TABLE OF CONTENTS
(Click on the item name to go directly to the section.)

Key Learning Areas (KLAs) .......................................................................................................................... 3
Homework .................................................................................................................................................... 4
Plagiarism .................................................................................................................................................... 4
NSW Record of School Achievement (RoSA) .......................................................................................... 5
RoSA Assessment ......................................................................................................................................... 5
RoSA Assessment Schedules ..................................................................................................................... 5
RoSA Grading System ................................................................................................................................. 5
RoSA General Performance Descriptors .................................................................................................. 5
RoSA Reporting .......................................................................................................................................... 6

Subject Descriptions

English ......................................................................................................................................................... 7
Mathematics .................................................................................................................................................. 8
Science ......................................................................................................................................................... 10
Australian Geography .................................................................................................................................. 11
History .......................................................................................................................................................... 12
Child Studies .............................................................................................................................................. 13
Commerce .................................................................................................................................................. 14
Design and Technology ................................................................................................................................ 16
Drama .......................................................................................................................................................... 18
Environmental Studies .............................................................................................................................. 20
Food Technology ........................................................................................................................................ 21
French ......................................................................................................................................................... 22
Graphics ..................................................................................................................................................... 23
History Elective .......................................................................................................................................... 24
Information and Software Technology ...................................................................................................... 25
Japanese ....................................................................................................................................................... 26
Marine and Aquaculture Technology ........................................................................................................ 27
Music ........................................................................................................................................................... 28
Philosophy .................................................................................................................................................. 29
Physical Activity and Sports Studies ............................................................................................................ 30
Photography and Digital Media .................................................................................................................. 31
Religion, Ethics and Philosophy .................................................................................................................. 33
Textiles Technology ...................................................................................................................................... 34
Visual Arts .................................................................................................................................................... 35
Bishop Druitt College Curriculum

Subject selection for Years 9 and 10 requires careful consideration of each student's abilities and interests. Communication between all concerned parties (students, parents and the school) is vital. This booklet is designed to assist students and their parents in the selection process by describing the requirements for the NSW Record of School Achievement (RoSA). It also outlines some of the essential features of study at this college, including homework, revision and assessment requirements. In particular, it includes a description of each course offered by the college for 2018-2019.

The Bishop Druitt College curriculum is divided into three stages: Stage 4 (corresponding to Years 7 & 8), Stage 5 (Years 9 & 10) and Stage 6 (Years 11 & 12). Year coordinators and the Director of Learning and Teaching are available for consultation regarding elective decisions, career-related queries and curriculum.

At Bishop Druitt College, Stage 5 electives are designed around two electives of 200 hours each (studied in Year 9 & 10) and a 100 hour elective (studied in Year 9 only). This program allows students to drop an elective in Year 10, so as to create more time in their other subjects. Students in Year 10 will be encouraged to develop depth of understanding and a high level of skill, as they prepare to enter their senior studies.

The college’s curriculum offerings at Stage 5 level include subjects that are broad in their scope and which provide a suitable foundation for Stage 6 study (Years 11 and 12). The range of elective courses enables students to develop patterns of study that are best suited to their interests, abilities and future needs.

Although each student’s choice of Stage 5 subjects should be made with at least some consideration of future studies and possible career paths, it is unrealistic for students in Year 8 to make subject choices for Years 9 and 10 based solely on these criteria. Rather, students need to choose their subjects based on their interests, motivation and ability.

Key Learning Areas (KLAs)

The NSW K-12 Curriculum is organised in Key Learning Areas. In Years 7-12, these are as follows:

- English
- Mathematics
- Science
- Human Society and its Environment
- Languages
- Creative Arts
- Technological and Applied Studies
- Personal Development, Health and Physical Education

NSW Record of School Achievement (RoSA) candidates must study subjects from seven of the eight KLAs. Five KLAs must be studied in each of the Years 7-10 (Stages 4–5). These are:

- English
- Mathematics
- Science
- Human Society and its Environment
- Personal Development, Health and Physical Education

In addition, students at Bishop Druitt College study 100 hours of Religion, Ethics and Philosophy in Year 9 and undertake an accelerated Preliminary subject Studies of Religion 1 (1 Unit) in Year 10.

The remaining three KLAs, Technological and Applied Studies, Languages and Creative Arts will be studied initially during Years 7 and 8 with further elective study available during Years 9 and 10. Greater scope for elective study in the Human Society and its Environment KLA is also introduced in Years 9 and 10.

Bishop Druitt College realises the importance of the Key Learning Areas of English and Mathematics. The skills acquired from these two KLAs are considered to be of great importance to the overall academic progress of our students. Additional support is offered by the school’s Learning Resources Centre to assist those students who experience difficulty in these subjects.

The NSW Educational Standards Authority (NESA) website contains useful information about these RoSA courses (including syllabus statements) and also publishes bulletins relating to the RoSA and the HSC.
Homework

Bishop Druitt College places considerable emphasis on the value of structured homework. The main aims of homework are to:

- Consolidate and complement class work.
- Deepen and extend understanding.
- Develop good organisational skills.
- Encourage responsible research and study habits.

Students in Years 9 and 10 should set aside a minimum of 1¾ hours for homework each night, with at least 2 hours per night spent on homework and revision in Term 4 of Year 10.

Assessment schedules and homework guidelines are published for each year by heads of faculty.

All students need to regularly revise their work and practise the skills appropriate to each subject studied. A cyclic process of review and note making is encouraged in which students:

- Read through the material covered each week for each subject (as appropriate).
- Make summary notes of that material, complete problems and/or revise related skills.
- Develop a revision folder in which their summaries, tests, revision exercises and related materials for each subject are kept for future reference.
- Set aside time each week for reviewing material from the previous month. Students should use their summaries and refer to their class notes and texts wherever necessary. This helps to keep skills and knowledge current and increases the depth of their knowledge.

It is important that students take responsibility for their own learning. The development of sound homework habits and effective revision methods will greatly assist students in achieving their academic goals. The skills learned by following the methods outlined above will also serve as a sound foundation for the rigors of future study.

In this regard, the Director of Learning and Teaching and teachers are available to provide advice to students and will assist with developing skills required for the development of suitable study methods.

Bishop Druitt College students enjoy the support of the Learning Resources Centre. The Learning Resources Centre staff provide support for students in the junior years and are also available for consultation at tutorial sessions offered within the school’s Learning and Assessment Drop-in (LAD), which runs during lunch. For enquiries see Mrs Murphy.

Students should get into the habit of commencing all assessment or homework tasks during the week they are first given so that they have time to complete them to the best of their ability. Students should not delay starting assessment tasks or put them off to the last few days before they fall due. If an assessment task is confusing or needs clarification students should discuss it with the class teacher. Help can also be sought from the Learning Resources Centre. Assistance for research tasks can be obtained in the library. Links to useful websites can be found by investigating assignments on the Bishop Druitt College Library website.

Starting assignments early, seeking clarification and thorough research are techniques that will be invaluable for successful study in Years 10 through to 12 and beyond.

Plagiarism

It is very important that students learn to use source material responsibly. The use of another person’s ideas and written material as if it is your own original work is unacceptable in school assessment tasks. This includes information taken from books, encyclopaedias, magazines, CD-ROMs, the internet and other resources. Proven cases of plagiarism will be construed as cheating. According to the discretion of the class teacher/head of faculty and Director of Learning and Teaching any work containing plagiarism will be attributed zero marks and students may be required to complete an alternative task.

All sources of information must be correctly acknowledged and referenced in a bibliography included at the end of each assignment. If you are unsure how to avoid plagiarism or how to write a bibliography there are guides available on the library website. Guides are also available in the college library.
NSW Record of School Achievement (RoSA)

RoSA Assessment
The NSW Education Standards Authority (NESA) requires schools to submit assessment grades (A, B, C, D, E) in all subjects studied in Stage 5. These grades are awarded by the school and are based on student achievement as measured against performance descriptors in each course. Student achievement is demonstrated in assessment tasks set throughout Year 10. In most cases greater weight is assigned to tasks given towards the end of Year 10.

The purpose of assessments is to provide a final measure of achievement in each of your Year 10 subjects. These assessments are based on multiple measures and observations made throughout Stage 5 rather than at a single, final examination. Measuring achievement at points during a course can provide a better indication of achievement than a single, final examination. It increases the accuracy of the overall assessment of ability in each course by using a variety of assessment tasks and methods relevant to each subject. It caters for those knowledge and skills outcomes that are better assessed in specific settings or at specific times (e.g. practical, research or fieldwork skills). This broadens the base of the assessment.

RoSA Assessment Schedules
Assessment schedules outline the number and types of assessment tasks required for each subject. In Year 9 and 10, these schedules are available on the Bishop Druitt College Information Services website. Links are provided on the schedules to most research tasks. In Year 10, an assessment booklet is produced at the beginning of the year. The booklet provides details of:

- The number and types of assessment tasks used in the course.
- The relative value (or weighting) of each task.
- The approximate timing of the tasks throughout the year.

Class teachers will issue students with more detailed information about each task and provide more detailed information about due dates, etc. at appropriate times throughout the course.

The marking criteria used to assess each task will be distributed with each assessment task.

RoSA Grading System
The NESA ‘course performance descriptors’ are used to measure student achievement on school assessment tasks, compared to a set of predefined (NESA) standards of student achievement. These grades are summarised as A, B, C, D, E or N.

Students may appeal against ‘N’ awards. Such appeals may only be made on the grounds that the grade awarded is not consistent with the progressive reporting. The marks awarded for individual tasks will not be subject to review.

RoSA General Performance Descriptors

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Performance Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>
| N     | Determination Where N appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements:  
|       | a. Followed the course developed by the NESA.  
|       | b. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.  
|       | c. Achieved some or all of the course outcomes. |
RoSA Reporting
At Bishop Druitt College students will complete internal examinations in some of their core subjects and some of the elective subjects undertaken in Years 9 and 10.

A RoSA will only be printed by the NESA when a student exits formal education after the completion of Year 10 and prior to the completion of the HSC. The RoSA will record the student's results in each subject completed and list those subjects the student has been enrolled in but may not have completed yet.

Students Undertaking Courses Based on Life Skills Outcomes and Content
If a student is undertaking one or more courses based on Life Skills outcomes and content and meets NESA requirements, he/she will be awarded the NSW Record of School Achievement. The Record of Achievement will list all courses satisfactorily completed, including courses based on Life Skills outcomes and content.

Subject Descriptions
The following pages provide subject descriptions for the Bishop Druitt College compulsory and elective subjects undertaken in Years 9 and 10. The compulsory subject descriptions are listed first, followed by the elective subjects in alphabetical order.
ENGLISH

Compulsory course

Course Description
The Australian English curriculum is built around the three interrelated strands of language, literature and literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

What will Students Learn About?
Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. Students learn about how meaning is made in texts. They also learn how to make meaning by manipulating grammar and how to be literate and apply their skills of literacy to a range of different contexts.

What will Students Learn to Do?
Students learn to interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts; fiction; non-fiction; poetry; dramatic performances; and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references.

Students explore a range of different texts including fiction and non-fiction texts, print, media, multimedia and digital texts and Shakespearean drama.

Students develop a critical understanding of the contemporary media, and the differences between media texts. Literary texts extend students in Years 9 and 10, as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes.

The range of literary texts for Year 9 and Year 10 also comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander peoples, as well as the contemporary literature of these two cultural groups. It also includes classic and contemporary world literature, including texts from and about Asia.

Features of the English program within the secondary school include:
• Drama and poetry workshops, performances and author visits.
• Public speaking and debating.
• Wide reading and library access programs.
• Digital Citizenship.

Specific Course Requirements
In Stage 5, students in Year 9 sit the National Assessment Program – Literacy and Numeracy (NAPLAN).

Faculty Contact
Head of Faculty, Ms Julie Bain
MATHEMATICS

Compulsory course

Course Description
In the NSW Stage 5 Mathematics syllabus there are three distinct levels of content, these being 5.1, 5.2 and 5.3 (in increasing difficulty respectively). These are delivered to classes in the non-rigid manner depicted in the diagram below.

What will Students Learn About and Do?
Stage 5.3 Mathematics: (9Accelerated, 9A1, 9A2, 10A1, 10A2) This course is designed for the student who wishes to undertake a calculus-based course in Stage 6 Mathematics (Mathematics 2 Unit and Mathematics Extension 1). It is a demanding course that offers a challenge to even the most capable student, while not being beyond the reach of above-average students.

Topics within Stage 5.3 Mathematics include: Consumer Arithmetic; Algebra; Surds and Indices; Geometry and Reasoning in Geometry; Congruence and Similarity; Statistics and Probability; Measurement; Equations; Coordinate Geometry; Graphs; and Option Topics.

Stage 5.2 Mathematics: (9B1, 9B2, 9B3, 10B1, 10B2, 10B3) This course is designed for the student who wishes to study non-calculus-based mathematics in Stage 6 (Mathematics Standard). It is a much less demanding and rigorous course than Stage 5.3 Mathematics. An outstanding 5.2 stage student may be able to undertake a calculus-based Stage 6 course, but would need to bridge a considerable amount of algebra based work.

Back to index
MATHEMATICS (CONT....)

Topics within Stage 5.2 Mathematics include: Number & Algebra – Financial Mathematics; Ratios & Rates; Algebraic Techniques; Indices, Equations; Linear Relationships; Non-Linear Relationships; Measurement & Geometry – Area & Surface Area; Volume; Right-Angled Triangles (Trigonometry); Properties of Geometrical Figures; and Statistics & Probability – Single Variable Data Analysis Probability. This course is modified for some students who find mathematics challenging, and will be undertaking a non-calculus based course (Mathematics Standard 1), or no mathematics at all in Stage 6.

All of the Stage 5.1 topics are contained in Stage 5.2. The emphasis in Stage 5.1 Mathematics is on the development of basic skills in mathematics.

Topics within Stage 5.1 Mathematics include: Number & Algebra – Financial Mathematics; Indices; Linear Relationships; Non-Linear Relationships; Measurement & Geometry – Area & Surface Area; Numbers of Any Magnitude; Right-Angled Triangles (Trigonometry); Properties of Geometrical Figures; and Statistics & Probability – Single Variable Data Analysis Probability.

Specific Course Requirements
Nil

Course Costs
Year 9 subject levy (Education Perfect)
Year 10 subject levy (online registration = $20)
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferrable Skills
Pathway A is intended for students for the most able students, who may have completed parts of Stage 5 during Year 8 and will go on to study the calculus based Stage 6 courses. These are Mathematics, Mathematics Extension 1 and Mathematics Extension 2 (Year 12 only). Some students in this pathway will complete all 5.1, 5.2, 5.3 topics achieving mastery in all of them, including the optional topics, these students would be recommended studying Extension 1 in Year 11. Some may achieve competency in most of the topics and would be recommended to choose Mathematics. Year 9 Accelerated complete the Year 9/10 Stage 5.3 all in Year 9 and move onto Year 11 Preliminary content in Year 10.

Pathway B is intended for students who may study Mathematics (2 Unit) or Mathematics Standard in Stage 6, but who require more time to consolidate Stage 4, prior to covering all the 5.1 and 5.2 outcomes. Some of the 5.3 outcomes most useful for Mathematics (2 Unit) are also included. Mathematics Standard is a requirement (compulsory) or recommendation for many university courses (always check in university admissions specific requirements for study). Some students in Pathway B who have difficulty in Mathematics will complete Stage 4 (Year 7 and 8) outcomes, all of the 5.1 outcomes and some of the 5.2 outcomes. It is intended for students aiming to study Mathematics Standard in Stage 6. Those students experiencing difficulty will have topics modified to include Stage 3 outcomes where necessary, but this may not adequately prepare students for Mathematics Standard in Stage 6.

Faculty Contact
Head of Faculty, Mr Craig Verbruggen

Back to index
SCIENCE

Compulsory course

Course Description
The aim of the Science Stage 5 syllabus is to develop students’:
• Interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues.
• Knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of working scientifically.
• Scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events.
• Appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based research.
• Decisions in informing societies’ use of science and technology.

What will Students Learn About?
Students will:
• Develop knowledge, understanding of and skills in applying the processes of working scientifically.
• Develop knowledge of the physical world, earth and space, living world and chemical world, and understanding about the nature, development, use and influence of science.

What will Students Learn to Do?
Year 9 Science: The work from Stage 4 (Years 7 and 8) is developed in greater depth and preparation for the NSW RoSA begins. The topic areas covered are: Materials; Reaction Types; Heat; Light and Sound; Electromagnetic Radiation; Electrical Energy; Ecosystems; Plate Tectonics; Disease; Body Coordination.

Year 10 Science: Students will develop their skills, knowledge and understanding in preparation for the NSW RoSA and for Stage 6 Science courses if they choose to undertake them. The Year 10 program aims to further a student’s achievement in understanding the natural and technological world, and to enable them to make a positive informed contribution to the decisions that shape it. The topic areas covered are: Student Research Project; Geological Time; DNA and Genetics; Motion and Energy; Global Systems; The Periodic Table; Chemical Reactions; The Universe Forensic Science.

Specific Course Requirements
Specific course requirements: Student Research Project (SRP - mandated by NESA): During Year 10 each student will be assisted to conduct their own scientific investigation at a greater depth and using more skills than in Stage 4. They will keep a journal showing the development of their project, submit a final report and give an oral presentation to their class. This task will be completed mainly at home with prior support in the classroom.

Course Costs
Year 9 subject levy (Education Perfect Online for Science) = $20 plus.
Year 10 subject levy (Education Perfect Online for Science) = $20 plus $10 Forensic Science Education interactive display
(Note: Costs and subject levy listed are based on current year and subject to change)

Faculty Contact
Head of Faculty, Mr Paul McCormack
AUSTRALIAN GEOGRAPHY

Compulsory course

Course Description
Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

The syllabus has two key dimensions that form the basis for the study of all content in Australian Geography:
• The spatial dimension – where things are and why they are there.
• The ecological dimension – how humans interact with environments.

What will Students Learn About?
Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia’s physical environments and communities and explore how they are changing and responding to change. Students also look at Australia’s roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

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

Specific Course Requirements
Fieldwork is an essential part of the study of geography. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

Assessments may include:
• Case study reports.
• Research assignments.
• Oral presentation.
• Examination type tests.
• Fieldwork.

Course Costs
Coastal management field study approx. $10 - $15
(Note: Costs and subject levy listed are based on current year and subject to change)

Faculty Contact
Head of Faculty, Ms Barb Kiemski
HISTORY

Compulsory course

Course Description
History develops in young people an interest in and enjoyment of exploring the past. A study of history provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia.

What will Students Learn About?
Students develop an understanding of significant developments in Australia’s social, political and cultural history. Australia’s international relationships are examined through World War One and Two and our role as a global citizen. The changing rights and freedoms of Aboriginal peoples and other groups in Australia are also studied. Students will also study aspects of global history by exploring the making of the modern world and Australia.

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

Specific Course Requirements
All students must complete a site study in Stage 5.
Assessments may include:
- Examination type tests.
- Research assignments.
- Oral presentations (eg seminars, debates, tutorials).
- Performance activities (e.g. role-play, dramatic presentation, video, computer).
- Heritage site activities.
- Essays.
- Interviews.
- Source analysis.

Course Costs
Excursion Year 10 Term 4 = approx $15
(Note: Costs and subject levy listed are based on current year and subject to change)

Faculty Contact
Head of Faculty, Ms Barb Kiemski
CHILD STUDIES

Elective course 100 or 200 hours at any time during Year 9 and 10

Course Description
The Child Studies course is designed to enhance students’ knowledge and understanding of the skills required to positively influence the growth and development of children.

Students will also understand the value and importance of effective parenting, as well as the high level of associated responsibilities. Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments.

What will Students Learn About?
Some of the units covered will be:

• Preparing for Parenthood.
• Newborn Care.
• Growth and Development.
• Play and the Developing Child.
• Food and Nutrition in Childhood.
• Media and Technology in Childhood.

What will Students Learn to Do?
Students will gain and develop a range of skills through the theory component and practical experiences.

We utilise the primary school environment where we engage in activities such as reading and sport. Students will develop critical and creative thinking skills, ethical understanding, information and communication technology capabilities, and communication skills to utilise across a ranges of age groups.

Students will learn to use time management skills and to seek and utilise information from a variety of sources (particularly useful with the Maybe Baby project).

Specific Course Requirements
Nil

Course Costs
Subject levy = $50.

This includes excursions to different community groups and activities as well as the Maybe Baby project. It also includes costs involved for practical lessons relating to food and nutrition in childhood.

(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this course will also support students engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

Complementary Subjects
Nil

Faculty Contact
Head of Faculty, Mr David Findlay
COMMERCE

Elective course 100 or 200 hours at any time during Year 9 and 10

Course Description
Need some guidance to survive and prosper in a complex commercial world? Have you ever thought you might want to buy a house or a car, travel or run your own business in the future? Want to learn about important things like insurance or your legal rights? Want to learn how to invest effectively and learn about the stock exchange?

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

What will Students Learn About?
All students study Consumer Choice and Personal Finance in Year 9 and Legal and Employment Issues in Year 10. In these topics they learn about making responsible spending, saving, borrowing and investment decisions. Students will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work. Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; and Running a Business.

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

Students will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace. The content is organised into essential and additional content and information is provided on structuring the content. The core and options may be studied in any order or pattern.

Specific Course Requirements
In a 100-hour Commerce course students must study core components and at least two options. In a 200-hour Commerce course they will study core components and at least four electives.

Assessments may include:
• Case study reports.
• Research assignments.
• Presentations.
• Running a class business.
• Mock trial.
• Apps based budgeting

<table>
<thead>
<tr>
<th>Part 1</th>
<th>Part 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>(40 indicative hours)</td>
<td>(40 indicative hours)</td>
</tr>
<tr>
<td>1.1 Consumer Choice</td>
<td>2.1 Law and Society</td>
</tr>
<tr>
<td>1.2 Personal Finance</td>
<td>2.2 Employment Issues</td>
</tr>
</tbody>
</table>

CORE
COMMERCE (CONT....)

OPTIONS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Investing</td>
</tr>
<tr>
<td>2</td>
<td>Promoting and Selling</td>
</tr>
<tr>
<td>3</td>
<td>E-commerce</td>
</tr>
<tr>
<td>4</td>
<td>Global Links</td>
</tr>
<tr>
<td>5</td>
<td>Towards Independence</td>
</tr>
<tr>
<td>6</td>
<td>Political Involvement</td>
</tr>
<tr>
<td>7</td>
<td>Travel</td>
</tr>
<tr>
<td>8</td>
<td>Law in Action</td>
</tr>
<tr>
<td>9</td>
<td>Our Economy</td>
</tr>
<tr>
<td>10</td>
<td>Community Participation</td>
</tr>
<tr>
<td>11</td>
<td>Running a Business</td>
</tr>
</tbody>
</table>

Course Costs
Year 10 Coffs Harbour Courthouse excursion = approx $10
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
Getting a job is about employability. The knowledge and skills learnt in Commerce are transferrable to any future occupation. Commerce also provides important skills in leadership and communication that can be transferred to every sector in every future profession.

Some future possibilities include advertising accounting, human resources, investment, marketing, public relations, small business owner, sports administration, stockbroker, trade and treasury, attorney, barrister, business consultant, magistrate, intelligence services, judge, law enforcement (state and federal), share, finance or commodities markets, business, economic forecasting, banking, tourism, property development and management, foreign affairs, and economic policy development.

Complementary Subjects
- Business Studies
- Legal Studies
- Economics
- History
- Mathematics

Faculty Contact
Head of Faculty, Mr Craig Lang
DESIGN AND TECHNOLOGY

Elective course 100 or 200 hours at any time during Year 9 and 10

Course Description
The Design and Technology course is suitable for students who are creative, enjoy practical work and can work diligently to complete a project and design folio. Students learn to design through engaging in a number of design projects. Computer aided design software is used to assist in the design process.

What will Students Learn About?
Students who elect the Design and Technology course will study:
- Design related theory and concepts.
- Design process (through the development of design folios).
- Workshop skills (through the construction of design projects).

What will Students Learn to Do?

**Year 9 - Term 1 (Focus Area 1)**
Accessory Design - Key tag / bag tag project
Practical experiences:
- Design sketching
- CAD software
- 3D printing.
Assessment - 3D project and folio 25%

**Year 9 - Term 2 (Focus Area 2)**
Interior Design - Passive speaker project
Practical experiences:
- CAD software
- Woodworking hand tools
- Portable power tools
- Drill press
- Disc sander
- Bobbin sander.
Assessment - Project and folio 25%

**Year 9 - Term 3 and 4 (Focus Area 3)**
Metal Industrial Design - Eco Lamp
Practical experiences:
- Metalworking hand tools
- Guillotine and floor shears
- Drill press
- Magnabend folding machine
- Metal cold saw
- Mig welding machine
- Portable power tools
- Soldering
Assessment - Design Process Folio 25% and Eco Lamp Project 25%
DESIGN AND TECHNOLOGY (CONT....)

Year 10 - Term 1 (Focus Area 3)
Industrial Design - Prototyping / Modelling project
Practical experiences:
• Design sketching
• CAD software
• 3D printing
• Hand tools
• Woodworking machinery
Assessment - 3D project and folio 15%

Year 10 - Term 2 and 3 (Focus Area 4)
Furniture Design - Flat pack furniture project
Practical experiences:
• Drill press
• Scroll saw
• Band saw
• Jig saw
• Router
• Bobbin sander
• Disk sander
• Belt linisher
Assessment - Design Process Folio 30% & Flat Pack Project 40%

Year 9 - Term 4 (Focus Area 5)
Engineering / STEM - Mouse trap racers
Practical experiences:
• 3D printing
• Hand tools
• Experimentation and testing
Assessment - Yearly Examination 15%

Specific Course Requirements
Students studying Design and Technology are required to bring the following equipment:
• Pencil case (mechanical pencil/pacer, eraser etc).
• A4 display folder.
• Apron.

Course Costs
Year 9 subject levy = $94.
Year 10 subject levy = $129.
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
• Industrial design
• Product design
• Landscape design
• Engineering
• Architecture
• Textiles and design
• Cabinetry
• Building/construction
• Visual Arts

Complementary Subjects
• Graphics Technology
• Textiles Technology

Faculty Contact
Head of Faculty, Mr Daniel Bartlett
DRAMA

Elective course 100 or 200 hours at any time during Year 9 and 10

Course Description
Drama is an integral part of human existence with roots in the primitive story telling of our earliest civilisations and the fundamental human need to make sense of the world around us.

It is an artform with a discrete body of knowledge including conventions, history, skills and methods of working, which encourages a cooperative approach to exploring the world through enactment.

The Drama course is suited to students who are creative, enjoy practical work and are keen to develop their ability to collaborate and take on a role as a means of exploring both familiar and unfamiliar aspects of their world.

What will Students Learn About?
All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style is also studied. Examples of these include improvisation, mime and political/protest theatre, realism, commedia dell’arte and melodrama.

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

Year 9 Semester 1
• Movement and Mime.
• Playbuilding.
• Coffs Harbour Drama Eisteddfod.

Year 9 Semester 2
• Mask - Making & Mask use in performance.
• Scripted Drama & Class Production.
• Theatresports.

Year 10 Semester 1
• Playbuilding.
• Monologues.
• Coffs Harbour Drama Eisteddfod.

Year 10 Semester 2
• Musical Theatre
• Scripted Drama & Class Production.

Specific Course Requirements
Students studying Drama require an A4 or larger art diary for use as a logbook and a college drama shirt and plain black trousers or leggings for practical work and performances.
DRAMA (CONT....)

Course Costs
Year 9 subject levy = $39.
Year 10 subject levy = $32.
Occasional extra costs for visiting performances or one-off excursions
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways
- HSC Drama.
- University.
- Theatre industry - acting for television and theatre, stage management, design for costume, promotion and set.
- Advertising.
- Event management.

Transferable Skills
Students learn to collaborate in a creative process of sharing, developing and expressing emotions and ideas. They develop self-confidence, motivation and self-esteem through the devising, workshopping, rehearsing and performing of individual and group works. These skills are transferrable to achievement in school subjects involving group work and individual presentations. They also function as life skills for today’s world in most fields of employment requiring team work and/or the ability to present or sell oneself.

Complementary Subjects
- Visual Arts
- Music
- Design and Technology
- English

Faculty Contact
Head of Faculty, Mrs Ethel Cooper
ENVIRONMENTAL STUDIES

Elective course 100 or 200 hours at any time during Years 9 and 10

Course Description
Environmental Studies provides an opportunity for students to explore the world outside the classroom. Students utilise the local region to learn more about sustainable management of our environment. It provides a broader understanding of contemporary environmental issues and the processes of inquiry, and enables depth studies through flexible learning with a choice of focus areas. Students will develop a sense of individual and community responsibility for the local and global environment.

What will Students Learn to Do?
Environmental Studies is based on independent learning activities and involves taking local activities such as the creation of fieldwork tasks, Landcare activities along our creek and a sustainable environment project, then applying these to global issues. Students will develop a broader understanding of the complex interrelationships in the environment through a number of depth studies. These will involve a range of tools including geographic information system (GIS), ICT, multimedia and fieldwork.

Focus issues:
• Human influences on the physical world.
• Impact of physical forces on humans.
• Regional and international contacts, conflicts and inequalities.
• Management of the environment in a sustainable way.
• Biodiversity and habitat destruction.
• Contemporary issues e.g. coal seam gas exploration and GMO foods.

Topics will be chosen from the following:
• Physical Environment.
• Oceanography.
• Sustainable Policies.
• Environmental Impacts of Land Use.

What will Students Learn About?
Three independent learning tasks will form the basis of Environmental Studies:
• The creation of an environmental activity. This involves a significant fieldwork component.
• An in-depth coastal management study focusing on sustainability and climate change again incorporating a significant fieldwork task.
• A physical geography project focusing on landform processes and degradation of the creek environment that runs along the school boundary. This will involve Landcare activities.
• Options for developing sustainability within the college.

Specific Course Requirements
In a 100-hour Environmental Studies course students must study at least three focus areas. In a 200-hour Environmental Studies course they will study at least five focus areas. Assessments may include: case study reports, research assignments, presentations and fieldwork.

Course Costs
Fieldwork is a core component of this course, therefore, students will be required to meet the costs of transports to fieldwork venues.

Transferable Skills
The environment is an increasingly important issue and a growing area of employment. Some examples of future employment might include – agricultural or resource economics, environmental science, ecologist, farming, forester, geographer, hydrographer, mining, park ranger, natural resource manager, urban planner, landscape architect, landscaper, environmental consultant, eco-tour guide, documentary film maker, climatologist.

Complementary Subjects
• Geography
• Biology
• History
• Economics
• Chemistry

Faculty Contact
Head of Faculty, Mr Craig Lang
FOOD TECHNOLOGY

Elective course 100 or 200 hours at any time during Years 9 and 10

Course Description
The Food Technology course actively engages students in learning about food. Students will be able to evaluate the relationships between food, technology, nutrition and the quality of life. Students will develop confidence and proficiency in their practical skills during hands-on lessons.

What will Students Learn About?
Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Practical lessons address the importance of hygiene and safe working practices and legislation in the production of food. Students explore the richness, pleasure and variety that food adds to life and how it contributes to both vocational and general life experiences.

Students will study in Year 9
- Food in Australia.
- Food Product Development.
- Food Selection and Health.
- Food Trends.

Students will study in Year 10
- Food Service and Catering.
- Food for Special Needs.
- Food for Special Occasions.

What will Students Learn to Do?
Through practical lessons, students will learn to make informed and appropriate choices with regard to food. Integral to this course students develop the ability and confidence to design, produce and evaluate solutions involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students will be expected to complete:
- At least one assessment task per semester.
- All practical tasks.
- Yearly theory examination.
- Yearly practical examination.
- Small homework tasks.
- In-class assessments.

Specific Course Requirements
Students undertake a range of practical experiences that occupy the majority of course time. The student’s recipe theory book contains recipes for one year and extra recipes. The recipe theory book can be taken home at the end of the year. Each year has a different recipe theory book.

Course Costs
Year 9 and 10 subject levy (incl recipe theory book) = $135.
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
Dietitian, environmental health officer, food technologist, nurse, nutritionist, sports scientist, baker, bar attendant, barista, butcher, café or restaurant manager, catering manager, chef, conference and event organiser, cook, pastrycook.

Complementary Subjects
- Hospitality
- Personal Development, Health and Physical Education
- Food Technology (Year 11 and 12)

Faculty Contact
Head of Faculty, Mr Daniel Bartlet
FRENCH

Elective course 100 or 200 hours at any time during Years 9 and 10.

Course Description
Are you interested in travel? Communication? Learning about other countries, cultures, cuisines and customs? Do you want to give yourself an edge in any future career you choose and earn more money than your monolingual peers? Do you want the opportunity to study or work in Europe, North America, Africa or the Pacific?

If you answered yes to any of these questions, then you should be considering taking French in Stage 5.

The Elective French course builds on the knowledge and skills you will already have acquired during your Year 8 course. This means that you are already part of the way there! You already know basic vocabulary and sentence structures, and you understand some cultural aspects of Francophone countries. The Stage 5 course goes into greater depth and detail and will allow you to develop the ability to communicate with French speakers on a range of topics relating to your own world. Along the way you’ll be playing games, reading, hearing and viewing a range of texts in French, and practising your speaking and writing skills. In addition to your base text, your teacher will source material from the internet, film, music and clips, magazines and books to help you really get to know how French-speaking people live, speak and act.

At the end of the Year 10 course you will have the option to either leave your French study with a level of language that will allow you to have a great tourist experience in many parts of the world, or to move on to French Continuers in Stage 6, where again you will already have learnt a lot of the set material before you even start Year 11!

What will Students Learn About?
In Stage 5 French you will learn in more detail about the way the French language is different from and similar to English. This means that you will also learn to better understand your own language, improving your literacy skills and communicative capacity. Students will also learn about many of the fascinating aspects of Francophone culture through engaging with authentic materials and texts and discussing experiences and ideas about culture from both an Australian and a Francophone perspective.

What will Students Learn To Do?
You will start to use a lot more vocabulary, gradually building this up unit by unit, and training your brain and your memory at the same time. You will also be able to use more and more sophisticated sentence structures and tenses to express a greater range of experiences and ideas. You will learn to talk about food, travel, fashion, sport, hobbies, music, people, places, holidays and parties. Later on in the course you will also learn to give your own opinions confidently and fluently, and to argue your own point of view.

Specific Course Requirements
Students must have completed the Year 8 French course. In exceptional cases students who have not completed the Year 8 course may be accepted after negotiation with the Head of Languages.

Course Costs
Year 9 subject levy - workbook = $78.
Year 10 subject levy - workbook = $82.
Levy includes yearly subscription to Language Perfect
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
Learning a second language will help you develop skills that will be invaluable to you as you move into Stage 6, and later as you join the workforce:

- Higher order thinking, learning and social skills.
- Literacy skills.
- Analytical and problem-solving skills.

- Flexible thinking skills.
- Greater empathy and tolerance towards others.

- Mathematics
- Science
- English
- other foreign languages

Complementary Subjects
- Music
- Drama
- History
- Visual Arts

Faculty Contact
Head of Faculty, Mrs April Harris
Elective course 100 or 200 hours at any time during Years 9 and 10.

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

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

Year 9
Students learn the fundamentals of traditional ‘board work’ i.e. hand drawn technical drawings using drafting equipment with pencils, rulers, set squares and the like. Their skills are developed by subsequent drawings, which teaches them different technical and graphical techniques. Towards the end of the year they transition to Google Sketchup which is the computer-aided design program used in Year 10. Assessment tasks are usually a collection of drawings required at the end of each term.

Year 10
The Year 10 course is heavily architecturally based with all work being computer generated using Sketchup.

• In Term 1 the students are led through a series of tutorials and tasks that helps them develop skills in all the main functions of the program.
• In Term 2 another series of tutorials and tasks are undertaken looking at architectural techniques and standards.
• In Term 3 students study the fundamentals of good architectural practices in an Australian climate. Aspect, passive solar heating and modern stylings are looked at and the students begin to design their own ‘Australian house’. First with graphical drawings, then scale models that are made by hand.
• Term 4 – the students independently design and create their own houses using Sketchup and their architectural knowledge. They also create rendered animations and ‘walk throughs’.

What will students learn to do?

Year 9
Students learn the fundamentals of traditional ‘board work’ i.e. hand drawn technical drawings using drafting equipment with pencils, rulers, set squares and the like. Their skills are developed by subsequent drawings, which teaches them different technical and graphical techniques. Towards the end of the year they transition to Google Sketchup which is the computer-aided design program used in Year 10. Assessment tasks are usually a collection of drawings required at the end of each term.

Year 10
The Year 10 course is heavily architecturally based with all work being computer generated using Sketchup.

• In Term 1 the students are led through a series of tutorials and tasks that helps them develop skills in all the main functions of the program.
• In Term 2 another series of tutorials and tasks are undertaken looking at architectural techniques and standards.
• In Term 3 students study the fundamentals of good architectural practices in an Australian climate. Aspect, passive solar heating and modern stylings are looked at and the students begin to design their own ‘Australian house’. First with graphical drawings, then scale models that are made by hand.
• Term 4 – the students independently design and create their own houses using Sketchup and their architectural knowledge. They also create rendered animations and ‘walk throughs’.

Specific Course Requirements
Nil.

Course Costs
Year 9 and 10 subject levy = $31.50
Drawing Kit = $100
(Note: Costs and subject levy listed are based on current year and subject to change)

Complementary Subjects
• Mathematics
• Design and Technology

Faculty Contact
Head of Faculty, Mr Daniel Bartlett
HISTORY ELECTIVE

Elective course 100 or 200 hours at any time during Years 9 and 10.

Course Description
Have a passion for history? Movies? Books? If you like stories then why not study the biggest story of them all – Elective History. The Elective History course is designed for lovers of history, Unlike the mandatory History course, the focus is on European, American and Asian history. Elective History enables students to appreciate and enjoy the human endeavours and achievements of the past for their own intrinsic interest. The cognitive skills of analysis, evaluation and synthesis underpin the study of history and equip students with the ability to understand and evaluate the political, cultural and social events and issues that have shaped the world around them.

What will Students Learn to Do?
Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Specific Course Requirements
Obviously an interest in history is an advantage. Students will get much practice in critical analysis during the course and are given the opportunity to research areas of their own particular interest. A commitment to wider reading and the ability to compose detailed and analytical responses are also of benefit when studying history. Viewing documentaries is also central to students achieving a broad understanding of the topics under study.

Course Costs
There are no course costs but we may take advantage of visiting exhibitions, relevant movies etc.

Career Relevance/Pathways/Transferable Skills
Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning. A good knowledge of history heightens the aesthetic value of literature, film and travel. This course teaches students many skills in research, analysis and critical thinking. Studying Elective History gives students many skills that will aid them in all HSIE Stage 6 subjects. Critical thinking is an important component of most professions. Some possible careers include: travel/tour guide, journalist, criminologist, photographer, film/stage/television director or producer, flight attendant, archaeologist, historian, museum curator.

Complementary Subjects
- Philosophy
- Drama
- Visual Arts

Faculty Contact
Head of Faculty, Ms Barb Kiemski
INFORMATION AND SOFTWARE TECHNOLOGY

Elective course 100 or 200 hours at any time during Years 9 and 10.

Course Description
The Information and Software Technology course is suitable for students who are looking to learn more about computer technology. The course is structured into topics, and students are required to complete a project for each topic.

What will Students Learn About?
Year 9 Topics:
• Term 1 - Introduction to Hardware and Software.
• Term 2 - Robotics and Automated Systems.
• Term 3 - Authoring and Multimedia.
• Term 4 - Internet and Website Development.

Year 10 Topics:
• Term 1 - Software Development and Programming.
• Term 2 - Database Design.
• Term 3 - Digital Media.
• Term 4 - Networking Systems.

What will Students Learn to Do?
Students will engage in projects that integrate software and hardware specific to each unit. For example, students studying the Robotics unit use RoboLab software to program a LEGO Mindstorm robotic vehicle.

Specific Course Requirements
There are no specific course requirements but a USB storage device is useful.

Course Costs
Nil.

Career Relevance/Pathways/Transferable Skills
• Games programmer
• Software developer
• Web design
• Graphic design
• Multimedia – film/video
• Database administrator
• Robotics engineer
• Project management
• Test analyst/engineer
• IT support

Complementary Subjects
• Graphics Technology
• Design and Technology

Faculty Contact
Head of Faculty, Mr Daniel Bartlett
JAPANESE

Elective course 100 or 200 hours at any time during Years 9 and 10.

Course Description
Are you interested in travel? Communication? Learning about other countries, cultures, cuisines and customs? Do you want to give yourself an edge in any future career you choose and earn more money than your monolingual peers? Did you find this year that you have an aptitude for languages?

If you answered yes to any of these questions, then you should be considering taking a language in Stage 5.

The Elective Japanese course builds on the knowledge and skills you will already have acquired during your Year 8 course. This means that you are already part of the way there! You already know basic vocabulary, hiragana script and sentence structures, and you understand some cultural aspects of Japanese life. The Stage 5 course goes into greater depth and detail and will allow you to develop the ability to communicate with Japanese speakers on a range of topics relating to your own world. Along the way you’ll be playing games, reading, hearing and viewing a range of texts in Japanese, and practising your speaking and writing skills. In addition to your base text, your teacher will source material from the internet, film, music and clips, magazines and manga to help you get into the ‘real Japanese’ you want to learn.

At the end of the Year 10 course you will have the option to either leave your Japanese study with a level of language that will allow you to have a great tourist experience in Japan, or to move on to Japanese Continuers in Stage 6, where again you will already have learnt a lot of the set material.

What will Students Learn To Do?
In addition to hiragana script, students will learn how to use the second phonetic syllabary, katakana, in order to write wholly in Japanese script. They will also begin to extend their knowledge of kanji, the meaning-based Chinese characters also used in Japanese writing.

Students will start to use a lot more vocabulary, which will train their brains and their memories, and will also be able to use more sophisticated structures to express a greater range of concepts and ideas.

What will Students Learn About?
Students will learn in more detail about the way the Japanese language is different from and similar to English. This means that they will also learn to better understand their own language, improving their literacy skills and communicative capacity. Students will also learn about many of the fascinating aspects of Japanese culture through engaging with authentic Japanese materials and texts and discussing experiences and ideas about culture from both an Australian and a Japanese perspective.

Specific Course Requirements
Students must have completed the Year 8 Japanese course. In exceptional cases students who have not completed the Year 8 course may be accepted after negotiation with the Head of Languages.

Course Costs
Year 9 subject levy - workbook = $78.
Year 10 subject levy - workbook = $82.
Levy includes yearly subscription to Language Perfect
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
Learning a second language will help you develop skills that will be invaluable to you as you move into Stage 6, and later as you join the workforce:

- Higher order thinking, learning and social skills.
- Literacy skills.
- Analytical and problem-solving skills.
- Flexible thinking skills.
- Greater empathy and tolerance towards others.

Complementary Subjects
- Music
- Drama
- History
- Visual Arts
- Mathematics
- Science
- English
- other foreign languages

Faculty Contact
Head of Faculty, Mrs April Harris
MARINE AND AQUACULTURE TECHNOLOGY

Elective course 100 or 200 hours at any time during Years 9 and 10.

Course Description
Marine and Aquaculture Technology develops students understanding of their local marine environment in both a practical and theoretical way. The course is divided 50/50 in both practical and theory. Students learn how marine and water-related environments are managed in an environmentally sustainable way.

In practical sessions students undertake activities such as: snorkling, swimming, canoeing, stand - up paddle boarding along with local coastline and waterways analysis.

Work is also undertaken with the National Marine Science Centre to provide a greater depth of experience for our students.

What will Students Learn About?
All 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 emphasised 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. The theory areas of study include:

Year 9 Topics:
- Introduction to Marine and Aquaculture Technology.
- Water Safety.
- General First Aid.
- Maintaining Equipment used in Water.
- The Marine Environment.
- Food from the Sea.
- Aquarium Design.
- Marine Mammals.
- Saving Water Environments.
- Basic Snorkelling.

Year 10 Topics:
- Water Safety Accreditation.
- General First Aid.
- Open Water Snorkeling – Solitary Islands.
- Personal Interest Project.
- Fish Biology.
- Underwater Farming.
- Rock Platforms.
- Tourism.

What will Students Learn to Do?
The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain marine equipment. 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.

Specific Course Requirements
Nil.

Course Costs
Subject levy Year 9 = $92. Year 10 = $113.

Due to the practical nature of this course many activites are undertaken off college grounds.
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
Students are able to undertake Marine Studies in Years 11 and 12 where offered and continue to further studies at University or TAFE in a number of areas related to the maritime industry. These include: maritime operations – many and varied, university science, marine biology, diving – professionally, shipping, or marine archaeology.

Complementary Subjects
- HSIE
- PDHPE
- Senior Science
- Biology
- Chemistry
- Earth and Environmental Science

Faculty Contact
Head of Faculty, Mr David Findlay
MUSIC

Elective course 100 or 200 hours at any time during Years 9 and 10

Course Description

What will Students Learn About?
Students will learn about performing, composing, analysing and researching music. This will be completed through studying a range of topics which varies every year, depending on the students in the course. Australian music is the main focus but other topics include jazz, theatre music, rock, pop, music of various cultures, classical music, music for film and television and music in technology.

What will Students Learn to Do?
From this course all students:
- Learn to read, write and interpret music from a range of topics
- Develop a growing vocabulary of music notation.
- Become competent in using music notation software programs including Sibelius and Musescore.
- Develop confidence with individual and group performances on their instrument of choice.

Specific Course Requirements
A love of music is the first requirement! Students who enjoy listening to music, playing an instrument and/or creating their own music should elect to choose this subject.

Please note that if students are considering completing Music 2 and Music Extension as a Stage 6 subject they are required to take Music in Stage 5 as a prerequisite.

Course Costs
Year 9 and Year 10 subject levy = $21.
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
Professional musician, educator, management, theatre, production, tuition, sound technician, technology and IT.

Complementary Subjects
- Mathematics
- Visual Arts
- Drama
- Technology subjects
- English

Faculty Contact
Head of Faculty, Mrs Rebecca Day
PHILOSOPHY

Elective course 100 or 200 hours at any time during Years 9 and 10.

Course Description
Three reasons why you should study Philosophy:
1. The topics are varied and interesting. There is literally something for everyone!
2. You will learn to think better and not be afraid to express your points of view and opinions.
3. You will become a better person and a more successful adult.

This course, could be sub-titled ‘Stand up and think’, as it provides an opportunity for students to question and develop critical thinking skills. Students need to not only work out what they think, but they also need to know how to express their views and opinions. Learning how to think is taught specifically in this course, as is how to be open to new ideas. The need and freedom to question is an important part of being an adolescent.

The aim of this course is to show that philosophical issues are relevant to the 21st century. Through the understanding of these issues, students can achieve more fulfilling academic outcomes and can establish values and expectations that will have lifelong impact.

The best aspect of this course for many students is that it gives them the time and opportunity to work out what they believe. It provides space in their learning experiences to reflect. Students will discover how the things they have learnt in other subjects come together.

What will Students Learn About?
This course is 100% student-directed learning – the students decide what is actually studied. The topics or areas covered will entirely depend on the interests and motivations of each class. The subject is more about ‘being’ or ‘becoming’ a philosopher rather than studying philosophy. This approach makes the subject very flexible from year to year, and always relevant to students’ needs and contemporary issues.

There are certain key ideas in philosophy. These concepts can be explored using a wide variety of starting points. Some areas or topics studied in recent years include:

- Do other people think like me?
- What will make me really happy?
- Falling in love – chemical reactions?
- Hollywood heroes – who needs them?
- Dreams – what do they mean?
- Why do we laugh?
- Risk taking and fun.
- Organ transplants.

What will Students Learn to Do?
Students will explore some of the key concerns of philosophy. This will then enable them to develop their own thought through answers or responses to questions like:

- Why am I here?
- How did I get here?
- Can I know the truth?
- What do I want from life?
- Is human life special?
- Why do humans think and question so much?

Specific Course Requirements
Students are expected to complete independent assignments as well as regular, substantial journal entries. The actual assignments are chosen by each student – there are no teacher set assessment tasks.

Course Costs
There are no course costs, however, students may get the opportunity to participate in regional, state and national Philosothon competitions. Costs would vary depending on location.

Career Relevance/Pathways/Transferable Skills
This course teaches students many skills in research, analysis and critical thinking. Critical thinking and making ethical decisions is an important component of most professions. Philosophical thinking is a part of formal education and is increasingly significant if students progress through to tertiary education. Students of philosophy would find themselves particularly well prepared for almost any career but especially in the fields of the arts, law, and ethics.

Complementary Subjects
- English Standard, Advanced and Extension 1 & 2
- Society and Culture
- Studies of Religion
- Visual Arts

Faculty Contact
Head of Faculty, Ms Barb Kiemsri
PHYSICAL ACTIVITY AND SPORTS STUDIES

Elective course 100 or 200 hours at any time during Years 9 and 10.

Course Description
This course is designed as an extension of the Years 7-10 PDHPE program for students who enjoy the opportunities available within sport. These options include employment, further study and application of knowledge.

Students are able to discover their true potential through a variety of specialty sports, examining both the theory and practical aspects. The course aims to provide students with a lifelong commitment to a healthy, active lifestyle.

Extension is possible in later years through HSC programs, including the senior Personal Development, Health and Physical Education courses.

What will Students Learn About?
• The Body In Motion.
• World Games.
• The Olympics.
• Watersports.
• Physical Activity in Australia.
• Issues in Sport.
• Coaching.
• Technology, Participation and Performance.

What will Students Learn to Do?
Students will develop a range of skills in both the practical and theoretical environment. The course is split 50/50 with the vast majority of practical sessions undertaken being outside the regular PDHPE program. Examples include: archery, wheelchair basketball, stand-up paddle boarding.

The theory component focuses on the development of skills and knowledge specific to each content area. Coaching skills are developed and group activities and the application of ICT are integral in this course.

Specific Course Requirements
Nil.

Course Costs
Year 9 subject levy = $87. Year 10 subject levy = $113.
Due to the practical nature of this course many activities are undertaken off college grounds.
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
The knowledge, understanding, values, theoretical and practical skills developed through Physical Activity and Sports Studies provides a foundation for a wide range of study options in and beyond school. They also provide a range of vocational pathways that support and enhance children’s sport. Study of this course will also support students engaged in voluntary coaching, sport supervision, support roles and in formal work opportunities such as sports management and sports education.

Complementary Subjects
• Science
• English
• PDHPE
• Mathematics

Faculty Contact
Head of Faculty, Mr David Findlay
PHOTOGRAPHY AND DIGITAL MEDIA

Elective course 100 or 200 hours at any time during Year 9 and 10.

Course Description
Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore areas that are of a fundamental interest to them in everyday life and popular culture. Much of a student's knowledge of the world and their notions of cultural and self identity come from the photographic and digital images that permeate the visual arts, television, film, video, internet, mass media and multimedia.

What will Students Learn to Do?

Photographic and Digital Media Portfolio
Students are introduced to the portfolio through specific learning experiences offered in developing and making film and digital works. The portfolio is compiled of photographic and digital works that demonstrate the student's various investigations of the world. The portfolio provides opportunities for students to reflect on their photographic and digital works as part of their own emergent practice and to propose options for future use.

Units of work include some of the following:

1. DSLR Still Photography Photo Challenge – A range of images to be taken to develop and demonstrates students understanding of camera craft. Students' works are display in a progressive manner to encourage peer evaluation and assessment.
2. Silent Films Constructs - An exploration of the traditions of silent film practice. Students work in groups to investigate the importance of the absence of sound, its connections with moving image and to refine editing techniques and skills.
3. The Western Film Genre – An investigation of the representation of mise-en-scène and the Western genre.
4. Introductory Stop Motion Animation - Students manipulate objects, time, ideas and subject matter to create a range of film works that convey meanings about the world to an audience. Stop motion animation concepts are also used to explore digital still photographic practices – students produce a flipbook series of works.
5. Science Fiction and Fabrications - Students investigate, interpret and explain how modern digital media artists use the science fiction genre and appropriation practices to represent ideas. Students create their own B-Grade Sci- Fi film.
6. Documentary / Mockumentary - A cultural exploration of the conventions and traditions of film documentary practice. Students work in groups to investigate the importance of sound, the role of narrator and its connections with moving image and to refine editing techniques and skills.
7. Contemporary Commercials - A postmodern and structural investigation of contemporary advertising and design practices. Students develop film works that communicate new ideas and explore a filmic style that defines the Director as Auteur.
8. Non-Narrative Experimentation The Post Modern Image - Students consider how the concept of installations and soundscapes may connect with an audiences sensory experience. Students use digital media and new technologies to represent ideas about their world and challenge conventions.
9. Student Devised Content - An investigation of digital film practices to represent ideas about the discourse of popular culture. Students explore film genres that represent their own ideas, interests and world and produce a student-devised work, any media
**Specific Course Requirements**

Grades are awarded on performance descriptions of what can be expected of students at different levels of art understandings and skills. The course is programmed to give students opportunities to develop their own ideas and to achieve over the full range of outcomes. When awarding the grades, more weighting is placed on Year 10 achievements.

Assessment: Photographic and Digital Media Journal
Students are required to keep a journal in this course. The journal is well suited to photographic and digital works where documentation may require a structured sequence or record of development for the production of photographic and digital works. It can take various forms including a box-file, notebook, website, folder, album, CD-ROM, video, computer and digital files or a combination of these. It should be used as a teaching and learning tool and provides a link between teacher and student.

The Photographic and Digital Media Journal can include evidence of research and investigation which may include some of the ideas, interests and concepts that students explore, and their experiments with media, techniques and processes. This evidence may be in the form of drawings, photographic and digital documents, collections, sketches, notes, annotated diagrams, critical comments and reflections.

Written tasks are essential to the learning and understanding of the nature of photography, digital media and the visual arts. Written tasks involve the study of filmmakers / artists / critics and accompany student’s photographic practice. Students are expected to complete a variety of home study projects that involve both written and practical components.

At Bishop Druitt College students are provided with ongoing opportunities to exhibit their works and evaluate their own performances in photographic and digital work activities.

- Practical photographic and digital media artmaking projects 60%
- Historical and critical studies 40%

**Course Costs**

Year 9 and 10 subject levy = $150.
Students are provided with a journal, folder and basic consumable materials. In addition, costs associated with attendance at excursions to cinemas, major galleries (capital cities) as well as regional and local art galleries.

(Note: Costs and subject levy listed are based on current year and subject to change)

**Career Relevance/Pathways/Transferable Skills**

This course allow for a seamless transition into any arts profession which the student may pursue and will also provide important skills concerning leadership, communication, support, skills and expertise which can be transferred to any sector.

Some future possibilities: architecture, design, computer-based fields, animation, graphic design, film, education, professional practitioner/artist, theatre and/or film design and production, photographer.

**Complementary Subjects**

- Drama
- Human Society and Religion
- Society and Culture
- Studies of Religion
- Ancient and Modern History
- Textiles and Design
- Design and Technology
- Information Processes and Technology

**Faculty Contact**

Head of Faculty, [Ms Teena Goodman](mailto:teena.goodman@bishopdruitt.nsw.edu.au)
RELIGION, ETHICS AND PHILOSOPHY

Compulsory course

Course Description

Year 9
Religion, Ethics and Philosophy (REP) is taught as an academic discipline, which emphasises intellectual curiosity and stimulates students’ interest in the world in which they live. This helps students develop skills and critical understandings so that they can operate with knowledge and compassion within society. The course covers five strands: Philosophy, Ethics, World Religions, Sacred Texts and Spirituality.

What will Students Learn About?
• World Religions: Focus Study – Islam.
• Atheism/Agnosticism/Polytheism/Materialism/Hedonism/Nihilism/Humanism.
• Fundamentalism.
• Ethics and Religion.
• Cults.

What will Students Learn to Do?
• Justify their viewpoints.
• Write clearly and reflectively.
• Consider the features of religions.
• Engage in philosophical discussions.
• Relate case studies to their own experiences.
• Reflect on the role religion plays in their lives and in the lives of others.

Year 10
Studies of Religion I - Preliminary
Students engage in an accelerated program where they undertake Preliminary Studies of Religion 1, a Year 11 NESA (1 unit) course. Please see the Stage 6 Curriculum Handbook for further information about this course. This is an opportunity for our students to use their background in religion studies at the school to complete a Preliminary course while at the same time meeting the needs of a school whose faith tradition encourages an engagement with studies of many faiths.

Students will have an opportunity to familiarise themselves with the structure of the Preliminary course without being overwhelmed by the steep learning curve that usually takes place at the commencement of Year 11. If they choose to, at the end of the Preliminary course, they will also be able to begin the Year 12 HSC Studies of Religion 1 (1 unit) course.

Specific Course Requirements
Nil

Faculty Contact
Head of Faculty, Mr James Brown
TEXTILES TECHNOLOGY

Elective course 100 or 200 hours at any time during Years 9 and 10.

Course Description
Textiles Technology is a subject in which project work forms the basis of every unit. It is designed to develop the student’s skills in textiles construction, design and the communication of design ideas.

What will Students Learn About?
Students will learn about the topics Design, Properties and Performance of Textiles, and Textiles and Society

What will students learn to do?
Year 9: Students will make:
• Drawstring bag to hold their projects in.
• Woven fabric item (e.g. a skirt, dress or shorts).
• Knitted fabric item (e.g. a hoody).
• Variety of dyeing and printing samples.
• Art quilt.
• Felting samples.
• A small felted item.
• Students will create a folio to accompany their practical projects.
Year 10:
• An item of recycled denim designed by the student.
• Several fabric decoration samples including applique and embroidery
• A textile artwork designed by the student.
• A fitted corset or waistcoat.
• Students will create a folio to accompany their practical projects and will develop their skills in producing technical sketches and presentation drawings.

Specific Course Requirements
Students will not need to own a sewing machine.

Course Costs
Year 9 and 10 subject levy = $65.
In addition, students must provide their own fabrics for projects and participate in a 2-day Whitehouse Institute of Design drawing workshop (approx $55).

(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
Students interested in design, fashion, project management, interior design or styling would all benefit from studying Textiles and Design. This subject continues into Year 11 and Year 12 Textiles and Design 2 unit ATAR subject.

Complementary Subjects
• Visual Art
• Commerce
• Business Studies

Faculty Contact
Head of Faculty, Mr Daniel Bartlett
VISUAL ARTS

Elective course 100 or 200 hours at any time during Year 9 and 10.

Course Description
Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will students learn to do?
In artmaking students explore a diverse range of ideas and interests to make images and objects to represent ideas, experiences, feelings and understandings about their world - in the areas of 2D, 3D and/or 4D forms. The provision of opportunities to explore some sustained drawing and computer-based technologies is a requirement. Students begin their diary as they make specific explorations of ideas and interests, formulate ideas for artworks and record relevant technical information. Students produce individual works, largely under the supervision of the teacher. The biggest difference in the elective course is that artworks are devised over the duration of a full term so that there is the time and scope to develop students skill and knowledge to a greater level than the introductory junior courses.

Year 9 – Artmaking
Students explore art practice using a wide range of materials and developing technical and expressive skills in the following forms:
Term 1: Painting – an exploration of Australian artists interpretation of the built environment; students use the pop art style to paint graphic images of local architectural forms.
Term 2: Sculpture – Sea Sculptures - an exploration of the properties of sculptural forms and the use of non-traditional media to make artworks about existing sea creatures.
Term 3: Ceramics – Characters in Clay - an investigation into hand building skills and techniques to create characters from famous artworks as clay busts.

Year 10 – Artmaking
Term 1: Painting - Landscape in Oils - an investigation of oil painting skills and techniques to make artworks representing the relationships between artist and the natural environment
Term 3: Drawing, Painting– Po MO Portraits - Students engage in an investigation of drawing and painting techniques and materials to interpret and explore the creation of a series of portraits.
Term 4: Sculpture - Identity Taxonomy – An investigation of drawing, painting, printmaking and assemblage sculpture to make artworks representing relationships between identity and place.

What will students learn about?
In Visual Arts students engage in the practices of the making of art works and in the critical and historical studies of art works. Content is organised in three broad areas as it connects with artmaking and critical and historical interpretations and explanations of art. These areas are:

Art Practice - relates to students’ artmaking and critical and historical studies of art. Art practice describes artistic activity, demonstrating the ability to make suitable choices from a repertoire of knowledge and skills. Art practice respects the different views that circulate and are exchanged in and about the visual arts.

The Conceptual Framework - identifies the functional and intentional relations of the artist, artwork, world and audience as the agencies of the artworld. Students are challenged with investigations into the interrelatedness of how and why artists create artworks and how they communicate their ideas and intentions to an audience.

The Frames – subjective, cultural, structural and postmodern – account for different points of view, values and belief in and about the visual arts. Students learn to apply these scaffolds in analysing, discussing, forming opinions and writing about artists, artworks, art critics and art historians.

The college environment.
VISUAL ARTS (CONT....)

Year 9-10  Art Criticism / Art Historical
In Stage 5 students study a broad range of artists, artworks and issues in the three content areas of: Art Practice, Frames, and The Conceptual Framework. Research, analysis, essay skills and the ability to infer and understand meaning are emphasised.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. The theoretical study of artists is directly linked to the themes and forms explored simultaneously in student’s artmaking so that it remains relevant and meaningful.

Students also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Specific Course Requirements
Grades are awarded on performance descriptions of what can be expected of students at different levels of art understandings and skills. The course is programmed to give students opportunities to develop their own ideas and to achieve over the full range of outcomes. When awarding the grades, more weighting is placed on Year 10 achievements.

Assessment: Artmaking represents the student’s own solution to the given task. Students are required to present their work for exhibition with an appropriate artist’s statement.

Students are required to keep a Visual Arts process diary, in which they record and retain evidence of all their ideas, experiments, plans, excursions, historical and critical studies, collections of images and written evaluations of their own and others works. The Visual Arts process diary is assessed progressively.

Written tasks are essential to the learning and understanding of the nature of visual arts. Written tasks involve the study of art history and art criticism and accompany student’s artmaking practice.

At Bishop Druitt College students are provided with ongoing opportunities to exhibit their works and evaluate their own performances in artmaking activities. Students organise art exhibition openings and at times sell their own artworks to an audience.

- Artmaking including documentation in Visual Arts process diary 60%
- Art critical / art historical - written tasks 40%

Course Costs
Year 9 and 10 subject levy = $154.
In addition, costs associated with attendance at art excursion to major galleries (capital cities) as well as regional and local art galleries.
(Note: Costs and subject levy listed are based on current year and subject to change)

Career Relevance/Pathways/Transferable Skills
This course allow for a seamless transition into any arts profession which the student may pursue and will also provide important skills concerning leadership, communication and support. These are skills and expertise which can be transferred to any sector.

Some future possibilities: architecture, design, computer-based fields, animation, graphic design, film, education, professional practitioner/artist, theatre and/or film design and production, photographer.

Complementary Subjects
- Drama
- Human Society and Religion
- Society and Culture
- Studies of Religion
- Ancient and Modern History
- Textiles and Design
- Design and Technology
- Information Processes and Technology

Faculty Contact
Head of Faculty, Ms Teena Goodman