

ST PATRICK'S MARIST COLLEGE

Dundas



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SUBJECT SELECTION

Years 9 and 10
2008 - 2009

1.0 PREAMBLE

The content of this booklet applies to students who will be studying in Year 9 (2008) and in Year 10 (2009).

As a result of the introduction of Mandatory Australian History, Geography, Civics and Citizenship that will be studied in Years 9 and 10 students will study two electives in Years 9 and 10. In Term 3, Year 8 students will be given an opportunity to select two elective subjects that they will study during Year 9. This booklet gives an overview of the requirements of the award of the School Certificate and provides information on the elective subjects that the College offers in Years 9 and 10.

2.0 SCHOOL CERTIFICATE

Years 9 and 10 comprises of a two-year course of study leading to the award of the School Certificate at the completion of Year 10.

ASSESSMENT

The Board of Studies has developed a set of Course Performance Descriptors (CPD's) which are statements describing the five levels of student achievement (E to A). An 'N' award will be used to show 'non-satisfactory completion' in a subject. The CPD's for English are listed on the following page. At the end of Year 10, teachers will make an on-balance judgement, based on the available assessment evidence, to match each student's achievement to a level description. This level will be reported on the student's School Certificate Record of Achievement.

DESCRIPTIONS OF LEVELS OF ACHIEVEMENT (CPD'S)

CPD's are ways of describing the levels of achievement reached by students in each subject. The CPD's are grouped into five different levels, ranging from E to A. Schools will match students to the CPD's that best fit their overall achievement. The level that corresponds with that descriptor is then awarded to the student. The levels from E to A apply to each subject, including English and Science. In Mathematics there are nine levels of achievement. A copy of the English Course Performance Descriptors has been included in this booklet.

Teachers will use a variety of assessment tasks to measure student achievement. Assessment tasks, and their scheduling for each subject will be outlined to students at the commencement of Year 9 and a handbook and calendar will be issued of the commencement of the School Certificate year.

RELIGIOUS EDUCATION

This subject will appear on your School Certificate and you will receive a grade on your School Report.

SCHOOL CERTIFICATE EXTERNAL TESTS

In Term 4 of the School Certificate year (2009) all students will sit compulsory statewide external tests in the areas of: English-Literacy; Australian History, Geography, Civics and Citizenship; Mathematics; Science; and Computing Skills.

These tests will report individual student achievement in the foundation knowledge and skills needed to successfully undertake subjects in Year 11 and 12 and to participate effectively in the wider community. Students will receive their own individual result for the external School Certificate Tests. These results may be different to those recorded on the School Certificate as they are measuring different areas of learning.

The Board of Studies has set out strict rules and guidelines for the award of the School Certificate. Three important aspects of these rules are that a student must have are:

Satisfactory achievement in all subjects; Satisfactory application to studies; Satisfactory attendance at school.

THE SCHOOL CERTIFICATE PORTFOLIO

The Portfolio will comprise:

- The School Certificate
- A Record of Achievement Part A: This is a cumulative record of all Stage 5 (Years 9 and 10) courses completed, along with levels awarded by the school and hours of study. Students will also receive a statement on this Record of Achievement regarding the satisfactory completion of the mandatory requirements
- A Record of Achievement Part B: This records the results achieved by the student in the School Certificate Tests in: English; Mathematics; Science; Australian History, Geography, Civics and Citizenship; and Computing Skills.
- The School Certificate Test Reports provide details of your performance in each of the School Certificate tests. Your achievement is described in terms of standards. These standards are based on the knowledge and skills typically demonstrated by students at that level.

Board of Studies - Stage 5 Course Performance Descriptors – English

Areas for Assessment

Reading, listening, viewing
 Writing, speaking, representing
 Communicating and context
 Analysing language
 Interpretive, imaginative and critical thinking
 Expressing views

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates some evidence of the ability to respond to a limited range of texts. with teacher support, discusses the context and perspective of texts and the relationships between and among them. with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds in a rudimentary way to verbal and visual imagery. with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts. is able to generalise at times from engaging with texts to present a limited view of the world. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> demonstrates some ability to respond to a range of texts. discusses the context and perspective of texts and the relationships between and among them. discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds to verbal and visual imagery. composes written, oral and visual texts using various technologies for different purposes, audiences and contexts. is able to generalise at times from engaging with texts to present some differing views of the world. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> through close and wide study, responds to a range of imaginative, factual and critical texts. investigates the context and perspective of texts and the relationships between and among them. analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts. responds imaginatively to verbal and visual imagery. displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. is able to generalise from engaging with texts to present differing views of the world. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> through close and wide study, responds to demanding, imaginative, factual and critical texts. investigates with some insight the context and perspective of texts and the relationships between and among them. closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts. responds imaginatively and critically in an effective way to verbal and visual imagery. displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. is able to generalise from engaging with texts to present a range of views of the world. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts. perceptively investigates the context and perspective of texts and the relationships between and among them. constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts. responds imaginatively and critically in a highly effective way to verbal and visual imagery. displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts. is able to generalise confidently from engaging with texts to present a wide variety of views of the world.

Stage 5 Course Performance Descriptors – English - continued

Grade E	Grade D	Grade C	Grade B	Grade A
<i>A Student performing at this grade typically:</i>	<i>A Student performing at this grade typically:</i>	<i>A Student performing at this grade typically:</i>	<i>A Student performing at this grade typically:</i>	<i>A Student performing at this grade typically:</i>
<ul style="list-style-type: none"> with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts 	<ul style="list-style-type: none"> with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts. 	<ul style="list-style-type: none"> Demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. 	<ul style="list-style-type: none"> clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. 	<ul style="list-style-type: none"> consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts.
<ul style="list-style-type: none"> is able to identify some obvious expectations of an audience 	<ul style="list-style-type: none"> is able to identify and discuss some obvious preconceptions and expectations of an audience. 	<ul style="list-style-type: none"> conforms to or challenges an audience’s preconceptions and expectations. 	<ul style="list-style-type: none"> with increasing confidence, is able to conform to, or challenge, an audience’s preconceptions and expectations. 	<ul style="list-style-type: none"> with confidence, is able to conform to, or challenge, an audience’s preconceptions and expectations.
<ul style="list-style-type: none"> with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> with guidance, is able to reflect on their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> Independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

3.0 CHOOSING ELECTIVES

WHAT RULES DO I NOT USE FOR CHOOSING SUBJECTS?

- Friends:*** Your friends have different abilities, interests and motivations from you.
- Teachers:*** Don't choose a subject because your favourite teacher may be teaching it. Teachers are often allocated other classes or change schools. Choose for **you**.
- Parents:*** Most subjects have changed since your parents were at school. Choose what **you** are able to do and are interested in and would be prepared to work at.
- Excursions:*** Many subjects have excursions, not just one subject. Why endure years of misery for one particular excursion, if you are not suited to that subject?
- “Rumours”:*** It is pointless to do a subject you are NOT interested in, NOT good at, or NOT motivated in, because of rumours about jobs. If you perform poorly in the subject, it is unlikely that you will ever get to do that job anyway.
- “Boy” Subjects***
“Girl” Subjects There are no separate subjects for boys or girls. If you are good at or interested in a subject, then do it for **YOU**.

THE GOLDEN RULES FOR CHOOSING SUBJECTS:

- Ability:*** Choose subjects you are good at.
- Interest*** Choose subjects you are interested in.
- Motivation:*** Choose subjects you really want to learn.

4.0 YEARS 9 AND 10 SUBJECTS

At the College in Years 9 and 10 all students must study the following subjects:

- Religious Education
- English
- Mathematics
- Science
- Personal Development, Health and Physical Education
- Australian History, Geography, Civics and Citizenship

All students must also study two elective subjects during Years 9 and 10.

There may be a limited opportunity for students to drop an elective at the completion of Year 9 and select another elective for study in Year 10. If this is the case, both courses will be recorded on their School Certificate Record of Achievement as a 100 hour course. The other elective studied in Year Ten will be recorded as a 200 hour course.

Electives studied in Year 9 and Year 10 will be recorded a 200 hour course. ***It is expected that the vast majority of students will study their two electives over Years 9 and 10.***

Subject Selections

Commerce
Drama
Food Technology
French
Geography Elective
Graphics Technology
History Elective
Industrial Technology – Timber
Industrial Technology - Metal
Information and Software Technology
Music
Physical Activity and Sports Studies
Textiles Technology
Visual Arts

The following pages provide a description of each of the fourteen elective subjects that will be offered in 2008.

5.0 ELECTIVE SUBJECTS OFFERED IN 2007

5.1 Commerce

Year 9 Commerce:

Commerce, as taught in Year 9, attempts to make students aware of their role in society as a consumer with rights to which he/she is entitled, as a saver and the ability to make an informed decision in respect to where and in which institutions money may be invested and the role of business within our society. The Commerce Course in Year 9 should appeal to students who want a practical, hands-on experience in regard to the role of consumers and business in our society.

- ***Consumers in the Marketplace:***
 - Consumer Choice
 - Promoting and Selling

- ***Business in Society.***
 - Running a Business
 - Personal Finance
 - Investing

Year 10 Commerce:

Year 10 Commerce has, as its main theme, an extension of the Consumer in Society as well as an emphasis upon the Consumer as a worker. Once again, practical and hands-on learning experiences become important so that students are able to see the relationship between what they learn in the classroom and the business / consumer world.

- Employment Issues
- Our Economy
- Political Involvement
- Law and Society
- Law in Action

5.2 Drama

Drama has the power of bringing real life into the classroom, to allow students to explore cultures, issues and values. Through the experiential modes of expressing, observing and reflecting students will either consciously or subconsciously question, explore and develop values and attitudes in a range of contexts. Drama enables students to acquire skills in; communication – both verbal and non-verbal, group co-operations, creative thinking and language.

The Junior Drama course at the College maintains a strong emphasis on group cohesion, co-operation and commitment and, in particular, on observations, workshops, performance and reflection.

Drama is an enjoyable subject in which group projects, active participation in assignments and excursions comprise this course.

5.3 Food Technology

Food is a basic physiological need. To satisfy this need, consideration should be given to the physical, technological, social and cultural aspects of food.

As lifestyles and eating habits change due to economic, social, cultural, technological and environmental factors, and while community concern grows, regarding food issues such as hygiene and safety, nutritional quality and genetic engineering, it is imperative to have an understanding of food technology and nutrition principles in order to make informed and creative decisions about food. Sound nutrition education and food habits will also contribute to the well being of the individual.

Food Technology aims to engage students in learning about food in a variety of settings, to develop knowledge, understanding and skills in:

- Food hygiene, safety and provision of quality food
- Food properties, preparation and processing
- Nutrition and food consumption choices
- Researching, evaluating and communicating food related issues
- Designing, producing and evaluating food solutions
- Role of food in society

Food Technology involves students developing food specific skills to produce quality food products. They will be involved in the designing, planning, preparing and presenting of food, which will enable them to creatively solve problems and manage resources. It also provides a context to explore the richness, pleasure and variety food adds to life.

This course should attract and challenge students of all ability levels. The knowledge, understanding and skills gained in this course can contribute to both vocational and general life experiences.

The completion of this course would provide students with a solid foundation from which to study related Stage 6 TAS courses.

Students may elect this course as either a 100 hour or 200 hour course in Years 9 and 10. Please refer to the *Schedule of Fees* for the cost of this course.

5.4 French

The study of a foreign language is very rewarding for a student with the imagination and the willingness to embark on the 'journey'. Though the acquisition of a language is not easy, it is not difficult for those students who apply themselves consistently and systematically.

French is particularly useful as it is an important international language and an official language in forty two countries. It is also closely related to English and our study of French enhances our appreciation of our own language.

The French language is presented in the form of practical everyday communicative situations that a person would encounter if he or she were living in a French speaking environment. The four language skills of listening, speaking, reading and writing are all developed. This learning also involves the use of the important learning tools of memorisation, pronunciation and the comprehension and application of grammatical structure.

A language is a mirror of the culture from which it emanates and thus we study many aspects of French life such as lifestyle, food, hobbies, music, places, famous people and life in other French speaking countries. The study of French can be worthwhile and enjoyable for its own sake. Those who have a second language often have a sizeable advantage in the workplace as well as having a great personal asset.

During Years 9 and 10 excursions may be organised to places such as the Alliance Francaise, French Films and to French restaurants as well as participation in plays and cooking sessions at the school.

Any student interested in studying 2 unit French Continuers in Years 11 and 12, needs to study French in both Years 9 and 10.

5.5 Geography (Elective)

The Year 9 Geography course builds upon the content, skills and attitudes of the mandatory Year 7 and 8 Geography course.

The elective Geography course comprises five focus areas. Some of which will be examined at greater depth than others.

Topic	Content
Environments At Risk	Covers the areas of volcanoes, earthquakes, tidal waves, bushfires, floods, droughts, weather and climate and the Greenhouse Effect.
Australia's Neighbours	Focuses on the Asia-Pacific region and takes a tour of the various South-Eastern nations such as Indonesia, Japan and China.
World Political Geography	Examines present and past political conflicts and tensions, refugees, human rights issues, the role of Amnesty International and foreign aid to developing nations.
Communities, Work and Settlement	Researches some of the world's major cities and settlements. Examined also is the concept of work, employment and migration as well as the factors responsible for the growth of cities and associated problems.
Development Geography	Examines developing nations and the indicators of development. Selected case studies of developed and developing nations will be examined.

All students will be required to complete **FIVE** Assessment Tasks over the year:

- Research Task)
- Oral Task) Semester 1
- Mid-Course Examination)

- Project/Field Study Report)
- End Course Examination) Semester 2

5.6 Graphics Technology

Graphics is a universal language and an important tool for thinking and communicating. The use of graphical images to communicate information helps to overcome barriers such as time, linguistic, cultural and social differences. Likewise, as industry becomes an increasingly globalised and technological environment, where Computer Aided Design and Manufacture (CAD/CAM) and graphic design and multimedia applications are important resources and processes, the study of Graphics Technology is particularly relevant.

Graphics Technology aims to develop in students the ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques and media. Students will develop knowledge, understanding and skills to:

- Visualise, sketch and draw objects to communicate to specific audiences
- Design, produce and evaluate graphical presentations using manual and computer-based media.
- Use conventions and standards to design and produce presentations
- Apply OH&S practices to the work environment
- Appreciate the nature and scope of graphics in industry

Graphics Technology involves students learning skills in both manual and computer-based forms of image generation and manipulation in a variety of contexts, applied through the completion of graphical exercise and projects using hands-on manual drawing techniques and an extensive use of Computer Aided Design software.

The course includes two core modules and thirteen option modules. A 200-hour course (Year 9 & 10) would involve the study of the two core and four option modules. The modules aim to involve students in the planning, development and production of quality graphical presentations.

The completion of this course would provide students with a solid foundation in graphical communication techniques, an extremely valuable and relevant platform from which to study Stage 6 TAS courses.

Students may elect this course as either a 100 hour or 200 hour course in Years 9 and 10.

Please refer to the *Schedule of Fees* for the cost of this course.

5.7 History (Elective)

The aim of Elective History is to enable students to acquire historical skills, knowledge and understanding and values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world. Elective History will appeal to students who like to investigate through researching past events and people who have shaped our world today.

The content of the History (Elective) course focuses on selected significant events in Ancient and Modern Societies.

Focus Issues

- How did the people in past societies and periods live?
- In what ways does the study of past societies and periods contribute to our understanding of the present?
- What have been the origins and nature of some of the significant issues in the modern world?
- How have significant issues influenced the modern world?

Topics Covered

Assassinations, Murders and Mysteries:

- Who was Jack the Ripper?
- Assassination case studies - who killed JFK (President Kennedy) and Ghandi?
- Acts of Terrorism in the World - who shot down KAL 007?
- Australian Mysteries - The Graham Thorn kidnapping; The Azaria Chamberlain Mystery, Pyjama Girl, Shark Arm Case.

Digging Up the Past

- Examine how archaeologists and historians work
- Experience an archaeological dig
- The discovery of Tutankhamun tombs
- Why did it take so long to discover the city of Pompeii?

Ancient China

- Tombed Warriors
- The Feudal System
- Confucius and the Warring States
- The Emperors and Dynastys: Shang, Zhou, Qin, Han
- Warriors and Workers
- The Great Wall of China
- Achievements and contributions to the rest of the world

History Through Music

- Changes in music
- Songs and social change in the 1960s
- Are music and historical events linked?

5.8 Industrial Technology

Industrial Technology aims at developing the knowledge, understanding and skills involved in the process of designing, producing and maintaining the material needs of society.

Students have the opportunity to engage in a range of creative and practical experiences using technologies widely available in industrial and domestic settings.

Specifically, Industrial Technology aims to develop in students, knowledge, understanding, skills and values in:

- O H & S risk management procedures
- The design and production of quality practical projects
- Relationship between the properties of materials and their applications
- Communicating ideas, processes and technical information
- Relationship between technology, leisure, lifestyle activities and further learning
- Evaluate manufactured products
- Role of traditional, current, new and emerging technologies in industry

The Industrial Technology course is offered in two different specialisations;

- Timber **or**
- Metal

Each specialisation involves graphical and theoretical applications relevant to that material area, while a significant proportion of learning occurs through the design, planning, production and evaluation of hands-on practical project activities.

Critical thinking and problem solving skills, as well as an awareness of the importance of environmental sustainability are developed as students select, use and evaluate materials and technologies in their work. Students will also be well equipped with skills for future leisure and lifestyle activities, as well as vocational pathways in the field of technology and Australian industry.

- Students may elect one or both specialisations in Year 9 as a 100hr course for each specialisation
- Students may also follow one or both specialisations into Year 10 as a 200hr course in that specialisation.

Please refer to the *Schedule of Fees* for the cost of this course.

Industrial Technology – Timber

Industrial Technology – Timber involves the core modules, General Wood I and General Wood 2, for the first 100 hours of the course. These core modules involve students learning about various timber products and properties, gaining practical experiences in working with timber and applying safe and correct processes and techniques to construct timber products.

The second 100 hours of the course involves exploring the specialised modules of Cabinetworks 3 & 4 or Wood Machining 3 & 4, or a combination of Cabinetwork 3 & Wood Machining 3. The specialised modules explore the art of cabinet making or wood machining in greater depth.

Industrial Technology – Metal

Industrial Technology – Metal involves the core modules, General Metal I and General Metal 2, for the first 100 hours of the course. These core modules involve students learning about various metal products and properties, gaining practical experiences in working with metal and applying safe and correct processes and techniques to construct metal products.

The second 100 hours of the course involves exploring the specialised modules of Metal Machining 3 & 4 or Metal Fabrication 3 & 4, or Art Metal 3 & 4, or Jewellery 3 & 4. The specialised modules explore the various areas in greater depth.

The completion of either specialisation would provide students with a solid foundation from which to study related Stage 6 TAS courses.

5.9 Information and Software Technology

Course Description

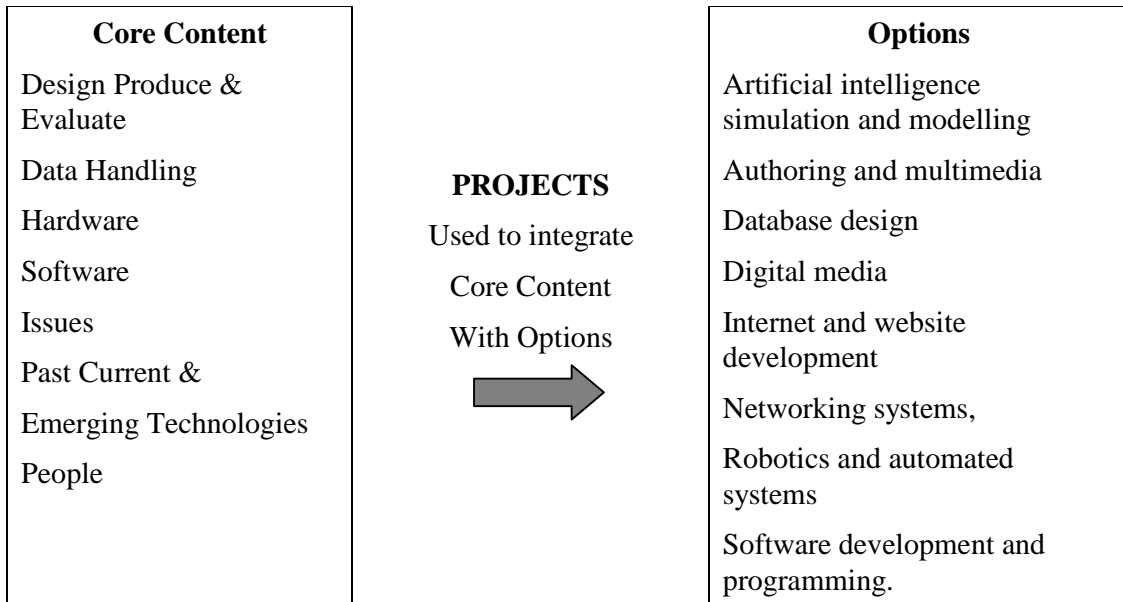
Information and Software Technology provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology.

The core also includes legal, ethical, social and industrial issues.

Range of Learning Experiences

Students will develop information and software technology solutions through the completion of a series of projects. Some projects will be done individually while others will require group work. Students will also be expected to cover the course content through research and practical exercises

Topics Studied



5.10 Music

Music is an important part of our every day life. We respond to music on a deep emotional level. We use it to have fun and celebrate, to help us work and relax. We sing, whistle or dance when we are happy, and if we are not already happy, music can transform our mood from anxiety to calm, from sadness to joyfulness.

Music also develops the intellect by simultaneously using the left brain (analytical thought) and the right brain (creative thought) whilst we enjoy the activities of performance, composition and listening. Studies have shown for many years that students who are studying music have improved academic results in other subjects.

Music is also responsible improving a diverse range of 'non artistic' skills such as fine motor control, teamwork and leadership.

Music supports the individual through performance by developing self discipline, confidence and self awareness working as both a soloist and member of musical ensembles.

Composition assists students in gaining skills in planning and organising whilst providing a medium for personal expression enabling the sharing of ideas, feelings and experiences.

Listening experiences foster an awareness and appreciation of various cultural traditions, and provides opportunities to gain insights into the beliefs and values of students' own and other societies. Listening activities lead students to an understanding of why they like their music and not their parents' music.

In Elective Music for Years Nine and Ten, these three activities are combined in the exploration of a huge range of musical genres, the choice of which is negotiated amongst the students and teacher within the class.

In their future careers, some students will choose to work in areas related to music or as professional musicians, composers or musicologists. For the many others, music will continue to be a wonderful therapeutic past-time which they will enjoy and share with the many people around them for the rest of their lives.

5.11 Physical Activity and Sports Studies

A comprehensive study of physical activity and movement. The course incorporates concepts of exercise physiology and social issues related to sport and physical performance. This course promotes positive health decisions and physical activity. This course provides students with a broad understanding of the multifaceted nature of recreation, physical activity, sports administration and health science. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community.

The course has an integrated approach of learning through a range of experiences (learning through movement and through a variety of classroom activities). The course is structured with 50% of course time spent on theoretical understanding and 50% learning through practical movement application.

Why Choose Physical Activity and Sports Studies:

- It allows students an avenue for extension from the mandatory Stage 5 PDHPE Course with new sports and exercise opportunities being offered and work which looks at more complex issues and the science of movement.
- It creates a distinct advantage for students continuing their study in Senior PDHPE
- It allows students opportunities to achieve qualifications in coaching, leadership and resuscitation. All essential and life altering skills for young people.
- Increases student's opportunity to be involved in exercise and physical activity.

Course Structure and Overview

Year	Time	Theoretical	Movement Application
9	Term 1	Structural and Functional Anatomy	In Depth Study of Sports – Dance
9	Term 2	Aussie, Aussie, Aussie – Nationalism and the Olympics	Olympics Sports (track, field and other Olympic sports – creating a mini Olympics)
9	Term 2	Sport for All – sport and activity for specific groups	Participation in Modified Sports (Wheelchair B'Ball, etc)
9	Term 3	Latest from the Sports Desk (current issues in sport; drugs, obesity, violence)	Initiative Games, Outdoor Education and recreation Pursuits
9	Term 4	Coaching and Leadership – Level 1 Course	World of Sport (various team and individual sports)
10	Term 1	Fundamental of Motor Skill Development	In Depth Study of Sports – Gymnastics
10	Term 2	Improving Performances: strategies, techniques and technology	World of Sport (various team and individual sports)
10	Term 3	Event Management – Coaching	Teaching other Student various skills (Primary Schools)
10	Term 4	Improving Fitness and Avoiding Injuries	Fitness Circuits (Aerobics, Boxercise, different Types of Training)

5.12 Textiles Technology

Everyone uses textiles in some way. Textiles have satisfied both functional and aesthetic needs throughout history, and society, as a means of self-expression, social meaning and cultural significance.

Textiles Technology aims to develop in students, confidence and proficiency in the design, production and evaluation of textile items. Students will develop knowledge, understanding and skills in:

- Properties and performance of textiles
- Design for textile applications
- Role of textiles for the individual and society
- Communication of design ideas
- Selection and use of textile resources to produce quality items
- Evaluation of the design and construction of textile items

Textiles Technology develops the individual through experiences directly related to society. Textile projects experimentation and designer case studies will enable students to embrace the medium's historical and cultural significance in society as well as investigate current technologies and innovations in the textile industry.

Textiles Technology provides students with the opportunity to be creative and independent learners, develop problem solving skills and communicate in various forms, while also encouraging the expression of individual ideas, opinions and feelings.

The completion of this course would provide students with a solid foundation from which to study related Stage 6 TAS courses.

Students may elect this course as either a 100 hour or 200 hour course in Years 9 and 10.

Please refer to the *Schedule of Fees* for the cost of this course.

5.13 Visual Arts

In Visual Arts students make artworks and interpret artworks.

In artmaking, each student develops an increasingly autonomous approach and learns how to make a body of work that represents their ideas and interests. They learn to create artworks that are technically refined and communicate significant meanings to a wide audience.

In critical and historical studies students learn to explain, interpret and make judgements about artworks. They explore how social and cultural ideas create meaning and significance in artworks.

Year 9 Course Description

Introduction to the major historical and contemporary artforms in Australia and elsewhere.

Artmaking: Drawing and painting using a range of media on paper and canvas.
Sculpting using clay and other 3D materials.
Printmaking using etching and lino blocks.
Digital imaging using Photoshop software.
Using a Visual Diary to record ideas, plan, develop and evaluate artworks.

Critical and Historical Studies: Discussing and writing about different art practice.
Exploring methods, techniques and ideas of artists, critics and historians.
Investigating functions and meanings of artworks.

Year 10 Course Description

Each student develops a more individual approach to the visual arts, depending on their abilities, skills and inclinations. Artforms of the 20th and 21st Centuries in Australia and elsewhere are the main reference point.

Artmaking: Developing a body of work using techniques developed in Year 9.
The body of work is a representation of the student's ideas and experiences of the world that have been shaped by values and beliefs, social structures, the artworld and power structures.
Using a Visual Diary to record ideas, plan, develop and evaluate artworks.

Critical and Historical Studies: Using coherent argument to critically interpret art.
Interpreting and explaining relationships between artists, artworks, the world and audiences.
Using critical and historical accounts to find ways of understanding art.

Please refer to the *Schedule of Fees* for the cost of this course



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ST PATRICK'S MARIST COLLEGE

15th August, 2007

Dear Parents,

Year 9 Elective Form 2008

In 2008 your daughter or son will enter Stage 5 of their secondary education. Students need to select two electives that they will study in Year 9.

Students need to attach the completed sheet outlining the reasons for choosing their subjects.

Please list your elective choices below, in order of preference after carefully reading the subject booklet.

Elective One: _____ **Elective Two:** _____

The next two subject preferences _____, _____

----- (please detach here for your record) ✂-----

Please list your electives below in the same order and return this form with the subject selection form to your Homeroom Patron by Friday 24th August.

Year 9 Elective Choice 2008

Student's Name: _____ **Homeroom:** _____
Please print

Elective One: _____ **Elective Two:** _____

The next two subject preferences: _____

Parent's Signature

Student's Signature

Yours sincerely,

Mr. M. Tuffy
Deputy Principal - Studies