



MOAMA ANGLICAN GRAMMAR SCHOOL

SCHOOL CERTIFICATE

CURRICULUM HANDBOOK

YEAR 9 & 10

2009

SCHOOL CERTIFICATE

CURRICULUM HANDBOOK 2009

INTRODUCTION

At the end of Year 10 all students receive a School Certificate. This document reports on three matters. Firstly it records the mandatory subjects students completed over Years 7 and 8. Next it reports the internal assessment results of students in subjects studied at Years 9 and 10. In Years 9 and 10 all students in NSW undertake a range of core and elective units. All Core subjects in Years 9 & 10 are assessed internally (by the School), but only the assessment results at Year 10 are reported on the School Certificate. Internal assessment results from elective subjects are reported on the School Certificate, whether they are studied in Year 9 or 10. In addition all students sit for School Certificate exams in English, Mathematics, Science and Computers Skills. These exams are set and marked by the NSW Board of Studies and results of student performance in these exams are also reported on the School Certificate.

All students in **Year 9** study:

English, Mathematics, Science, PDHPE, Australian History, Australian Geography, Religious Education, Commerce and Sport. In addition they choose **TWO** electives. In **Year 10** students don't study Commerce and may choose **THREE** electives.

Every **Year 10** student at Moama Anglican Grammar School has taken part in the Career Wise program and will receive a useful profile about their career interests and abilities. They will also take part in weekly careers classes, the Year 10 Careers Camp and will have the opportunity to take part in work experience.

SUBJECTION SELECTION PROCEDURE

The overarching guidelines for subject selection are:

- Choose what you like
- Choose what you are good at
- Look at subject prerequisites

In that order.

Factors not to be taken into account:

- What my friends are doing
- Who I think the teacher might be

This booklet will provide an outline of each subject offered for study in 2009. Included with this booklet there are two forms (yellow & white, turquoise & white) to be completed by students and their parents. Both the yellow and turquoise forms will show the same information in terms of subject choices. Yellow is for Year 9 2009, and turquoise is for Year 10 2009. The coloured form is to be handed in as soon as possible and no later than Thursday 21 August. Keep the white form as a record of your choices.

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MATHEMATICS

Year 9 Mathematics 2009

Mathematics in Year 9 is split into two levels: Advanced Mathematics and General Mathematics. Both of these mathematics courses lead onto Year 12 mathematics courses.

Decisions about which mathematics course a student should choose in Year 9 does not have to be made until the end of the year. The decision would be based on exam results, discussion with their math's teachers and the student's parents.

Year 8 students who enjoy mathematics, are capable mathematics students and are planning to do the more difficult mathematics subjects in years 11 and 12, should be leaning towards choosing Advanced Mathematics. Year 8 students who find the abstract concepts (e.g. algebra) very difficult should be leaning towards choosing General Mathematics.

Year 10 Mathematics 2009

Mathematics in Year 10 is split into two levels: Advanced Mathematics and General Mathematics. Both of these mathematics courses lead onto Year 12 mathematics courses.

Students who studied General Mathematics in Year 9 will usually do General Mathematics in Year 10. It would be very special circumstances that a student would go into Advanced Mathematics in Year 10 having done General Mathematics in Year 9.

Students who studied Advanced Mathematics in Year 9 have the option of studying either Advanced Mathematics or General Mathematics in Year 10. The decision would be based on exam results, discussion with their math's teachers and the student's parents.

Year 9 Advanced Mathematics students who enjoy mathematics, are capable mathematics students and are planning to do the more difficult mathematics subjects in years 11 and 12, should be leaning towards choosing Advanced Mathematics. Year 9 Advanced Mathematics students who found the abstract concepts (e.g. algebra) very difficult should be leaning towards choosing General Mathematics.

CERAMICS

INDUSTRIAL TECHNOLOGY – CERAMICS

The Ceramics focus area provides opportunities for students to develop knowledge, understanding and skills in relation to ceramics and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to ceramics which are enhanced and further developed through the study of specialist modules in ceramics-based technologies.

Practical projects should reflect the nature of the Ceramics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to ceramics-related technologies.

These may include: a variety of pottery-based projects; sculptures; ceramic appliances; decorative feature items. Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Core Module 1

Materials

- the properties and applications of clays including: particle size and shrinkage rates; strength and stress; deficiencies of the clay body; workable range of moisture content; the properties and applications of glazes; and associated decoration mediums in enhancing ceramics work including: oxides; underglazes; glaze stains
- consider clay working characteristics and properties when using clays in the production of practical projects
- identify different clay types for hand-building and for wheelwork
- describe the different forms of glaze application and use a range of glazes suitable for the chosen firing temperature

Equipment, Tools and Machines

- a range of tools and equipment used for: cutting and shaping; forming; firing
- use tools in the production of practical projects
- describe the differences between bisque and gloss kiln firing
- make open forms on the pottery wheel
- finish wheel-thrown forms by turning

Techniques

- measurement and sizing
- a range of techniques to prevent projects from drying out while working on them prior to preparation for firing; forming processes including: coil; pinch; slab; fabrication; press moulds; modelling; pottery wheel
- surface decoration techniques including: glazing; burnishing; stamping (impressing); slip decoration
- weigh materials accurately
- measure and mark out clay and templates for projects
- join clay parts of the same moisture content
- join clay to minimise shrinkage of parts and stress
- describe and use a range of forming processes in the production of practical projects
- describe and use a range of surface decoration techniques

CERAMICS cont.....

Core Module 2	
<p>Materials</p> <ul style="list-style-type: none"> • the properties and applications of clays • the properties and applications of glazes and associated decoration mediums in enhancing ceramics work • consider the working characteristics of a number of commonly used clays when selecting and using clay for specific projects • select and prepare clays suitable for hand-building and wheelwork • select and use suitable glazes, decoration mediums and application techniques for projects <p>Equipment, Tools and Machines</p> <ul style="list-style-type: none"> • the care and use of a range of tools and equipment • machines and equipment used for: throwing, rolling and extruding clays; firing; reclaiming clays • select and use suitable hand tools for projects • care for hand tools, machines and equipment • use machines and equipment for throwing, rolling and extruding clay • identify differences between earthenware and stoneware kiln firing • use plug mills to reclaim clays 	<p>Techniques</p> <ul style="list-style-type: none"> • forming processes including: coil; pinch; slab; press mould; modelling; pottery wheel • combinations of these surface decoration techniques • use a variety of forming processes to produce practical projects • make cylindrical and closed forms and finish these forms when throwing or by turning • select and use surface decorations appropriate to individual projects <p>Links to Industry</p> <ul style="list-style-type: none"> • traditional, current, new and emerging technologies that relate to the ceramics industry • the relationships between careers and industries in ceramics • compare elementary industrial technologies and studio production techniques with classroom experiences • relate mass-production techniques to work in the classroom • describe different study paths and career paths within the ceramics industry and analyse the relationships between them

DANCE

Essential Content

In Dance Years 7–10, the Essential Content represents 100 indicative hours in which students will engage in an integrated study:

- of the **practices** of performance, composition and appreciation
- and of the **elements of dance**
- within the context of **dance as an artform**.

Objective 1

Students will develop knowledge, understanding and skills about dance as an artform through **dance performance** as a means of developing dance technique and performance quality to communicate ideas.

<p>Outcome 4/5.1.1: A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.</p>		
<p>Essential Content</p>	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and explain the capabilities and limitations of the body • identify healthy practices to maintain a safe body for dance • identify and perform a warm-up and cool-down • identify and name major muscle groups and skeletal structures • identify and demonstrate an understanding of the basic principles of anatomical structure while acquiring movement skills • relate and apply understanding of safe dance practice while acquiring movement skill • move with greater body awareness • control non-locomotor and locomotor combinations when performing extended sequences • Use appropriate dance terminology when describing dance technique and safe dance practice 	<p>Students learn about:</p> <ul style="list-style-type: none"> • their own bodies and how to dance within their own capabilities • preparing themselves physically for movement and safeguarding the body • major muscle groups and skeletal structures and how they contribute to basic body movement • performing dance movement consistently relative to anatomical structure • individual strength, flexibility and endurance • correct body alignment and placement while executing movement • the role of strength, flexibility, agility, coordination and body articulation in acquiring dance technique • the language of dance technique

<p>Outcome 4/5.1.2: A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance.</p>		
<p>Essential Content</p>	<p>Students learn to:</p> <ul style="list-style-type: none"> • identify and describe the use of the elements of space, time and dynamics in combinations of movement • apply the elements of space, time and dynamics to dance movement 	<p>Students learn about:</p> <ul style="list-style-type: none"> • how combinations of dance movement can be varied using the elements of dance

DANCE cont....

Outcome 4/5.1.3: A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> perform a range of dance skills apply the elements of space, time and dynamics to personalise dance movement 	<p>Students learn about:</p> <ul style="list-style-type: none"> projection, focus and confidence the performance of dance movement with an awareness of self

Objective 2

Students will develop knowledge, understanding and skills about dance as an artform through **dance composition** as a means of creating and structuring movement to express and communicate ideas.

Outcome 4/5.2.1: A student explores the elements of dance as the basis of the communication of ideas.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> identify and explore a range of stimuli to create movement (visual, auditory, tactile, kinaesthetic, ideational) explore the elements of space, time and dynamics in relation to a stimulus select and refine movement to communicate an idea 	<p>Students learn about:</p> <ul style="list-style-type: none"> stimulus as a starting point of dance composition the elements of dance as the tools employed by the dance composer to communicate ideas and feelings through dance improvisation as a means to explore ideas

Outcome 4/5.2.2: A student composes and structures dance movement that communicates an idea.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> link movements to create a sequence explore, discuss, reflect, analyse and refine movement sequences 	<p>Students learn about:</p> <ul style="list-style-type: none"> transitions and sequencing movement

DANCE cont....

Objective 3

Students will develop knowledge, understanding and skills about dance as an artform through **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Outcome 4/5.3.1: A student describes and analyses dance as the communication of ideas within a context.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> • describe how the body is used in space, time and dynamics in dance performance and composition • use word processing • acquire, develop and apply an appropriate dance vocabulary 	<p>Students learn about:</p> <ul style="list-style-type: none"> • how the elements of dance are employed by the composer/choreographer to communicate ideas • appropriate and effective movement content to communicate ideas • using ICT in the preparation of reports and assignments • the language of dance to describe movements in space, time and dynamics

Outcome 5.3.2: A student identifies and analyses the link between their performances and compositions and dance works of art.		
Outcome 5.3.3: A student applies understandings and experiences drawn from their own work and dance works of art.		
Essential Content	<p>Students learn to:</p> <ul style="list-style-type: none"> • describe their personal impressions of dance works • use the internet to facilitate dance-related research • describe connections between dance works of art and their own dance performances and compositions 	<p>Students learn about:</p> <ul style="list-style-type: none"> • the basics of dance analysis and its application to performance and composition • the elements of dance as the common link between dance performance and composition

DRAMA

DRAMA - RATIONALE

Course Description:

Drama is an artform with a discrete body of knowledge including conventions, history, skills and methods of working. It is an integral aspect of our society and is taught in school curricula worldwide. Drama fosters an understanding of continuity and change, and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture.

Drama encourages a cooperative approach to exploring the world through enactment. The collaborative nature of this artform engages students in a creative process of sharing, developing and expressing emotions and ideas. It is a form of action in which students take on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

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.

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

While students develop knowledge, understanding and skills that pertain to each of these practices, it is vital to integrate experiences in these areas in order to effectively realise the outcomes. In their appreciation of drama and theatre, students are aware of the collaborative contribution of actors, directors, playwrights, designers and technicians to productions. Manipulation of a wide range of technologies including traditional, electronic and digital applications helps students achieve particular dramatic intentions.

In the *Drama Years 7–10 Syllabus*, both the processes and performances of drama are valued equally. Participants in drama processes create meaning by interacting actively, creatively and imaginatively through improvised, spontaneous and structured responses. Participants in drama performance create meaning through their relationship with the audience and experience of this engagement is essential in dramatic presentations.

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.

FOOD TECHNOLOGY

<p>Course: Food Technology</p>	
<p>Rationale:</p> <p>The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional food and the environmental impact of food production processes. Students will explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.</p> <p>The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.</p> <p>This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.</p> <p>This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts that students may encounter.</p>	
<p>Objectives</p> <p>Students will develop:</p>	<p>Stage 5 Outcomes</p> <p>A student:</p>
<p>1 knowledge, understanding and skills related to food hygiene, safety and the provision of quality food</p>	<p>5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>5.1.2 identifies, assesses and manages the risks of injury and OHS issues associated with the handling of food</p>

FOOD TECHNOLOGY cont ...

<p>Objectives Students will develop:</p>	<p>Stage 5 Outcomes A student:</p>
<p>2 knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food</p>	<p>5.2.1 describes the physical and chemical properties of a variety of foods</p> <p>5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>5.2.3 applies appropriate methods of food processing, preparation and storage</p>
<p>3 knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health</p>	<p>5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>5.3.2 justifies food choices by analysing the factors that influence eating habits</p>
<p>4 skills in researching, evaluating and communicating issues in relation to food</p>	<p>5.4.1 collects, evaluates and applies information from a variety of sources</p> <p>5.4.2 communicates ideas and information using a range of a variety of techniques</p>
<p>5 skills in designing, producing and evaluating solutions for specific food purposes</p>	<p>5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p>5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes</p>
<p>6 knowledge, understanding and appreciation of the significant role of food in society</p>	<p>5.6.1 examines the relationship between food, technology and society</p> <p>5.6.2 evaluates the impact of activities related to food on the individual, society</p>

FORENSIC SCIENCE

Forensic science is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system.

This elective will cover the main branches on forensics with a strong emphasis on science and references to Australian law. Students will gain an insight into crime scene investigations and the analysis of physical evidence to solve crimes.

TOPIC	DESCRIPTION
Introduction to Forensic Science	Lockhart's Principle, making observations and common misconceptions of forensic science.
Case Studies	Azaria Chamberlain, Peter Falconio, OJ Simpson, Jayden Leskie and other unique cases.
Forensic Entomology	The study of arthropods (insects) and time since death estimations – The Body Farm
Forensic Serology	Blood typing and splatter patterns. The circulatory system.
Fingerprinting	The collection and analysis of latent fingerprints. Fingerprint minutiae, the unique identification method.
Documentation, Photography and Voice Examination	Digital evidence, photographs and video footage. Using technology to enhance hidden evidence. Handwriting comparisons. Photocopier, printing and fax impressions.
Forensic Dentistry and Facial Reconstruction	Discovering a person's identity from skeletal remains. Teeth impressions.
Trace Evidence	Hair, fibre (natural and synthetic) and paint analysis.
DNA Profiling	The structure of DNA. Hereditary diseases of the human body. DNA replication and the human genome project. Interpretation of statistics.
Forensic Toxicology and Drugs	Clandestine labs and the identification of illicit drugs. The effect of drugs on the human body, psychological and physical dependence.
Forensic Psychology	Criminal profiling – the relationship of a crime to a perpetrator. Analysis of events in people's lives that affect their behaviour.
Arson and Explosion Investigations	The chemistry of fire and accelerants, determining the point of ignition.

GRAPHICS TECHNOLOGY

<p>Course Outline</p>	<p>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</p>
<p>What will students learn about?</p> <p>Students undertaking Graphics Technology may also study a range of options that focus on specific areas of graphics including:</p>	<p>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.</p> <ul style="list-style-type: none"> • Architectural Drawing • Engineering Drawing • Australian Architecture • Graphic Design and Communication • Cabinet and Furniture Drawing • Landscape Drawing • Computer Aided Design and Drafting • Pattern Design • Cartography and Surveying • Product Illustration • Computer Animation • Technical Illustration
<p>What will students learn to do?</p>	<p>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.</p>
<p>Assessment</p>	<p>The majority of assessment will be based on class work, Assessment Tasks and homework exercises. Formal testing will be utilised to assess student progress.</p>
<p>School Certificate</p>	<p>Satisfactory completion of 100 hours of study in Graphics Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's School Certificate Record of Achievement Part A.</p>

INFORMATION AND SOFTWARE TECHNOLOGY

STAGE 5

Course: Information and Software Technology

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning.

The study of Information and Software Technology Years 7–10 assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Students are provided with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively. Options provide opportunities for the contextualisation of the core and allow choices of areas of interest to be made. Options include artificial intelligence, simulation and modelling, authoring and multimedia, database design, digital media, the Internet and website development, networking systems, robotics and automated systems, and software development and programming.

Students will be given opportunities to build on information and communication technology (ICT) skills, when using and integrating application programs and hardware devices throughout the course. Through approaches such as modelling and prototyping, and other student-centred activities, students will develop knowledge and understanding of both practical and theoretical concepts of the course.

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

<p>Objectives</p> <p>Knowledge, understanding, skills, values and attitudes</p>	<p>Students will develop:</p> <ol style="list-style-type: none"> 1 knowledge and understanding of a range of computer software and hardware 2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems 3 responsible and ethical attitudes related to the use of information and software technology 4 knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society 5 effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.
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INFORMATION AND SOFTWARE TECHNOLOGY cont...

Stage 5 Outcomes

Objectives	Stage 5 Outcomes
Students will develop:	A student:
1 knowledge and understanding of a range of computer software and hardware	5.1.1 selects and justifies the application of appropriate software programs to a range of tasks 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems	5.2.1 describes and applies problem-solving processes when creating solutions 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems 5.2.3 critically analyses decision-making processes in a range of information and software solutions
3 responsible and ethical attitude related to the use of information and software technology	5.3.1 justifies responsible practices and ethical use of information and software technology 5.3.2 acquires and manipulates data and information in an ethical manner
4 knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society	5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
5 effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems	5.5.1 applies collaborative work practices to complete tasks 5.5.2 communicates ideas, processes and solutions to a targeted audience 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

Course Structure

Information and Software Technology is an elective course which builds upon the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus* and through Information and Communication Technologies (ICT) content embedded across the curriculum.

This course integrates the study of core content within the context of options delivered through projects. The following diagram shows how the content is organised.

Information and Software Technology Years 7–10 will be studied as a 100-hour course. Not all the core content needs to be addressed in each project, but when creating a program of study for the course, all the content of the core and selected options will be addressed through projects over the duration of the course.

In a 100-hour course, students will be introduced to all core content within the study of a minimum of two options. Students will complete a minimum of two and a maximum of four projects.

ITALIAN

Course: Italian
Stage 5 Italian (200 hours)
<p>Course Description: Stage 5 Italian takes the students to a significant level of expertise in Italian. In this stage the students will focus on being able to communicate not only in the present tense, but also in the past (<i>passato prossimo</i> and <i>imperfetto</i>), using regular and irregular verbs. This is the level at which students will be challenged to learn and apply their knowledge consistently and to be self motivated. If they complete this level successfully they will be eligible for Stage 6 at Year 11 and 12 (HSC). The outcomes for Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Stage 6.</p> <p>The outcomes for Stages 1 – 4 should be incorporated into the teaching and learning programmes for students commencing their language study in Stage 5 (any students commencing their language study in Stage 5 will require significant private study and tutoring to achieve a meaningful level of language development in Italian).</p>
<p>Using Language</p> <p>Outcome 5.UL.1: <i>Listening and Responding</i> A student selects, summarises and analyses information and ideas in spoken texts and responds appropriately.</p> <p>Outcome 5.UL.2: <i>Reading and Responding</i> A student selects, summarises and analyses information and ideas in written texts and responds appropriately</p> <p>Outcome 5.UL.3: <i>Speaking</i> A student uses Italian by incorporating diverse structures and features to express their own ideas.</p> <p>Outcome 5.UL.4: <i>Writing</i> A student experiments with linguistic patterns and structures in Italian to convey information and to express own ideas.</p> <p>Making Linguistic Connections</p> <p>Outcome 5.MLC.1: <i>Context</i> A student demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages.</p> <p>Outcome 5.MLC.2: <i>Comparisons</i> A student uses linguistic resources to support the study and production of texts in Italian.</p> <p>Moving Between Cultures</p> <p>Outcome 5.MBC.1: <i>(Cross-cultural awareness)</i> A student explores the interdependence of language and culture in a range of texts and contexts</p> <p>Outcome 5.MBC.2: <i>(Italian Culture)</i> A student identifies and explains aspects of the culture of Italian-speaking communities in texts.</p>

MUSIC

Course: Music	
Music Program	
Course Description: Students will study through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres:	
Rock elements, technology and styles Aspects of study:	<ul style="list-style-type: none"> - music of a group - various styles, comparisons and fusions - music of a solo performer - innovations of rock music - technology in rock music - Australian rock bands - role of improvisation
Australian Music Aspects of study:	<ul style="list-style-type: none"> - Australian art music - music of a particular composer - jazz - popular music - music of an artist/group - folk music - theatre music - music for radio, film, television and multimedia - the impact of technology - the role of improvisation
Baroque Music Aspects of study:	<ul style="list-style-type: none"> - instrumental music - choral music - opera - music of a composer - structures, eg. suite, concerto grosso - the impact of technology - the role of improvisation
Concepts of Music	<ul style="list-style-type: none"> - Duration - Tone colour - Pitch - Texture - Dynamics and expressive techniques - Structure
Performing, Listening and Composing	Students will develop and consolidate the concepts of music through learning experiences that encompass performing, listening and composing.
Performing	<p>Students will:</p> <ul style="list-style-type: none"> - perform a range of repertoire - perform student compositions - perform repertoire characteristic of the topics studied - improvise - discover the capabilities and ranges of various instruments and voices - accompany - interpret a variety of notation styles <p>use different types of technology for performance</p>

MUSIC cont...

<p>Listening</p>	<p>Students will:</p> <ul style="list-style-type: none"> - analyze, discuss, respond in oral and written form to a range of repertoire - analyze, discuss, respond in oral and written form - composer's use of music concepts in their works - read and interpret musical scores - develop aural discrimination skills in pitch and rhythm - sight-sing - analyze the role of technology in music throughout the ages
<p>Composing</p>	<p>Students will:</p> <ul style="list-style-type: none"> - improvise, arrange and compose using a variety of sound sources and movement activities - use a computer-based and other technologies to create and notate compositions - notate compositions using notation appropriate to the music selected for study - traditional, tablature, percussion, neumes <p>develop a portfolio of compositions</p>

ROBOTICS

In robotics students will learn how to design, construct, program and control robots using the LEGO MINDSTORMS® NXT Robotics building sets and computer software.

Robotics is a popular and effective way for students to enhance their learning in the important areas of their science, technology, engineering and maths curricula in a fun, engaging and hands-on way.

Students will learn to design, program and control fully-functional models that carry out life-like automated tasks.

Robotics is a cross-curricula unit where student will work with:

Science: investigating energy, forces and speed, power relationships and the effect of friction

Technology: programming and controlling input and output devices, using wireless communication, researching and sharing information via networks

Engineering: developing solutions, selecting, building, testing and evaluating

Maths: measuring, using coordinate systems, conversion and applied maths

The course is broken into 4 units

Unit 1	Introduction to the Robotics building sets and Lego NXT computer software	Students learn how to design, construct and program the NXT robotics through step by step self paced lessons.
Unit 2	Robocup	Using the knowledge gained in Unit 1 students design and program their robots to complete the various tasks of the interschool “Robocup” competition.
Unit 3	Programming with Robot C	Robot C is an alternative C-based programming language for the NXT robots. Areas covered include: Movement, Sensing, Variables, Programming and Systems
Unit 4	Robotics engineering Research Project	Students learn the engineering process while they develop innovative robotic solutions to open-ended engineering problems.

VISUAL ART

Course: Visual Art

Term one:

Students are introduced to the technical area of drawing with the focus on perspective, isometric and oblique drawing and their uses in art.

Students apply this to an art work in soft pastel based on interiors.

Also studied is Australian Impressionist Art with Grace Cossington-Smith's art being the focus.

Term two:

Students are introduced to 20th Century art movements such as Expressionism, Fauvism, Cubism, Surrealism, Abstract expressionism, Pop art and do an extensive research project.

Term three:

A gallery visit to Melbourne which introduces the students to the role of curators and galleries and the influences they have on the public's perceptions of art and how it is viewed by an audience.

The focus of their art making is three dimensional with an installation for the school community, again looking at the interaction of the artist and the audience.

Term four:

Printmaking and ceramic works are investigated and produced in art making.

This 100 hour course is either taken in year 9 or 10 and is assessed as a school certificate subject with specific components being assessment tasks. Throughout the course students are introduced to new mediums and challenged to become self motivated and independent workers.