



FAITHFULNESS IN SERVICE

**BISHOP DRUITT COLLEGE**

COFFS HARBOUR

**Stage 5**

**Curriculum Handbook**

**Year 9 (2010) – Year 10 (2011)**

**HANDBOOK**



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# BISHOP DRUITT COLLEGE CURRICULUM

**S**ubject 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 School Certificate in the year 2009. It also outlines some of the essential features of study at this College, including homework, revision and assessment requirements and, in particular, includes a description of each course offered by the College for the 2009 School Certificate.

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). The Careers Adviser, Stage Co-ordinators and Director of Studies 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). The introduction of the 100 hour course in Year 9 is new to Bishop DrUITT College as previously we have run a third elective line of 200 hours. This initiative will allow 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. The College's elective structure is designed to cater for a great diversity of student interests and needs. The range of 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 Curriculum, K-12, is organised in Key Learning Areas. In Years 7-12, these are as follows:

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

School Certificate 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	Human Society and its Environment
Mathematics	Personal Development, Health and Physical Education
Science	

In addition, students at Bishop DrUITT College study Human Society and Religion, which is a Board of Studies approved course, running for 100 hours across Years 9-10.

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 and/or individual tuition is offered by the school's Learning Resources Centre to assist those students who experience difficulty in these subjects.

### Staff Contacts

Additional information about College courses is available by ringing the following staff on 6651 5644:

<b>KLA/Subject</b>	<b>Head Teacher</b>	<b>E-mail Address</b>
<b>Human Society &amp; Religion</b>	Mr Geoff McSkimming	<a href="mailto:gmcskimming@bdc.nsw.edu.au">gmcskimming@bdc.nsw.edu.au</a>
<b>English</b>	Mrs Sandra James	<a href="mailto:sjames@bdc.nsw.edu.au">sjames@bdc.nsw.edu.au</a>
<b>Mathematics</b>	Mr Phil Atkinson	<a href="mailto:patkinson@bdc.nsw.edu.au">patkinson@bdc.nsw.edu.au</a>
<b>Science</b>	Mr Bruce Champion (Acting Head Teacher)  Mrs Sue Siwinski	<a href="mailto:bchampion@bdc.nsw.edu.au">bchampion@bdc.nsw.edu.au</a>  <a href="mailto:ssiwinski@bdc.nsw.edu.au">ssiwinski@bdc.nsw.edu.au</a>
<b>Human Society and its Environment</b> including: History and Geography Philosophy Commerce	Ms Barbara Kiemski  Mr Craig Lang	<a href="mailto:bkiemski@bdc.nsw.edu.au">bkiemski@bdc.nsw.edu.au</a>  <a href="mailto:clang@bdc.nsw.edu.au">clang@bdc.nsw.edu.au</a>
<b>Technological and Applied Studies</b> including: Information & Software Technology, Design and Technology, Food Technology, Graphics Technology and Textiles Technology	Mr Daniel Bartlett (TAS)	<a href="mailto:dbartlett@bdc.nsw.edu.au">dbartlett@bdc.nsw.edu.au</a>
<b>Creative Arts</b> including: Drama Music Visual Arts	Mr Mike O'Brien Mr Dale Condon Ms Teena Goodman	<a href="mailto:mobrien@bdc.nsw.edu.au">mobrien@bdc.nsw.edu.au</a> <a href="mailto:dcondon@bdc.nsw.edu.au">dcondon@bdc.nsw.edu.au</a> <a href="mailto:tgoodman@bdc.nsw.edu.au">tgoodman@bdc.nsw.edu.au</a>
<b>Languages</b>	Ms Kim Connolly	<a href="mailto:kconnolly@bdc.nsw.edu.au">kconnolly@bdc.nsw.edu.au</a>
<b>Personal Development, Health and Physical Education</b> Physical Activity & Sports Studies Marine & Aquaculture Technology	Mr David Findlay	<a href="mailto:dfindlay@bdc.nsw.edu.au">dfindlay@bdc.nsw.edu.au</a>
<b>Distance Education Coordinator</b>	Mr Mike Colless	<a href="mailto:mcolless@bdc.nsw.edu.au">mcolless@bdc.nsw.edu.au</a>
<b>Careers Advisor</b>	Mrs Robyn Crisp	<a href="mailto:rcrisp@bdc.nsw.edu.au">rcrisp@bdc.nsw.edu.au</a>
<b>Stage 5 Stage Coordinator</b>	Mr Drew Kadwell	<a href="mailto:dkadwell@bdc.nsw.edu.au">dkadwell@bdc.nsw.edu.au</a>
<b>Director of Studies</b>	Mrs Adele Guy	<a href="mailto:aguy@bdc.nsw.edu.au">aguy@bdc.nsw.edu.au</a>
<b>Assistant Principal (Head of Secondary)</b>	Mr Graham Anderson	<a href="mailto:ganderson@bdc.nsw.edu.au">ganderson@bdc.nsw.edu.au</a>

The Board of Studies website also contains useful information about these SC courses (including syllabus statements) and also publishes bulletins relating to the SC and the new HSC. The website can be found at the following address (URL): <http://www.boardofstudies.nsw.edu.au>.

## 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; and
- encourage responsible research and study habits.

Homework is set regularly in all subjects. At the beginning of Year 7 all students are expected to complete a minimum of 1 hour per night completing homework. This should open out to 1½ hours homework per night by the middle of Year 8. 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 IV 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 notemaking 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; and;
- Set aside time each week for reviewing material from the previous month. Students should use their summaries and refer back 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 rigours of future study.

In this regard the Director of Studies 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 Mr Lang.

Appropriate use of the Student Diary is essential for this purpose. The Diary must be carried by students **at all times** within the school for recording homework and correspondence between parents and teachers. Students should consult their diaries at the start of their homework to ensure they complete all required work. Although Stage 5 students are expected to take increasing responsibility for their own learning, parents of these students are still encouraged to regularly check their student's diary on at least a weekly basis.

It is very good practice to get into the habit of commencing all assessment or homework tasks during the week they are first given so that you have time to complete them to the best of your ability. Do not avoid 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 please discuss it with your class teacher. Help can also be sought from the Learning Resources Centre and homework or catch up clubs. Assistance for research tasks can be obtained in the Library. Links to useful websites can be found by investigating your assignments on the Bishop DrUITT College Library Website at [http://www.bdc.nsw.edu.au/library/lib\\_index.htm](http://www.bdc.nsw.edu.au/library/lib_index.htm).

**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 - Homework and Assignments**

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 electronic storage devices. Proven cases of plagiarism will be construed in the same way as cheating in examinations. According to the discretion of the Class Teacher/Head of Faculty and Director of Studies 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 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 web site: [http://www.bdc.nsw.edu.au/library/lib\\_index.htm](http://www.bdc.nsw.edu.au/library/lib_index.htm). Guides are also available in the College Library.

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## **THE SCHOOL CERTIFICATE**

### **School Certificate Assessment**

The Board of Studies 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 School Certificate assessments is to provide a final measure of your achievement in each of your Year 10 subjects. These assessment marks are based on:

- multiple measures and observations made throughout the School Certificate course rather than at a single, final examination.
- a wider range of syllabus outcomes than may be measured by an external examination alone.

Measuring achievement at points during the course can provide a better indication of your achievement than a single, final examination. It increases the accuracy of the overall assessment of your 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 (eg practical, research or fieldwork skills). This broadens the base of the assessment.

#### **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 College Information Services Website, links are provided to most research tasks. In Year 10, an Assessment Booklet is distributed at the beginning of the year. Each schedule will provide details of

- the number and types of assessment tasks used in the course
- the relative value (or weighting) of each task (Year 10)
- the approximate timing of the tasks throughout Year 10

Your class teachers will issue you 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.

### The School Certificate Grading System

The Board of Studies "Course Performance Descriptors" are used to measure student achievement on school assessment tasks, compared to a set of predefined (Board of Studies) standards of student achievement. These grades are summarised as A, B, C, D or E.

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.

### General Performance Descriptors for the School Certificate

Grade	General Performance Descriptors
A	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.
B	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.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	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.
N Determination	Where "N" appears in place of and A to E grade opposite a course, the student has failed to meet one or more of the following requirements: <ol style="list-style-type: none"> <li>a. followed the course developed by the Board of Studies;</li> <li>b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;</li> <li>c. achieved some or all of the course outcomes.</li> </ol>

## School Certificate Reporting

All School Certificate candidates are required to sit external examinations in English-Literacy and Mathematics, Science and Australian Geography, Australian History, Civics and Citizenship and take part in the Computer Skills Assessment. The School Certificate examinations are usually scheduled early in November. At Bishop Druitt College students will also complete *internal* examinations in some of their other subjects, including the three elective subjects.

The School Certificate Portfolio of Results will comprise three parts:

1. The School Certificate Testamur (if all Board of Studies requirements have been met).
2. The school-based assessment grades for each subject studied for the School Certificate. These will be printed on Part A of the Record of Achievement and are allocated according to the criteria described in each subject's specific School Certificate Course Performance Descriptors mentioned above. No attempt will be made to moderate these grades according to your performance in the external tests.
3. An additional component (Part B) of the Record of Achievement will show the marks students earn on the external School Certificate Examinations in English-Literacy, Mathematics, Science and Australian Geography, Australian History, Civics and Citizenship. These marks will range from 50 (minimal achievement) to 100 (the maximum possible score). Each score will be linked to broad-banded descriptions of the student's achievement at the stated level. The Achievement Bands will range from Band 6 (highest) to Band 1 (lowest).

No attempt will be made to link the School Certificate Assessment (for English, Mathematics, Science and Australian Geography, Australian History, Civics and Citizenship) with the external School Certificate Examinations in these subjects.

In fact, such a comparison is impossible and cannot be justified since the external examinations will focus on limited aspects of the English, Mathematics, Science and Australian Geography, Australian History, Civics and Citizenship courses whereas school-based School Certificate assessment focuses on the full breadth of outcomes relevant to each course.

### **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 meet Board requirements, he/she will be awarded the School Certificate. The Record of Achievement will list all courses satisfactorily completed, including courses based on Life Skills outcomes and content.

In addition, the student will receive a Profile of Student Achievement which lists the Life Skills outcomes and content achieved for each syllabus studied. If the student has studied the regular course(s) in English, Mathematics, Science, Australian History or Australian Geography, he/she is required to sit for the corresponding School Certificate test(s). The test result(s) will be reported on your Record of Achievement. The Computing Skills test is optional for students undertaking any course(s) based on Life Skills outcomes and content.

# SUBJECT DESCRIPTIONS

Please note the following subject descriptions are set out according to the pattern of “Key Learning Areas” as outlined elsewhere, not alphabetical order.

## ENGLISH

### Course Description

Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical, personal and persuasive.

### What will students learn about?

Students study short stories, novels, biographies, films, radio, television, newspapers, the internet and CD-ROMs. The texts give students experience of Australian literature. In addition students develop insights into Aboriginal experiences and multicultural experiences in Australia and they encounter literature from other countries and times.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures. They study picture books, everyday and workplace texts and explore, a range of social, gender and cultural perspectives. Students experience Shakespearean Drama in Years 8, 9 and 10.

### What will students learn to do?

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts.

Students learn to respond and compose in a wide range of genres and styles. They need to extend their vocabulary and improve skills in spelling, punctuation and sentence construction. Speaking skills are developed in group discussion, seminars, drama activities, debating and public speaking. Organisation and expression of ideas are developed in all language activities. Students learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world. Students continue to experience and develop skills in speaking, listening, reading, writing, viewing and representing. They reflect on their learning in English.

### Course Requirements

The study of English requires experience of at least two works each of fiction, film, nonfiction and drama and a wide range of poetry in each stage (Stage 4 and 5).

In Stage 5, the selection of texts must give students experience of Shakespearean drama. The National Assessment Program – Literacy and Numeracy requires students to sit tests in Years 7 and 9.

Features of the English Program that form the basis of co-curricular activities within the Secondary School include:

Drama

Public Speaking and Debating

Wide Reading and Library Access Programs

The Bi-Annual College Writing Competition, entitled “Writes of Passage” and/or various other competitions

Play performance and/or film analysis workshop (when available)

Optional Activities – Years 7-10

Eisteddfod Debating

Legacy Public Speaking

“Writes of Passage” Competition:

# MATHEMATICS

The Mathematics External Test for the School Certificate is based upon the outcomes related to the common objectives of all three courses, with emphasis upon the objective “Working Mathematically”.

The **Outcomes** for this objective, Knowledge, Understanding and Skills, are expected to be achieved by students in the four strands at the core of the Stage 5 Mathematics Syllabus:

- |                         |                       |
|-------------------------|-----------------------|
| 1. Number               | 3. Data               |
| 2. Patterns and Algebra | 4. Space and Geometry |

At Bishop Druitt College the Stage 5 Mathematics courses are completed over Years 9 and 10 in the levels 5.1, 5.2 and 5.3. Student achievement in relation to the **Full Range** of Outcomes is assessed by the Bishop Druitt College Mathematics Department using the Course Performance Descriptors written for this purpose. The generic Course Performance Descriptors are described elsewhere in this document.

**Stage 5.3 Mathematics:** (9A, 9B, 10A, 10B) 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 I.

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 Advanced Mathematics include: Consumer Arithmetic, Algebra, Surds and Indices, Geometry and Reasoning in Geometry, Congruence and Similarity, Statistics and Probability, Measurement, Equations, Co-ordinate Geometry, Graphs, and Option Topics.

**Stage 5.2 Mathematics:** (9C1, 9C2, 10C1, 10C2) This course is designed for the student who wishes to study non-calculus-based Mathematics in Stage 6 (Mathematics 2U General).

It is a much less demanding and rigorous course than Advanced Mathematics. An outstanding Intermediate student may be able to undertake a calculus-based Stage 6 course, but would need to bridge a considerable amount of algebra based work.

Topics within Intermediate Mathematics include: Consumer Arithmetic, Algebra, Equations, Number Plane, Statistics and Probability, Graphs, Measurement, Trigonometry and Geometry.

**Stage 5.1 Mathematics:** (9D, 10D) This course is designed for students who find Mathematics challenging, and will be undertaking a non-calculus based course (Mathematics 2U General), or no Mathematics at all in Stage 6.

The emphasis in Standard Mathematics is on the development of Life Skills in Mathematics.

Topics within Standard Mathematics include: A thematic approach to: Geometry, Number, Measurement, Chance and Data, and Algebra.

At Bishop Druitt College, Year 9 and 10 Mathematics classes are broken into Pathways, these pathways cater for the individual needs of students and allow us to access the afore mentioned 5.1, 5.2 and 5.3 outcomes.

**Pathway A** is intended for the most able students, who may have already completed parts of Stage 5 during Year 8. It includes all of 5.1, 5.2, 5.3 and the optional topics indicated by the # symbol in the syllabus. This is an excellent preparation for Extension 1 in Stage 6.

**Pathway B** includes all of 5.1, 5.2, the 5.3 outcomes indicated by the § symbol in the syllabus and some other bits and pieces. It is intended for students who are establishing a firm foundation for studying Mathematics (2 Unit) in Stage 6.

**Pathway C** is intended for students who may study Mathematics (2 Unit) or General Mathematics 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.

**Pathway D** includes some Stage 4 outcomes, all of the 5.1 outcomes and some of the 5.2 outcomes. It is intended for students aiming to study General Mathematics in Stage 6. Pathway D may be modified in many ways to include Stage 3 outcomes where necessary, but this may not adequately prepare students for General Mathematics in Stage 6.

## SCIENCE

Science is a compulsory subject for all students in Years 9 and 10 completing the School Certificate. The syllabus aims to provide learning experiences through which students will:

- acquire scientific knowledge and skills and develop understanding about phenomena within and beyond their experience;
- develop an appreciation of science as a human activity and apply their understanding to their everyday life;
- develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment.

Emphasis is placed on:

- history of science
- the nature and practice of science
- implications for society and the environment
- applications and uses of science
- current issues, research and development

The course also provides the necessary foundation for all Stage 6 Science courses leading to the Higher School Certificate.

**Year 9 Science:** The work from Stage 4 (Years 7 and 8) is developed in greater depth and preparation for the School Certificate begins. The topic areas covered are: *Chemistry; Origin of the Universe; Light; Earth's Crust; Reproduction; Sense & Control; Energy in Ecosystems; Simple Machines.*

**Year 10 Science:** Students will develop their skills, knowledge and understanding in preparation for the School Certificate Test 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: *Chemistry; Genetics; Evolution; Global Issues; Electricity & Communications; Motion; Materials; Health & Disease.*

**School Certificate:** Satisfactory completion of the mandatory study of Science during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement.

**Student Research Project (SRP):** During Stage 5 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 preliminary and final reports, and give an oral presentation. The task will be completed mainly at home.

Other **Assessment Tasks** include Semester 1 & 2 examinations; practical and process tests; research tasks.

**Science Competition:** All students are required to enter this annual competition at the cost of \$7.

**Additional Costs:** it is expected that entry fees for other competitions (voluntary); workshops; compulsory excursions and performances would total no more than \$25.00 per year.

# HUMAN SOCIETY AND ITS ENVIRONMENT KLA

## (i) HSIE Compulsory Courses

### HUMAN SOCIETY AND RELIGION

The aim of Human Society and Religion is to stimulate students' interest in and enjoyment of understanding themselves and the world in which they live – to develop skills and critical understandings and to operate more effectively within society. Through the development of their 'religious literacy' it is expected that students are equipped to participate as active, informed and responsible citizens.

Human Society and Religion at Bishop Druitt College investigates the following key areas:

Year 9: Introduction to Religions of the World: Part I  
Introduction to Religions of the World: Part II  
Introduction to Religions in Australia  
Cults

Year 10: Expressions of Worship  
Religions in the Ancient World  
Eastern Religions  
Science and Religion

#### Year 9

To fulfil the aims of this course, it is essential that students are introduced to the broad area of religion in a world context. In this unit, students will consider the main features of religions with special emphasis on the World Religions: Judaism, Islam, Christianity, Hinduism and Buddhism. Other religions may also be considered.

'Cults is an area of religion/spirituality that is often relevant to young people and as such this case study allows students to connect religion/spirituality to their own contemporary experience in Australia and in a world perspective.

#### Year 10

Expressions of worship are the ways that followers of a religion communicate with their God or spiritual world. This topic allows students to investigate this important aspect of the five World Religions. An investigation into 'Religions of the Ancient World' allows students to appreciate the uniqueness and nature of past cultural practice and the changes and continuities that have occurred over time. The Eastern religions are extremely significant in the variety of cultural, ethical, ideological, philosophical and lifestyle options they bring to religious issues. One example is taken from religions such as Taoism, Shinto and Confucianism. Religion and Science provides a case study for students' investigation into how the various World Religions address a real world issue: the role of Science in providing key answers to life's questions.

## MANDATORY STAGE 5 HSIE COURSE

The Board of Studies requires all Stage 5 students to undertake a 200 hour course of study in Australian Geography and Australian History:

### I. AUSTRALIAN GEOGRAPHY, CIVICS AND CITIZENSHIP

The Geography course must be studied substantially in each of Years 7–10 with at least 200 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

#### 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 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.

#### 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:

Year 10 students attend a Coastal Management Field Study approx. \$10 - \$15

## II. AUSTRALIAN HISTORY, CIVICS AND CITIZENSHIP

The History (Mandatory) course must be studied substantially in each of Years 7–10 with at least 200 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the School Certificate.

### 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 including Federation, the Vietnam War era and the social history of one decade in depth. 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.

### What will students learn to do?

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

### Particular Course Requirements

All students must complete a site study in Stage 5.

Assessments may include:

- examination type tests
- research assignments
- oral presentations (eg. seminars, debates, tutorials)
- performance activities (eg. role-play, dramatic presentation, video, computer simulation).
- heritage site activities
- essays
- interviews
- source analysis

### Course Costs:

Excursion Year 9 Term 4 – approximately \$20

## (ii) HSIE Elective Courses

### COMMERCE

#### Course Description

Need some guidance to survive and prosper in a complex commercial world?

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

#### What will students learn about?

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

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

Students will also study optional topics selected from: Investing; Promoting and Selling; 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.

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

**Assessment** may include: examination type tests, oral presentations, case study or business reports and research assignments.

#### Approximate Course Costs:

Year 10 Excursion to Court House \$10-15

## HISTORY (Elective)

History (Elective) is an elective course that can be studied for 100 or 200 hours at any time during Years 9–10.

### Course Description

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

### What will students learn about?

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

### 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 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 for different audiences.

Assessments may include:

- examination type tests
- heritage site activities
- interviews
- oral presentations (eg. seminars, debates, tutorials)
- performance activities (eg. role-play, dramatic presentation, video, computer simulation)
- research assignments
- essays
- source analysis

### Approximate Course Costs:

There are no planned excursions for this course but we may take advantage of visiting exhibitions etc.

## **GEOGRAPHY (Elective)**

Geography (Elective) is an elective course that can be studied for 100 or 200 hours at any time during Years 9–10.

### **Course Description**

The Geography (Elective) course provides an opportunity for students to learn more Geography through additional study. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible learning in a choice of focus areas.

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

Geography (Elective) enables students to learn more about:

- the geographical processes that form and transform environments and communities
- the importance of the world's environments and issues associated with them
- human activities at a range of scales
- contemporary world events and issues in terms of their spatial and ecological dimensions
- the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- being an informed and active citizen.

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

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. Appropriate geographical tools including information and communication technologies (ICT) are to be integrated in each focus area. Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

### **Course Requirements**

In a 100-hour Geography (Elective) course students must study at least three of the eight focus areas. In a 200-hour Geography (Elective) course they will study at least five of the eight focus areas.

Assessments may include:

- case study reports
- research assignments
- oral presentation
- examination type tests
- fieldwork

### **Course Costs:**

Fieldwork is a core component of this course and therefore there will be some cost yet to be determined.

## PHILOSOPHY

This course, which is sub-titled 'Stand Up and Think', provides an opportunity for students to question and develop critical thinking skills. The need and freedom to question is an important part of being an adolescent.

This course makes philosophy fun and interesting – not just learning about the thoughts of long dead great thinkers. Some of the areas that will be explored include:

- Contributions from non-western philosophies
- Falling in love – a 21<sup>st</sup> century myth?
- Hollywood movies – modern philosophy?
- Dreams – what do they mean?
- What do I really know?
- Do other people think like me?
- What will make me really happy?

The course will also include traditional philosophical questions such as:

- 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?

Students are expected to complete independent assignments as well as regular, substantial journal entries.

This is a 200 hour course that has been approved by the Board of Studies for delivery at Bishop Druitt College.

The aim of this course is to show that philosophical issues are relevant to the 21<sup>st</sup> Century. Through the understanding of these issues, students can achieve more fulfilling academic outcomes and can establish values and expectations that will have life long impact.

# TECHNOLOGICAL & APPLIED STUDIES KLA

## DESIGN AND TECHNOLOGY

### Course Description

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

### What will students learn about?

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

### What will students learn to do?

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

Students can expect assessments of the following nature.

**Year 9**

- Two Design Projects with Design Portfolios and Journals
- Class Test

**Year 10**

- Major Design Project with Design Portfolio and Journal
- Class Test

**Additional Course Costs:** Subject Levy \$80  
VectorWorks Levy \$5

## INFORMATION AND SOFTWARE TECHNOLOGY

### Course Description

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experimental and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

### What will students learn about?

As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information and software technology. They can develop interest in, enjoyment of and critical reflection about information and software technology as an integral part of modern society.

### What will students learn to do?

Students will engage in projects that integrate the following core and option content:

#### Core Content

- Design, Produce and Evaluate
- Data Handling
- Hardware
- Issues
- Past, Current and Emerging Technologies
- People
- Software

#### Options

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Database Design
- Digital Media
- Internet and Website Development
- Networking Systems
- Robotics and Automated Systems
- Software Development and Programming

Students can expect assessment tasks of the following nature:

- Research Tasks
- Individual Projects
- Group Projects
- Yearly Examination

## FOOD TECHNOLOGY

### Course Description

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

### What will students learn about?

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

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

### What will students learn to do?

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

Students will be expected to complete:

- at least one assignment per semester
- all practical tasks
- yearly examinations and practical examination
- small homework tasks
- in-class assessments

**Additional Course Costs:** Subject Levy \$80

## GRAPHICS TECHNOLOGY

### Course Description

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

### What will students learn about?

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

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

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

### What will students learn to do?

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

Students can expect assessments of the following nature:

- a range of graphical presentation class tasks and assessment.

### Additional Course Costs:

**Year 9**            Subject Levy \$20  
                          Graphics Pack approx. \$90  
                          VectorWorks Software Levy \$10

**Year 10**           VectorWorks Software Levy \$10  
                          Subject Levy approx. \$10

## TEXTILES TECHNOLOGY

### Course Description

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles

### What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel  
eg. Clothing, hats, belts, jewellery
- Furnishings  
eg. Cushions, curtains, lamp shades, bed linen, bear bags
- Costume  
eg. theatre costumes, masks, fancy dress, costumes, dance costumes
- Textile arts  
eg. fabric-based artworks, wearable design, embroidery, wall hangings
- Non-apparel  
eg. book-covers, toys, bags, tents, backpacks

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

### What will students learn to do?

By examining the work of designers students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Students will be required to complete:

- one assignment per semester
- all practical tasks and supporting documentation (3-4 practical projects per year)
- class tests
- small homework tasks.

**Additional Course Costs:** Subject Levy \$50  
Students will be expected to buy materials for each practical task  
Whitehouse Institute of Design – 2 Day Drawing Workshops \$60  
(held each year)

# LANGUAGES

## FRENCH

The study of French contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides a powerful environment in which competencies, considered essential for the acquisition of higher-order thinking skills, are fostered; skills such as collecting, analysing and organising information; working independently and cooperatively with others.

At a time of increasing globalisation and world-wide communication via the information super highway, knowledge of a second language develops students' awareness, understanding and appreciation of the world in which they live. French is a major world language, actively spoken in many areas of the South Pacific, South-East Asia, Europe, Africa, Canada and the Middle East. The study of French complements careers in hospitality and tourism.

This elective course builds on the knowledge and skills developed in Years 7 and 8. Popular culture, such as film, literature, music and sport, is used extensively to improve students' communication abilities in many contexts and text types. The study of dictionary skills ensures that students are no longer limited by the complexity of vocabulary in order to access a wide range of authentic material. Specialised computer programs are utilised at regular intervals throughout the course, encouraging students to revise concepts covered in class and extend themselves beyond syllabus requirements. Students are encouraged to access the internet, MP3 players and podcasts both inside and outside the classroom so that listening, speaking, reading and writing skills practise intensified to develop students' confidence in using the language in a variety of situations.

Students are encouraged to purchase headphones to access the information technology component. They may also subscribe to an authentic language magazine and/or relevant podcasts (see Head Teacher for more information) written especially for students studying French as a second language. Additionally, students studying French are offered opportunities (entirely optional) to travel overseas, either to Europe or to neighbouring countries.

### **Costs:**

An optional excursion to France or the French Pacific Island of New Caledonia may be offered. Costs as applicable at the time.

Workbook \$19.95

# CREATIVE ARTS KLA

## DRAMA

### Course Description

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

### What will student 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 must also be studied in the first 100 hours. Examples of these include improvisation, mime, marked performance and physical theatre, as well as specific dramatic movements such as Realism, Commedic dell'Arte, Melodrama and the Theatre of the Oppressed.

Students also learn about the elements of drama, various roles in the theatres, the visual impact of design, production elements and the importance of the audience in any performance.

### What will students learn to do?

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

Typical assessment tasks:

- ongoing practical classroom workshop
- performances including eisteddfod
- keeping a Drama Journal

### Additional Course Costs:

- \$30 Visiting performances during Years 9 and 10
- \$50 Drama shirt and trousers
- \$300 North Coast Drama Camp (optional for Year 10)

## FILM AND DIGITAL MEDIA

(a new elective course)

Film 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 every day life and popular culture. Much of students 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.

### Course Description:

The new Film and Digital Media course aims to equip students with knowledge and practical experience in the world of film-making and with new technologies such as digital imaging. The syllabus implementation patterns allow for 100 hours and 200 hours of study.

### What will students learn about?

Students will be involved in the following areas of study

1. **Skills Workshops** – practical workshops on film making involving basic camera skills, shooting, lighting, sound and editing using digital software. Students will explore set design, prop design, role plays, (director, producer, designer) and crewing a film shoot. Over time students will build a portfolio using a range of photographic and digital equipment and techniques, and various investigations of the world.
2. **Historical and Critical Film Studies** – the language of film, the history of early film, film design, the role of film in society and culture, script-writing and storyboard development. Students will investigate relevant events, photographers, artists, designers, agencies and critical accounts of photographic and digital media practice.
3. **Extension units** explore animation, multimedia and computer generated graphics.

It is expected that all students will participate in numerous excursions to the cinema, student film nights, award ceremonies and assist document BDC special events.

### Assessment:

- practical film and digital media artmaking projects 60%
- historical and critical film studies 40%

### Film 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 film and digital works that demonstrate the student's various investigations of the world. The portfolio provides opportunities for students to reflect on their film and digital works as part of their own emergent practice and to propose options for future use.

### Film and Digital Media Diary

Students are required to keep a diary in this course. The diary 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, demo reel, website, folder, album, CD-ROM, video, computer and digital files, slides, or a combination of these. It should be used as a teaching and learning tool and provides a link between teacher and student.

The Film and Digital Media diary 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.

**Course Costs:**

A subject contribution of \$70 per year. Students are provided with a Film and Digital Media Diary/folder and basic consumable materials. There will be extra excursion costs to cinema.

## MUSIC

The satisfactory completion of the Elective Music course in Years 9 and 10 is a **prerequisite** for students wishing to study Music Course 2 and Music Extension for their Higher School Certificate.

Students will also study a range of topics that include:

- \* Baroque
- \* 19<sup>th</sup> Century
- \* Renaissance
- \* Music of a Culture
- \* Music for Large Ensembles
- \* Jazz
- \* Film and Television
- \* Rock Music
- \* Classical
- \* Medieval
- \* Art Music of the 20<sup>th</sup> and 21<sup>st</sup> Century
- \* Music for Small Ensembles
- \* Popular Music
- \* Music for Radio
- \* Theatre Music
- \* Music and Technology

**Australian Music** is explored as a compulsory topic throughout the course.

All students in Elective Music classes are expected to learn a musical instrument and take lessons with a teacher. There is a range of instrumental and vocal ensembles in which to participate at school. Students are encouraged to take this opportunity.

From this course all students:

- Develop a deeper understanding of musical forms and styles from different times and places.
- Will become more discerning and critical listeners.
- Are able to value and discuss music from a wide variety of styles, cultures and times.
- Work confidently with others in preparing and presenting group and individual performances to live audiences.
- Create original music that reflects a deeper understanding of music and a growing aesthetic awareness.
- Are able to make musically informed judgements about the work of their peers, and be willing to accept the informed judgements of others about their own work.
- Learn to read, write and interpret music more fluently, using a growing vocabulary of music notation.
- Grow as whole people as they face the challenges presented to them in this course.

### **Assessment:**

In each semester of the course, assessment will be based on a range of assignment and project work, performance and testing across a variety of skill areas that include: Musical Appreciation; Theory; Aural Skills; Performance; Composition and Music Technology

## VISUAL ARTS

In Visual Arts students engage in the practices of

- making of art works
- critical studies of art works 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:

- Practice
- the Conceptual Framework
- the Frames

**Practice** relates to students' artmaking and critical and historical studies of art. Practice describes artistic activity demonstrating the ability to make suitable choices from a repertoire of knowledge and skills. 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.

**The Frames** – subjective, cultural, structural and postmodern – account for different points of view, values and belief in and about the visual arts.

### 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 about?

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 a Visual Arts 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.

Drawing	Ceramics
Painting	Photography
Sculpture	Printmaking

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

### Assessment:

Artmaking represents the student's own solution to the given task. Students are required to present their work for exhibition with an appropriate artists 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, 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 all student's artmaking practice.

Students are expected to complete a variety of home study projects which involves both written and practical components.

**Artmaking including documentation in Visual Arts Process Diary = 60%**  
**Art Critical / Art Historical – Written Task = 40%**

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

In critical and historical studies students are introduced to the conceptual framework and the four frames as a way to understand the visual arts.

**School Certificate 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.

**Additional Course Costs:** Subject Levy \$120 (*includes Art Kit and Visual Art Process Diary*)

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Personal Development, Health and Physical Education in Years 9 and 10 is a continuation of the program followed by Years 7 and 8. Further components of the previously taught content strands are viewed, and in addition new content strands relevant to those years are included. The period allocation in these years is approximately 3 periods a week. A certain number of these periods are devoted to both Physical Education and Personal Development and Health. In Years 9 and 10 components from the following syllabus content strands are viewed and developed:

- Active for Life
- Images
- Make a Choice
- Cultural Diversity
- Making a Difference
- Lifesaving
- Ripped Off
- Invasion Games
- Modified Sports
- Gaelic Football
- Tai Chi, Belly Dancing, Yoga, Martial Arts
- Surfing
- Swimming
- Gymnastics

The Bishop Druitt College Outdoor Education Program also contains components relevant to the Personal Development, Health and Physical Education syllabus and makes a valuable contribution to each student's overall education.

Students will be assessed in the following methods for Stage 5 courses:

- Assignments
- Half Yearly and Yearly Examinations
- Bookwork
- Laboratory Work

### **Additional Course Costs:**

Due to the course content for Gymnastics, Surfing and Swimming the course will cost approximately \$160 over the two years.

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## SPORT

Sport is a compulsory component of each student's education at Bishop Druitt College and is undertaken on Monday afternoons from 1.25 pm to 3.15 pm. There are a wide number of team and individual sports available with school teams becoming increasingly popular.

The Sporting House System at the school has an important role to play in the students' life with Inter-House Carnivals for Swimming, Athletics and Cross-Country featuring strongly. All students are encouraged and expected to participate in these carnivals and attendance on carnival days is compulsory.

The school is a member of the North Coast Sports Association (NCSA). Being a member of this body ensures students will receive challenging competition in sporting areas and assists in the further advancement through Regional and State competition to Australian level participation where able. All students are encouraged to aspire to selection for North Coast Sports Association events. Participation in extracurricular sport through the school's Sporting Clubs is strongly encouraged and helps foster school spirit.

## PHYSICAL ACTIVITY AND SPORTS STUDIES

This course is designed as an extension of the Years 7-10 PDHPE program to increase the opportunities available for sporting options, employment, further study and application of knowledge.

Students are able to discover their true potential through a variety of speciality sports in both theory and practical aspects. The course aims at a lifelong commitment to a healthy and active lifestyle and an ability to analyse and implement strategies to enhance student skills.

Extension is possible in later years through the Sports, Lifestyle and Recreation or the Senior Personal Development, Health and Physical Education courses, which are both offered for the Higher School Certificate.

### Areas of Study:

#### YEAR 9

- The Body in Action
- World Games
- The Olympics
- Lifesaving

#### YEAR 10

- Physical Activity
- Sport in Australia
- Issues in Sport
- Coaching
- Technology, Participation & Performance

### Assessment:

Course assessment will be via practical as well as theoretical assessment of individual modules and components. Examples include: examinations, topic tests, practical assessments, quizzes and observation.

### Additional Course Costs:

Due to the practical nature of the course there will be a course cost for activities off campus which will be approximately \$60 per year. Also an Outdoor Education Camp in Year 10 will incur a cost of approximately \$70.

## MARINE AND AQUACULTURE TECHNOLOGY

### Course Description:

Marine and Aquaculture Technology develops students' capacity to design, produce, evaluate, use and manage marine and water-related environments in an environmentally sustainable way.

For a 200 hour course students study a core of 35 hours and eleven 15 hour optional modules. There are forty-eight modules available from a broad range of marine and aquaculture areas. They are organised into seven focus areas:

- Biology
- Ecology
- Leisure
- Aquaculture
- Employment
- Management
- General Interest.

### 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.

### What will students learn to do?

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

## REFERENCING METHODS – A Basic Guide

The purpose of referencing in a report or essay is to show explicitly how you have educated your opinion in preparation for the writing process. It shows that you have consulted and analysed the works of experts in the particular field and allows you to credit their ideas where appropriate.

### You must reference the source of your ideas when you:

- Quote another person's words
- Paraphrase another person's words
- Summarise another person's ideas
- Copy tables, diagrams etc. into your essay

Referencing has 2 aspects:

1. Identifying the source of ideas, quotes, figures and graphics at the appropriate point within the text of the assignment.
2. Writing a list of all the resources you have used in an assignment and including it at the end of the assignment:

**A reference list** is a list of only those resources you have made reference to in the body of your text.

**A bibliography** is a list of all resources you consulted in the preparation of your assignment.

Unless a reference list is particularly specified, a bibliography will normally suffice.

There are two main methods of referencing. Choose one method only in a particular essay and apply it consistently. Do not mix the methods in one essay.

### Method 1 – In-text references – Harvard / Name-date system.

The Harvard method is also called the 'name-date' method, because the sources of specific information, ideas, quotes, figures and diagrams are identified when your first use them in the text of your essay. The reference is in parentheses at the end of your sentence and usually includes:

- The name of the author
- Year of publication of the work referred to
- Page number

In each case, an in-text reference that has the author's name and the date of the publication points clearly to an entry in the bibliography with the same name and date.

The title of a book, encyclopedia, journal etc. appears in italics. The name of an article in a journal or encyclopedia appears inside single quotation marks.

#### Example:

(Reference in the text of the essay) Recent studies have concluded that..... (Smith 2009, p81).

(Entry in bibliography) Smith, P. (2009), *Libraries in the modern age*, Penguin, Sydney.

### Different ways of using an author's ideas in the text of your essay

1. You may choose to use a direct quote, figure or diagram in your assignment because you decide there is no better way of expressing the information. In this case you should include the details immediately after the quote, figure or diagram in this form:

(Author's surname date, page number)

For example:

(In text) "There are several key causes of salinity..." (Bloggs 1998, p45).

(Bibliography) Bloggs, H. (1998), *Problems of NSW pastures*, Macmillan, Sydney.

2. You may choose to refer to the author directly but paraphrase the information that is unique to his or her book or article. In this case you should include the reference details (date, page number) after the author's name:

(In text) According to Bloggs (1998, p45) the causes of salinity are.....

(Bibliography) Bloggs, H. (1998), *Problems of NSW pastures*, Macmillan, Sydney.

3. You may use an author's idea in a sentence of your own. You still need to reference the source of the idea by including the details (Author's surname date, page number) at the end of the sentence.

(In text) Salinity has a number of causes.....(Bloggs 1998, p45).

(Bibliography) Bloggs, H. (1998), *Problems of NSW pastures*, Macmillan, Sydney.

### Variations for different types of resources

- Where two authors are involved cite both surnames:

(In text) Smith and Brown (1995, p122) recommend that pastures be .....

(Bibliography) Smith, P. and Brown, G. (1995), *Improving pastures in NSW*, Longman, Sydney.

- For works with an editor, use the editor's name in the reference as you would an author:

(In text) .....as a consequence of prolonged drought. (White 2003, p216)

(Bibliography) White, P. (Ed) (2003), *Perspectives on agriculture*, Federation Press, Sydney.

- For material with no author use the title of the work:

(In text) Recent government policy has been .....(*School in society* 1991, p53).

(Bibliography) *School in society* (1991), Education Department, Hobart.

- For encyclopedias state:

('the name of the section' the date of publication, volume and page number)

(In text) .....is a characteristic of eucalypts. ('Eucalypts' 1992, Vol 5, p276).

(Bibliography) 'Eucalypts', *World Book Encyclopedia* (1992) Vol 5, World Book, Chicago.

- For reference to an Internet source state:

(the author's surname,'title of web page' date of publication on the Internet)

(In text) .....which is a likely consequence of these cycles. (Arnett, 'Earth' 2006).

(Bibliography) Arnett, Bill. 'Earth'. 23 June 2006. (Online)

<[www.anu.edu.au/physics/nineplanets/earth.html](http://www.anu.edu.au/physics/nineplanets/earth.html)>

(19 August 2006)

**Note:** A footnote can be used in an essay that uses the in-text referencing system, but only to briefly expand on a point, when that explanation would otherwise disrupt the flow of the text.

Remember, all in-text references should be mirrored by an entry in your bibliography or reference list.

### Method 2 – Footnotes / Endnotes.

Footnotes allow the reader to glance to the bottom of the page and quickly see the full details of a work cited in the text of the essay. Endnotes are constructed in the same way as footnotes, but are placed after the text of the essay. As with the Harvard system outlined above, works cited in-text must have a corresponding entry in a bibliography or reference list at the end of the essay. With footnotes and endnotes this is in addition to the actual notes list.

Example:

(In the text of the essay) Recent studies have concluded that librarians are geniuses [1].

(Bottom of page or end of essay)

1. Peter Smith, *Libraries in the modern age*, Penguin, Sydney, 2009, 81.

(Model: First name Surname, Title in italics, Publisher, Place, year, page.)

(Bibliography) Smith, Peter (2009), *Libraries in the modern age*, Penguin, Sydney.

### Abbreviations

The following may be used only with this method and you must strictly adhere to the rules for their use:

ibid. Means 'in the same place as just mentioned' and must come immediately after the full reference it refers to.

Example:

1. Peter Smith, *Libraries in the modern age*, Penguin, Sydney, 2009, 81.
2. ibid. p 93.

op cit. Means 'in the work previously cited' and must be used with an author's name where you have previously cited the full details of the source in an earlier footnote.

Example:

3. Geoff Jones, *Information Science towards 2010*, Macmillan, London, 2008, 56.
4. Smith op cit. p 95.

loc cit. Means 'in the exact place previously cited' and refers to the exact details of a previously cited source, including page number. It also is used with an author's name.

Example:

1. Peter Smith, *Libraries in the modern age*, Penguin, Sydney, 2009, 81.
2. Geoff Jones, *Information Science towards 2010*, Macmillan, London, 2008, 56.
3. Smith loc cit.

Remember, all footnote references should be mirrored by an entry in your bibliography or reference list.

## BIBLIOGRAPHY METHODS – A Basic Guide

A Bibliography is a list of the information resources consulted in the process of preparing your assignment. The bibliography is placed at the end of an assignment and should provide sufficient details to enable the sources to be found with ease and accuracy. List all items used alphabetically by author (surname then initials), followed by the year of publication in brackets. The titles of specific books, encyclopedias, newspapers, journals etc. are written in italics or underlined. Reference to encyclopedias, journals, CD ROMs and web pages are made in a different manner from references to books.

### Books

#### Author(s) known

Author's surname, initials. (Year), *title of book*, edition where appropriate, publisher, city.

For example:

Bloggs, J. (1998), *Salination of NSW pastureland*, Sydney University Press, Sydney.  
Smith, F. and Jones, B. (1995), *Pastures of New South Wales*, Longman, Sydney.

#### Author not known

*School in society* (1998), NSW Dept. of School Education, Sydney.

#### Edited book

White, H. (Ed) (2000), *Dictionary of scientists*, Oxford University Press, Sydney.

#### Chapter of an edited book

Druitt, B.C. (1987), 'Pasture loss in irrigation areas' in Jones, T. (Ed) *Contemporary issues in NSW agriculture*, Interscience Press, Sydney.

#### Encyclopedias

'Name of section', *title of encyclopedia* (year published) volume number, publisher, city.

For example:

'The Renaissance', *World Book Encyclopedia* (1998) vol.15, World Book, Chicago.

**Newspaper Article**

Author's surname, initials. (Year), 'title of article', *title of newspaper*, date.

For example:

Johnson, P. (2001), 'Forgotten wilderness', *Sydney Morning Herald*, Tues Feb 17.

**Journal or Periodical Article**

Author's surname, initials. (Year), 'title of article', *title of journal*, number or month.

For example:

Harris, G. (1998), 'Effects of irrigation on the Murray River', *Australian Rural Quarterly*, 23, 2.

**CD ROM**

*Name of disk*, (year), (CD ROM), publisher, city.

For example:

*Conflict fleet to dragon boat*, (1998), (CD ROM), Dept. of Multicultural Affairs, Sydney.

**Web Page**

Author's surname, initials. 'title of web page', date of publication. (On-line)

< full URL on one line only >

(Date accessed).

For example:

Arnett, B. 'Earth', 23 June 1998. (Online)

< <http://www.nswag.gov.au/salination/earth.html> >

(19 August 1998).

**Note:** Many web pages do not state an author or date posted – provide as much of the required information as is available. The name of the organisation responsible can be used in place of the author's name if no name is given.

**For more detailed information** please see the booklet *Guidelines for Referencing and Bibliographies* available in the reference section of the College Library.

## AVOIDING PLAGIARISM – A Basic Guide

**Fair use** of someone else's published information involves using the core of their ideas as the raw materials for an original piece of work on the same topic and acknowledging their contribution in a bibliography.

Plagiarism is the unacceptable act of using someone else's words and ideas as if they were all our own work.

Students are sometimes unsure how to use the information they find in books and other resources in a fair and honest way, so here are some simple ways to avoid plagiarism:

- Think of information resources as providing the building blocks for a work you are going to create yourself.
- Do not copy complete sentences and paragraphs from information resources into your assignment. Analyse the information and combine the main concepts into your own original sentences and paragraphs.
- Make notes that summarise the information you read, then create your own sentences and paragraphs from your notes.
- Consult a number of resources and combine the information from these resources.
- Use dictionaries to give you an understanding of uncommon terms – do not simply copy these terms into your work.
- If you need to copy a section of text word for word then enclose it in quotation marks “ “ and reference the quote.
- Always include a bibliography with your assignments. Your bibliography should clearly show which resources you used in the preparation of your assignment.

Below are examples which show how information from a resource can be used incorrectly and correctly to create a paragraph in an assignment:

### Example of plagiarism:

Passage from the *World Book Encyclopedia* on Michael Faraday

Michael Faraday (1791 – 1867), one of the greatest English chemists and physicists, discovered the principle of electromagnetic induction in 1831. He found that moving a magnet through a coil of copper wire caused an electric current to flow in the wire. The electric generator and the electric motor are based on this principle.

Sentences in an assignment

Michael Faraday lived from 1791 – 1867 and was one of the greatest English chemists and physicists. Faraday discovered the principle of electromagnetic induction in 1831. He found that moving a magnet through a coil of copper wire caused an electric current to flow in the wire. The electric generator and the electric motor are based on this principle.

The problem here is the direct copying from the *World Book Encyclopedia*. No attempt has been made to process the information and present it in the student's own words.

**Example of correct procedures that avoids plagiarism:**

Passage from the <i>World Book Encyclopedia</i> on Michael Faraday	Michael Faraday (1791 – 1867), one of the greatest English chemists and physicists, discovered the principle of electromagnetic induction in 1831. He found that moving a magnet through a coil of copper wire caused an electric current to flow in the wire. The electric generator and the electric motor are based on this principle.
Definition from the <i>Dictionary of Science</i>	Electromagnetic induction – one body with electric/magnetic properties produces a similar effect in another body without touching it
Notes	Michael Faraday 1791 – 1867 English chemist/physicist – principle of electromagnetic induction – one body passes electric/magnetic properties to another without contact moving magnet through coil of copper wire – electricity flows through wire – electric generator/motor based on this principle
Sentences in assignment	Michael Faraday was the 19 <sup>th</sup> Century English scientist who discovered the principle of electromagnetic induction. This principle relates to the ability of one body with electric or magnetic properties to produce similar effects in another body without physical contact. Faraday's discovery was very important to industry and society as it lead to the design of electric generators and motors.

The student has made notes, has done some analysis of them and has defined the key term 'electromagnetic induction'. All the important information has been combined into sentences using the student's own words.

# COURSE SELECTION – Your record

- Please record your Subject Selection below as this will be **your record** of the form you have submitted. Leave this attached to your booklet and **DO NOT** return this to the College.

In Years 9 and 10 students are required to undertake a core programme of studies in:

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

In addition to these core subjects, students are required to study **two** 200 hour courses across Years 9 and 10, and **one** 100 hour course in Year 9 only.

Please number your subjects in order of preference as follows:

**In relation to 200hr courses:**

**1 & 2** = the **two** courses which you would like to study in Years 9 and 10 (*200 hour course*)

**4 & 5** = the **two** courses which will be your “reserve” choices for Years 9 and 10 (*200 hour course*)

**In relation to 100hr courses:**

**3** = the **one** course which you would like to study in Year 9 only (*100 hour course*)

**6** = the **one** course which will be your “reserve” choice for Year 9 only (*100 hour course*)

<b>200 hour</b> <small>Numbers 1, 2, 4, 5</small>	<b>100 hour</b> <small>Numbers 3, 6</small>
<input type="checkbox"/> Commerce	<input type="checkbox"/> Commerce
<input type="checkbox"/> Design & Technology	<input type="checkbox"/> Design & Technology
<input type="checkbox"/> Drama	<input type="checkbox"/> Drama
<input type="checkbox"/> Food Technology	<input type="checkbox"/> Food Technology
<input type="checkbox"/> French	<input type="checkbox"/> French
<input type="checkbox"/> Film and Digital Media	<input type="checkbox"/> Film and Digital Media
<input type="checkbox"/> Geography (Elective)	<input type="checkbox"/> Geography (Elective)
<input type="checkbox"/> Graphics Technology	<input type="checkbox"/> Graphics Technology
<input type="checkbox"/> History (Elective)	<input type="checkbox"/> History (Elective)
<input type="checkbox"/> Information & Software Technology	<input type="checkbox"/> Information & Software Technology
<input type="checkbox"/> Music	<input type="checkbox"/> Music
<input type="checkbox"/> Marine and Aquaculture Technology	<input type="checkbox"/> Marine and Aquaculture Technology
<input type="checkbox"/> Philosophy	<input type="checkbox"/> Philosophy
<input type="checkbox"/> Physical Activity & Sports Studies	<input type="checkbox"/> Physical Activity & Sports Studies
<input type="checkbox"/> Textiles Technology	<input type="checkbox"/> Textiles Technology
<input type="checkbox"/> Visual Arts	<input type="checkbox"/> Visual Arts

**PLEASE NOTE: The College reserves the right to withdraw subjects which attract insufficient student interest**