will students learn about?

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

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

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

## What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

## Contact Person - Mr. Azzopardi



# Dance

## Course Description

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

## What will students learn about?

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

## What will students learn to do?

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

## Contact Person – Ms. Reemst

# **Drama**

## **Course Description**

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

## **What will students learn about?**

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

## **What will students learn to do?**

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

## **Contact Person – Ms. Reemst**

# Food Technology

## Course Description

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

## What will students learn about?

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

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

## What will students learn to do?

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

## Contact Person – Mr. Scarpin

# Graphics Technology

## Course Description

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

## What will students learn about?

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

Students undertaking 200 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics including:

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

## What will students learn to do?

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

## Contact Person - Mr. Scarpin

# Information and Software Technology

## Course Description

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

## What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation
- Modelling
- Authoring and Multimedia
- Internet and Website Development
- Software Development
- Programming
- Robotics and Automated Systems.

## What will students learn to do?

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

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

## Contact Person - Mr. Scarpin

# Industrial Technology - Timber

## Course Description

The study of Industrial Technology – Timber provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of Timber technologies. Industrial Technology - Timber develops in students knowledge and understanding of materials and processes.

Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

## What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Work Health and Safety
- Timber Production Processes
- Knowledge, skills and an appreciation of quality in the design and production of practical projects
- The ability to critically evaluate manufactured products in order to become a discriminating consumer
- Knowledge and understanding of the relationship between the properties of materials and their applications
- Skills in communicating ideas, processes and technical information with a range of audiences

## What will students learn to do?

Through the study of Industrial Technology-Timber students develop knowledge relating to current and emerging technologies in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in a variety of settings and develop skills through hands-on interaction with these in the design, planning and production of practical projects.

## Contact Person - Mr. Scarpin

# Languages - French (100 hours)

More than 350 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the fifth most widely spoken language in the world. French is also the only language, alongside English, that is taught in every country in the world.

## Course Description

The French Syllabus provides opportunities for students to engage with the linguistic and cultural diversity of French-speaking communities. Through learning French, students develop communicative skills in the language, an understanding of how languages work as a system and intercultural understanding capability.

## What will students learn about in the study of French?

Through learning French, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They will develop an understanding of global citizenship, and reflect on their own heritage, values, culture and identity. Students will continue to learn a series of topics, grammar and some cultural aspects of the French life and the Francophone world. In addition, through three movies, students will cover the period before WWI, WWI and WWII, discover and discuss what the everyday life and consequences were for the French people during those times.

## What will students learn to do in the study of French?

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking. Students will learn to describe their house and their bedroom and speak about different housing habits. They will learn to speak about their everyday routine, their school life and express what subjects they like, prefer or dislike. They will learn to talk about what they like to do in their free time, their hobbies, activities and sports. Finally, they will learn to ask and give directions, making plans with friends and speaking about where they live, a city or the country. They also will have many opportunities to draw parallels between the French or Francophone culture with their Australian and background cultures. They also will have the opportunity to participate in conversation about how it was to live during and after the two WW in France.

## Contact Person – Mr. Kemmis

# Languages (continued)

Languages are offered through The Open High School which is an educational organisation independent of St Agnes. Students who choose this course will undertake this independently of the LOTE teacher and most of the course is online.

## Course Description

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.

### What will students learn about in the study of a modern language?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language. They will explore the nature of languages as systems by making comparisons between English and the chosen language. Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

### What will students learn to do in the study of a modern language?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

If interested, please go to the following link and complete the enrolment form.

<https://nswschoollang.schools.nsw.gov.au/about-our-school/enrolment.html>

**Contact Person – Mr. Kemmis**



# Music

## Course Description

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

## What will students learn about?

In the Elective courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

## What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

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

## Contact Person – Ms. Reemst

# Photographic and Digital Media

## Course Description

Photography and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technical procedures. The Photographic and Digital art course enables students to explore, understand and document information about their contemporary world.

## What will students learn about?

Students learn about the art forms of photography and digital media in print, interactive and moving images. They learn to represent their ideas and interest with reference to digital and photographic styles and learn how artists in this field make artworks. Students learn about how Photography and Digital Media is shaped by different beliefs, values and meanings by exploring artists and artworks in this area with reference to places and relationships that exist between the artist, world ,artwork and audience. They also explore how their own lives and experiences can influence their photographic practice and help shape responses as an audience. Studying relevant photographers and media artists also encourages students to respond critically to works of art.

## What will students learn to do?

Students learn to make works that use photographic and digital, including traditional and more contemporary forms, site-specific works, video and digital media and other ICT forms, to build a body of work in the specific unit. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to document procedures and activities about their art making practice in their Photographic and Digital journals. They learn to investigate and respond to a wide range of artists' and artworks in practical, critical and historical studies. They also learn to interpret and explain the function of and relationship between the artist, artwork, world and audience helping them see the connection between making and studying photographic works.

## Course Requirements

Students are required to produce a photographic and digital media portfolio and keep a photographic and digital media art diary. They are required to critically and historically interpret photographic and digital works. Teachers of Photographic and Digital Media will provide students with opportunities in the context of assessment and classroom activities to demonstrate their learning and ability in this course.

## Contact Person – Ms. Reemst

# Physical Activity and Sports Studies (PASS)

## Course Description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance the quality and enjoyment of movement.

## What will students learn about?

The course includes modules selected from each of the following three areas of study:

### Foundations of Physical Activity

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

### Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

### Enhancing Participation and Performance

- Promoting active lifestyles • Coaching
- Enhancing performance - strategies and techniques
- Technology, participation and performance
- Event management

## What will students learn to do?

Throughout the course students will develop skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

## Contact Person -Mr. Devine

# Visual Arts

## Course Description

Visual Arts is a creative subject that provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of various forms of visual arts, in both the contemporary and historical world. It enables students to represent their ideas and interests through their artistic practice. The study and practice of Visual Arts allows students to become informed about art and to understand and write about it their contemporary world.

## What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends with specific learning about technique in areas that include painters, sculptors, designers, printmakers, photographers and mixed media.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. They learn about the connections between the artist, world, artwork and audience. They also explore how their own lives and experiences can influence their art-making and help shape responses as an audience of art. Studying relevant artists also encourages students to respond critically to works of art.

## What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over the specific unit. They learn to develop their research skills, methods of experimentation as well as how to make informed personal choices and judgements. They learn to document procedures and activities about their artmaking practice in their Visual Arts Process diary.

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

## Course Requirements

Students are required to produce a body of work within each unit of work. As part of this they work in their Visual Arts Process diary. This VAPD includes planning, experimentation and investigative research in relation to their artistic practice.

Teachers of Visual Art will provide students with opportunities in the context of assessment and classroom activities to demonstrate their learning and ability in this course.

## Contact Person – Ms. Reemst