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LETTER FROM THE HEADMASTER

Dear Parents/Carers and Year 8 Students,

This Subject Selection Handbook provides course descriptions for the elective subjects in Years 9 and 10 at St Gregory’s College. Students are able to choose from a wide range of courses that lead to the award of the Record of School Achievement.

The diverse range of courses offered caters for the interests, needs and abilities of the students. Years 9 and 10 is a sound preparation for effective learning in the senior school.

It is important that students make appropriate decisions when choosing their electives for Years 9 and 10. Students need to read this handbook very carefully and discuss their likely choices of subjects with their parents and teachers. The Heads of Department and Subject Teachers will also provide valuable assistance to students in their decisions about subject choices.

Students should keep their future studies in mind when selecting electives. Individual interest and aptitude are worth pursuing, and it is expected that all students will maintain a high level of commitment to the subjects they choose to study in Years 9 and 10. Students wishing to return to St Gregory’s College in Years 11 and 12 need to demonstrate over the next two years that they are ‘serious’ students and willing to work hard to achieve their personal best. We remind all students and parents that quality education is a right of all and that no student has the right to negatively affect the learning outcomes of other students in the class. Disruptive, uncooperative behaviour over Years 9 and 10 may jeopardise a student’s place at the College. Applications for Years 11 and 12 at St Gregory’s College are a completely separate process to enrolment in Year 7.

The performance of students over the next two years in non-elective subjects such as English, Mathematics, Science and Religious Education will greatly influence the course that students will be recommended to study. A student who is not performing at the highest level in these subjects will find it very hard to access courses such as: Extension 1 Mathematics, Extension 1 English, Advanced English, Mathematics (2U), Studies of Religion (2U), Economics, Physics and Chemistry (amongst others). It is our experience that very few students can cope with such courses, particularly if they have not performed very well in Years 9 and 10. Vital skills needed for these courses are built up over the next two years.

I hope this handbook assists you with the important decisions that need to be made.

I wish all students success with the courses they select.

Yours sincerely,

Mr Damien Millar
Headmaster
IMPORTANT CONSIDERATIONS

This booklet has been prepared for both parents and students to provide information regarding elective subjects studied throughout Stage 5 in Years 9 and 10.

Mandatory Subjects in Years 9-10
For the next two (2) years Religious Education, English, Mathematics, Science, Australian History, Australian Geography and PDHPE will be compulsory courses for all students as per Board of Studies, Teaching and Educational Standards, Teaching and Educational Standards rules.

ELECTIVE SUBJECTS IN YEARS 9-10

Elective Requirements at St Gregory’s College
Each student must study two (2) elective subjects in Years 9-10. The two elective subjects may be selected from the following list:
  o Agriculture
  o Commerce
  o Graphics Technology
  o Information & Software Technology
  o Industrial Technology Electronics
  o Industrial Technology Engineering
  o Industrial Technology Metals
  o Industrial Technology Timber
  o Italian
  o Music
  o Photographic and Digital Media
  o Physical Activity & Sports Studies
  o Visual Arts

Selection of electives needs careful consideration. Once a subject has been chosen, it must be studied for two years to satisfy the requirements of the Board of Studies, Teaching and Educational Standards.

CHANGES WILL NOT BE POSSIBLE IN YEARS 9 or 10.
What should a student consider before choosing electives for Years 9-10?

- What subjects am I good at?
- What subjects do I like?
- What are my natural strengths and talents?
- Am I clear about what each subject is about?
- Have I read this booklet?
- Have I asked questions if I am unsure?
- Is there a possibility of using a subject for future studies or employment?

What reasons for choosing an elective should be avoided?

- To be with friends in classes.
- Because you think you know who the teacher will be.

Will my choices of electives in Years 9-10 affect what I can choose in Years 11-12?

No. Elective courses in Years 11 and 12 begin with no requirement for the subject to have been studied in junior school.

The exception is a Language. If you wish to study a language at a Continuers level for the Higher School Certificate, you must study this language in Years 9 and 10.

Example 1: Software Design & Development in the senior school can be studied without a background in the Stage 5 course, Information & Software Technology.

Example 2: Economics in Years 11 and 12 can be studied without studying Commerce for Years 9 and 10.

Finally, the listing of a subject in this booklet is no guarantee that the subject will be taught next year.

ALL ELECTIVE SUBJECTS LISTED ABOVE ARE BEING OFFERED TO THE STUDENTS. ONLY THOSE ATTRACTING SUFFICIENT NUMBERS WILL BE ABLE TO RUN.

Should a subject be selected that subsequently does not run because of insufficient numbers, every effort will be made to provide the third or fourth choice as indicated on the student’s Subject Selection Form.
## CURRICULUM OFFERINGS 7-12

<table>
<thead>
<tr>
<th>YEAR 7-8 SUBJECTS (All mandatory)</th>
<th>YEAR 9-10</th>
<th>HSC (all elective except for English and Religion)</th>
<th>Coordinator</th>
</tr>
</thead>
</table>
| • Religious Education            | • Religious Education (Mandatory) | • Religion, Catholic Studies  
• Studies of Religion 1  
• Studies of Religion 2 | Mrs Cathie Clarke  
(Religious Education Coordinator) |
| • English                        | • English (Mandatory)            | • English Standard  
• English Advanced  
• Extension 1  
• Extension 2 (Year 12)  
• English Studies | Mrs Michelle Gardiner  
(English Coordinator) |
| • Mathematics                    | • Mathematics (5.3, 5.2,  
5.1) (Mandatory to Year 10) | • General Mathematics 1  
• General Mathematics 2  
• Mathematics  
• Extension 1  
• Extension 2 (Year 12) | Mrs Melissa Giles  
(Mathematics Coordinator) |
| • Science                        | • Science (Mandatory to Year 10) | • Biology  
• Chemistry  
• Physics  
• Senior Science | Mr David Clarke  
(Science Coordinator) |
| • PDHPE                          | • PDHPE (Mandatory to Year 10)  
• Physical Activity & Sports Studies (Elective) | • PDHPE  
• Sport, Lifestyle and Recreation | Mr Gregory Bingham  
(PDHPE Coordinator) |
| • Geography                      | • Australian Geography (Mandatory to Year 10)  
• Commerce (Elective)  
• International Studies: Geography and History (Elective) | • Business Studies  
• Economics  
• Geography | Mrs Lucy Martin  
(Business Studies, Economics, Geography Coordinator) |
| • History                        | • Australian History (Mandatory to Year 10)  
• International Studies: Geography and History (Elective) | • Ancient History  
• Legal Studies  
• Modern History  
• Extension History (Year 12) | Mrs Megan Murdoch  
(Legal Studies, History Coordinator) |
<table>
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<tr>
<th>YEAR 7-8 SUBJECTS (All mandatory)</th>
<th>YEAR 9-10</th>
<th>HSC (all elective except for English and Religion)</th>
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</table>
| Mandatory Technology             | Agriculture (Elective) | Agriculture  
|                                  |           | Primary Industries (VET) | Mr Adrian Harrison (Agriculture Coordinator) |
|                                  | Industrial Technology – Electronics (Elective)  
|                                  | Industrial Technology - Engineering  
|                                  | Industrial Technology – Metals (Elective)  
|                                  | Industrial Technology – Timber (Elective)  
|                                  | Graphics Technology (Elective) | Construction (VET)  
|                                  |           | Design & Technology  
|                                  |           | Hospitality (VET)  
|                                  |           | Metals and Engineering(VET)  
|                                  |           | Industrial Technology | Mr Brendan O’Flynn (Industrial Arts Coordinator) |
|                                  | Information & Software Technology (Elective) | Software, Design & Development  
|                                  |           | Information Processes & Technology  
|                                  |           | Information and Digital Technology (VET) | Ms Kristine Jackson (Computing Studies / LOTE Coordinator) |
| Italian                          | Italian (Elective) | Italian*  
|                                  |           | Other languages* | Ms Kristine Jackson (Computing Studies / LOTE Coordinator) |
| Music                            | Music (Elective) | Music 1 | Mr Bernard Malone (Performing Arts Coordinator) |
| Visual Arts                      | Visual Arts (Elective)  
|                                  | Photographic and Digital Media (Elective) | Visual Arts  
|                                  |           | Photography | Ms Elissa Ferenc (Visual Arts Coordinator) |

*May be offered through Distance Education or Saturday School of Community Languages if numbers do not justify a class.

NOTE: All courses may not run every year, depending on demand.
MANDATORY SUBJECTS
RELIGIOUS EDUCATION

Religious Education is at the heart of life at St Gregory's College. Religious Education classes, Liturgies and Retreats are part of the total Religious Education programme of the College.

Active participation in Religious Education classes is an essential part of being a student at St Gregory's College.

Religious Education classes study an organised series of topics from Years 7 to 12. Students are required to complete class work, assignments, research tasks and study for examinations. Parents and students receive information on School Reports about students’ academic progress in Religious Education.

At the conclusion of Year 10 students will receive a grade on their Record of School Achievement that reflects their performance in Religious Education classes and assessment tasks.

Following are the major topics studied by students in Years 9 and 10:

YEAR 9 TOPICS

1. Catholic Church in Australia
2. Sacraments of Healing
3. Key Church Teachings
4. Literary Forms in the Scripture
5. The Ten Commandments and Beatitudes
6. Mary
7. Images of Good and Evil

YEAR 10 TOPICS

1. A Synoptic Gospel
2. Eucharist
3. Ancient and Indigenous Religions
4. The Church in History
5. Major Christian Denominations
6. Working for Justice in Australia
7. Personal Moral Responsibility

Mrs Cathie Clarke
Religious Education Coordinator
In the years of schooling from Kindergarten to Year 10, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

In acknowledgement of its role as the national language, English is the only mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of all students in NSW.

The study of English from Kindergarten to Year 10 should develop a love of literature and learning and be challenging and enjoyable. It develops skills to enable students to experiment with ideas and expression, to become active, independent and lifelong learners, to work with each other and to reflect on their learning.

Through responding to and composing texts from Kindergarten to Year 10, students learn about the power, value and art of the English language for communication, knowledge and enjoyment. They engage with and explore texts that include widely acknowledged quality literature of past and contemporary societies and engage with the literature and literary heritage of Aboriginal and Torres Strait Islander peoples. Students will develop clear and precise skills in speaking, listening, reading, writing, viewing and representing, and knowledge and understanding of language forms and features and structures of texts. (Adapted from the Rationale contained in the BOSTES English K-10 Syllabus.)

Students will:

- be actively engaged in learning about language by using language in a range of contexts to shape and make meaning
- respond to and compose texts throughout their study of English
- study a range of different types of texts in each stage
- reflect on and develop their individual and collaborative skills.

Some of the key features of the new Australian curriculum give students the opportunity to:

- engage personally with texts
- develop and apply contextual knowledge
- understand and apply knowledge of language forms and features
- respond to and compose texts
- experience texts that provide insights about the peoples and cultures of Asia, and aspects of environmental and social sustainability.

Mrs Michelle Gardiner
English Coordinator
The Australian curriculum in Mathematics is being implemented in New South Wales through new syllabuses developed by the Board of Studies, Teaching and Educational Standards.

The new Mathematics syllabus includes agreed Australian curriculum content. The stage statements for Stage 5 reflect the Australian curriculum achievement standards.

The syllabus identifies the knowledge, skills, understanding, values and attitudes students are expected to develop at each stage. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

Students will continue to:
- engage in learning experiences that reflect a sequential and logical approach to learning in Mathematics
- learn at a level of challenge appropriate to their needs
- study courses with multiple endpoints in Stage 5 (5.1, 5.2, 5.3) called Pathways
- study much of the content in the current courses
- develop their skills in working mathematically.

Some of the key features of the new syllabus include giving students the opportunity to:
- study content organised into three strands: Number and Algebra, Measurement and Geometry, Statistics and Probability
- study some new material, such as transformations on the Cartesian plane, Venn diagrams and bivariate data analysis (Pathway 5.2 and 5.3)
- utilise learning technologies to enhance opportunities for attaining knowledge, skills and understanding.

Pathway 5.3 will be offered to those students who have exhibited a high to excellent level of achievement of the outcomes of the Stage 4 course. This stage will provide a firm basis for studying the higher levels of Mathematics in the senior school.

Pathway 5.2 will be offered to students who have shown a satisfactory level of achievement of outcomes at Stage 4 or who have not yet completed all of the Stage 4 outcomes. While still challenging, this level is more appropriate for students who will not use Mathematics as a major discipline in a career option and who will probably study General Mathematics in senior school.

Pathway 5.1 will be offered to students who have shown an elementary level of achievement of outcomes of the Stage 4 course. It would be anticipated that students who will not require an ATAR would study this course, however, these students may still study General Mathematics in senior school.

Mrs Melissa Giles
Mathematics Coordinator
The Australian curriculum is being implemented in New South Wales through new syllabuses developed by the Board of Studies, Teaching and Educational Standards.

The new Science syllabus includes agreed Australian curriculum content. The stage statements for Stage 5 (Years 9 and 10) reflect the Australian curriculum achievement standards.

The syllabus identifies the skills, knowledge, understanding, values and attitudes students are expected to develop at each stage, from Kindergarten to Year 10. Teachers will continue to have the flexibility to make decisions about the sequence of learning, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

Learning across the curriculum areas include cross-curriculum priorities, general capabilities and other important learning for all students.

Students will continue to:
- develop science skills, knowledge and understanding through learning experiences set in contexts that are relevant to students’ learning needs and interests
- explore scientific concepts through integration of content across the skills, knowledge and understanding strands
- develop skills in and understanding of the processes of working scientifically
- undertake practical experiences for a minimum of 50% of the allocated course time
- undertake at least one substantial student research project in Stage 5
- develop knowledge and understanding about the nature, development, use and influence of science, of scientific concepts, ideas and principles related to the Physical World, Earth and Space, the Living World and the Chemical World.

Some of the key features of the new syllabus include giving students the opportunity to:
- use science inquiry to develop science knowledge and understanding
- select and use technologies in applying the processes of working scientifically
- learn about emerging technologies.

Mr David Clarke
Science Coordinator
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)
9-10 STAGE 5

Personal Development, Health and Physical Education is one of eight key learning areas in the NSW secondary curriculum. It contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practice ways of adopting and maintaining a healthy, productive and active life.

The PDHPE program at St Gregory’s reflects the multidimensional nature of health and physical activity in the context of our diverse and changing society. Learning in PDHPE develops in students the knowledge and skills needed to understand and enhance their interactions and interpersonal relationships in ways that promote positive health and movement outcomes for themselves and others.

Learning in PDHPE at St Gregory’s in Years 9 and 10 provides the opportunity for our students to explore issues that are likely to impact upon their own and others’ health and well-being. These issues covered include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination.

Participation and a value of physical activity is an integral component of the PDHPE program at St Gregory’s. The trends towards physical inactivity of young people is of particular concern and PDHPE plays a key role in promoting and increasing students’ perceived competence in movement contexts. The Years 9 and 10 program provides a wide variety of movement experiences and options that will appeal to student needs and interests, provide enjoyment and excitement and ultimately increase the likelihood of lifelong physical activity.

Some of the practical units that students will study during the Years 9 and 10 course include Hockey/Soft Crosse, AFL, Football, Tennis, Volleyball, World Games, Movement Composition and Appraisal. Theory units include: Managing My Lifestyle, Celebrating Diversity, Behind the Wheel, Movement, Making a Difference, Overcoming Adversity and the Student Advocacy Project.

Assessment

- **Formal Tasks**: All students in PDHPE undertake an assessment schedule that is designed to promote further learning including research tasks, written responses, presentations, practical skill and interaction tasks.

- **Informal Tasks**: Assessment also includes informal tasks that provide students with valuable feedback on their progress during a unit of work. This allows them to improve their capacity to achieve the outcomes of the course while still completing the same work rather than at the end of a semester. These tasks may take the form of practical observations, peer and self-assessment, bookmarks and journal entries.

The standards achieved by students from the completion of the assessment program will be used to determine grades according to the Board of Studies, Teaching and Educational Standards Course Performance Descriptors and Draft Performance Bands for PDHPE.

Mr Gregory Bingham
PDHPE Coordinator
AUSTRALIAN GEOGRAPHY

All Year 9 students in NSW are required to study mandatory Australian Geography. In this course students will study places and the relationships between people and their environments to help build a holistic understanding of the world. The Geographical content covered in Years 9 and 10 Geography incorporates both global and Australian perspectives. The study of Geography allows students to become active, responsible and informed citizens which forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society and the promotion of intercultural understanding.

Year 9 Focus Area

Sustainable Biomes
In this unit students will learn about:

- The main characteristics that differentiate the world’s biomes
- Human impacts on the world’s biomes
- Sustainability and world population
- Global strategies to increase global food security.

Changing Places
In this unit students will learn about:

- The increased urbanisation of the world
- The impacts of migration and concentration on urbanisation
- Urbanisation and its impact on environments and places
- Strategies used to manage environmental change in urban places to enhance sustainability.

Year 10 Focus area

Environmental Change and Management
In this unit students will learn about:

- Environments and how they function
- Perspectives and impacts of worldviews on attitudes and uses of environments
- Causes, consequences of change and management of environments
- Environmental processes and interconnections required for sustainable management of environments.

Human Wellbeing
In this unit students will learn about:

- Human wellbeing as a geographical issue
- Spatial variations in human wellbeing and development, and how they are measured
- Economic, social and environmental impacts of variations in human wellbeing
- Responses of governments, groups and individuals to inequalities in human wellbeing for a sustainable future.

Mrs Lucia Martin
HSIE Coordinator (Geography, Economics and Business Studies)
All Year 9 students in NSW are required to study mandatory Australian History. This course incorporates aspects of civics and citizenship, in which students consider how groups and governments make decisions, as well as the role that they, as individuals, can play as active citizens in a democracy.

Year 9 Topics:

- The Making of the Modern World
- Depth Study 2: Australia and Asia – Asia and the World
- Core Study: Australians at War - World War I and II

Year 10 Topics:

- The Modern World and Australia
- Depth Study 4 – Rights and Freedoms
- Depth Study 6 – School-developed Optional Study – The Vietnam War Era

Mrs Megan Murdoch
HSIE Coordinator
ELECTIVE SUBJECTS
AGRICULTURE

The Agriculture course is centred around the study of at least four enterprises being conducted on the school farm. It is suited to those students with an interest in the land, working with plants and animals and those coming from a rural background.

Years 9 and 10 are responsible for the daily operation of the farm in conjunction with the staff, and so practical work makes up over 50% of course time.

The major enterprises operated on the farm include beef cattle, sheep, viticulture and horticulture. These are operated in conjunction with an active show preparation program for sheep and cattle.

Agriculture contributes significantly to the Australian economy, is a major employer and provides all of us with food, clothing and building materials. The skills developed through studying this course will provide students with career opportunities, experiences which they will use throughout their lifetime (gardening, maintaining a house and yard, handling pets), recreational activities and lifestyle choices.

A sound understanding of the dynamic nature of the operation of a farm will assist any student contemplating studying Agriculture in Years 11 and 12, or at university level.

Course Outline:

**Year 9:**
1. Introduction to show preparation
2. Beef production
3. Viticulture
4. Sheep and wool study

**Year 10:**
1. Steer preparation
2. Prime lambs – nutrition trial
3. Viticulture
4. Regional study

Mr Adrian Harrison
Agriculture Coordinator
Value of Commerce

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce, students develop financial literacy, which enables them to participate in the financial system in an informed way.

Organisation of Content

The content is organised into essential and additional content, and information is provided on structuring the content. The core and options may be studied in any order or pattern and are covered in Years 9 and 10.

Year 9 Topics:

1. Consumer Choice (core)
2. Buying a Car (school-developed option)
3. Personal Finance (core)
4. Running a Business (option)
5. Travel (option)

Year 10 Topics:

1. Political Involvement (option)
2. Law and Society (core)
3. Law in Action (option)
4. Employment Issues (core)
5. E-Commerce

Mrs Lucia Martin
HSIE Coordinator (Geography, Economics, Business Studies)
**GRAPHICS TECHNOLOGY**

**Course Description**

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

**What will students learn about?**

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

Students in Year 9 cover a broad base of drawing skills including technical drawing, pictorial drawing and rendering techniques. In Year 10 students spend each term focusing on a particular field of drawing: Computer Aided Drawing (CAD), Student Negotiated Project – F1 in schools project, Engineering and Architectural, and Scalextrics 4 Schools. Students will also be using 3D printing in developing solutions to drawing problems.

**What will students learn to do?**

The major emphasis of the Graphics Technology syllabus is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications. Students will also have the opportunity to develop an understanding of concepts involved in CAD/CAM (computer aided design/ computer aided manufacture) using the latest in 3D milling and printing technology to produce working prototypes in a classroom environment.

**Record of School Achievement**

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

*A subject fee of $50 applies to this course.*

Mr Brendan O’Flynn

*Industrial Arts Coordinator*
INDUSTRIAL TECHNOLOGY (OVERVIEW)

Course Description

Industrial Technology develops students’ knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Students may elect to study one of four focus areas based on a range of technologies of industrial and domestic significance. These include studies in:

<table>
<thead>
<tr>
<th>• Electronics</th>
<th>• Metal</th>
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</thead>
<tbody>
<tr>
<td>• Engineering</td>
<td>• Timber</td>
</tr>
</tbody>
</table>

What will students learn about?

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Record of School Achievement

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

A subject fee applies to each course.

Mr Brendan O’Flynn
Industrial Arts Coordinator
INDUSTRIAL TECHNOLOGY
- ELECTRONICS -

Course Description

Core modules develop knowledge and skills in the use of materials, tools and techniques related to electronics which are enhanced and further developed through the study of specialist modules in:

- Circuits
- Components.

Practical projects should reflect the nature of the Electronics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies. These may include:

- Electronic circuits and kits
- Electronic controlled devices
- Robotic projects.

What will students learn to do?

The major emphasis is on students actively planning and constructing quality practical projects. Students should spend the majority of course time undertaking practical work.

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Students can study two Industrial Technology courses.

*Subject fee of $70 applies to this course.*

Mr Brendan O’Flynn
Industrial Arts Coordinator
INDUSTRIAL TECHNOLOGY
- ENGINEERING -

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to Engineering.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Alternative Energy.

Practical projects reflect the nature of Engineering and provide opportunities for students to develop specific knowledge, understanding and skills related to Engineering related technologies. These may include:

- Small structures
- Small vehicles
- A range of devices and appliances
- Robotic projects
- Electronic and mechanical control systems.

The course is delivered through a problem solving approach and consists of engineering theories and construction and development of models to solve the problem. Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

To satisfy the requirements of the syllabus students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences are used to enhance theoretical concepts and further develop knowledge and understanding of and skills in designing, producing and evaluating

A subject fee of $50 applies to this course.

Mr Brendan O’Flynn
Industrial Arts Coordinator
INDUSTRIAL TECHNOLOGY
- METALS -

Course Description

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to Metals which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication.

Practical projects reflect the nature of the Metals focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These may include:

- Sheet metal products
- Metal machining projects
- Fabricated projects.

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

What will students learn to do?

The major emphasis is on students actively planning and constructing quality practical projects. Students should spend the majority of course time undertaking practical work. Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Students can study two Industrial Technology courses.

A subject fee of $90 applies to this course.

Mr Brendan O’Flynn
Industrial Arts Coordinator
INDUSTRIAL TECHNOLOGY
- TIMBER -

Course Description

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining.

Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- Furniture items
- Decorative timber products
- Storage and transportation products
- Small stepladders or similar
- Storage and display units.

What will students learn to do?

The major emphasis is on students actively planning and constructing quality practical projects. Students should spend the majority of course time undertaking practical work. Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Students can study two Industrial Technology courses.

A subject fee of $100 applies to this course.

Mr Brendan O’Flynn
Industrial Arts Coordinator
INFORMATION & SOFTWARE TECHNOLOGY

It is amazing to think how far technology has come from the simple typewriter to advanced PCs, mobile technology, the ever growing Internet and much more! It is impossible in our lives today, and in the future, to escape information technology. It is an exciting and constantly developing area which requires a variety of skills from creativity to problem solving.

The Information and Software Technology course is for those students with an interest in learning more about computers, going beyond the simple skills of using computers and having the opportunity to design, develop and evaluate information and software solutions to identified problems.

Students will engage in the processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology based solutions. The course will provide students with the knowledge of current and emerging technologies, hardware, software and legal, ethical and social issues.

The core topics cover the following areas:

- Design, produce and evaluate
- Data handling
- Hardware
- Issues
- Past, current and emerging technologies
- People
- Software.

These core topics will be integrated into a variety of project options that include:

- Artificial intelligence, simulation and modelling
- Multimedia
- Database design
- Digital media
- Internet and website development
- Robotic and automated systems
- Software development and programming.

A range of software applications and hardware devices will be used in these projects and the course includes both theory and practical components. Assessment will be based on several projects and a yearly examination.

Ms Kristine Jackson
Computing Studies / LOTE Coordinator
Imagine being able to communicate competently in another language by the end of Year 10, and fluently by the time you leave school! This is all possible through the study of Italian as part of your elective studies.

Studying another language can greatly widen the career choices available at the completion of school. In a wide variety of careers, the ability to speak another language is a major advantage and is regarded highly by many employers. This is true especially of Italian in fields such as tourism and hospitality, commerce and trade, banking, technology, media, community work and education. Many scholarships to study, work and live overseas are also offered to students who speak another language.

1. What will students learn about in the study of Italian?
   - Students will develop the knowledge, understanding and skills necessary for effective interaction in Italian
   - They will explore the nature of languages as systems by making comparisons between English and Italian
   - Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the Italian culture.

2. What will students learn to do in the study of Italian?
   - Students will develop the skills to communicate in Italian. They will listen and respond to spoken language. They will learn to read and respond to written texts in Italian. Students will establish and maintain communication in familiar situations using Italian
   - Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

Overview of Syllabus

The Year 9 course caters for students who have studied Italian in Year 8, as well as those who have no previous knowledge of the language. Students will extend and develop their language and culture skills through topics such as Films and Entertainment; Daily Activities; Housing; Clothing; Health and Fitness; Shopping; Travel and Technology. These topics are covered in class using mediums such as role-play, CDs, videos, information technology, Italian comics and newspapers. Students also participate in language and culture days and activities.

At the end of Year 10, students will have sufficient grounding to enable them to continue their study of Italian at HSC level.

Ms Kristine Jackson
Computing Studies / LOTE Coordinator
INTERNATIONAL STUDIES: ELECTIVE GEOGRAPHY AND HISTORY

This new course allows students with an interest in the advanced study of the Humanities to undertake a 200-hour course across Years 9 and 10. It offers the opportunity to study both Geography and History at a greater depth and explore areas of personal interest within the course.

Across Years 9 and 10, students will study three topics each of Geography and History; the topics will be integrated together for a seamless study of the two areas to support an enquiry based style of teaching and learning.

The course will interest students who like to explore and discuss ideas, research and present solutions and who are interested in the way the world is and how it got to be this way.

<table>
<thead>
<tr>
<th>Geography (100 Hours)</th>
<th>History (100 Hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Topics from a choice of</td>
<td>Three Topics of a choice of one study each</td>
</tr>
<tr>
<td>- Physical Geography</td>
<td>- Topic 1: Constructing History</td>
</tr>
<tr>
<td>- Oceanography</td>
<td>For example: one study of</td>
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<tr>
<td>- Global Citizenship</td>
<td>Biography, Family history, Film as</td>
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<tr>
<td>- Political Geography</td>
<td>history, Heritage and conservation,</td>
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<tr>
<td>- Australia’s Neighbours</td>
<td>History and the Media or Local</td>
</tr>
<tr>
<td>- Interactions across a</td>
<td>History</td>
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<tr>
<td>transcontinental transect</td>
<td>- Topic 2: Ancient, Medieval and Early</td>
</tr>
<tr>
<td>- School Based Option.</td>
<td>Modern Societies (A study of one society)</td>
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<tr>
<td></td>
<td>- Topic 3: Thematic Studies</td>
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<td></td>
<td>For example; one study of Heroes</td>
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<td></td>
<td>and Villains, Sport and recreation in</td>
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<td></td>
<td>history, War and peace, World myths</td>
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<tr>
<td></td>
<td>and legends or Crime and punishment.</td>
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</tbody>
</table>

Mrs Lucia Martin and Mrs Megan Murdoch
HSIE Coordinators
Who should consider studying Music in Years 9 and 10?

a) Any student currently learning an instrument or intending to start
b) Any student who has a good singing voice and wishes to the study of Music.

Students considering taking Music as an elective should enjoy studying the subject. They should have achieved a good result in Years 7 and 8 Music or at least have worked consistently. It is a subject where students should be motivated and prepared to work hard.

What will students learn about?

In the Music course, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure). They will learn to perform, compose and to listen. Students will be taught aspects of Art Music (Classical Music) as well as the study of Popular styles.

The course requires the study of the compulsory topic Australian Music, as well as a number of other topics that represent a broad range of musical styles, periods and genres.

What will students be expected to do?

- Sing in class
- Play keyboard/ percussion/ instruments of their own
- Use computers to compose music
- Experiment with improvising and arranging music
- Listen to and study a broad range of music styles
- Analyse music
- Read musical scores
- Use musical notation and vocabulary
- Be knowledgeable about the important eras of western music
- As far as possible, be involved in music outside the classroom at St Gregory’s.

Record of School Achievement

Satisfactory completion of the mandatory Music course will be recorded on the student’s Record of School Achievement Record of Achievement Part A.

Satisfactory completion of elective study in Music during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student’s Record of School Achievement Record of Achievement Part A.

Mr Bernard Malone
Performing Arts Coordinator
PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Physical Activity and Sports Studies (PASS) is a course that has been specifically tailored for students who have the desire to build upon their understandings, skills and values developed in the Stage 4 PDHPE course.

The PASS course promotes and explores a wide range of movement applications in which students experience, examine and apply new understanding in areas related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities and the use of physical activity for therapy and remediation.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. 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 as physical activity and sport provides a major context for both voluntary and paid work across Australia.

PASS students undertake the following modules over Years 9 and 10:

1. **Body Systems and Energy for Physical Activity**
   Students will investigate the major systems of the body, the muscular system, the skeletal system, the circulatory system and the respiratory system. Students will explore the structure and functions of each system and will develop skills in research, analysis and critical thinking when exploring the human form. Each student will also assess the impact of movement on the body systems and the systemic responses to exercise and other stressors.

2. **Physical Fitness**
   This module is designed to give students an introduction to training and conditioning methods and principles. Students will be given the opportunity to design training programs and participate in their own program for a specific event of their choosing.

3. **Issues in Physical Activity and Sport**
   This module promotes a case study approach to investigating issues in physical activity and sport, such as drugs, violence, obesity, media, politics, gender, equity, amateurism, reduction in participation rates, sponsorship, the law, etc.

4. **Event Management - Case Study**
   This module investigates a current international sporting event, such as the Commonwealth Games, Olympic Games, World Cups, etc. Students explore the history, significance and impact of this event, as they participate in practical examples of various sports and compare their achievements and strategies with the ‘real thing’.

5. **Physical Activity and Sport for Specific Groups – Young People – Resistance Training**
   The focus of this module is to build upon knowledge and skills gained from previous modules and specifically relate it to resistance training. Students will be asked to develop endurance and strength resistance training programs and implement them safely and appropriately for a chosen sport. As a result of studying this module, students will be able to plan their own personal strength training programs for a specific sport.
6. Participating with Safety
In his module, students will gain valuable knowledge and skills they can then apply to any practical activity where safety is a consideration. Students will learn about risk behaviours and environments, assessing and managing risk and injury management.

7. Enhancing Performance I
Students are given an opportunity in this module to develop a knowledge and understanding of the sport of Table Tennis. Students will become informed of the sport’s origins, rules, equipment used, roles of officials, aspects of coaching/training and safety considerations.

8. Australia’s Sporting Identity
Within this module students investigate the role of sport in shaping Australia’s identity. Students participate in activities that have a distinctly Australian flavour (such as Australian Rules, Touch/Oz tag), with particular emphasis on completing aquatics based Lifesaving awards. Focus may also be placed on current sporting competitions in which Australian athletes are enjoying success.

9. Nutrition and Physical Activity
In this module students will investigate the effects of diet and nutritional strategies on movement performance. They will be able to evaluate dietary habits to make judgements on sporting performances as a result of those habits. They will also be challenged to think critically in making informed decisions related to the application of nutritional strategies.

10. Sport Coaching
This module is designed to build upon the knowledge, understandings and skills developed in previous modules and apply them to a sport coaching arena. Students will be able to analyse a performance validly and reliably and then design training sessions based around the specific requirements of that individual or team. Students will cover issues such as the role of the coach, how to plan a training session, how to motivate athletes and methods to ensure successful performance outcomes.

11. Technology, Participation and Performance
In this module students examine the extent to which technology can, and is, impacting on participation and performance in sport and physical activity, from a social level right through to the elite athlete and coach.

12. Promoting Active Lifestyles – World Games
In this module of study students are provided with opportunities to enhance their participation and performance in physical activity and sport. Students develop and implement an advocacy strategy to increase levels of physical activity in the school or wider community, for example, organise and conduct activities to promote a more active lunchtime.

Assessment
All students will complete a common assessment task schedule. Examples of assessment items include movement skills tests, laboratory reports, examinations, oral reports, practical demonstration and research reports.

Mr Gregory Bingham
PDHPE Coordinator
PHOTOGRAPHIC AND DIGITAL MEDIA

Course Description
The photography and digital media course provides opportunities for students to enjoy making and studying a range of photographic and digital media works. Students will engage in and visually communicate through contemporary forms of digital media. Students will complete topics on:

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>YEAR 10</th>
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</thead>
<tbody>
<tr>
<td>• Introduction to the camera</td>
<td>1. Photography portfolio - Photobook</td>
</tr>
<tr>
<td>• Famous Photos – Now and Then</td>
<td>2. Stopmotion animation</td>
</tr>
<tr>
<td>• Self portraits</td>
<td>3. Film – The Music Video</td>
</tr>
<tr>
<td>• Manipulated images</td>
<td></td>
</tr>
<tr>
<td>• Body of Work – The Landscape</td>
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</tbody>
</table>

Students are provided with opportunities to make and study photographic and digital media works in greater depth than through the Visual Arts elective course.

Who should consider studying Photography and Digital Media in Years 9 and 10?

a) Any boy who has a creative flair or talent in digital photography
b) Any boy who has an interest in manipulating images in computer programs like Photoshop/InDesign/Stopmotion
c) Any boy who has a keen interest or who enjoys taking photos.

It is a subject where students should be motivated and prepared to work hard but is also very rewarding and enjoyable subject with great end products of a high quality.

What will students learn about?
Students will learn practical skills in taking digital photographs and using industry standard computer programs to enhance their work. Students will learn to represent their ideas and interests with reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places. They also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students be expected to do?

- Learn to use digital devices to capture imagery
- Use computers to enhance and make photographic works
- Learn to compose, edit and produce moving images in the form of video or animation
- Learn to record procedures and activities about their making in their Photographic and Digital Media journal (similar to a visual arts process diary)
- Learn to investigate and respond to a wide range of photographic and digital media artists and works
- Produce a Photographic and Digital Media portfolio.

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

Photographic and Digital Media students will be given opportunity to borrow a Canon powershot G12/15 to use during tasks, students are required to have an SD card and USB to save and backup their work. A subject fee applies in each year of the elective studies program for printing. Fees for 2017 will be $100 in Year 9 and an additional $100 in Year 10.

Ms Elissa Ferenc
Visual Art Coordinator
Course Description
The Visual Arts course is divided into three units per year. The students will complete topics on:

<table>
<thead>
<tr>
<th>YEAR 9</th>
<th>YEAR 10</th>
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The student’s time in Visual Arts is divided into Art making (practical) and Critical / Historical studies (theory) in Years 9 and 10, the division is 60% making and 40% Critical / Historical.

Who should consider studying Visual Arts in Year 9/10?

a) Any boy how has a creative flair or talent in drawing, painting, sculpture, printmaking, graphic design or digital photography
b) Any boy who has achieved outstanding artworks in Years 7 or 8 that may not know they have a creative talent
c) Any boy who has a keen interest or who enjoys studying the subject.

They should have achieved a good result in Years 7 and 8 Visual Arts or at least have worked consistently. It is a subject where students should be motivated and prepared to work hard but is also very rewarding and enjoyable subject.

What will students learn about?

Students will learn practical skills in different art making forms including, drawing, painting, printmaking, etching, airbrushing, digital media and sculpture. In the Visual Arts course, students will study the practice of art and artist. Students will learn about different artists ranging from traditional (Da Vinci), Modern (Picasso, Goya, Dobell, Kahlo) to Contemporary (Banksy, Morimura, Stelarc). They will explore how their own lives and experiences can influence their artmaking through critical and historical studies.

What will students be expected to do?

- Process all art making in a Visual Arts Process Diary
- Draw preliminary sketches of ideas for use in art making
- Use computers to enhance and make artworks
- Experiment with art making media and material
- Complete a number of artworks in different forms
- Interpret and explain a broad range of artists, artworks and/or art movements
- Discuss different meanings in their and other artists’ work.

Record of School Achievement

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

Unlike other subject areas Visual Arts students use a significant quantity of consumable materials. A subject fee applies in each year of the elective studies program. Fees for 2017 will be $150 in Year 9 and an additional $150 in Year 10.

Ms Elissa Ferenc
Visual Art Coordinator