YEAR 9 ~ 2017
STUDENT
SUBJECT HANDBOOK
CONTENTS

Course Description ........................................................................................................3
Subject Progression .......................................................................................................4
Core Subjects
  Religious Education.....................................................................................................6
  English .........................................................................................................................7
  History .........................................................................................................................8
  Mathematics ................................................................................................................9
  Science .......................................................................................................................10
Elective Subjects
  Commerce ...............................................................................................................12
  Drama .........................................................................................................................13
  Extension Mathematics .............................................................................................14
  Geography ................................................................................................................15
  Health and Physical Education ................................................................................18
  Home Economics .......................................................................................................19
  Information & Communication Technology ...........................................................21
  Modern Languages (Japanese, Italian) .................................................................23
  Music ........................................................................................................................24
  Visual Art ..................................................................................................................26
You have now almost completed the second year of your secondary school studies. Up to this point you have undertaken your studies in core learning areas. In Year 9 you will continue with your study of the core learning areas — Religious Education, English, Mathematics, History and Science. In addition, you will choose three elective subjects to study until the end of Year 10. When making your choice of subjects you should give some thought to the following issues.

1. **Your ability to succeed in the subject:** During the last year you have come to realise there are some subjects with which you have difficulties and others in which you have been very successful. Success may have been due to your aptitude for the subject, your hard work and your perseverance but remember your ability to handle subjects is generally accurately reflected by your assessment results.

2. **Your interest in the subject:** It is important that you choose subjects because you have a genuine interest in the content offered in those subjects — some subjects are practical in orientation, others are theoretical. Know your strengths (and your interests) and choose wisely.

3. **Preparation for further study:** Whilst the core subjects will prepare you for study in the majority of Years 11/12 subjects and thus prepare you for tertiary studies, you may have a distinct preference to complete studies in a particular field and these desires must influence your choice of electives for further studies.

As a further aid to your selection of subjects peruse the table on the next page which shows the natural progression of subjects from Year 10 to Years 11 and 12. Please note, however, that only the subjects marked with an *must be taken* as prerequisites for further study of these subjects in Years 11 and 12.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR 11/12 – OP model</th>
<th>YEAR 11/12 – QCE model (proposed at San Sisto)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Study of Religion</td>
<td>Study of Religion</td>
</tr>
<tr>
<td></td>
<td>Religion and Ethics</td>
<td>Religion and Ethics</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td>English Communication</td>
<td>Essential English</td>
</tr>
<tr>
<td>History</td>
<td>Ancient History</td>
<td>Ancient History</td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
<td>Modern History</td>
</tr>
<tr>
<td>Geography</td>
<td>Currently not offered</td>
<td>Geography (proposed)</td>
</tr>
<tr>
<td>Mathematics (optional Extension Mathematics in Year 10)</td>
<td>Mathematics A</td>
<td>General Mathematics</td>
</tr>
<tr>
<td></td>
<td>Mathematics B</td>
<td>Mathematical Methods</td>
</tr>
<tr>
<td></td>
<td>Mathematics C</td>
<td>Specialist Mathematics</td>
</tr>
<tr>
<td></td>
<td>Prevocational Mathematics</td>
<td>Essential Mathematics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Commerce</td>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td></td>
<td>Legal Studies</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td></td>
<td>Drama in Practice</td>
<td>Drama in Practice</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Recreation</td>
<td>Recreation</td>
</tr>
<tr>
<td>Home Economics</td>
<td>Home Economics</td>
<td>Food and Nutrition</td>
</tr>
<tr>
<td></td>
<td>Hospitality Practices</td>
<td>Design</td>
</tr>
<tr>
<td></td>
<td>Fashion</td>
<td>Hospitality Practices</td>
</tr>
<tr>
<td></td>
<td>Fashion</td>
<td>Fashion</td>
</tr>
<tr>
<td>Information &amp; Communication Technology</td>
<td>Information Processing &amp; Technology</td>
<td>Digital Technology</td>
</tr>
<tr>
<td></td>
<td>Media Arts in Practice</td>
<td>Media Arts in Practice</td>
</tr>
<tr>
<td>Italian*</td>
<td>Italian</td>
<td>Italian</td>
</tr>
<tr>
<td>Japanese*</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Visual Art</td>
<td>Visual Art</td>
<td>Visual Arts</td>
</tr>
<tr>
<td></td>
<td>Visual Art in Practice</td>
<td>Visual Art in Practice</td>
</tr>
<tr>
<td></td>
<td>Visual Art in Practice</td>
<td>Visual Art in Practice</td>
</tr>
<tr>
<td></td>
<td>Certificate III in Health Services Assistance</td>
<td>Certificate III in Health Services Assistance</td>
</tr>
<tr>
<td></td>
<td>Certificate III in Business</td>
<td>Certificate III in Business</td>
</tr>
<tr>
<td></td>
<td>Certificate III in Early Childhood Education and Care</td>
<td>Certificate III in Early Childhood Education and Care</td>
</tr>
<tr>
<td></td>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
<td>Certificate II in Skills for Work and Vocational Pathways</td>
</tr>
</tbody>
</table>

(* prerequisites)
CORE SUBJECTS
(All students will study these subjects)

Religious Education
English
History
Mathematics
Science
Positive Development Education
Core Physical Education

ELECTIVES
(Three must be chosen for future study)

Commerce
Drama
Extension Mathematics (Year 10 only)
Geography
Health and Physical Education
Home Economics
Information & Communication Technology
Modern Languages (Japanese, Italian)
Music
Visual Art
‘I look to Catholic schools in the Archdiocese to be places that strive for excellence in their teaching and learning processes and also places that:

• introduce students to the Gospel
• teach the Catholic Tradition
• are places of justice and prayer
• challenge students to work to improve society through service and action based upon the teachings of Jesus Christ.’

Archbishop Rev J.A. Bathersby
Archbishop of Brisbane (Nov 1996)

The Year 9 Religious Education program is academic in its orientation and its major focus is on the study of Christianity in the Catholic tradition. The Religious Education course seeks to:

• assist students to grow in their knowledge and understanding of Jesus and of God’s self-revelation through Jesus
• assist students to understand how the Catholic church was established and how it tries to continue the work of Jesus
• assist students in their understanding of the ways in which Christianity can enrich their lives and the lives of others.

The following topics are covered in Year 9:

• The Forgiving Jesus
• Who is God?
• The Mission at Work
• Living a Moral Life
• Maintaining Moral Integrity

Assessment in Religious Education takes place each term. The criteria used for assessment are as follows:

• Knowledge and Understanding
• Evaluative Processes (analysis, evaluation, synthesis)
• Research and Communication (written and non-written)

Students have opportunities to be involved in individual, class and liturgical prayer. A one day Retreat Day is part of the Religious Education Program. Various incursion activities are organised to complement the Religious Education Curriculum.

PASTORAL CARE

Pastoral Care is an integral part of the curriculum at San Sisto and all teachers seek to foster the development of the whole person, spiritually, academically and socially. Students are encouraged to grow in confidence, building a sense of self-worth, responsibility and independence through mutual respect, tolerance and care for one another. (Mission Statement)

Students and teachers participate in a Homeroom meeting each morning. The Homeroom teacher and Year Co-ordinator take a particular interest in each of the students in the group.

Year Group meetings are held regularly to deal with issues that affect students of a particular Year Level. Visiting speakers and lessons are presented on topics that are of interest to the students.
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Students will engage with a variety of texts. These include various types of media texts, including print, film and digital texts, fiction, non-fiction, poetry and multimodal texts.

**Subject Organisation**
Year 9 English is organised around units where students are exposed to a variety of texts and genres. The units studied include:
- Telling Personal Stories (narrative)
- The Journey (poetry and transformation)
- Imagining Other Lives (novel)
- Touching the World (Shakespeare)

**Subject Expectations**
Throughout Year 9 students will be expected to:
- create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts for specified purposes.
- use a variety of strategies to participate effectively in conversations, discussion and debates, to ask questions to clarify meaning, and to express their own ideas and viewpoints.
- collaborate and negotiate with others to solve problems, and to deliver planned, multimodal presentations.
- connect and organise ideas and information in logically sequenced texts.
- use a variety of text structures and language features for particular purposes, and effects.
- select relevant subject matter to advance arguments logically and to persuade others.
- make vocabulary choices that contribute effectively to the precision and persuasiveness of texts.
- use a variety of appropriate punctuation to support meaning in complex sentences.
- create a range of imaginative, informative and persuasive types of texts including narratives, performances, reports, discussions, literary analyses and transformations of texts.

**Home Studies Requirement**
- Revision of class work
- Reading of texts
- Completion of language activities
- Completion of homework tasks
- Assignment work
History helps students appreciate how the world and its people have changed, as well as the significant continuities that exist. The study of history promotes the understanding of societies, events, movements and developments that have shaped humanity. History allows students to develop their capacity to be informed and active citizens. It provides an appreciation of the past and the forces that shape societies. Students develop their capacity to undertake historical inquiry based on evidence derived from the past. Furthermore, History encourages the consideration of varying perspectives and encourages empathy.

Why Study History

• To become informed, willing and active citizens both now and in the future
• To understand and appreciate the past and present experiences of peoples, identities and cultures
• To participate in and contribute to Australia’s diverse society
• To develop the transferable skills associated with historical inquiry.

How It Is Studied

The program is arranged in units of work. Each unit is based around the following interrelated strands:

• Historical Knowledge and Understanding
• Historical Skills

Topics

The Year 10 program considers the making of the modern world. The main topics studied are:

• Making a Better World (The Industrial Revolution)
• Australia and Asia (The Making of a Nation)
• World War I

Assessment

Three or four assessment items are completed each semester. Assessment of student learning outcomes is based on a folio of evidence from students which may include informal assessment items, as well as:

• short answer test
• research assignment
• oral presentation
• response to stimulus test
• essay test
Aims
This subject provides ongoing mathematical experiences which build students’ essential skills and knowledge. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built. Its aim is to provide students with challenge and opportunity for intellectual growth consistent with their ability, experience and future life options.

Course Overview
Students in Year 9 will study The Australian Curriculum: Mathematics. This program is organised around the interaction of three content strands and four proficiency strands. The content strands describe what is to be taught and learnt. They are:

- **Number and Algebra** – number sense and strategies for computation
- **Measurement and Geometry** – length, area, volume, mass, time
- **Statistics and Probability** – collect, represent, summarise and interpret data and undertake purposeful investigations

The proficiency strands describe how content is explored or developed, that is, the thinking and doing of mathematics. This approach ensures students’ proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling. The strands are:

- **Understanding**
- **Fluency**
- **Problem Solving**
- **Reasoning**

Assessment will involve written tests, extended modelling and problem solving tasks and reports. Individual study and learning beyond the scope of the semester work program are encouraged and provided by HOTMaths and Education Perfect, two software applications to support and extend student’s mathematical knowledge and understandings.

Further advice and information are also available from your daughter’s mathematics teacher as well as the Mathematics Academic Leader.
In 2012, San Sisto College implemented the Australian Curriculum for Science in Years 8, 9 and 10. Core Science is mandatory for all three years. A short overview of the new curriculum follows:

**Rationale**

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems.

In the Australian Curriculum Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge of science’s contribution to our culture and society, and its applications in our lives.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this “scientific literacy” are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are the patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

**Aims**

- The Australian Curriculum: Science aims to ensure that students develop:
- an interest in science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.
General Capabilities
The skills, behaviours and attributes that students need to succeed in life and work in the twenty-first century have been identified in the Australian Curriculum as general capabilities. There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) competence
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding

These capabilities span all subjects in the Australian Curriculum.

The science content includes the three strands of *Science Understanding, Science Inquiry Skills* and *Science as a Human Endeavour*. The three strands of the curriculum are interrelated and their content is taught in an integrated way.

Assessment
Students are given opportunities to demonstrate their knowledge, skills and understanding in a number of ways. Examples of assessment are listed below:

- Supervised Assessment
- Extended Response Tasks
- Short Experimental Investigations
- Extended Experimental Investigations
- Journals
- Field Work

Year 9 Achievement Strand
By the end of Year 9, students use their knowledge to pose different types of questions that can be investigated using a range of inquiry skills. They apply their knowledge of science to explain phenomena in the environment and their own lives and describe how knowledge has developed through the work of scientists. They plan experimental procedures which include the accurate control and measurement of variables. They identify inconsistencies in results and suggest reasons for uncertainty in data. They use scientific language and representations when communicating their results and ideas.

Students use knowledge of body systems to explain how complex organisms respond to external changes. They use knowledge of interrelationships to describe how changes affect ecosystems. They explain geological features and events in terms of geological processes and timescales. They describe the structure of atoms and explain chemical changes in terms of the behaviour of atoms. They describe a range of chemical reactions and explain their importance. They compare, in qualitative terms, how two different forms of energy can be transferred. They describe interrelationships between science and technology and give examples of developments in science that have affected society.
**COMMERCE**

Commerce brings together theoretical understandings and practical applications in a range of business activities. Through Commerce, students develop an awareness of business within the home, school, local, international and global communities. They develop knowledge and practices to critically analyse business situations, confidently meet their own and others’ needs and wants, capitalise on business opportunities, make informed decisions and participate responsibly in business situations.

**Contribution of Commerce to lifelong learning**

- Learners understand the nature of business, information procedures, enterprise and ventures, and work environments. They understand how to participate in business environments as citizens, consumers, workers or entrepreneurs.
- Learners interpret, analyse and evaluate information to make business decisions. They evaluate the effectiveness of business enterprise and ventures, and use information and communication technologies when problem solving.
- Learners identify needs and wants of individuals, groups and organisations in business contexts. They create, with imagination and originality, products and processes in response to business opportunities.
- Learners use a variety of genres, relevant business terminology, and information and communication technologies to communicate with a range of audiences including consumers and businesses. They demonstrate these in real-life and lifelike business environments.
- Learners work independently and collaboratively on business activities. They understand that responsible business practices are essential to the successful operation of business.
- Learners reflect on their own learning, decisions and actions in order to meet the diverse needs and wants of individuals, groups and organisations.

**Lifeskills**

**Personal development** - Students enhance these skills in their roles as consumers, citizens, workers or entrepreneurs.

**Social skills** – are developed when they work as team members, contribute to group decisions and communicate effectively with others.

**Self-management skills** – used to make decisions that affect themselves as consumers, citizens, workers or entrepreneurs. They develop the ability to make informed decisions related to the use and management of their personal financial resources.

**Citizenship skills** – the ability to participate in community activities, enhance employment prospects and understand and advocate for responsible business practices.

**Topics include**

- Managing Personal Finances
- Types of Businesses
- Banking
- Source documents for a Service Enterprise
- GST
- Legislation specific to business enterprises
- Accounting Package – MYOB
- Shares/Stock Exchange
Drama is an art form highly accessible to young people. It develops students’ communication skills and their artistic and creative skills. It can also provide knowledge and skills that are transferable to a variety of artistic, social and work-related contexts.

An education in drama can:

• develop students’ non-verbal and verbal, individual and group communication skills;
• develop students’ intellectual, social, physical, emotional and moral domains through learning that engages their thoughts, feelings, bodies and actions;
• give students knowledge and understanding of drama and skills in drama to participate throughout life in one of the oldest yet most dynamic art forms;
• empower students to understand and influence their world through exploring roles and situations.

Program Structure

Some of the learning areas explored are:

Term 1 – Exploring the Elements of Drama
  Includes improvisation work

Term 2 – From Page to Stage
  Exploring Robin Klein’s Hating Alison Ashley

Term 3 – Creating Clowns
  Creating a clowning performance for the primary school students

Term 4 – Thinking Theatrically
  Exploring John Marsden’s So Much To Tell You

Home Study Requirements

There are a variety of tasks that are regularly set to be completed at home. They include exercises to develop the voice and body, memorizing lines, preparatory steps for performance assessment, revision of class work, reading and note-taking.

Assessment

The assessment in this subject comprises the following dimensions:

• Forming – improvisation, set/costume design
• Presenting – scripted text, student-devised drama
• Responding – written work: essays, reviews

Workshops

Students will undertake two clowning workshops with Debase Theatre.

Performances

Students will view two live shows, performed at the school.
Aims
This subject provides and extension to the mathematical experiences covered in the Core mathematics curriculum. It exposes students to the extension material 10A which is offered through the Australian mathematics curriculum. It builds on and continues to develop the numeracy capabilities of the core curriculum and extends these ideas to make stronger links to the specialist mathematics subjects offered in year 11 and 12. Whilst not compulsory, students who have enrolled in this one year course in year 10 have experienced significant success in both Maths B and Maths C in years 11 and 12.

Course Overview

### SEMESTER ONE

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pythagoras and Trigonometry</td>
<td>4 wks</td>
</tr>
<tr>
<td>2</td>
<td>Real Numbers</td>
<td>4 wks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Comparing Data Sets</td>
<td>4 wks</td>
</tr>
<tr>
<td>4</td>
<td>Exponential and Log Equations</td>
<td>4 wks</td>
</tr>
</tbody>
</table>

### SEMESTER TWO

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Correlating Bivariate Data</td>
<td>3 wks</td>
</tr>
<tr>
<td>6</td>
<td>3-D Measurement</td>
<td>3 wks</td>
</tr>
<tr>
<td>7</td>
<td>Non-linear Functions</td>
<td>3 wks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No.</th>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Polynomials</td>
<td>3 wks</td>
</tr>
<tr>
<td>9</td>
<td>Evaluating Media Reports</td>
<td>3 wks</td>
</tr>
<tr>
<td>10</td>
<td>Circle Theorems</td>
<td>3 wks</td>
</tr>
</tbody>
</table>

Assessment will involve written tests, extended modelling and problem solving tasks and reports. Individual study and learning beyond the scope of the semester work program is encouraged and provided by HOTMaths and Education Perfect, two software applications to support and extend student’s mathematical knowledge and understandings. This subject is for those students wanting to extend their mathematical knowledge in readiness for senior mathematics. It will require the changing of one of the three subject electives chosen in year 9 to take up this learning opportunity.

Further advice and information are also available from your daughter’s mathematics teacher as well as the Mathematics Academic Leader.
What is Geography? It is no longer viewed as simply topographic maps or cloud formations!!! Geography is an increasingly important element in our curriculum as it underpins so much of our industry, economy and daily living – despite not being overtly referred to, or identifiable as ‘geography’. Geography is, in fact, more tangible to the general population than ever before. An example of the relevancy of geography to today’s students and tomorrow’s leaders is geo-spatial technology - this drives our satellite navigation systems, governments rely on geographical data (how people relate to their environment) when making decisions affecting health, education, infrastructure etc.; even electronic game-writers rely on geography skills to tell us where the ‘poke-stops’ are! The curriculum has very strong and clear links with Science, History, Religion, Mathematics and Home Economics giving our students an even deeper understanding of the world in which they live.

Students electing to study geography in years 9 and 10 will be challenged to answer the following guiding questions:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- How can the spatial variation between places and changes in environments be explained?
- What are the future implications of changes to places and environments?
- What management options exist for sustaining human and natural systems into the future?
- Why are interconnections and interdependencies important for the future of places and environments?
- How do world views influence decisions on how to manage environmental and social change?

Year 9 There are two units of study in the Year 9 curriculum for Geography: ‘Biomes and food security’ and ‘Geographies of interconnections’.

‘Biomes and food security’ focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.
‘**Geographies of interconnections**’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

**Year 10** There are two units of study in the Year 10 curriculum for Geography: ‘**Environmental change and management**’ and ‘**Geographies of human wellbeing**’.

‘**Environmental change and management**’ focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

‘**Geographies of human wellbeing**’ focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

**Assessment:**

Students are assessed according to their geographical knowledge and understanding, and their geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are specific to the local contexts of the students at San Sisto College.

**Assessment instruments include:**

Examinations, field reports, multi-modal presentations, incorporating, where appropriate, data collection, scientific testing and use of digital technologies.
Pathways for Geographers:
It is anticipated that in 2019 geography will be offered to our senior students here at San Sisto College. Pathways from studying geography include (but are not limited to):

For more inspiration: Geography: What is it for?  
https://www.youtube.com/watch?v=sgGb8BM2TBk
What is Geography?  https://www.youtube.com/watch?v=Pbgai3dK16Q
HEALTH AND PHYSICAL EDUCATION

Rationale
Health and Physical Education (HPE) at San Sisto College reflects the dynamic and multi-dimensional nature of health and recognises the significance of physical activity in the lives of individuals and groups within contemporary Australian society. Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Students develop expertise in movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise, and refine personal, interpersonal, behavioural, social and cognitive skills. As students mature, they develop and use critical inquiry skills to optimise their understanding of the influences on their own and others’ health, safety and wellbeing. They also learn to use resources for themselves and the communities with which they identify and to which they belong.

Aims
• Access, synthesise and evaluate information to take positive action to protect, enhance and advocate for their own and others’ health, wellbeing, safety and physical activity across the lifespan.
• Acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings.
• Engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes.
• Analyse how varied and changing personal and contextual factors shape understanding of, and opportunities for, health and physical activity locally, regionally and globally.

Content Structure
• Health and Physical Education offers students a range of opportunities to develop knowledge, understanding and skills through a range of practical and theory based units, including:
  • Gymnastics
  • Recreational physical activities
  • Team and individual sports
  • Nutrition
  • Analysing performance
  • Benefits of Physical Activity

Home Study Requirements
Regular completion of homework and assessment tasks.
Choose HPE:
• if you are passionate about health and physical activity.
• if you are interested in taking PE in your senior studies.
• if you are thinking of a possible career in the health and physical education field.
HOME ECONOMICS

Home Economics is an interdisciplinary field of study. Its focus is on the well-being of people and the enhancement of everyday living for personal, family and community life through accessing knowledge, understanding processes, values and skills to enable individuals to make informed choices.

Year 9 course outline:

• **Pyjama Party**  
The focus is on textiles and clothing, safety and well-being for Australians, including an introduction to legislation for consumer rights, and the production of a teddy bear, followed by designing a toy from a child’s drawing following the design process.

• **Sensational Snackfoods and Outdoor Eating**  
The focus is on food preparation skills and safety, food presentation and nutritional awareness including the specific use of barbecues and outdoor eating equipment.

Year 10 course outline:

• **Cultures and Celebrations**  
The focus is on the development of the Australian multi-cultural cuisine (linking strongly to the History Migration unit), and various aspects of nutrition that are affected by food habits and patterns. Food science principles are developed and refined through practical lessons.

• **A Girl’s Gotta Be Matching**  
The focus is on the application of the elements and principles of design when developing a collection of items to meet a client’s design brief. Students refine their textiles skills to produce a skirt and a matching bag.

Home Economics supports working towards a sustainable environment. Emphasis on the family is promoted as it commonly provides the environmental content for the provision of basic needs in everyday life.

The complexity of modern living also calls for the efficient management of resources. Management skills are becoming increasingly important if the individual is to be equipped to make the informed and reasoned choices necessary for personal, family and work survival and development. Employment of sound management procedures and effective interpersonal interactions are vitally important in all aspects of life.

Home Economics presents its diverse range of subject matter through practical experience. It is the application of theory to practice that makes this course such a valuable learning experience. The study of Home Economics is undertaken with an emphasis a decision making and evaluation process, to develop the ability to make informed choices and to appraise outcomes.
Home Economics supports the development of responsible and critical thought. Contributory to this intent is the development of appropriate terminology and use of communication relevant to the field of Home Economics.

The study of Home Economics empowers students to contribute to the determination and control of the quality of their existence in the human ecological system. The abilities and skills attained in the study of Home Economics are transferable to a range of work options and other life paths.

Home Economics is such a valued learning area at San Sisto College that over the past 3 years a minimum of 70% of each cohort of students has elected to study Home Economics for years 9 and 10!!

**Assessment Outline**

**Written tests:** Generally one per semester which evaluates student knowledge and ability to apply this knowledge

**Assignments:** One per semester which evaluates student ability to research, evaluate and synthesise information and develop justified conclusions. Skills that are refined from other key learning areas.

**Practical Work/Folios:** Continuous assessment is incorporated into each module and includes the ability to apply decision making processes in practical situations, management and manipulative skills in design, textile and food preparation.

**Home Study Expectations**

- completion of set homework tasks
- nightly study and weekly revision of theory work covered in class
- assignment work
- practical work preparation
  - written workplan
  - materials, ingredients and equipment, as required
  - self-evaluation of performance after each practical lesson

**Please Note**

At present the Home Economics Levy assists with basic learning resources for textile modules and ingredients for group experiments and class demonstrations.

Students need to supply:

- a named sewing kit containing pins, needles, quick up-pick, fabric scissors, marking chalk, tape measure (Year 8 kit can be reused)
- fabric and notions for individual textile tasks
- an apron, and ingredients for individual practical tasks (as required) on a set day each cycle. Students may also need to bring suitable containers to take their food home. If students do not bring their ingredients this will affect their practical skill development. It is essential that they organise themselves. Parents will be advised of practical lesson dates at the commencement of the unit.
Information and Communication Technology (ICT), generally relates to those technologies that are used for accessing, gathering, manipulating and presenting or communicating information. The technologies include hardware (e.g. computers and other devices); software applications; and connectivity (e.g access to the Internet, local networking infrastructure). What is most significant about ICT is the increasing convergence of computer-based, multimedia and communications technologies and the rapid rate of change that characterises both the technologies and their use.

Australia is part of a global shift to the knowledge economy. It is driven by the requirement for rapid innovation in competitive global markets and is enabled by the capacity of ICT to store, process and deliver information. At San Sisto College, we recognise that students must have an education that enables them to participate successfully in and contribute to that world.

The use of ICT helps young women develop already widely valued skills and abilities such as literacy and numeracy. It also helps with the development of other significant outcomes such as higher order thinking skills. Importantly, ICT and good teaching also combine to produce the generic skills, such as team work and problem solving, that are so important not only for life in the information age, but also for lifelong learning.

Much of the research focuses on the role of ICT in the successful development of cognitive skills. Other research indicates how, in ICT rich environments, young people develop new forms of learning, including the types of self-managed and cooperative learning necessary for successfully contributing to the information economy and for lifelong learning.

- ICT contributes to the development of advanced skills of technological competence, problem solving, critical thinking and teamwork;
- ICT makes more learning material available and provides more sources of learning; and
- Both of the above help students perform better in their study of many of the KLAs, but especially in Technology, English, History, Science and Languages Other Than English.

ICT outcomes highlight the uniqueness of the subject and its particular contribution to lifelong learning. Students develop the knowledge, practices and dispositions necessary to:

- apply information and communication technology practice in everyday situations
- identify and engage with social and ethical issues related to information and communication technology and its subsequent impacts independently and collaboratively participate in a rapidly changing interdependent and globalised world using information and communication technology
- understand how to use information and communication technology to build and participate in online communities

The program of study in ICT at San Sisto may be modified according to the interests of the students, and the ever-changing technology that they have access to. They are regularly required to make access of a range of software applications, including online resources.
For example, there may be the opportunity for the study of the following units over the Year 9 and 10 courses of study:

- Databases and Information Systems
- Software Development, including games creation
- Digital art, including photo editing and animation
- Business software applications, including Microsoft Office applications
- Digital presentations, including movie making

Assessment

Assessment focuses on students’ demonstrations of learning outcomes. Students are made aware of what is being assessed, the assessment techniques being used and the anticipated evidence that will be gathered in order to make judgments about their demonstrations of learning outcomes.

Assessment may take the form of writing tasks, written and practical tasks, tests, practical projects and oral presentations. Students work may be graded based on their level of knowledge, their demonstration and application of practical skills, and their ability to communicate in a task-relevant way.

Cross-curricular learning experiences

Cross-curricular planning involves teachers from different subject areas collaboratively planning for learning and assessment. It allows students to experience a real world integrated learning experience. (An asset to their lifelong learning) Examples, which have been conducted at San Sisto College, are ICT and Art, ICT and Commerce.

After ICT

Upon completion of ICT, students may choose to continue with further information and communication technology studies, either in Years 11 and 12 at TAFE, with other learning providers, or alternatively enter the workforce.

Students at San Sisto are given the opportunity to study a range of units that may lead on to further study in the following senior subjects at the College:

- IPT (Authority, OP subject),
- Creative Industries (VET qualification, plus school-based SAS subject),
- Business (VET qualification).
MODERN LANGUAGES (Japanese & Italian)

Course Description

The languages syllabus accepts and encourages the notion of functional language. Thus, the approach to the four skills of listening, speaking, reading and writing a language is to have purposeful activity – communication.

The students will continue the aural-oral approach of Year 8, with emphasis on a number of topics and situations – holidays, celebrations, family, pets, hobbies and interests, school life, eating and drinking, shopping.

Grammar and vocabulary are taught in a communicative manner, through listening and speaking exercises and reinforced by games, role plays, reading magazines and writing letters - all in the target language.

Students will learn to appreciate the thought, manners and customs of people and by extension will develop positive attitudes towards people and cultures of other countries.

Home Study Requirement

• revision of class work every night
• specific tasks to practice the four basic skills
• practising a conversation, reading a magazine article
• writing a letter or postcard
• learning appropriate grammar or vocabulary

Types of Skills Required

• ability to listen carefully and desire to communicate freely in the target language
• retention of skills over a period of time, as a language is a subject requiring cumulative skills

Necessary Prerequisite Subjects

Target language to Year 8 level

Types of Assessment Instruments

Formative assessment will take place throughout the year.

Examples of tasks:

speaking – role play, interview, oral report
listening – comprehension of dialogues, announcements
reading – comprehension of brochures, magazine articles, advertisements
writing – letter to a penfriend, postcard, job application
What is Music?

Students live in a world in which music has an important and pervasive presence. Whether actively engaging in music by listening (e.g. attending concerts, buying CDs, turning on the radio), performing (e.g. learning an instrument, playing in a band, jamming with friends) or composing (e.g. writing popular songs), or incidentally encountering music (e.g. riding in elevators, watching TV, using a mobile phone), students have an individual experience of music. Music is an integral part of everyday life serving self-expressive, celebratory, social, cultural, political and educational roles. As a powerful educative tool, music contributes to the holistic development of the individual. A study of music assists students in understanding and heightening the enjoyment of the arts in their lives and the music heritage of a range of cultures.

Why Study Music?

Music offers its own unique symbol system or language; its sensory system is predominantly aural, utilising sound and the sense of hearing.

Around the world music is the most popular leisure pursuit for young people. Music makes both a cultural and economic contribution to society. Vocational education is being adopted by many countries to build the skill level across all industries, including the arts industries. The contemporary, popular music industry is a comparatively young industry with a huge growth potential throughout the world.

Music contributes to learning through the development of aspects such as memory, coordination, concentration and inventiveness. The study of music also develops skills such as logical, critical and divergent thinking, decision making, concept formation, problem solving and memory. Students become adaptable and innovative problem solvers, making informed decisions and, as inquirers, develop their ability to deconstruct and critically evaluate.

Studies in music develop specialised skills that impinge on all aspects of development - cognitive, affective and psychomotor. In this way music contributes to the development of human intelligence. The discipline and commitment of music-making builds students self-esteem, personal motivation and independence as well as providing opportunities for the refinement of their collaborative teamwork.

Course Description

The study of music in Years 9 and 10 is organised within three complex and interacting dimensions: Analysing Repertoire, Performing and Composing. Within the course all of the dimensions are infused with the need for problem solving and higher order thinking skills.

Briefly, Analysing Repertoire involves the process of audition that involves understanding and finding meaning in music; Composing is the planned creation of music; Performing is musical behaviour that displays musical skills. The course is challenging and diverse, and students find the variety of experiences and tasks offered very enjoyable.

It is not necessary that students be able to play an instrument, as voice may be used as an alternative. The study of classroom instruments is included within the course.
Students who learn an instrument are strongly encouraged to study Years 9/10 Music as the course provides greater scope and developmental skills in a variety of dimensions not covered in private tuition lessons. It will be both intellectually and artistically challenging and rewarding.

The Year 9 Music course will cover a broad range of interesting units. The first unit offered (So You Want to be a Rockstar) is designed to build and develop the skills of all students. No music study or experience is necessary.

As the study of music is based on a developmental approach, students considering the study of Music in years 10, 11 or 12 are encouraged to complete the units at Year 9 level.

Years 9 and 10 music classes are currently run independently, but may be offered as a composite course due to enrolment numbers. Where this occurs, the course units will be offered via a rotational, alternate delivery. This means by the end of two years the students enrolled in the composite class will have completed all the units designed to prepare them for studying music in years 11 and 12.

**Assessment**

Assessment exists within areas:
- Analysing Repertoire
- Performing
- Composing

**Homework**

Students will be responsible for preparing assessment items and completing tasks set to develop and prepare students for assessment items.
An understanding of art and design helps us to understand ourselves better as well as people in our lives and the world in which we live. Our everyday lives are very much influenced by the visual world in which we live. Art has existed since the beginning of civilisation and predates language in the written form recording the identities of all cultures throughout the ages.

**Employment Fields**

Art and design play an important role in our lives and in the shaping of our physical environment. It is true to say that the fields of allied health, psychology, social work, art therapy, counselling, computer graphics, web design, advertising, architecture, town planning, industrial design, graphic design, interior design, fashion design and film and television have a profound effect on our everyday lives and provide a vast array of employment opportunities.

**Aims**

- Students are encouraged to express and develop their creativity and individuality using a variety of art media. They develop resourcefulness and self-motivation and problem-solving.
- Students experiment with each art medium and produce finished pieces which make up their *Major Folio*. They maintain their art diary throughout the year recording all artwork, including photographs of 3-D work.
- Students will develop their knowledge of relevant art related media, computer graphic design skills, equipment, processes and written appraising skills of visual art.

**Year 9 Course Outline – “My World”**

**Unit 1**        The Still life – Experimental Media: Traditional and Contemporary Folio (Drawing and Painting)

**Unit 2**        Portrait series – Pop Art stylisation (Drawing, Collage and Photoshop)

-- Magazine Article - ‘Interview with an Artist’

**Unit 3**        Printmaking – Landscape and Nature (Screen Printing and Stencil Design)

**Unit 4**        Appropriation – Self through Famous Paintings (Mixed Media)

-- Art assignment – ‘Analysis and appropriation of a famous painting’

**Unit 5**        Photography – The Figure in Society (Photography, Photoshop)

**Unit 6**        Ceramics – The Stylised Figure (Clay)
How are students assessed?

- Students are assessed according to their demonstration of Researching, Developing, Resolving and Reflecting on the art tasks set, using three criteria in total: Visual Literacy, Application and Appraising.
- Making tasks (practical work) are assessed in the two criteria of Visual Literacy and Application. (Approx. 80% of all tasks)
- Appraising tasks (theory assignments) are assessed in one criteria of Written Appraising. (Approx. 20% of all tasks)

**Visual Literacy** – expressing individuality, understanding visual composition based on the elements and principles of composition. (practical work)

**Application** – understanding, selecting and manipulating media and techniques. Resolving work suitably and with care. (practical work)

**Appraising** – describing, analysing, interpreting and evaluating visual information. (assignment and exams)

What is required to study Art?

- The units are approximately 5 weeks in duration and require much more persistence than in Year 8.
- Commitment. Art is not a soft option.
- Having a passion and love of the arts and willingness to express your creativity.
- Being self-motivated, resourceful and well organised with all materials, equipment and set tasks.
- Having self-discipline and a maturity to work in an informal class environment.
- Being aware of the environment in which you live, and willing to give visual responses.
- A willingness to analyse your own work and that of others.
- A willingness to express your individuality, creativity and problem solving.
- A willingness to present all of your work with care and application in your art diary.
- Being a problem solver.