



Stage 5 Curriculum Course B

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

DEVELOPMENT OF OUTCOMES

The outcomes grid provides an indication of the student's level of achievement in a range of outcomes for each subject. These Outcomes are based on the Course Performance Descriptors set out by the NSW Education Standards Authority (NESA) for each subject.

PERSONAL PROFILE

The Personal Profile grid provides a report of the student's work habits in each class.

Personal Profile Descriptors
Brings appropriate equipment and books.
Is cooperative and well-mannered to others.
Completes classwork, homework and assignments on time.
Works independently and follows instructions.

STAGE 5 MANDATORY CURRICULUM REQUIREMENTS

The NSW Education Standards Authority (NESA) mandatory curriculum requirements for Stage 5 are listed below. All time allocations are indicative. This is the time expected for a typical student to achieve the objectives and outcomes of the course. The indicative time for a course is therefore directly related to that course's objectives and outcomes.

Reference to Years 7-10 in the following table in no way precludes gifted and talented students from accelerated study programs.

English:	400 hours to be completed by the end of Year 10
Mathematics:	400 hours to be completed by the end of Year 10
Science:	400 hours to be completed by the end of Year 10
Human Society & It's Environment:	To be studied substantially throughout each of Years 7-10. 400 hours to be completed by the end of Year 10. This must include the 200 hour mandated course of History and Geography.
Creative Arts:	100 hour mandated courses in each of Visual Arts and Music IN Stage 4.
Languages:	100 hours to be completed in one language, either a Board Developed or Board

SATISFACTORY COMPLETION OF A COURSE

To satisfactorily complete a course, the student must:

- follow the course developed or endorsed by the NSW Education Standards Authority (NESA): and
- apply herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school: and
- achieve some or all of the course outcomes

CURRICULUM REQUIREMENTS & PATTERN OF STUDY IN YEARS 9/10

Students will study the following:

CORE

- Religious Studies
- English
- Mathematics
- Science
- Australian History and Geography
- Personal Development, Health & Physical Education (PDHPE)

PLUS students will choose TWO ELECTIVES. These courses are 200 hours, studied over two years:

- Creative Arts
 - Dance*
 - Drama*
 - Music*
 - Visual Arts*
- Human Society & Its Environment
 - Year 9 Geography - Mandatory*
 - Year 10 History - Mandatory*
 - Elective Geography*
 - Elective History*
 - Commerce*
 - Aboriginal Studies*
- Languages
 - Japanese*
- Personal Development, Health & Physical Education
 - Physical Activity & Sports Studies (PASS)*
- STEM
 - Catalyst (iSTEM)*
- Technology & Applied Studies
 - Design & Technology*
 - Information Software Technology (Integrated Computing)*
 - Textiles Technology*

Religious Studies

INTRODUCTION

Religious Studies is the nucleus of the curriculum at St Patrick's College. Every student is required to satisfactorily complete Religious Studies in Years 7 through to Year 10.

STAGE 5 REQUIREMENTS

THE AIM

The aim of English in Years K–10 is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

STAGE 5 STATEMENT

By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their

ASSESSMENT

The following assessment *for, as and of* learning approaches are relevant to all learning areas:

- Collaborative activities
- Peer assessment
- Self-assessment
- Teacher observations

Some additional strategies that are particularly relevant to English include:

- Inquiry-based research activities
- Presentations and performance activities
- Collections of student work

Mathematics

INTRODUCTION

The Mathematics Course is structured into three content strands: Number and Algebra; Measurement and Geometry; and Statistics and Probability; and a Working Mathematically strand. The Working Mathematically strand overarches all mathematical studies in Stage 5 and aims to develop problem-solving skills, understanding and fluency in mathematics, ability to connect mathematical concepts, mathematical communication and reasoning.

Each of the three content strands contains the knowledge, skills and understanding for the study of Mathematics in the compulsory years of schooling. Within each of these content strands the Mathematics course covers a wide range of topics, arranged as sub-strands.

Some of the sub-strands for Stage 5 Mathematics include:

<i>Area and Surface Area</i>	<i>Financial Mathematics</i>	<i>Algebraic Techniques</i>
<i>Volume</i>	<i>Equations</i>	<i>Circle Geometry</i>
<i>Data Analysis</i>	<i>Indices</i>	<i>Trigonometry</i>
<i>Probability</i>	<i>Functions and Graphs</i>	<i>Data Collection and Representation</i>

STAGE 5 COURSE OUTLINES

Three substages, or pathways, are possible in Stage 5 (5.1, 5.2 and 5.3). Students will be guided as to which pathway to follow according to the achievement level of outcomes in Stage 4. Students studying some or all of the content of Stage 5.2 also study all of the content of Stage 5.1. Similarly, students studying some or all of the content of Stage 5.3 also study all of the content of Stage 5.1 and Stage 5.2.

Stage 5.1 is designed to meet the needs of students who are continuing to work towards Stage 4 outcomes during Year 9 and Year 10. It is designed to allow students more time to develop and consolidate the Mathematical knowledge, skills and concepts in the Stage 4 course.

Stage 5.2 is designed to meet the needs of students who have achieved Stage 4 content by the end of Year 8 or early Year 9. This content builds on and includes the content of Stage 5.1. For students intending on studying the Stage 6 General Mathematics Course, it is recommended that they experience some of the 5.2 content.

Stage 5.3 is generally designed to meet the needs of those students who have achieved Stage 4 outcomes during Year 8. This substage includes study of the content of Stage 5.1 and 5.2. For students intending on studying the Stage 6 Mathematics course, it is recommended that they experience some of the Stage 5.3 content.

ASSESSMENT

Assessment will also occur as a regular part of teaching and learning. Students will be provided with

Science

INTRODUCTION

Students undertake Stage 5 of the NSW Science Syllabus from the Australian Curriculum in Years 9 and 10. The study of Science is inquiry-based, allowing students to find solutions to contemporary science-related problems and issues. Through this approach to their learning, students will acquire the knowledge and STEM skills needed to have an ongoing understanding of the natural world and an ability to appreciate the contributions of science to society.

The Science Syllabus has three groups of distinct but interdependent objectives and outcomes:

- Values and attitudes
- Skills
- Knowledge and Understanding

These span both Years 9 and 10. The Values and Attitudes Objectives and Outcomes, and the Skills Objectives and Outcomes are common to both years, but in Year 10, students build on and further develop each.

VALUES AND ATTITUDES

Human Society & Its Environment

ASSESSMENT

All Human Society & Its Environment (HSIE) assessment is designed to allow individual students to demonstrate their knowledge and understanding, skills and developing values and attitudes through the use of a variety of formal and informal assessment strategies.

These strategies will include:

- Case Study and Fieldwork activities in Commerce
- Fieldwork and site studies in Geography and History
- Inquiry-based research assignments
- Oral presentations
- Topic Tests
- Peer Assessment

The assessment is structured in line with the NESA Syllabus requirements for each subject. Students will also be encouraged to undertake an on-going self-assessment process as a formative procedure to enable them to keep track of their own progress.

STAGE 5 COURSE OUTLINES

YEAR 9 GEOGRAPHY – MANDATORY COURSE

The principal focus of this course are the geographical processes that change features and characteristics of places and environments over time and across scales and explains the likely consequences of these changes. It also focuses on developing an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined. Students will learn about:

- Sustainable Biomes
- Changing Places
- *Environmental Change and Management*
- Human Wellbeing

YEAR 10 HISTORY – MANDATORY COURSE: THE MODERN WORLD AND AUSTRALIA

This principal focus of this course is the history of the making of the modern world from 1745-1945. It also focuses on the history of the modern world and Australia from 1945 to the present, with emphasis on Australia in its global context.

Students will learn about:

- *Depth Study 1 Making a Better World.*
- *Depth Study 3 Movement of Peoples.*
- Australian at War (WWI And WWII).
- Depth Study on the Holocaust and Nazi Germany, including a Museum visit.
- Post-World War Two.
- Rights and Freedoms 1945 – Present including US Civil Rights, Aboriginal and Women's Rights.
- Challenges of the Post-World War Two Era.

COMMERCE

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Year 9 – This course includes 5 units:

- Consumer and Financial Decisions
- Promoting and Selling
- Investing
- Law, Society and the Political Environment
- Travel

Year 10 – This course includes 4 units:

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Aboriginal Studies

The aim of the Aboriginal Studies Elective Course is to develop knowledge and understanding of Aboriginal identities, communities, autonomy, roles and the range of relationships between Aboriginal Peoples and non-Aboriginal people.

The development of a range of consultation and research skills enable students to engage respectfully and responsibly with Aboriginal communities and become active and informed advocates for a just and inclusive world.

Core Study

1. Aboriginal Identities
2. Aboriginal Self-Determination and Autonomy.

Options

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

Case Studies

Each core and option topic include a case study. A case study is a research methodology, often used in the social sciences and involves description and analysis of a person, group or event using a range of research methods. Typically, a case study in Aboriginal Studies would involve the following steps:

- Community consultation
- using appropriate community consultation protocols

Technology and Applied Studies

PREAMBLE

The Technology and Applied Studies (

Year 10 Program

- Upcycling – (Materials Technologies and Student Identified)
- Revival – (Information and Communications Technologies)
- Revival – (Information and Communications Technologies)
- What's New? – Student Identified)

Information

The study of Textiles Technology provides students with a broad knowledge of properties, performance and use of textiles in which fabrics, yarns and fibres are explored, and how these are used in conjunction with colouration and decoration techniques.

Students examine historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Investigation of the work of designers, making

The study of Food Technology is fundamental to the development of food-specific skills, which can be applied in a range of contexts, enable students to produce quality food products. Exploration of food-related issues provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food.

Practical experiences are an integral part of Food Technology. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

STAGE 5 REQUIREMENTS

Students who choose to study Food Technology, as one of their electives will be recorded with a grade on the student's Stage 5 Record of Achievement Part A. Food Technology may be studied for 200 hours over two years in Year 9 and Year 10.

STAGE 5 REQUIREMENTS

Students who choose to study Graphics Technology as one of their electives will be recorded with a grade on their Stage 5 Record of Achievement Part A. Graphics Technology may be studied for 200 hours over two years in Year 9 and Year 10.

STAGE 5 COURSE OUTLINES

Dance

INTRODUCTION

COURSE OUTLINES

In Year 9 Drama students will begin with the rudimentary skills an actor needs to start exploring the craft of Drama and Theatre. Voice work, movement and mime skills will be explored in the development of character and role. Improvisation is a key skill in Drama and as such is also an integral part of the course. Script analysis and the ability to read and understand a written play text is another area that is covered with some in-depth exploration of various dramatic styles.

In Year 10 Drama students will re-visit and expand on vocal, movement and mime skills while also investigating the various roles and responsibilities of technical personnel in a theatre company. Specific concentrated work

Visual Arts

Personal Development, Health & Physical Education

INTRODUCTION

The study of PDHPE provides students with the opportunity to enhance and develop resilience and connectedness and learn to interact respectfully with others. Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens. Students learn in movement, about movement and through movement and are given opportunities to apply and adapt their skills across multiple contexts. The learning experiences in PDHPE provide students with a foundation to actively contribute to, and advocate for, the health, safety and wellbeing of themselves and others in the community and beyond school.

Content defines what students are expected to know, understand and so as they work towards syllabus outcomes. It provides the foundations for students to successfully progress to the next Stage of schooling or post-schooling opportunities.

Teachers will make decisions about content regarding the sequence, emphasis and any adjustments required based on the needs, interests, abilities and prior learning of the students.

The PDHPE syllabus is shaped by five propositions:

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical

STEM

CATALYST ISTEM

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically enabled workforce.

Pure Mathematics and Science topics are not included in this course. It is not intended as being a vehicle to increase the number of hours in which students study pure science or mathematics in Stage 5. Instead students learn about technological and engineering concepts which by their very nature are scientific and mathematical. Great effort has been taken to ensure that no specific Science or Mathematics content has been repeated in this course.

Students will develop STEM competencies through scenario-based activities and develop skills such as communication, presentation, collaboration, critical thinking, problem solving and teamwork that will make them work force ready.

As part of this program students will have direct access to relevant, age-specific industry STEM activities. They will work with industry representatives to gain an understanding and awareness of STEM jobs4(ap)-7(in)-3(g W†B7)-5(M)-2(jo)-4

Learning Enhancement

TUTORIAL SUPPORT ELECTIVE

The aim of the elective would be to foster in students, a positive attitude towards learning, enhance literacy and numeracy skills and for students to develop effective and consistent work habits.

The course is designed to provide support to students towards taking increased responsibility for their own learning through instruction in the following content areas:

- Organisational skills: Goal setting, time management, diary usage, task analysis of homework and assignment requirements.
- Study and Research Skills: Identification and location of information from a variety of sources, summarising, note taking, mind mapping and other visual representations.
- Examination Techniques: Question analysis, Time management, formulation of a response.
- Literacy Support: Planning for individual needs within the areas of reading, writing, listening and speaking, Essay writing, writing according to a variety of text types, Text analysis of a variety of text types using material encountered across subject areas.

The elective is offered as a flexible program based on the students' changing needs. As indicated above, there would be an emphasis on the literacy

Notes

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