



ST EDWARD'S COLLEGE

WHERE YOUNG MEN ACHIEVE

Year 9, 2020 Subject Selection Handbook

Year 9 Subject Selection Handbook

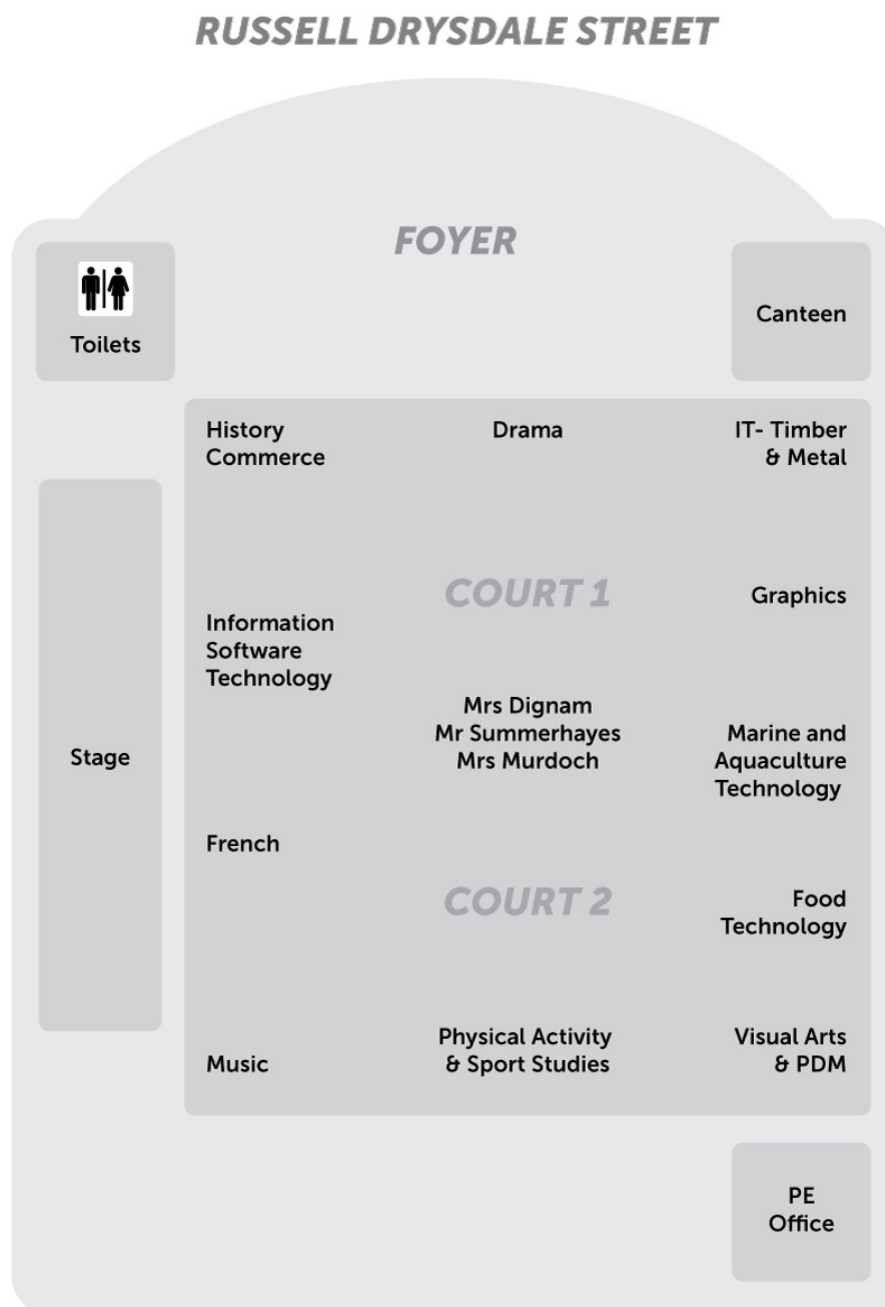
Table of Contents

Year 9 Subject Selection Evening.....	2
Introduction	3
Choice of Subjects.....	3
Choosing Elective Subjects.....	3
The Record of School Achievement	4
The Implementation of the National Curriculum	4
Elective Subjects	6
Commerce	6
Drama.....	9
Music	10
Physical Activity & Sports Studies (PASS)	11
Industrial Technology	12
Industrial Technology Metal	12
Industrial Technology Timber	13
Graphics.....	13
Food Technology.....	14
Visual Arts	15
Photographic and Digital Media.....	16
Information and Software Technology.....	17
Marine and Aquaculture Technology	18
Compulsory Subjects	19
Religious Studies	19
English.....	19
Mathematics	20
Science.....	21
HSIE (Geography and History)	22
Personal Development, Health and Physical Education (PDHPE)	23

Year 9 Subject Selection Evening

Thursday, 12 September - 7:30pm

Teachers will be in the Edmund Rice Centre in the places indicated. Parents and students are welcome to move around the Centre and speak to the teachers about the courses that are offered as electives for Year 9. Note that Mrs Dignam, the Careers Adviser, will be available throughout the evening, as will Mr Summerhayes and Mrs Murdoch.



Introduction

The purpose of this booklet is:

- To outline the subjects available for students to study in Years Nine and Ten
- To give some guidance to parents and students regarding choice of elective subjects in Year 9
- To give details of the RoSA awarded to students who decide to leave school prior to completion of the HSC and
- To outline the timeline for the implementation of the National Curriculum.

Choice of Subjects

Students in Year 9 and Ten at St Edward's College are required to study the following subjects:

- Religious Studies
- English
- Mathematics
- Science
- HSIE (History and Geography)
- Personal Development, Health and Physical Education

In addition to these compulsory subjects, students choose two other subjects from the following list. Outlines of each subject is contained in this booklet.

- | | |
|---|-------------------------------------|
| • Commerce | • Graphics |
| • History (Elective) | • Food Technology |
| • French | • Visual Arts |
| • Drama | • Photographic and Digital Media |
| • Music | • Information & Software Technology |
| • Physical Activity and Sports Studies (PASS) | • Marine and Aquaculture Technology |
| • Industrial Technology (Timber) / (Metal) | |

Choosing Elective Subjects

This booklet gives a brief outline of the content of all subjects taught in Year 9 at St Edward's College. Parents and their sons are urged to read the outlines that follow, as well as the introductory material on the Record of School Achievement. If further information is required about the elective subjects, parents and their sons should attend the information evening, details of which have been included in the letter at the front of this booklet.

In choosing elective subjects, be mindful of the following points:

1. Students should choose subjects in Year 9 and 10 based on their interests and abilities. Students whose subject choices are based on interest and ability have a better chance of experiencing success and remaining committed to study than those who choose subjects for other reasons, e.g. "I think this subject will be easy".

2. It is likely that students will be given the opportunity to change elective subjects again for Year 10. Students will be able to continue their study of their Year 9 electives if they wish or choose alternative courses. Students who study different elective subjects for Year 10 will be given a grade on their Record of School Achievement for their Year 9 elective subjects. In awarding these grades teachers compare students with Year 10 students who have studied the course for two years. Because of this it is possible that students who change elective subjects at the end of Year 9 will receive a grade on their Record of School Achievement that is not as high as the grade on their Year 9 report.
3. The teachers will examine students' subject choices and, if they seem inappropriate, will discuss these choices with the students and, if necessary, with parents.

The Record of School Achievement

The NSW Minister for Education announced in August 2011, that the School Certificate tests would not be administered beyond 2011. It was announced that there will be a new credential to replace the School Certificate called the RoSA.

The RoSA is designed to record and credential all secondary school students' academic results up until the HSC.

- While all students currently receive grades for courses, they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.
- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.

Additional information about the RoSA credential will be given to parents and students in a booklet about assessment distributed at the beginning of Year 10.

The Implementation of the National Curriculum

New South Wales joined the Australian Government and other States and Territories in the development of the Australian Curriculum. Throughout 2013, the staff of St Edward's has worked on the development of new teaching programs for the implementation of the Australian Curriculum in 2014. The timeline for implementation was staged with the subject areas of English, Mathematics, Science and History delivered in Years 7 and 9 in 2014, followed by Years 8 and 10 in 2015. Geography was implemented in Years 7 and 9 this year in 2017. The remaining Key Learning Areas are at various stages of consultation between the NESA, schools and systems and their timeline for implementation will be made available in the future.

** Students need to be aware that in Year 11 there are some prerequisites for subject selection based on student performance in Years 9 and 10. These are listed below.

Code	Subject	Year 10 Prerequisite
11DR0	Drama	Significant interest or some experience in Drama highly recommended.
11ET0	Entertainment	Significant interest or some experience in Entertainment highly recommended. This is a nonperforming course.
11ENA0	English Advanced	Minimum B grade and in the top 40% of cohort.

Code	Subject	Year 10 Prerequisite
11ENE0	English Extension 1	English (Advanced) course. Note: English Extension Course 1 is prerequisite for HSC English Extension Course 2. This highly demanding course is suitable for those students performing to the top end of the cohort as determined by the Head of English.
11ENS0	English Standard	Minimum C grade. Students who are ranked in the top 40% may still select English Standard in discussion with the class teacher and Head of Department.
11EST0	English Studies	Students not attaining a grade C minimum in year 10 will be enrolled into this course.
11AH0	History Ancient	Significant interest in Ancient History highly recommended.
11BS0	Business Studies	Significant interest in Business highly recommended.
11ECO0	Economics	Minimum B grade in 5.3 Maths and English. An ability to write high order extended responses, and confidently perform calculations using economic data is highly important.
11LS0	Legal Studies	Significant interest in Law highly recommended and the ability to write cohesive essays
11MH0	History Modern	Significant interest in History highly recommended.
11FC0	French Continuers	Minimum B grade in Year 9 and 10 French elective or equivalent knowledge/experience.
11MA0	Mathematics	Minimum B grade and completion of 5.3 mathematics in the top 75%.
11MAE0	Mathematics Extension 1	Minimum A grade and completion of 5.3 mathematics in the top 20%.
11MAG0	Mathematics Standard	Completion of 5.3 or 5.2 mathematics. Students completing 5.1 or achieving less than a C grade in year 10 mathematics will be placed in a Mathematics Standard class that will be preparing for the Mathematics standard 1 course in the HSC year, or no further study of mathematics.
11MU0	Music 1	All students undertaking this course must be capable of playing an instrument or sing, although specific levels are not prescribed. Some students may need to take private tuition to attain these skills. It is advantageous to have completed the year 9 and 10 music elective.
11HE0	PDHPE	Significant interest in Physical Education and Health highly recommended
11SPC0	Sport Coaching	Significant interest in sports coaching highly recommended.
11RE0	Catholic Studies	Develop knowledge and understanding of Catholicism and other Religious traditions
11RES0	Studies of Catholic Thought	Minimum B grade in both English and Religion. An ability to write structured answers and essays.
11BI0	Biology	Minimum 60% in Year 10 Science (Biology).
11CH0	Chemistry	Minimum B grade in Year 10 science.
11PH0	Physics	Minimum B grade in Year 10 science and 5.3 mathematics. Recommend studying the Mathematics course in Year 11.
11SC0	Investigating Science	Significant interest in Science highly recommended.
11CN0	Construction	Significant interest in Construction highly recommended.
11ES0	Engineering Studies	Minimum B grade in Year 10 5.3 mathematics. Recommend studying the Mathematics course in Year 11.
11FT0	Food Technology	Significant interest in Food Technology highly recommended and C grade in English.
11HO0	Hospitality	Significant interest in Hospitality highly recommended.
11IP0	IPT	Significant interest or some experience in Information Processing Technology highly recommended.
11ITM0	Industrial Technology MM	Significant interest or some experience in Adobe software highly recommended.
11ITW0	Industrial Technology Timber	Significant interest or some experience in Timber highly recommended.
11ME0	Metals and Engineering	Significant interest or some experience in Metals and Engineering highly recommended.
11SD0	Software D & D	5.2 mathematics in top 15%. Recommend studying the Mathematics course in Year 11.
11AR0	Visual Arts	Significant interest or some experience in Visual Arts highly recommended.
11PG0	Photography	Significant interest or some experience in Photography highly recommended.

Elective Subjects

Commerce

Leader of Learning HSIE: Mr G Hannelly

Course description

The commerce course is an elective stage 5 course. The aims and objectives the Commerce syllabus are achieved through a planned study of content drawn from the following areas: Business, Consumers, Government, Labour, Law, Money and Records.

Students will need to follow and research current business and legal aspects occurring in the commercial world. They will learn to develop interpretation and assessment skills based on learned knowledge in relationships with other people and institutions. Much of this involvement occurs within the context of a changing commercial environment. The nature of this commercial environment is the interaction of individuals, organisations and governments. The course ultimate objective is the satisfaction of greater individual and community wants.

Units studied in Year 9	Units studied in Year 10
<ul style="list-style-type: none">• Consumer and financial decisions• The economic and business environment• Promotion and selling• Running a business• Investing	<ul style="list-style-type: none">• Employment and work futures• Law Society and Political involvement• Law in action• Travel• Towards independence

What will students learn?

Commerce is taught in Years 9 and 10 and provides a means whereby young people learn to face the realities of the marketplace, the world of work and leisure, changing technology and of government decisions and actions. Through acquisition of knowledge and understanding, development of skills and exploration of attitudes and values, the study of Commerce guides students towards personal competence and helps to develop their confidence to participate responsibly in a commercial environment and make sound decisions on consumer, financial, legal and employment areas.

Year 9 undertake the \$20 Boss nationwide in-school entrepreneurship program. The program aims to elevate and foster enterprise skills and their transferability, through the experience of building and managing an enterprise. Commerce classes have experienced operating their own business venture at the College, the Bean Machine selling coffees and hot chocolates, or other items selected by the students. Operating as a typical small business, students purchased all equipment, paid taxes, made loan repayments as well as built revenue.

In terms of investment opportunities, the students participate in the Essi Money Challenge and share market competitions.

Year 9: Consumers and Entrepreneurs	Year 10: Our Place in the Commercial World
Key areas of study	
<ul style="list-style-type: none"> • Our role as consumers in Australia, the impact of advertising, marketing and the nature of consumer protection. • The skills required to be an entrepreneur, key functions involved in running a business and an introduction to accounting. • Personal financial management including budgeting, borrowing, insurance and negotiating the financial system. • Promotion and selling – examining how businesses communicate and promote to their target markets. 	<ul style="list-style-type: none"> • The nature of the workplace, including types of employment, taxation and legal issues. • The methods, risks and returns from investing. Participation in the ASX Online Stock market game and preparation of a comprehensive investment plan. • An overview of the structure and key issues affecting the Australian economy, including inflation, unemployment, economic growth, interest rates and exchange rates. • The role and function of law in Australia society. • An analysis of the effect of globalisation on the commercial environment.

Excursions

Local Courts, local shopping centres and Gosford Police Station. Assessments may consist of topic tests, research tasks, excursion reports, and semester examinations.

History (Elective)

Leader of Learning HSIE: Mr G Hannelly

Course description

History is being offered as an elective subject in Stage 5, in addition to the compulsory History, Civics and Citizenship course. History (Elective) allows students who have a deep interest in history to explore a whole range of areas not undertaken in the compulsory course. In addition, the History (Elective) course is a great opportunity for those students who have a genuine interest in the history of societies other than Australian

What will students learn?

It is envisaged that excursions will be undertaken to museums, historical groups and it is hoped to investigate a site where historical reconstructions occur.

Assessment will include a major historical investigation in both Year 9 and Year 10, as well as a series of briefer historical presentations, and responses to historical sources.

Take History (Elective) and ponder these and other viewpoints on history:

- Oscar Wilde – 'Any fool can make history, but it takes a genius to write it.'
- Jane Haddam – 'People always seemed to know half of history, and to get it confused with the other half.'
- Kurt Vonnegut – 'History is merely a list of surprises. It can only prepare us to be surprised yet again.'
- Max Beerbohm – 'History does not repeat itself. The historians repeat one another.'
- William Hessestine – 'Writing intellectual history is like trying to nail jelly to the wall.'
- Schopenhauer – 'Clio, the muse of history, is as thoroughly infected with lies as a street whore with syphilis.'

Please talk to Mrs Murdoch if there are any other questions regarding this course.

Course requirements

There are three units in History (Elective):

1. **Constructing History** – This unit focuses on the development of students' understanding of the nature of history and the ways in which history can be constructed. That's right – there are many ways in which history can be written and presented! Through the study of topics as diverse as 'Biography', 'Film as History', 'Historical Fiction', 'Local History' and 'Historical Reconstructions' it is hoped that students' understanding of the many ways in which historical meaning can be made will be broadened.
2. **Ancient, Medieval and Early Modern Societies** – This unit offers the opportunity to study in depth the major features of societies, with focus on areas such as the archaeology and literature of the ancient world, the medieval world, the Renaissance and the early modern world, Asia, America, the Pacific and Africa. Here is the chance to really investigate some different areas of historical interest.
3. **Thematic Studies** – This unit contains a large number of fascinating studies which will allow the lover of history to hone their investigative skills. There is something for everyone in this unit, including options such as 'Heroes and Villains', 'Sport and Recreation in History', 'War and Peace', 'World Myths and Legends', 'Crime and Punishment', 'Music Through History' and 'Terrorism'.

French

Leader of Learning Language: Mrs P Papeix

Course description

By the end of Stage 5, students manipulate French in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems.

They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or French to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences.

They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences.

They create a range of bilingual texts and resources for the school and wider community. Students apply pronunciation, intonation and phrasing patterns of spoken French. They understand an increasing range of verb forms, and elements of French grammar to express complex ideas.

They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on the French language. Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose.

They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

What will students learn?

Students will:

- learn to listen to, read, speak and write French.
- learn to communicate in French in real life and simulated situations.
- increase their mastery of the French grammatical system enabling them to express themselves verbally and in writing, with precision and authenticity.
- gain an understanding of cultural aspects of French-speaking communities.
- enhance their skills in English by studying a foreign language.

There is extensive use of technology, both for producing work and learning vocabulary. In some areas, each student will be able to work independently, acquiring and extending his skills at his own pace. This method of learning will complement the group work and shared learning experiences, which create a very supportive learning environment for the acquisition of the French language.

Throughout Stage 5, students will participate in various food experiences, competitions and excursions to the Alliance Française. There will also be the opportunity to travel to Francophone countries like France and New Caledonia on a school trip, to experience first-hand the French language and culture.

Course requirements

Students will complete tasks in a project-based format and be assessed on the Objectives of Communicating and Understanding. Assessment will incorporate the Macro skills of Listening, Speaking, Reading and Writing.

Drama

Leader of Learning Drama and Entertainment: Ms J Connor

Course description

Drama provides a means of increasing self-confidence and social awareness. Students are involved physically, emotionally and intellectually – they learn through doing. Drama is a cooperative process through which students develop their ability to share and communicate. Drama helps students learn about emotions, problem solving and relating to others. Students develop their imagination and self-confidence.

What will students learn?

Students learn about themselves and others by creating characters and situations. Drama provides a powerful means of exploring the way people react and respond to different situations, issues and ideas.

Course Content: 60% Practical 40% Written

- | | |
|-------------------------|-------------------|
| • Improvisation | • Scripted drama |
| • Playbuilding | • Mime |
| • Video and film making | • Clowning/Comedy |
| • Physical theatre | • Mask |

Students will develop their ability to:

- use their voice effectively
- use movement effectively
- use methods of relaxation and concentration
- work cooperatively and creatively in-group situations
- create situations and characters of their own imagining
- interpret situations and characters devised by others
- use and experiment with the elements of dramatic presentation
- write critically about drama and theatre
- reflect and evaluate their work

Music

Leader of Learning Music: Mr P Toole

Course description

The study of **music** fosters knowledge, understanding, skills, values and attitudes that contribute to lifelong processes of learning and to the appreciation and enjoyment of music. The purpose of Stage 5 is to provide students with opportunities to extend their musical knowledge and serve as a pathway to possible further study in Stage 6 (Music is a HSC - 2 Unit Subject).

The students at St Edward's College who have achieved Stage 5 in Music have an understanding of music as an art form through engagement in **performing, composing and listening** across a range of styles, periods and genres. They have an understanding of the role music plays in their own life and the lives of others.

What will students learn?

Students engage in a range of increasingly sophisticated **musical experiences**, developing an understanding of the **concepts of music** and how composers have worked with these concepts within a broad range of styles, periods and genres:

- Students **perform** in **groups** and as **soloists** a wide range of **repertoire characteristic of the topics they will be studying**. Most students major in just **one instrument of their choice** for the duration of the course.
- Students **explore, improvise, and construct musical compositions/songs**. They are able to explore the capabilities of instruments and how musical concepts can be manipulated for various effects. They notate their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored - utilising **industry standard software**.
- Students aurally analyse and evaluate the repertoire studied. They engage in discussion of style and interpretation, with an awareness of the social, cultural and historical contexts of the music being studied. Students begin to explore music through a range of listening and score-reading activities.

Course requirements

There is no prerequisite for Stage 5 Music, however, at least basic skills on an instrument/voice is highly recommended. Private tutoring is not mandatory but may benefit some students to assist in building confidence.

Stage 5 programs and assessment tasks (designed by the music teachers of St Edwards College) are adaptable enough to meet the needs and abilities of students whose interests range from the **broadly based** to the pursuit of **specialised musical knowledge**.

Physical Activity & Sports Studies (PASS)

Leader of Learning PDHPE: Mrs V Henderson

Course description

Physical Activity and Sports Studies aims to build on the positive values and attitudes towards sport, exercise, fitness and health, gained in the PDHPE 7-10 Course. It also aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students explore various modules by engaging in a wide range of theory and physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

Students who may be interested in a career associated with the sporting industry, such as a physiotherapist, gym instructor, sports trainer, sports writer or recreation officer, as well as those students who desire to improve their knowledge and skills for their own personal use are encouraged to consider this elective.

What will students learn?

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

Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
Body systems and energy for physical activity	Australia's sporting identity	Promoting active lifestyles
Physical activity for health	Lifestyle, leisure and recreation	Coaching
Physical fitness	Physical activity and sport for specific groups	Enhancing performance – strategies and techniques
Fundamentals of movement skill development	Opportunities and pathways in physical activity and sport	Technology, participation and performance
Nutrition and physical activity	Issues in physical activity and sport	Event management
Participating with safety		

Throughout the course students develop knowledge, understanding and 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 help make informed decisions regarding physical activity and sport decisions.

Course requirements

- The PASS course will address all outcomes and include a minimum 20 hours' study of a Board-developed module from each of the THREE Areas of Study with all content from these modules being taught.
- Schools can include TWO school-developed modules to address an area not covered in the Board-developed Physical Activity and Sports Studies modules.
- School-developed modules should be of a minimum 15 hours and maximum 30 hours duration.

Industrial Technology

Leader of Learning TAS: Mr M Austin

The study of Industrial Technology:

- provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings
- develops in students' knowledge and understanding of materials and processes
- leads students to an awareness of the relationship between technology, industry, society and the environment
- develops in students an understanding of the work environment and Work, Health and Safety

Topics covered include:

- | | |
|-----------------------------------|-------------------------------------|
| • Occupational Health and Safety | • Industry links |
| • Materials, tools and techniques | • Workplace Communication |
| • Design | • Societal and Environmental impact |

Subjects are structured into 100-hour core modules and a 100-hour specialised module(s) that are sequential with the knowledge and skills developed in one module applied and enhanced through subsequent modules.

Assessment is based on the completion of projects, drawings, assignments and tests.

Industrial Technology Metal

Course description

This course involves the study of metal technologies and the design, documentation, construction and evaluation of projects in a range of metals. Practical projects in Year 9 include a Toolbox, Sliding Bevel and Clock. Practical projects in Year 10 include a Fire Pit, Blacksmith Tongs (Fire Tools) and a Steel Furniture Project.

What will students learn?

Students will learn various types of metal working skills by using a variety of hand tools and will be introduced to Sheet Metal Pattern Development, Machining on Mills and Lathes, Fabricating techniques using Manual Metal Arc, Gas Metal Arc and Oxy – Acetylene sets. The course also covers theory topics based around environmental and societal issues such as metal recycling and steel production.

Course requirements

Students will be required to use machinery, hand tools and measuring equipment safely and with accuracy. This involves the use of detailed measuring equipment such as Vernier Callipers, Digitally Measured Mills and Lathes and complete work to an accuracy of 0.02mm.

Industrial Technology Timber

Course description

This course involves the study of timber technologies and the design, documentation, construction and evaluation of projects in a range of timbers. Practical projects in Year 9 include a Utensil Holder, Veneered Timber Box, Turned Timber Pen and Coffee Table. Practical projects in Year 10 include a Timber Chest and Bench Seat Project.

What will students learn?

Students will learn various types of wood working skills by using a variety of hand tools and will be introduced to projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. The course also covers theory topics based around environmental and societal issues such as plantation timbers, Manufactured boards and old-growth timbers timber.

Course requirements

This course involves the design, documentation, construction and evaluation of projects in natural and man-made timber products. Students will have the opportunity to use hand tools and machinery including routers, bandsaws, lathes, thicknesser, CNC router, CO2 Laser and biscuit jointers.

Graphics

Leader of Learning TAS: Mr M Austin

Course description

The study of Graphics Technology gives students an appreciation and understanding of the importance of graphical communication as a universal language for conveying ideas and information. Graphics Technology students will develop the ability to read, interpret and produce technical drawings to communicate information both by hand and through the use of CAD software.

What will students learn?

Students will learn the principles and techniques involved in producing a range of technical drawings, renderings and models. They will obtain an understanding of Australian Standards, drawing conventions and procedures useful in careers such as Architecture and Industrial Design. They will become proficient in modelling and producing technical drawings in Fusion 360 an industry leading CAD package that is widely used in contemporary industry.

Topics covered include: Third-angle Orthogonal Projection, Pictorial Drawing, Rendering, Sectioning, Tangency, Developments and Perspective Drawing.

Course requirements

The focus of the Graphics Technology course is for students to actively plan, develop and produce quality graphical presentations. Students will need to appreciate detail and focus on fine techniques in order to produce high quality manual drawings and CAD models in a variety of settings. Students are required to analyse graphical images in order to produce clear and concise drawings for assessment. Assessment is based on classroom drawings, homework, assignments and assessment tasks. Students will be issued with a Drawing kit in Year 9 that will enable them to complete the majority of their work. There is additional equipment provided in Year 10.

Food Technology

Leader of Learning Food Technology: Mrs A McDonald

Course description

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts 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?

Students 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 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 regarding food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food through the following focus areas:

- Food Selection and Health
- Food for Specific Needs
- Food Trends
- Food Equity
- Food Product Development
- Food in Australia
- Food for Special Occasions
- Food Service and Catering

Course requirements

Students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Assessment will be based on 40% Practical and 60% Theory, tests, assignments and excursion worksheets.

This subject can be continued in Years 11 and 12 in either Food Technology or VET Hospitality - Kitchen Operations Course

Visual Arts

Leader of Learning Visual Arts: Miss S Evans

Course description

This elective subject, studied in Year 9 and 10, can be continued in Years 11 and 12 as a 2 Unit subject.

Visual Arts encourages students to express themselves as unique personalities. This helps students to develop a positive self-concept and to participate more fully in the cultural life of the community.

What will students learn?

Students will discover and learn that their own personal environment is an infinite source of visual images and can be used for developing ideas for making artworks. They will also learn that images and artworks have a powerful influence on people's lives.

In Visual Arts students use process and learning experiences which stimulate observation, imagination and expression and develop fluency in expressing themselves using a wide range of materials and technologies.

Students will learn about Australian Art and the art of other cultures, past and present is studied and related to the student's own creative artmaking. Students will learn to express themselves orally and in written form via presentations, essays, creative writing and case studies.

Students investigate and respond to a wide range of artists and artworks in making, critical and historical studies and will engage with the components of content - the Conceptual Framework, the Frames and Practice.

What will students learn to do?

Work in many 2D and 3D expressive forms such as:

- Painting
- Drawing
- Sculpture
- Design
- Printmaking
- Ceramics
- Digital Imagery
- Graphics
- Photography

Students document and develop their artmaking and historical and critical study by keeping a Visual Art Diary (VAD) where they record their ideas, imaginings experimentations and investigations.

Course requirements

The college will provide a Visual Arts diary as well as the material used for each artmaking experience. The possibilities for a career in this area are excellent and varied. Students learn the employability skills associated with animation, software development, advertising, graphic design, computer graphics, industrial design, and film and television. If boys show an interest in choosing this subject and are enthusiastic, parents are asked to encourage them as this exciting, meaningful and innovative course should become an integral part of a student's all-round education.

Excursions

As a part of their studies, the students will visit galleries and exhibitions related to their work.

Photographic and Digital Media

Leader of Learning Visual Arts: Miss S Evans

Course description

Photography and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century.

What will students learn?

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, filmmakers, computer/digital and performance artists make photographic and digital media works. Students learn about the creative aspects of photographic practice including composition, viewpoint, depth of field and visual elements.

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

What will students learn to do?

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

Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies. Students will engage with the components of content-the Conceptual Framework, the Frames and Practice.

Students will develop skills using a digital camera and its manual functions, Photoshop, setting up and using a studio to shoot subjects such as portraits, still-life, creating magazine cover designs, gel release transfer of images and wet darkroom photography. They will also learn to create images through scanning objects and create a video using Adobe Premier.

Course requirements

- Student will have access to College cameras, but if they wish to use their own, a functioning Digital camera (at least 9 megapixel) that is no older than five years would be suitable.
- Students are required to have a 16 - 32GB memory stick specifically for this course.
- Students are required to produce a Photography and Digital Media portfolio and keep a Photography and Digital Media journal (supplied by the College).

Information and Software Technology

Leader of Learning Information Technology: Mr M Young

Course description

Information and Software Technology is an elective course that may be studied for Years 9 and 10. St Edward's is aware that most students will require highly developed levels of computing and technology literacy for their future lives. As such we have undertaken to offer this course for the Year 9 boys with a view that they continue it on in Year 10.

The course will consist primarily of individual and group tasks, performed over a range of projects, which will enable students to gain the necessary knowledge and skills they need through practical-based experiences. The course will also contain an amount of theory appropriate to the tasks, skills and knowledge required to successfully become competent in the use of computers.

Information and Software Technologies enables students to develop skills in the use of computing technologies and the opportunity to become developers of digital solutions applicable to a range of industrial, commercial, domestic and recreational activities. The course integrates the study of information processes with the development of software solutions. The course content focuses on data and its transmission within systems and networks, computational thinking and the solving of real-world problems using computer programming. This knowledge and associated skills are highly valued and ensure students are able to contribute to an increasingly technological world.

What will students learn?

Students learn about the technologies that support network security and investigate social issues relating to cyber security, digital footprints and the need to manage the sharing of personal information online. They engage with current and emerging technologies as they develop skills in a wide range of software applications, devices and hardware including computers, microcontrollers and robotic components.

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

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, Active Listening, Conflict Resolution, design and problem-solving strategies over the chosen topics. These soft skills form the basis for employability in the future.

Excursions

As a part of their studies, the students will be involved in a CLAYMATION workshop and may also go to businesses, the Australian Technology Park as well as Virtual Reality studios, Google, Microsoft and The Powerhouse Museum.

Marine and Aquaculture Technology

Leader of Learning Science: Mr T Foster

Course description

Marine and Aquaculture Technology is an elective course that can be studied for 100 or 200 hours during Year 9 and 10.

Marine and Aquaculture Technology develops students' capacity to design, produce, evaluate, use and manage marine and water related environment in a sustainable way.

Students study a core of 25 hours and five 15 hour optional modules. The five modules that may be covered in Year 9 include:

- Snorkelling
- Tides and Currents
- Fish Biology
- Mangroves
- Dangerous Marine Creatures

What will students learn?

Students learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economical sustainability of aquaculture and marine environments is emphasized together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment in aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organisations that use, manage and regulate the marine environment.

What will students learn to do?

The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about Occupational Health and Safety (OHS) issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment. Other learning experiences in the course are dependent on the optional modules studied.

Compulsory Subjects

Religious Studies

Leader of Learning Religious Education: Mrs F Toomey

Course description

In this subject, in alignment with the Catholic Schools Office and EREA, students study religion, with an emphasis on Catholic Social Teachings. The aim is to provide students with opportunities to reflect on their own beliefs and values through an appreciation of the Christian Religious traditions, particularly our Catholic story.

What will students learn?

Topics covered over the two years are:

Year 9	Year 10
<ul style="list-style-type: none">• The Journey of the Catholic Faith• Serving as a disciple - "Ways of Being" and "Ways of Doing"• Interpreting God's word• Jesus in Luke's Gospel• Catholicism in Australia• Reverence in Creation	<ul style="list-style-type: none">• Leading as a Disciple, "Ways of Being" and "Ways of Doing"• Justice and Reconciliation• Religious Diversity in Australia• Conscience and Decision Making

Course requirements

Assessment: Class assessments will include exams, film studies, portfolios, research assignments, class and home tasks. Common assessments will be an action project, a research project and common exams.

Compulsory Retreat Days: Year 10 concentrate on relationships with others and God, participating in an extended day retreat. Opportunity is provided for all students to participate in the creation and experience of liturgy at a class and whole school level.

English

Leader of Learning English: Mrs M McDonald

Course description

Through the study of English students learn about the power, value and art of the English language for communication, learning and enjoyment. Developing proficiency in English enables students to become confident communicators, critical and imaginative thinkers and lifelong learners. Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing. They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.

What will students learn?

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia. In Year 9, all students experience 'Macbeth' and in Year 10 they study Contemporary drama. They have access to enrichment activities throughout the course and are encouraged to read widely. Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, every day and workplace texts, and a range of social, gender and cultural perspectives.

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately 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 and reflect on their learning in English.

Course requirements

In the subject of English our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Mathematics

Leader of Learning Mathematics: Mr L Butt

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. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

Students 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.

Mathematics is studied as a compulsory subject in Years 7–10. Stage 5 Mathematics (Years 9 and 10) is divided into three connected pathways 5.1, 5.2 and 5.3. Each pathway continues to build on the concepts developed in Stage 4 Mathematics.

Testing and assessment processes are carried out regularly within and between pathways so that comparisons can be made between students at a given level. In Year 9 movement can and will happen between pathways at the end of each semester. Solid and sustained progress in Stage 5 Mathematics will allow students options when selecting a course in Stage 6 Mathematics (Years 11 and 12).

What will students learn?

Students study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including; financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

Course requirements

The mandatory curriculum requirements for eligibility for the award of the RoSA include that students:

- study the Board developed Mathematics syllabus substantially in each of Years 7–10, and
- complete at least 400 hours of Mathematics study by the end of Year 10.

Science

Leader of Learning Science: Mr T Foster

Course description

Year 9 and 10 students are placed into partially streamed classes. The course encompasses four major Science Areas.

Chemistry	Plastics, synthetic fibres, colloids, gels, cosmetics, carbon chemicals, metals, chemical energy, chemical building blocks, radioactivity, formulae, equations, acids and bases
Physics	Electrical circuits, light, forces, waves, motion, astronomy, electricity
Biology	Reproduction, microbes, nervous system Genetics, evolution, future research
Geology	Mountain building, plate tectonics, mining

In Year 10, classes are rotated every five weeks, with students being taught by senior subject specialist teachers for each unit of work.

Assessment: This is carried out using a variety of assessment styles which include tests, exams, research, model building and practical work. Each student is also required to complete an individual research task in either Year 9 or Year 10 that is practically orientated as well as an oral presentation about this task.

HSIE (Geography and History)

Leader of Learning HSIE: Mr G Hannelly

Geography

Course description

The study of Geography prepares students for adult life by developing in them an informed perspective on local, regional, national and global issues. In so doing, it forms a basis for active participation in community life and a commitment to ecological sustainability, a just society, intercultural understanding, informed and active citizenship and lifelong learning.

What will students learn?

Students will learn to embrace the global interaction and the role humans play in the overall development and sustainability. Geography is an essential part of lifelong education because it provides citizens with a means to plan for the future and to create policies that guide how to best use and manage the planet's precious resources. It also provides citizens with a means to make socially just and ecologically sustainable environmental decisions.

Course requirements

Geography is studied over two years. In year 9 the topics of investigation in Australian identity and changing Australian environments are covered. For example, at present there is a detailed examination into the drought. In year 10 issues in Australian environments and Australia in its regional and global context are covered.

The Year 9/10 course examines

- An Investigation in Australian Identity
- Changing Australian Environments
- Issues in Australian Environments
- Australia in its Regional and Global Context

History

Course description

History in Years 9 and 10 forms a major element of the civics and citizenship education commenced in Year 7. Through the study of history, students explore people's experiences, using the past to inform and reflect on the present, and how they may take an active role in shaping a more equitable society.

What will students learn?

History in Years 9 and 10 forms a major element of the civics and citizenship education commenced in Year 7. Through the study of history, students explore people's experiences, using the past to inform and reflect on the present, and how they may take an active role in shaping a more equitable society.

Course requirements

Students will study Australian history with regards to its place in the modern world. It will cover the period of movements of people to the recent role played by Australia in the global world. The particular topics are Australia's relations with Asia, Australians at war, rights and freedom, popular culture and global links.

The skills that students will develop over Years 9 and 10 involve the use of historical terms and concepts in appropriate context; interpretation of historical sources; inquiry; research; recognising perspectives; communication; and empathy.

The following areas are covered during Years 9 and 10:

- Depth Study 1: Making a Better World?
- Depth Study 2: Australia and Asia - China 1750-1918
- Depth Study 3: Australians at War: World Wars I and II (1914–1918, 1939–1945)
- Depth Study 4: Rights and Freedoms (1945–present) –
- Depth Study 6: Australia in the Vietnam War era
- Australia in the Vietnam War era
- Topic 5a Popular Culture (1945–present)

History in Years 9 and 10 is a very relevant, highly participative and interesting course. It explores the incredible events that have occurred over time, including disasters, discoveries, scandals, explorations and invasions. It helps us search through time for the changes that have influenced the world of today and that are shaping the world of the future.

Personal Development, Health and Physical Education (PDHPE)

Leader of Learning PDHPE: Mrs V Henderson

Course description

The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

What will students learn?

The following three strands should be studied in an integrated manner with a practical application:

Health, Wellbeing and Relationships	Movement Skill and Performance	Healthy, Safe and Active Lifestyles
<ul style="list-style-type: none"> • Building respectful relationships • Enhancing personal strengths • Exploring personal identity • Promoting health, safety and wellbeing of themselves and others • Strategies to manage change, challenges, power, abuse, violence • How to protect themselves and others 	<ul style="list-style-type: none"> • Active participation in a broad range of movement contexts • Developing confidence and competence to engage in physical activity • Developing an understanding of the features of planned and improvised movement composition • Creating and composing movement to achieve specific purposes and performance goals • Striving for enhanced performance and participation in a lifetime of physical activity. 	<ul style="list-style-type: none"> • Focusing on the interrelationship between health and physical activity concepts • Empowerment to make healthy and safe choices • Taking action to promote the health, safety and wellbeing of their communities • Identifying strategies to keep them healthy, safe and active.

Course requirements

PDHPE is a mandatory course that is studied in each of Years 7–10. This is a requirement for eligibility for the award of the RoSA.

All three strands must be taught in each year, providing opportunities to develop the knowledge, understanding and skills equally in both health and physical education concepts. Students should be provided with the opportunity to participate in physical activity on a weekly basis as a minimum part of the PDHPE syllabus.