



MARIST COLLEGE NORTH SHORE

SUBJECT SELECTION 2020

9

YEAR NINE

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PRINCIPAL'S MESSAGE

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 of their education 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.

When choosing 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 elective subjects will be studied for TWO years (Year 9 and 10).

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
Principal

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 OF STAGE 5 (YEARS 9 AND 10)

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, which is part of a system of Catholic schools, **Catholic Studies** is accredited by NESA and is included in the RoSA results.

Students will be considered to have satisfactorily completed a course in NESA and in the 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 measure 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. These tests are the same as the minimum standard literacy and numeracy tests. Taking these tests will allow students to prove to employers or places of further learning that they have the basic reading, writing and numeracy skills essential for success in everyday life.

- 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:

For Year Nine, students are invited to exercise choice in their subject selection. Students are asked to select four subjects in order of preference with the help of this booklet and advice from staff (two will be “reserve” choices). 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 during Term 3 2019, is the first phase of the Year Nine, 2020 curriculum process. Guidelines for this online process will be communicated to students and parents towards the end of Term 2. 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 2020. 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 2020. If this occurs, those students concerned will be offered one of their lower preferences.

HOW TO SUBMIT SUBJECT SELECTIONS AT MCNS

1. Read the subject descriptions in this booklet.
2. Have your subject selection online login details ready. These, along with instructions will be distributed towards the end of Term 2.
3. Select **FOUR** elective subjects in order of preference 1 to 4 (Two subjects will be reserve subjects).

4. Complete the subject selection online during Term 3, 2019.

PART B :

SUBJECT OUTLINES

In this booklet, subjects are arranged within the Key Learning Areas of

- Creative and Performing Arts (CAPA),
- Human Society and Its Environment (HSIE),
- Languages (LOTE),
- Technological and Applied Studies (TAS),
- Personal Development, Health and Physical Education (PDHPE).

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

ASSESSMENT REQUIREMENTS:

1. Practical Activities (Performance, Video and Construction)
2. Examinations
3. Research Projects and Presentations
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 and working collaboratively.

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 and Digital Works:

- (a) Still Photography - Digital
- Manipulated Images/Photographic Collage
- (b) Interactive: - Computer Generated Images
- (c) Moving: - Film
- Animation
- (d) Digital Media - Computer generated art forms
- Illustration

ASSESSMENT REQUIREMENTS:

- Body of Works
- Research Assignments and Presentations
- Process Portfolios – Planning, Reflection 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 photographers and digital artists on theirs and others' 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, Drawing, Painting, Photography
- Body of Works

Assessment Requirements:

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

EXPECTATIONS OF STUDENTS:

Students will:

- Explore a wide variety of art forms: Drawing, Digital Imaging, Photography, Painting, Printmaking, Sculpture, Ceramics, MultiMedia, Installations.
- 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 the FOUR core topics of Consumer and Financial Decisions, The Economic and Business Environment, Employment and Work Futures and Law, Society and Political Involvement that will total 100 hours. Additionally they study a combination from options below to meet the remaining 100 hours required.

- | | |
|--------------------------|----------------------------|
| 1. Our Economy | 5. Law in Action |
| 2. Investing | 6. Travel |
| 3. Promoting and Selling | 7. Towards Independence |
| 4. Running a Business | 8. School-developed Option |

COURSE OUTLINE:

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

The Year 9 course focuses on some of the basic commerce concepts that largely relate to our everyday living. Areas include the consumer choice, financial management and strategies to promote products and maximise sales.

In Year 10, the students broaden their understanding of the commercial world by studying the law and political involvement. Furthermore, students gain insights into their rights and responsibilities in the workplace and examine strategies that young people may use in their move towards independence.

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 can include research tasks, 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: GEOGRAPHY ELECTIVE (200 hours)

Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

Geography Elective emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

The study of Geography Elective enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning.

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

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

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

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: HISTORY ELECTIVE (200 hours)

SYLLABUS REQUIREMENTS:

The Elective Course will provide students with a distinctly different learning experience from the Mandated Course. Students will study one topic from each of Topic One, Two and Three and at least TWO other choices from any topic.

RATIONALE:

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version.

History as a discipline has its own methods and procedures. It is much more than the simple presentation of facts and dates from the past. The History Elective course develops the skills for students to answer the question 'How do we know?' Student will undertake an investigation of multiple historical issues through a range of sources to stimulate curiosity and develop empathetic understanding, problem-solving, research and critical thinking skills.

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:

Topic One: History, Heritage and Archaeology
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 cooperatively 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 | • Relationships with friends and family |
| • School | • Entertainment |
| • Sports and Hobbies | • Travel and Transport |
| • Home Environment | • 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, Google Slides/ 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.

TECHNOLOGICAL AND APPLIED STUDIES (TAS)

SUBJECT: DESIGN AND TECHNOLOGY (200 hours)

Design and Technology 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.

SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER (200 hours)

Industrial Technology 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

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.

SUBJECT: GRAPHICS TECHNOLOGY (200 hours)

SYLLABUS REQUIREMENTS:

Graphics Technology 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)	<ul style="list-style-type: none">• graphics principles and techniques• design in graphics• planning and construction• presentation.
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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 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 (PASS)** **(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.