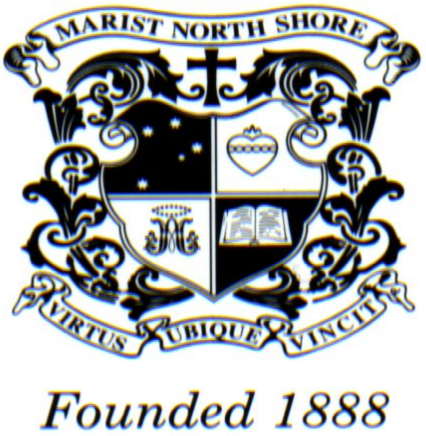
MARIST COLLEGE NORTH SHORE



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ELECTIVE SUBJECTS
YEAR NINE, 2018

CONTENTS

FOREWORD: PRINCIPAL'S MESSAGE

17th July, 2017

Dear Year Eight Parents and Students,

The curriculum of secondary school is structured to allow for greater choice as a student progresses from one stage to the next.

In Years Seven and Eight all students study a common course. For Years Nine and Ten students study common courses and also choose TWO electives. By the end of Year Ten, students are required to select all of the subjects they will study for Years Eleven and Twelve.

At this stage of the year we ask you to decide which of the elective subjects outlined in this booklet are most appealing.

In making your choice of elective subjects it is crucial that you choose wisely and thoughtfully. Students should ask themselves these questions:

- Which subjects will I enjoy most?
- Which subjects will benefit me most?
- In which subjects do I have the best possibility of excelling?

These two subjects will be studied for TWO years.

Once subjects have been selected, it is up to each student to work hard to develop the necessary skills within those subjects, always making a genuine effort.

Remember, education at Marist College North Shore is more than just the subjects studied. There is also the chance to be involved in many extra-curricular activities and these too assist in providing a well-rounded education.

I hope the next two years of study will be challenging ones for the students, and that they will gain from them a strong sense of personal satisfaction and achievement.

With good wishes for this important process.

Mr Tony Duncan
Headmaster

PART A :

INFORMATION FOR PARENTS AND STUDENTS

THE STAGE 5 CURRICULUM AND THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

To qualify for the award of the RoSA a student must:

(a) satisfactorily complete the minimum number and pattern of courses required by NESA (New South Wales Education Standards Authority, formerly the Board of Studies);

(b) meet all the mandatory study requirements for Years Seven to Ten in each Key Learning Area;

(c) have a satisfactory record of attendance and application.

MANDATORY COMPONENTS

During Stage 5 (Years Nine and Ten) students must study the following subjects in order to meet the requirements for the RoSA:

- English
- Mathematics – 5.1, 5.2 or 5.3
- Science
- Personal Development, Health, Physical Education
- Australian History and Geography incorporating aspects of Civics and Citizenship.
- For the students at Marist College North Shore, Religious Education is accredited by NESA and is included in the RoSA results.

Students will be considered to have satisfactorily completed a course in NESA and Principal's view when there is sufficient evidence that they have:

i) followed the course developed or endorsed by NESA;
ii) applied diligence and sustained effort to the set tasks and experiences provided in the course by the school;
iii) achieved some or all of the course objectives and outcomes.

The following areas will be carefully monitored by subject teachers over the next two years to make sure that the NESA requirements are met:

1. Attendance and punctuality.

2. Participation and satisfactory completion of all set work (in all aspects of the course : classwork, homework, assessment tasks and excursions).

3. Conduct in all aspects of school life.

EXPLANATION OF THE RoSA FOR PARENTS AND STUDENTS:

The Record of School Achievement (RoSA) is the credential for students who leave school after Year Ten and before they receive their Higher School Certificate (HSC).

A cumulative record of all academic achievement:

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 Ten, this system also captures grades for courses a student completes in Year Eleven.
- If a student leaves school before receiving a grade in Years Eleven or Twelve courses, their RoSA will record the courses they commenced.
- This measures acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.

Fair allocation of grades:

It is important for parents, employers and students to know that grades awarded for the RoSA are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade. NESA works with teachers to ensure that appropriate standards are developed and applied at each level.

- Methods of moderation and monitoring of grades will help ensure that parents and employers know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Literacy and numeracy tests:

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

- The tests, which will be offered online and under teacher supervision, will be reported separately to the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school.
- The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC.
- Students will be able to take the tests during 'windows' of availability throughout the Year.
- They will be able to sit the tests only once during each window, but can sit for them again should they decide to stay on longer at school. The most recent results will be issued as part of the RoSA when a student leaves school.

More information on the RoSA can be found at:
http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement

CHOOSING ELECTIVES:

At Marist College North Shore, the Stage 4 (Years Seven and Eight) curriculum is designed in such a way that most of the compulsory requirements in other subjects are completed by the

end of Year Eight. For Year Nine, therefore, students are invited to exercise choice in their subject selection. With the help of this booklet and advice from staff, students are asked to select four subjects. Of these, **TWO** will be studied throughout Years Nine and Year Ten. These are full 200-hour courses and will be noted as such on each student's Stage 5 Credential and RoSA.

The course outlines in this booklet are designed to assist the process of decision-making. At this stage, students are best advised to choose according to their **interests** and any particular **ability** they may have in certain subject areas.

Completing the subject selection online (Web preferences) form, is the first phase of the Year Nine, 2018 curriculum process. Although our aim is to offer as many combinations of elective subjects as we can, much depends on staffing resources and our subsequent ability to timetable classes.

Specific assessment requirements for each subject, including electives, will be distributed to students at the beginning of 2018. Parents will also continue to receive two outcomes based reports per year over Years Nine and Ten.

Things to remember when choosing electives:

- All courses are studied for two years.
- All class sizes are limited but special limits apply in some areas for health and safety reasons. For example: Food Technology and Visual Arts must be capped at 24 students.
- If there is an insufficient number of students choosing a particular elective subject then it will not run during 2018. If this occurs, those students concerned will be offered one of their lower preferences.

Specific assessment requirements for each subject, including electives, will be distributed to students at the beginning of the year, together with information relating to the assessment procedure in general. Parents will receive two comprehensive, outcomes based reports per year over Years Nine and Ten.

HOW TO SUBMIT SUBJECT SELECTIONS AT MCNS

1. Read the subject descriptions in this booklet.

2. Have your web preference login details ready.

3. Select FOUR elective subjects in order of preference 1 to 4.

4. Complete the online Subject Selection form via web preferences.

PART B:

Subject Outlines

In this booklet, subjects are arranged within the four Key Learning Areas of Creative and Performing Arts (CAPA), Human Society and Its Environment (HSIE), Languages, Science, Technological and Applied Studies (TAS). When choosing subjects you are able to select from any Key Learning Area.

Creative and Performing Arts (CAPA)

SUBJECT: **DRAMA (200 hours)**

SYLLABUS REQUIREMENTS:

1. Improvisation
2. Playbuilding
3. Dramatic forms
4. Reading and writing of scripts as text for performance
5. Performance spaces and conventions of theatre
6. Technical aspects of production
7. Experience of dramatic presentation
8. Discussion, reading and writing about Drama and Theatre

COURSE OUTLINE:

1. Improvisation:
   - situations
   - stories
   - characters
   - sounds, images
2. Playbuilding:
   - development of an improvised performance to script in Year Nine and Year Ten.
3. Movements:
   - Clowning / Slapstick / Physical Theatre
   - Mime
   - Frozen Image
4. Reading of playscripts
5. Writing of playscripts
6. Actor/Audience/Theatre relationships
7. Lighting, staging, set and costume design
8. History of Theatre
9. Journal work
10. Video Drama

ASSESSMENT REQUIREMENTS:

1. Practical Activities (Performance, Video and Construction)
2. Examinations
3. Research Projects
4. Journal

- Students will be assessed according to prescribed outcomes specific to skills and content in each topic.

EXPECTATIONS OF STUDENTS:

This course helps students develop a general approach to Drama and Theatre. Students need to be willing to participate in all practical aspects of the course and enjoy the experience of being on the stage.

SUBJECT: **MUSIC (200 hours)**

SYLLABUS REQUIREMENTS:

- **Compulsory Topic** - Australian Music
- **Elective Topics include:** Popular Music Styles, Aboriginal Music, Film, TV and Radio Music, Theatre, Jazz, Classical, Medieval, Multicultural.
- Participation in Performance, Composition and Listening Activities

COURSE OUTLINE:

Year Nine:	Topic 1:	Arranging in Popular Music Styles
	Topic 2:	Music for Film, TV and Radio
Year Ten:	Topic 1:	History of Western Music
	Topic 2:	Australian Music
	Topic 3:	Jazz

ASSESSMENT REQUIREMENTS:

- Performance
- Composition
- Listening

There are practical and written tasks in these areas.

- *Students will be assessed according to prescribed outcomes specific to skills and content in each topic.*

EXPECTATIONS OF STUDENTS:

- Emphasis on performance and composition.
- Participation in making music in class individually and in groups.
- Enjoyment of playing, listening to and developing own music.

ADDITIONAL INFORMATION:

- At least one lesson per week is set aside as a practical lesson during which students develop and refine performance skills on their musical instrument/s.
- It is expected that students already learn at least one instrument to elect Music.

SUBJECT: **PHOTOGRAPHIC AND DIGITAL MEDIA (200 hours)**

SYLLABUS REQUIREMENTS:

Photographic and Digital Works:

- Practice – creating digital artworks, photography, animation and film
- Conceptual Framework
- Frames

Critical and Historical Interpretations:

- Practice
- Conceptual Framework
- Frames

Making Photographic & Digital Works:

(a) Still: Photographic - Digital
- Manipulated Images / Photographic Collage

(b) Interactive: - Computer Generated Images

(c) Moving: - Film
- Animation

(d) Digital Media - Computer generated forms
- Illustration

ASSESSMENT REQUIREMENTS:

- Body of Work
- Research Assignments
- Process Portfolios – Reflections and Evaluating

EXPECTATIONS OF STUDENTS: Students will:

- Explore a variety of photographic, interactive and moving art forms.
- Research and analysis into historical and critical studies of photographic and digital artists.
- Explore the influence of artists on their and others' art making practice.
- Students **MUST** have access to the following equipment:
  - Digital Camera (Digital SLR is an advantage)
  - Colour Printer

ADDITIONAL INFORMATION:

- The Years Seven and Eight Visual Arts course leads into the elective Photographic and Digital Media course for Years Nine and Ten.
- In this course students are able to develop their photographic and digital skills by choice of media and production of two *Body of Works*.
- Motivation, concentration, organisation and active participation will enhance the students' learning of the course.

SUBJECT: **VISUAL ARTS (200 hours)**

SYLLABUS REQUIREMENTS:

Art Making:

- Practice
- Conceptual Framework
- Frames

Critical and Historical Studies

- Practice
- Conceptual Framework
- Frames

Art Forms/Practice:

- Sculpture, Ceramics, Digital Imaging, Printmaking
- Year Nine Body of Work
- Year Ten Body of Work
- Drawing, Painting, Photography

Assessment Requirements:

- Body of Work – Years Nine and Ten
- Research Assignments
- Visual Arts Process Diary
- Examination

EXPECTATIONS OF STUDENTS: Students will:

- Explore a wide variety of art forms: Drawing, Digital Imaging, Photography, Painting, Printmaking, Sculpture, Ceramics, Multi Media, Instillations.
- Explore the influence of artists on their own and others' art making and practice.
- All equipment will be provided, however, specialist equipment will be the responsibility of the student e.g. Digital Camera.

ADDITIONAL INFORMATION:

- The Years Seven and Eight Visual Arts course leads into the elective Visual Arts course for Years Nine and Ten.
- In this course students are able to develop their art making skills by choice of media and production of two *Body of Works* – Year Nine and Year Ten.

Motivation, concentration, organisation and participation in this course will enhance the learning of the Visual Arts.

HUMAN SOCIETY
AND ITS ENVIRONMENT

(HSIE)

SUBJECT: **COMMERCE**

SYLLABUS REQUIREMENTS:

For the 200 hour course, students are required to study four core topics which include Consumer Choice, Personal Finance, Law and Society and Employment Issues. They are also required to study a minimum of five options from the following:

1. Investing
2. Promoting and Selling
3. E-Commerce
4. Global Links
5. Towards Independence
6. Running a Business
7. Political Involvement
8. Travel
9. Law in Action
10. Our Economy
11. Community Participation

12 School-developed Option

COURSE OUTLINE:

Commerce enables students to attain the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues as well as developing their skills in literacy and e-learning.

The Year 9 course focuses on some of the basic commerce concepts that largely relate to our everyday living. Areas include the consumer, financial management, participation in the political process and strategies to promote products and maximise sales. In addition, the students have the opportunity to participate in the Student Australian Sharemarket Game, a competition facilitated by the ASX.

In Year 10, broaden their understanding of the commercial world by studying the law, and the economy. Furthermore, students gain insights into their rights and responsibilities in the workplace and linkages to the global economy.

Throughout the course emphasis will be on acquiring practical skills in Commerce as well as enhancing knowledge out our complex commercial world.

ASSESSMENT REQUIREMENTS:

Assessment is structured so that students can demonstrate competency in a range of outcomes through a variety of assessment tools during Years 9 and 10. These include research tasks, oral presentations, class tests and e-learning presentations. Students are assessed according to prescribed outcomes specific to skills and content in each topic.

EXPECTATIONS OF STUDENTS:

Students must keep abreast of contemporary commercial issues. Wide reading including news articles and research from reputable websites are an essential part of the learning process.

SUBJECT: **ELECTIVE GEOGRAPHY (200 hours)**

Geography Elective centres on promoting students' interest in and engagement with the world. Students apply geographic tools for geographical inquiry throughout the course to develop a knowledge and understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues. Students also recognise and acknowledge the importance of sustainability and intercultural understanding and the role of being informed, responsible and active citizens.

Students undertake 200 hours of study in Geography Elective in Stage 5 and must study a minimum of FIVE topics from the following areas:

Physical Geography	Oceanography
Primary Production	Global Citizenship
Australia's Neighbours	Political Geography
Interactions and Patterns along a Transcontinental Transect	School-developed Option

The following geographical concepts are central to the Geography Elective Stage 5 course:

- Place
- Space
- Environment
- Interconnection
- Scale
- Sustainability

Students will be provided with opportunities to engage with each of the geographical tools during their learning to allow them to interpret geographical data and information and to develop and create tools for representing, synthesising and communicate the findings of geographical inquiry. Tools include:

- Maps
- Fieldwork
- Graphs and statistics
- Spatial technologies
- Visual representations

SUBJECT: **ELECTIVE HISTORY (200 hours)**

SYLLABUS REQUIREMENTS:
The Elective Course will provide students with a distinctly different learning experience from the Mandated Course. The course structure is theme based and in accordance with the NESA syllabus of June 2013. One topic from each of Topic One, Two and Three and at least TWO other choices from any topic.

RATIONALE:
The study of History enables students to gain a deeper understanding of the forces which have shaped the modern world and develop the capacity for critical thought which better allows them to understand and function successfully in their own society.

Outcomes for the course:
It is expected that students will develop:
- a knowledge and understanding of history and historical enquiry.
- a knowledge and understanding of past societies and historical periods.
- skills to undertake the processes of historical enquiry.
- skills to communicate their understanding of history.

Students will value and appreciate:
- history as a study of human experience.
- the opportunity to develop a lifelong interest and enthusiasm for history.
- the nature of history as reflecting differing perspectives and viewpoints.
- the opportunity to contribute to a just society through informed citizenship.
- the contribution of past and present peoples to our shared heritage.

COURSE OUTLINE AT MARIST COLLEGE NORTH SHORE:
Topic One: Constructing History
Topic Two: Ancient, Medieval and Early Modern Societies
Topic Three: Thematic Studies

ASSESSMENT REQUIREMENTS:
Assessment of Learning in History provides students with varied opportunities to demonstrate their knowledge, understanding and skills and to enhance their learning with the aid of detailed teacher feedback.

Sample of assessment types which may be used:

- Personal Interest Project
- Film Study
- Site Study
- ICT Presentation

EXPECTATIONS OF STUDENTS
Students will be expected to have a curiosity about and an interest in History. They should enjoy reading about historical events, personalities and ideas. It is expected that students will have a capacity and willingness to be highly motivated, to work co-operatively in groups and to undertake individual research.

LANGUAGES

SUBJECT: **FRENCH (200 hours)**

The study of French enhances opportunities for employment both domestically and internationally in areas such as commerce, tourism and hospitality, the arts, and international relations. The study of a foreign language is an integral part of a well-rounded education.

For students with a French or Francophone heritage, it helps to maintain a connection with the French-speaking community and further their understanding of its traditions and culture. For non-native and native speakers alike, the study of French can be of value to other subjects through providing strong study techniques, an appreciation of the similarities and differences between one's own culture/s and other cultures and improved literacy through a greater understanding of grammar and its structure.

This course will build upon the knowledge acquired in Year Eight. It will allow students to continue to improve their French communication skills in the four Macro skills of listening, speaking, reading and writing through the study of, and immersion in, the language and culture of France and other French speaking countries in context.

The study of the French language is able to enhance students' willingness to accept diversity, be respectful towards others, as well as their awareness of their role in the international community.

Syllabus Requirements

It is expected that students will:

- learn to listen, speak, read and write in French.
- learn to communicate using French in real-life and simulated situations.
- gain enjoyment from the study of another language.
- gain an understanding of France and other French speaking countries' cultural backgrounds as a result of the situations and topics covered in language lessons.
- use accurate, grammatically correct French.

Course Outline

Topics covered are:

- Daily Activities
- School
- Sports and Hobbies
- Home Environment
- Relationships with friends and family
- Entertainment
- Travel and Transport
- The Environment

ASSESSMENT REQUIREMENTS:

Students' reading, listening, speaking and writing skills will be continually assessed in class through: pair work, role plays, dialogue presentation, games, interactive ICT mediums such as blogs, class pages, PowerPoint presentations, online activities and games, and authentic resources such as letters, emails, postcards, songs, clips and movies. Students will also explore and be assessed on the connection between language and culture, as well as the features of language systems, particularly French and English.

Students will be expected to complete regular homework tasks and be actively involved in all aspects of French in the classroom in order to make the most of their language learning experience.

SCIENCE

SUBJECT: **THE BIG HISTORY PROJECT (200 hours)**

SYLLABUS REQUIREMENTS:

The Big History Project represents a strong collaboration between teachers, university faculty and technical professionals. Built from the ground up to support the Common Core and best practices from classrooms around the world, the course includes a rich and comprehensive set of videos, readings, infographics, and classroom activities for students and teachers. Throughout, students encounter challenging ideas and questions and learn to connect ideas across 13.8 billion years of time and an array of disciplines. The course asks students to thoughtfully and rigorously engage with the claims they encounter along the way.

Rationale:

Where did we come from? What causes change? Where are we heading? Big History takes on these questions that originate with the dawn of time, and gives students a framework to tell the story of humanity's place in the Universe. It's more than a history course. Big History helps students see the overall picture and make sense of the pieces: it looks at the past from the Big Bang to modernity, seeking out common themes and patterns that can help us better understand people, civilizations, and the world we live in.

Outcomes from the course:

Big History requires students to examine big questions:

- How has the Universe and life within it grown more complex over the past 13.8 billion years?
- How do we know what we know about the past?
- How can we judge claims about the past?
- Why does what we "know" change over time?
- How does what happened during the early days of the Universe, the Solar System, and the Earth shape what we are experiencing today?

Course Outline:

Part 1 Formations and Early Life

Unit 1: What is Big History?
Unit 2: The Big Bang
Unit 3: Stars and Elements
Unit 4: Our Solar System and Earth
Unit 5: Life

Part 2: Humans

Unit 6: Humans
Unit 7: Agriculture and Civilization
Unit 8: Expansion and Interconnection
Unit 9: Acceleration
Unit 10: The Future

Assessment Requirements:

Big History takes a multifaceted approach to assessment. We embed assessment throughout the course; every activity is developed for students to gain insight into their understanding. The course gives teachers many opportunities to review students work both formally and informally, and find opportunities for improvement and enrichment.

Sample of assessment types which may be used:

- Research reports, lesson quizzes, end of unit examinations, peer review of student work, participation in classroom discussions

TECHNICAL AND

APPLIED STUDIES

(TAS)

SUBJECT: **DESIGN AND TECHNOLOGY (200 hours)**

Design and Technology is an elective course that is studied for 200 hours for the RoSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years Seven – Eight Syllabus.

Course Description:
Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn about?
All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?
Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

RoSA
Satisfactory completion of the 200 hours of study in Design and Technology during Stage 5 (Years Nine and Ten) will be recorded with a grade on the student's RoSA (Record of School Achievement).

SUBJECT: **INDUSTRIAL TECHNOLOGY – TIMBER (200 hours)**

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 100 or 200 hours for the RoSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years Seven – Eight Syllabus.

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

Students may undertake one or two courses in Industrial Technology and may elect to study one of eleven focus areas in each course. These focus areas are based on a range of technologies of industrial and domestic significance. These include studies in:

- Metal
- Building and Construction
- Multimedia/Photography
- Polymers
- Timber

At Marist College we offer Industrial Technology Timber

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

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

RoSA
Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years Nine and Ten) will be recorded with a grade on the student's RoSA Record of School Achievement.

SUBJECT: **GRAPHICS TECHNOLOGY (200 hours)**

SYLLABUS REQUIREMENTS:
Graphics Technology is an elective course that may be studied for 100 or 200 hours for the RoSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years Seven – Eight Syllabus.

COURSE OUTLINE

The study of Graphics Technology will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They will learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

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

WHAT WILL STUDENTS LEARN ABOUT?

Students will learn about Graphics in a variety of settings known as modules. All modules provide essential content designed to develop knowledge, understanding and skills related to the four key areas of:

Module 1 and Module 2 (Mandatory 100 Hours)	• graphics principles and techniques • design in graphics • planning and construction • presentation.

Students will then have the opportunity to study four of the following option modules which account for 25 Hours each (200 Hour Course)

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting (CAD)
- Product Illustration
- Technical Illustration
- Student Negotiated Project
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Cartography and Surveying
- Computer Animation

SUBJECT: **INFORMATION AND SOFTWARE TECHNOLOGY**

(200 hours)

SYLLABUS REQUIREMENTS:

- Core work and four themes (see below) to be studied over Years Nine and Ten.
- Only core and one theme will be studied in Year Nine.

COURSE OUTLINE:

Core Topic - Hardware
- Software
- Data
- Applications
- People

Themes: Graphics Systems, Monitoring and Control Systems, Information Systems, Modelling and Simulation Systems, Communication or Intelligent Systems

Core work involves general study of computer systems, hardware and software and the people and processes involved in computing. Students will be involved in investigating, communication and problem solving activities throughout the course. A considerable amount of theory work is involved and therefore students should not expect to be using computers every lesson.

ASSESSMENT REQUIREMENTS:

Assessment will include research projects, practical assignments (oral presentations and PowerPoint/Keynote presentations), and Semester One and Two examinations.

* *Students will be assessed according to prescribed outcomes specific to skills and content in each topic.*

EXPECTATIONS OF STUDENTS:

Students are to respect the equipment and to use the facilities available for suitable educational purposes only.

ADDITIONAL INFORMATION:

No prior knowledge of computing is required and a computer is not required in the home.

SUBJECT: **FOOD TECHNOLOGY (200 hours)**

SYLLABUS REQUIREMENTS:

Food Technology is an elective course that may be studied for 100 or 200 hours for the RoSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years Seven – Eight Syllabus.

COURSE OUTLINE

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.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

SUBJECT: PHYSICAL ACTIVITY AND SPORTS STUDIES (200 hours)

SYLLABUS REQUIREMENTS:

- Integrates theoretical content with practical applications
- Study of selected additional content and skill outcomes
- At Marist College North Shore emphasis in this elective is given to close study of major sports,
  health and recreational pursuits not covered in the mandatory course

COURSE OUTLINE

Students undertake a study of each of the following:

- Nature and function of human movement systems
- Movement skills in major sports
- Australian sporting culture
- Enhancing your performance in sport
- Managing sporting events
- Careers in sport and physical activity
- Using technology in sport
- Personal training techniques

ASSESSMENT REQUIREMENTS

Assessment will include the following:

- Practical demonstrations/applications
- Research assignment
- Case study
- Survey
- Laboratory report

** Students will be assessed according to prescribed outcomes specific to skills and content in each topic.*

EXPECTATIONS OF STUDENTS

Strong interest in human movement and desire to improve skills in a range of physical activities, games and pursuits

Prior experience for any unit is not required

ADDITIONAL INFORMATION

Units studied in this course are not studied elsewhere in this Key Learning Area.