Description of

Elective Courses

For

Stage 5

at

ST JOSEPH’S HIGH SCHOOL

ABERDEEN

Year 9/10 – 2013 - 2014
Contents

Contents .......................................................................................................................... 2

General Information ..................................................................................................... 3
  Record of School Achievement Subjects (RoSA) .................................................. 3
  Guidelines for Study in Stage 5: .............................................................................. 4
  Deciding on Which Subject ...................................................................................... 5

Elective Information .................................................................................................... 7
  Aboriginal Studies ..................................................................................................... 7
  Asian Social Studies .................................................................................................. 8
  Commerce .................................................................................................................. 9
  History (Elective) ...................................................................................................... 10
  Geography (Elective) ............................................................................................... 11
  Japanese ..................................................................................................................... 12
  Agriculture ............................................................................................................... 13
  Information and Software Technology .................................................................... 14
  Music .......................................................................................................................... 15
  Food Technology ...................................................................................................... 16
  Industrial Technology Metal ..................................................................................... 17
  Industrial Technology Timber ................................................................................ 18
  Graphics Technology ............................................................................................... 19
  Drama ........................................................................................................................ 20
  Visual Arts ............................................................................................................... 21
  Visual Design .......................................................................................................... 22
  Sports Science ......................................................................................................... 23
General Information

Record of School Achievement Subjects (RoSA)

KLA placement

Religion

English

Mathematics

- 5.3 Pathway (advanced)
- 5.2 Pathway (intermediate)
- 5.1 Pathway (standard)

Science

Human Society and its Environment

- History, Geography, Civics and Citizenship
- Commerce
- History - (Elective)
- Geography - (Elective)
- Asian Social Studies
- Aboriginal Studies

Languages other than English

- Japanese

Technological and Applied Studies

- Agriculture
- Information and Software Technology
- Food Technology
- Textiles and Design
- Technical Drawing
- Technics

Creative Arts

- Drama
- Visual Arts
- Music
- Visual Design

Personal Development, Health and Physical Education

- PD/Health/PE
- Sports Science
Guidelines for Study in Stage 5:

Introduction
The School Certificate has been phased out and has been replaced by the Record of School Achievement (RoSA). In Years 7 to 10, students study a variety of courses to qualify for the award of the RoSA. As well as taking the necessary combination of courses, they are also required to have satisfactory application in their studies.
Year 10 students no longer sit for external examinations but a school-based grade is determined and submitted to the Board of Studies. Students may apply to receive a RoSA if they leave school prior to achieving a Higher School Certificate in Year 12. To complete a course of study for the award of the RoSA at the completion of Stage 5 (Year 10), students must also meet the requirements set out below. At the time of printing this booklet, NSW schools have not yet received the new syllabus documents for Phase One subjects of the new Australian Curriculum, due for full implementation in 2014. The information below is the current requirement for each subject.

English
The Board-developed syllabus is to be studied substantially throughout each of Years 7-10. Four hundred hours to be completed by the end of Year 10.

Mathematics
The Board-developed syllabus is to be studied substantially throughout each of Years 7-10. Four hundred hours to be completed by the end of Year 10.

Science
The Board-developed syllabus is to be studied substantially throughout each of Years 7-10. Four hundred hours to be completed by the end of Year 10.

Human Society and Its Environment
All students complete a mandatory course called Australian History, Geography, Civics and Citizenship during Years 9 and 10. Students will also be free to choose any other Human Society and Its Environment subjects which are offered. These include Commerce, Elective History and Elective Geography.

Personal Development, Health and Physical Education
The Board has mandated a 300 hour integrated course in Personal Development, Health and Physical Education. This integrated course is to apply over each of Years 7-10 to allow for student maturation and to maintain physical fitness.

All time allocations are indicative. Indicative time is the time expected for a typical student to achieve the objectives and outcomes of the course.

Course Completion Criteria
A student will be considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that the student has:
   a) followed the course developed or endorsed by the Board; and
   b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
   c) achieved some or all of the course outcomes.
Deciding on Which Subject

Where to Begin

- You must not forget that this is an IMPORTANT DECISION, affecting both Years 9 and 10.
- As it is important, you should take time to consider your choices, options, your decision, and the effects of your decision.

Remember:

- Before any decision is made, it is important that you find out:
  1. What subjects are available for your consideration?
  2. What subjects (or areas/topics) you are interested in.
  3. What attributes you possess that may help you succeed and thus affect your decisions.
- That doing subjects that you like and that interest you makes life at school more fun and may lead to better results.
- That you are more likely to do well at a subject if you enjoy it.

Questions You Might Have

a) Are there different subjects for Boys & Girls?
Being male or female does not prevent you from doing any subject offered in Years 9 and 10.

b) Are some subjects harder than others?
Some subjects are harder or easier for different people depending on their own interests, abilities and motivation. There is no easy answer to this question. It will depend on your effort, interest and ability.

c) Are certain subjects necessary for employment after Year 12?
Much depends on your abilities, interests and motivation. Year 9 is too early for you to be narrowing your career choices and choosing one subject rather than another.
You have greater chance of employment if you do well; and interest in the course will directly affect performance.
It is more important to gauge interest, personal attributes and motivation and select subjects accordingly. Generally for most people, it is too early to base selection of subjects on career paths.

d) If I select certain subjects, will I have to do them in Years 11 & 12?
No, you must do English, and at least one unit from the two groupings of Key Learning Areas, but other than that, what subjects you select will depend on your interest and the subjects that will be offered in two years time.

e) If I don’t do a subject in Years 9 and 10, Can I do it in the Senior Years?
None of the courses in Years 9 and 10 are a pre-requisite for SENIOR STUDIES.
You can take a subject in Years 11 and 12 that you did not do in Years 9 or 10. However, Stage 5 subjects do provide useful skills and knowledge that can be applied to some subjects in senior years.
What are the "Golden Rules" When Choosing Subjects?

1. In what Year 7 and 8 subjects have you been successful?
2. Selection of subjects will depend on your ability and skills specific to the subject.
3. It is more likely that you will be successful doing subjects which you enjoy and have an interest in.
4. When you are interested and enjoy a subject, you will be motivated and in turn more likely to want to do well and experience success.

Guidelines for Successful Decisions

1. Make the decision based on good advice, reflection and rational arguments rather than selecting subjects because your friends have already decided to do them. Remember your friends may have different goals, interests and abilities and may be more successful at a specific subject.

2. It is not a good idea to choose a subject/or not choose it, because of a teacher. Remember teachers may be allocated to other classes or may apply for a transfer. Choose the subject because of personal interest in the subject matter rather than who is teaching it.

3. It is important that you find out what is studied in the course. However, do not base decisions on "RUMOURS" you may have picked up. It is pointless to do subjects you are NOT interested in or not good at because of rumours you have heard. Statements like there are "lots of excursions" or "we do too much" or "too little" work, are hardly good judgements to base such important decisions on. Enduring two years of a subject because of poor reasoning will not be worth any rumour you may have listened to.

4. Students who are currently doing well and are interested in the course are the best students to seek advice from. Remember there are no subjects designed specifically for either boys or girls, and success is most likely experienced by the students who selected subjects due to good reasons.

5. "Elective" subjects studied in Years 9 and 10 provide your first opportunity to select subjects rather than complete mandatory courses. With this in mind, careful selection, based on thoughtful reflection will help to make your Year 9 and 10 more enjoyable and satisfying. Having fun and enjoying the subject is worth pursuing.
Elective Information

Aboriginal Studies

Why Teach Aboriginal Studies?
The aim of Aboriginal Studies is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society.

Benefits to Aboriginal Students
Aboriginal students are empowered through exploring and celebrating their cultural and social heritage and its longevity. They gain pride and cultural affirmation through the study of their local/regional community and through the study of Aboriginal cultural diversity.

Values and Attitudes
Students will value and appreciate:
- The diversity of Aboriginal cultures, experiences and perspectives
- The dynamic nature of Aboriginal cultures
- The importance of social justice and equity
- Ethical practices.

Cross-Curriculum Content
Information and Communication Technologies (ICT)
- Work, Employment and Enterprise
- Environment
- Literacy
- Numeracy

Difference and Diversity
Civics and Citizenship
- Gender
- Multicultural

COURSE CONTENT

Core

PART 1
Aboriginal Identities
And
Case Study

PART 2
Aboriginal Autonomy
And
Case Study

Options
1. Aboriginal Enterprises and Organisation
2. Aboriginal Visual Arts
3. Aboriginal Performing Arts
4. Aboriginal Peoples and the Media
5. Aboriginal Oral and Written Expression
6. Aboriginal Film and Television
7. Aboriginal Technologies and the Environment
8. Aboriginal Peoples and Sport
9. Aboriginal Interaction with Legal and Political Systems
10. School-developed Option
Asian Social Studies

General Course Description

Aims:
1. Understanding other cultures and our own.
2. Appreciating Asian civilisations.
3. Developing interest in and empathy with our Asian neighbours.
4. Communicating better with people from Asia and with Asian Australians.
5. Being aware of the interdependence of all people.

Focus and Scope:
For the purposes of this course we focus on the area from Pakistan in the west to Japan and China in the north, the Philippines in the east and Indonesia in the south and Australia’s relationship with these countries, but we also stress the interdependence of Asia, Australia and the world.

COURSE CONTENT
The four subject matter areas of Asian Social Studies are:

Asia and its Peoples
• Gaining an overview of Asia;
• Asian people and their contributions to world civilisation.

Depth Studies
• Studying the culture, or total way of life of the people of the country, region or sociocultural group.

Asia and Australia
• Comparing Australian and Asian life-styles;
• Examining Australia’s relationships with Asia.

Asian-Australian-World Issues
• Investigating issues that are particularly significant to both Asian and Australian people and which are of world concern.
Commerce

General Course Description

The study of Commerce aims to guide students toward making sound decisions on consumer, financial, business, employment and legal issues.

The student who undertakes Commerce is encouraged to apply problem-solving strategies to investigate, analyse and evaluate the commercial environment. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Students studying Commerce will undertake a minor research project and an oral presentation as a component of their Stage 5 assessment schedule.

Students who are interested in studying Business Studies, Legal Studies or Economics in Stage 6 would benefit from the study of Commerce.

Focus and Scope:

For the purposes of this course we focus on the area from Pakistan in the west to Japan and China in the north, the Philippines in the east and Indonesia in the south and Australia’s relationship with these countries, but we also stress the interdependence of Asia, Australia and the world.

COURSE CONTENT

CORE

PART 1
1. Consumer Choice
2. Personal Finance

PART 2
Law and Society
Employment Issues

OPTIONS

1. Investing
2. Promoting and selling
3. E-commerce
4. Global Links
5. Towards Independence
6. Political Involvement
7. Travel
8. Law in Action
9. Our Economy
10. Community Participation
11. Running a Business
12. School-based Option
Introduction

“How can we live together if we don’t appreciate our own and other’s histories?”

(Holocaust survivor Hadasa Rosenbaum)

The study of history courses equips students with the knowledge and skills essential for their future roles as active, informed citizens and advocates for a fair and just society. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning.

Alongside the mandatory history course, Elective History give students the opportunity to learn more about areas from history that interest them.

Possible Areas of Study

ONE topic from each of Topics 1, 2 and 3 must be studied and at least TWO other choices from any Topic.

This is an excellent elective for students considering studying Ancient or Modern History in Stage 6.

**TOPIC 1: CONSTRUCTING HISTORY**

Choose from topics such as:
- Family History
- Film as History
- History and the Media
- Museum and/or Archive Studies
- Historical Reconstructions
- A History website/CD-Rom

**TOPIC 2: ANCIENT, MEDIEVAL AND EARLY MODERN SOCIETIES**

Choose from topics such as:
- Archaeology of the Ancient World
- Literature of the Ancient World
- Medieval and Early Modern Europe
- The Ottoman Empire
- The Americas

**TOPIC 3: THEMATIC STUDIES**

Choose from topics such as:
- Children in History
- Heroes and Villains
- Sport and Recreation in History
- War and Peace
- Crime and Punishment
- Music through History
- Terrorism
- School-developed study

The final decision on the topics will depend on the interests of students and the teacher.
Geography (Elective)

Introduction

Geography aims to stimulate students’ enjoyment of and interest in the interaction of the physical and human environments. The elective course provides additional opportunities to do this and enables depth studies through flexible programming of focus areas.

The study of Geography enables students to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. There are also lots of opportunities to experience a more hands-on approach to geography through field work.

Possible Areas of Study

At least FIVE of the eight focus areas must be studied.

1. Physical Geography
2. Oceanography
3. Geography of Primary Production
4. Development Geography
5. Australia’s Neighbours
6. Political Geography
7. Interaction and Patterns along a Continental Transect
8. School-developed Option

This is an excellent elective for students considering studying Geography in Stage 6.
Japanese

Introduction

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. High quality education in languages helps students to respond positively to the opportunities and challenges of their rapidly changing world.

The study of another language plays a valuable role in the overall educational development of students. The Japanese elective course is designed to:

- Develop students’ ability to communicate in a language that is not their mother tongue and broaden their general education through this experience;
- Develop spoken and written skills at a level of competence that will vary according to ability and experience;
- Increase awareness of the nature of human language and society through the study of Japanese;
- Develop an awareness that real understanding of another people comes only through an acquaintance with both the culture and the language of the people;
- Improve reading performance in English. Students who learn a second language develop confidence in approaching unfamiliar words and their understanding of how language is enhanced.

Course Requirements:

There are few requirements for elective Japanese other than the desire to obtain fluency and good basic language and academic ability.

Course Content

There are three main components of this course which are treated at a basic level to begin with and built upon in Stage 5, with the ultimate aim of language mastery. These components are: Using Language, Making Linguistic Connections and Moving Between Cultures.

In each component, students address outcomes from the following perspectives: Listening and Responding, Reading and Responding, Speaking and Writing.
Agriculture

General Course Description

Agriculture has a production and marketing emphasis which makes it complementary to other courses in the Technical and Applied Studies Key Learning Area. Agricultural issues are studied and these relate interactions of their environment and with societies.

Learning is achieved through direct experience with plant and animal enterprises and hands on application of technologies and processes. We encourage sustainable agriculture and enterprising people.

Irrespective of whether students are from urban or rural settings, Agriculture provides many opportunities for educational experience such as producing prime lambs, dairy calves, steer competitions, junior judging, vegetable and flower production and sales, bees and honey making.

Course Requirements

- Old jeans and gumboots or old shoes are essential for fieldwork.
- At some stage in the course, excursions relating to field studies will form an integral component. Wingham Beef Week forms a major part of the course in Year 10.
- Keeping farm records.
- Taking responsibility in running the farm - caring for the animals.
- Written practical reports submitted.
- Carrying out experimental trials

Course Content

Year 9

1. Sheep production
2. Horticulture
3. Intensive Animal Production

Year 10

4. Beef Cattle Production
5. Crops and pastures
6. Bees and insects
Information and Software Technology

General Course Description

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

COURSE CONTENT

What will students learn about?
The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course may include:

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

What will students learn to do?
Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.
The aim of the elective Music course is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in students’ lives.

Students will also study a range of topics that include:

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

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, as involvement enhances musical development.

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.  
- Will become competent in using music software programs.

Assessment:

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

Food Technology is an elective course that may be studied for 100 or 200 hours for the RoSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

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 service and catering
- Food equity
- Food for special needs
- Food product development
- Food for special occasions
- Food selection and health
- 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.

RoSA

Satisfactory completion of 100 or 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
Industrial Technology Metal

Introduction

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Participation in this course will provide a sound base for those students wishing to undertake the Metals and Engineering VET course in Years 11 and 12.

Course Content

Year 9

- In Year 9 the students will produce projects that develop the basic skills in the Metal Workshop.
- The students will gain an appreciation of the safety requirements in both the school's workshop and in an industrial environment.

General content will include:
- WHS and Risk management – hazards, safe handling, workcover
- Materials, Equipment, Tools and Machines - Drills, lathes, MIG
- Processes and Techniques – shaping, bending, forming, welding, fastening
- Links to Industry – industrial manufacturing techniques
- Design - principles and processes
- Workplace Communication Skills – working drawings & industry terminology
- Environmental Impact – consequences of raw material extraction

Year 10

- In Year 10 the students will continue to build upon the skills and knowledge developed in Year 9.
- Students will not be able to produce projects of their own design unless a high level of expertise and independence is demonstrated.

Due to Workplace Health and Safety concerns and legislation:

1. Students will NOT be allowed to participate in practical lessons without the correct NAVY APRON, correctly worn.
2. Joggers and woven mesh fabric shoes are not permitted in the workshop
3. Students are to apply the machine operating procedures as displayed.
4. Students in year 9 must show proficiency in the use of hand tools before operating any machine tools in year 10.
5. Students, who operate machines without authority or enter out-of-bounds areas, will be disciplined.
Industrial Technology Timber

Introduction

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Participation in this course will provide a sound base for those students wishing to undertake the Construction VET course in Years 11 and 12.

Course Content

Year 9

- In Year 9 the students will produce projects that develop their basic skills in the Wood Workshop. The students will gain an appreciation of the safety requirements in both the schools workshop and in an industrial environment.
- Students will produce a core; (not own choice) set of practical projects.

General content will include:
- WHS and Risk management – hazards, safe handling, workcover
- Materials – tree growth, timber properties
- Equipment, Tools and Machines - hand tools, lathes, power tools
- Processes and Techniques – measuring, preparing, cutting, joining finishing
- Links to Industry – industrial manufacturing techniques
- Design - principles and processes
- Workplace Communication Skills – signage, industry terminology
- Environmental Impact – consequences of raw material extraction

Year 10

- In Year 10 the students will continue to build upon the skills developed in Year 9.
- Students should not expect to create projects of their own design unless a high standard of expertise is achieved.

Due to Workplace Health and Safety concerns and legislation:

1. Students will NOT be allowed to participate in practical lessons without the correct NAVY APRON, correctly worn.
2. Students are to apply the machine operating procedures as displayed.
3. Joggers and woven mesh fabric shoes are not permitted in the workshop.
Graphics Technology

Graphics Technology is an elective course that may be studied for 100 or 200 hours for the RoSA. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.

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
- 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.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Graphics Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
Drama

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

The Drama syllabus draws on the contemporary drama and theatre practices of making, performing and appreciating drama. These practices are active, experiential, critical and reflective.

In Drama, both the processes and performances of drama are valued equally. Students in drama processes create meaning by interacting actively, creatively and imaginatively through improvised, spontaneous and structured responses. Students in drama performance create meaning through their relationship with the audience and experience of this engagement is essential in dramatic presentations.

WHAT TOPICS ARE COVERED?

In Drama students engage in an integrated study of the elements of drama through the practices of making, performing and appreciating within the context of a range of dramatic forms, performance styles and their dramatic techniques and theatrical conventions.

Topics covered include the following:

- Improvisation
- Theatre Sports
- Reading and writing scripts for performance
- Clowning
- Creative Movement
- Soap Opera/Realism
- Mime and Mask
- Shakespeare/Elizabethan Drama
- Melodrama
- Small Screen/TV
- Documentary Drama

ASSESSMENT TASKS:

These include; both group and individual performance tasks, the reading and writing of scripts for performance, journals, set designs, costume designs, lighting designs, directorial statements, research assignments, recounts, reviews, essays and exams.

HOW CAN THIS COURSE HELP ME?

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and spiritual considerations. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.
In Visual Arts students engage in the practices of:
- Making of artworks
- Critical studies of artworks and historical studies of artworks

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

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 4D forms.

Students begin a Visual Arts Diary as they make specific explorations of ideas and interests and formulate ideas for artworks while recording relevant technical information. Students produce individual works, largely under the supervision and artistic direction of the teacher.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. Relationships in the artworld such as audience-artwork-world-artist are examined. Artist practice will also be explored through their own personal practice and through critical and historical practices of famous artists.

What will students do?
Students will experiment with and create incredible artworks using oil, water and acrylic paint, ink, pencil, charcoal, impasto and other exciting mediums. Units of work will be based around famous artistic periods and conventions in Portraiture and Landscape artworks. Artworks will be featured in annual exhibitions at the school and entered into competitions.

Visual Arts is a creative and exciting subject that promotes experimentation and having fun while developing artistic skills and talents.
Visual Design

Course Description
Visual Design is a creative course that offers students opportunities to create and design artworks with a different edge through practical applications of contemporary design mediums and exposure to historical and current trends in design. Students are taught to represent their ideas about the world around them through exciting projects that build on abilities taught during class time. Some of these projects are:

- Pop art portraiture
- Short-film making
- Magazine creation and
- Advertising using Photoshop
- Mask making
- Photomontage
- Street art

What will students learn about?
Students will learn the skills involved in making different kinds of visual design artworks using paint, Photoshop, Moviemaker, clay, papier-mâché, photography, ink and mixed media. Through these design-making opportunities students learn to represent their ideas and interests with reference to contemporary trends and how commercial and industrial designers, space, light and sound designers, graphic designers, street artists and photographers make visual design artworks.

Students learn about how visual design is shaped by different beliefs, values and meanings by exploring visual designers and visual design artworks from different times and places, and relationships in the artworld between the artist/designer – artwork – world – audience. They also explore how their own lives and experiences can influence their design making.

What will students learn to do?
Students will learn to make visual design artworks using a range of materials and techniques in 2D, 3D and 4D forms. They will also build a design folio over the course that will combine experiments, historical and critical studies and completed projects. Research skills will be developed along with literacy and numeracy studies appropriate to job skills expected in design careers.

Visual Design is a valuable, hands-on course that offers students opportunities to work in rich tasks that promote higher order thinking skills and an insightful exploration of the world around them.
Sports Science

*(Physical Activity and Sports Studies)*

**Introduction**

This exciting and challenging course is designed for students who wish to pursue further interest in the areas of Physical Education, Sport and Recreation. Both practical and theoretical strands are included.

Sports Science students will study a variety of topics ranging from anatomy and physiology to exercise, coaching, sports medicine and nutrition.

**Course Requirements**

- A high level of motivation and an interest in practical and theoretical topics related to PD/H/PE.
- A4 exercise book, usual stationary equipment
- PE uniform for practical activities and laboratories.

**Course Content**

**Year 9**

1. The Human Body
2. Training principles (Physical Fitness and Physical Activity for Health)
3. Biomechanics – Enhancing Participation and Performance
4. History of Sport and Physical Activity for Specific Groups

**Year 10**

1. Fuel to Burn – Sports Nutrition
2. Coaching and Fundamentals of Skill Development
3. Sports Injury Assessment and Management
4. Issues and Opportunities

**Sports fun**

This successful program involves Year 10 students from St Joseph's acting as sports leaders in the local Primary Schools. The program develops leadership skills and introduces the Year 10 students to pathways in sport including coaching. The program provides an opportunity to learn life skills of responsibility, decision-making, organisation, innovation and an opportunity to impart sporting knowledge.

The students who elect to study Sports Science will be given the opportunity to become involved in the Sports fun Program.