

Carroll College



**Year 9 and 10 Curriculum
Handbook
2017**

Our Vision

Carroll College is a faith community providing a Catholic education which inspires personal excellence and a commitment to social justice.

The College fosters spiritual, academic and personal growth, preparing our students for the future as life-long learners.

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Year 9 and 10 Overview

CURRICULUM

The curriculum at Carroll College is undertaken in an environment where each person is valued and respected as an individual whose personal growth is of paramount importance. Students are encouraged and challenged to achieve personal excellence.

The curriculum offers the opportunity for excellence in education by:

- teaching and fostering Christian ideals
- ensuring that subject matter, resources and technology in all Key Learning Areas are relevant and contemporary, inclusive and accessible,
- catering for all different learning styles and developmental stages
- developing the skills, processes, and desire for life-long learning
- empowering students to take responsibility for their own choices, decisions and learning through a negotiated curriculum
- developing students' literacy, numeracy and cultural awareness
- building students' self-confidence and self-esteem through the celebration of success
- encouraging critical thinking, innovation and the challenging of assumptions
- enabling students to understand how they learn
- emphasising the importance of physical fitness
- providing opportunities for development of creative talents
- utilising the resources of the wider community
- increasing students' awareness of the world and their place in it

As professionals, our teachers fulfil the role of facilitator, mentor, carer, negotiator, guide and challenger. They help to motivate students, develop in them a love for learning and an ownership of responsibility for their own learning.

Learning Enhancement

While the normal classroom employs progressive and effective techniques to provide for mixed abilities in classrooms, the College also acknowledges the specific needs of students requiring enhanced learning opportunities. Our teachers differentiate the curriculum to ensure that students are both challenged and supported.

Skilled teachers, supported by the Learning Centre and the Learning and Student Engagement Coordinator, provide specialist support for students requiring help with basic skills and those who need to be challenged beyond the normal requirements of classroom activities.

The approach taken to assist students with learning needs depends on the student and the course. This may include personalised programs, in-class support, group work and targeted classes.

QUALITY TEACHING AND LEARNING

Carroll College endeavours to be a centre of academic excellence. Our Vision calls us to personal excellence, and we seek to foster spiritual, academic and personal growth leading to the development of life-long learners.

Our Quality Teaching and Learning initiative promotes excellence. Our focus is on the needs of individual learners and the creation of the optimal learning environment for each of our students. We put thinking and learning at the centre of our curriculum and explicitly teach thinking and learning skills. Students are immersed in the processes of learning so that learning becomes a valued, integral part of being a whole person.

Our focus on social justice calls us to recognise differences and cater to individual needs. We have a differentiated curriculum which provides educationally appropriate challenges to all students. Our professional and dedicated staff create flexible programs of learning that cater for differences in the learning styles of our students.

At Carroll College we provide students with the tools for organised thought so that a deeper understanding of content is achieved. We have a focus on Thinking and Learning and present students with tools such as De Bono Six Hat Thinking, Blooms Taxonomy and graphic organisers to help the students deepen their understanding of the world. The use of these tools allows students to express their broad understanding of content and develop their thinking skills.

We seek to develop Higher Order Thinking Skills so that students can achieve personal excellence in formal examinations.

Carroll College staff remain current with developments in educational research through an intensive program of Professional Development. We target external and internal expertise to provide such ongoing learning opportunities, which then helps us to develop our policies and practices in all areas of growth, to benefit our students.

Technology is an integral part of the modern world and allows learning opportunities previously unavailable. Digital technologies are embedded into our teaching and learning programs. Computers allow a student-centred approach to learning as students are able to explore learning opportunities and research at their own pace. Students also use digital audio-visual equipment for presentations and creative activities. We currently have 12 Interactive Whiteboards installed in our classrooms and 1 portable Interactive Whiteboard enabling teachers and students to use the equipment for presentations and creative classroom activities.

Our Quality Teaching and Learning initiative enhances the learning experience at Carroll College. We provide a range of educational opportunities to increase the educational outcomes of our graduates. Increased outcomes provide greater choice upon entering the workforce or tertiary education. We allow students to develop a love of learning as we live by our motto: Learning for Life.

PATTERN OF STUDY

Years 9 and 10 at Carroll College is a two-year period, referred to as Stage 5. It is a combination of compulsory subjects and elective subjects. In accordance with Board of Studies and College requirements, the following subjects are studied by all students over Stage 5:

Religious Education
English
Mathematics
Science
Australian History and Australian Geography
Personal Development, Health and Physical Education
Sport

Students can then choose to study additional elective subjects. These can come from the following Key Learning Areas:

Science
Human Society and Its Environment
Personal Development, Health and Physical Education
Technology and Applied Studies
Languages Other Than English
Creative Arts

Choosing the most appropriate subjects is very important as your choice is for a full year. Students are given the opportunity to reselect their Electives again for Year 10. Please choose wisely. Ask questions of older students and discuss your choices with parents and teachers. Here are a few points to remember while making your choices:

- 1) Choose subjects YOU like;
- 2) Choose subjects in which you will do WELL; &
- 3) DON'T choose subjects because your friends are choosing them.

THE RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is a new credential for all students that successfully complete Year 10 but do not go on to complete the HSC. The information below is taken from <http://www.boardofstudies.nsw.edu.au/rosa/parents-employers.html>

A Cumulative Record of All Academic Achievement

The RoSA is designed to record and credential all secondary school student's academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.
- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.

Fair Allocation of Grades

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade. As grading is extended into senior secondary courses, the Board will work with teachers to ensure that appropriate standards are developed and applied at that level.
- The Board will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students.
- These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Literacy and Numeracy Tests

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

- The tests, which will be offered online and under teacher supervision, will be reported separately to the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC.
- Students will be able to take the tests during 'windows' of availability throughout the year. They will be able to sit the test only once during each window, but can sit for them again should they decide to stay on longer at school. The most recent results will be issued as part of the RoSA when a student does leave school.

Recording Extra-Curricular Achievements

The Board recognises many employers are interested in more than academic results and is working on an online resource to help students bring together evidence of a range of extra-curricular activities.

Assessment in Stage 5 and “N” Awards

Stage 5 covers two years of study. All Assessment Tasks, (whether they are formal or informal tasks), class work, homework and attendance requirements must be met in both Year 9 and Year 10. Failure to do so could result in Unsatisfactory Completion of Course Requirements. This also includes Unsatisfactory Attendance. When this occurs, the students will be allocated an “N” Award. Appropriate warning and the opportunity to rectify the problem will be provided to the student and parents by the school. A student who is given an “N” determination in a mandatory course in Stage 5 may not be eligible for a RoSA in that year. Because of this it is essential that **ALL STUDENTS** complete and make a serious attempt at **ALL** tasks.

Compulsory Courses

CATHOLIC STUDIES

KLA: Religious Education

Course Outline

Carroll College is a Catholic community under the auspices of the Archdiocese of Canberra and Goulburn. The College's Religious Education department attempts to impart Catholic teaching and tradition in every aspect of a student's spiritual and academic development.

All students study Religious Education (Treasures New and Old). Within each year there will be a series of units designed to provide students with a Scripture-based contemporary view of the Christian faith within the Catholic tradition. Students will be placed in a core Religion class in which they remain for the entire year.

The following units are studied over the two years of the Course:

- Prayer and Eucharist
- Jesus and Discipleship
- Prayer and Spirituality
- Jesus in Luke
- Church in Dialogue
- Church in History
- God of the Prophets
- God of Life

Assessment

Students will be assessed on the following aspects of their course –

- Knowledge and understanding of concepts
- Research skills
- Participation in all activities
- Working with others

ENGLISH

KLA: English

Course Outline

English outcomes are expressed in terms of:

- Speaking
- Listening
- Reading
- Viewing
- Writing
- Representing

All English units follow an integrated approach in which the content gives structure to the variety of skills related to reading, writing, listening, viewing, responding and speaking.

The conventions of writing for a variety of purposes are treated in the context of the units studied.

Assessment

In each term the students sit Common Assessment Tasks across the year group, which focus on specific skills and knowledge.

Class teachers develop units of work that address the College's focus on literacy and exploration of experience of literature in a broader world context.

Grades

Grades are awarded based on the student's demonstrated ability according to the Board of Studies "*Course Performance Descriptors*". Thus, student performance in Common Assessment Tasks and Class Work is all carefully taken into consideration prior to the allocation of grades.

A student may be allocated a Grade A, B, C, D or E in adherence to the "*Course Performance Descriptors*".

GEOGRAPHY

KLA: Human Society and Its Environment

Board of Studies Requirements

Students are required to study 100 hours each of History and Geography in Stage 4 (Years 7 and 8), and 100 hours each of Australian History and Australian Geography in Stage 5 (Years 9 and 10).

Course Outline

Stage 5 Geography (Mandatory) has been designed to provide students with an understanding of the Australian Environment and its context. The four main focus areas and their general outline are as follows:

- 1) Investigating Australia's Physical Environments
 - Australia's location in the Asian Pacific region
 - Australia's geographical dimensions
 - Characteristics that make Australia unique
 - Australian communities and the factors contributing to a sense of identity.
 - Natural hazards (case study)

- 2) Changing Australian Communities
 - Effects of the physical environment on people's activities
 - Effects of people on the physical environment
 - Changing Australian communities
 - Case study of a community

- 3) Issues in Australian Environments
 - The need to protect and manage environments
 - The nature of contemporary geographical issues
 - An overview of the spatial and ecological dimensions of a range of contemporary geographical issues affecting Australian environments
 - Study of contemporary geographical issues affecting Australian environments
 - Investigation/ fieldwork (research action plan)

- 4) Australia in its Regional And Global Context
 - Australia's regional and global context
 - Australia's future – changes, challenges
 - Strategies for a better future
 - The role of Geography in developing skills for a variety of occupations which contribute to Australia's future.
 - Human rights and reconciliation

Together with the content areas above, students will develop skill in acquiring, processing and communicating geographical information and in participating as active and informal citizens.

Assessment

A variety of assessment techniques will be used. These may include tests, exams, research assignments, reports, and oral presentations.

Course Requirements and Costs

Students are required to undertake mandatory fieldwork. Travel costs related to this will be involved. Excursions will be conducted in Years 9 and 10.

HISTORY

KLA: Human Society in Its Environment

The Making of the Modern World and Australia

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Stage 5

The Making of the Modern World

Depth Study 1 <i>Making a Better World?</i> ONE of the following to be studied: <ul style="list-style-type: none">• The Industrial Revolution OR• Movement of peoples OR• Progressive ideas and movements	Depth Study 2 <i>Australia and Asia</i> ONE of the following to be studied: <ul style="list-style-type: none">• Making a nation OR• Asia and the world	Core Study – Depth Study 3 <i>Australians at War</i> <i>(World Wars I and II)</i> Mandatory study
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The Modern World and Australia

Core Study – Depth Study 4 <i>Rights and Freedoms</i> <i>(1945–present)</i> Mandatory study	Depth Study 5 <i>The Globalising World</i> ONE of the following to be studied: <ul style="list-style-type: none">• Popular culture OR• The environment movement OR• Migration experiences	Depth Study 6 <i>School-developed topic drawn from either of the overviews.</i> A list of suggested topics is provided in Depth Study 6 in Stage 5.
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Students will be provided with the opportunity to develop the following skills during the Stage 5 course.

Comprehension: chronology, terms and concepts

- read and understand historical texts
- use historical terms and concepts in appropriate contexts
- sequence historical events to demonstrate the relationship between different periods, people and places

Analysis and use of sources

- identify different types of sources
- identify the origin, content, context and purpose of primary and secondary sources
- process and synthesize information from a range of sources as evidence in an historical argument
- evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry

Perspectives and interpretations

- identify and analyse the reasons for different perspectives in a particular historical context
- recognise that historians may interpret events and developments differently

Empathetic understanding

- interpret history within the context of the actions, values, attitudes and motives of people in the context of the past

Research

- ask and evaluate different kinds of questions about the past to inform an historical inquiry
- plan historical research to suit the purpose of an investigation
- identify, locate, select and organise information from a variety of sources, including ICT and other methods

Explanation and communication

- develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
- select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes

Students are required to complete a site study in Stage 5. A visit to the National Museum of Australia and the Australian War Memorial are part of the Year 9 course work.

ICT skills will be developed throughout this course, with virtual site studies and ongoing research.

Together with the content areas above, students will develop skills in interpretation, analysis, empathy, research and communication.

Assessment

A variety of assessment techniques will be used. These may include tests, exams, research assignments, reports and oral presentations.

Course Requirements and Costs

Students are required to undertake mandatory fieldwork. Travel costs related to this will be involved.

MATHEMATICS

KLA: Mathematics

Year 9 signifies the first official year in the quest for the Record of School Achievement. The Mathematics KLA will place students into one of three courses, taking into consideration student ability, outcomes already achieved by students and student's mathematical confidence. Teachers will also extend students to reach outcomes in higher stages where possible e.g. stage 5.1 students may be extended to some of the stage 5.2 outcomes.

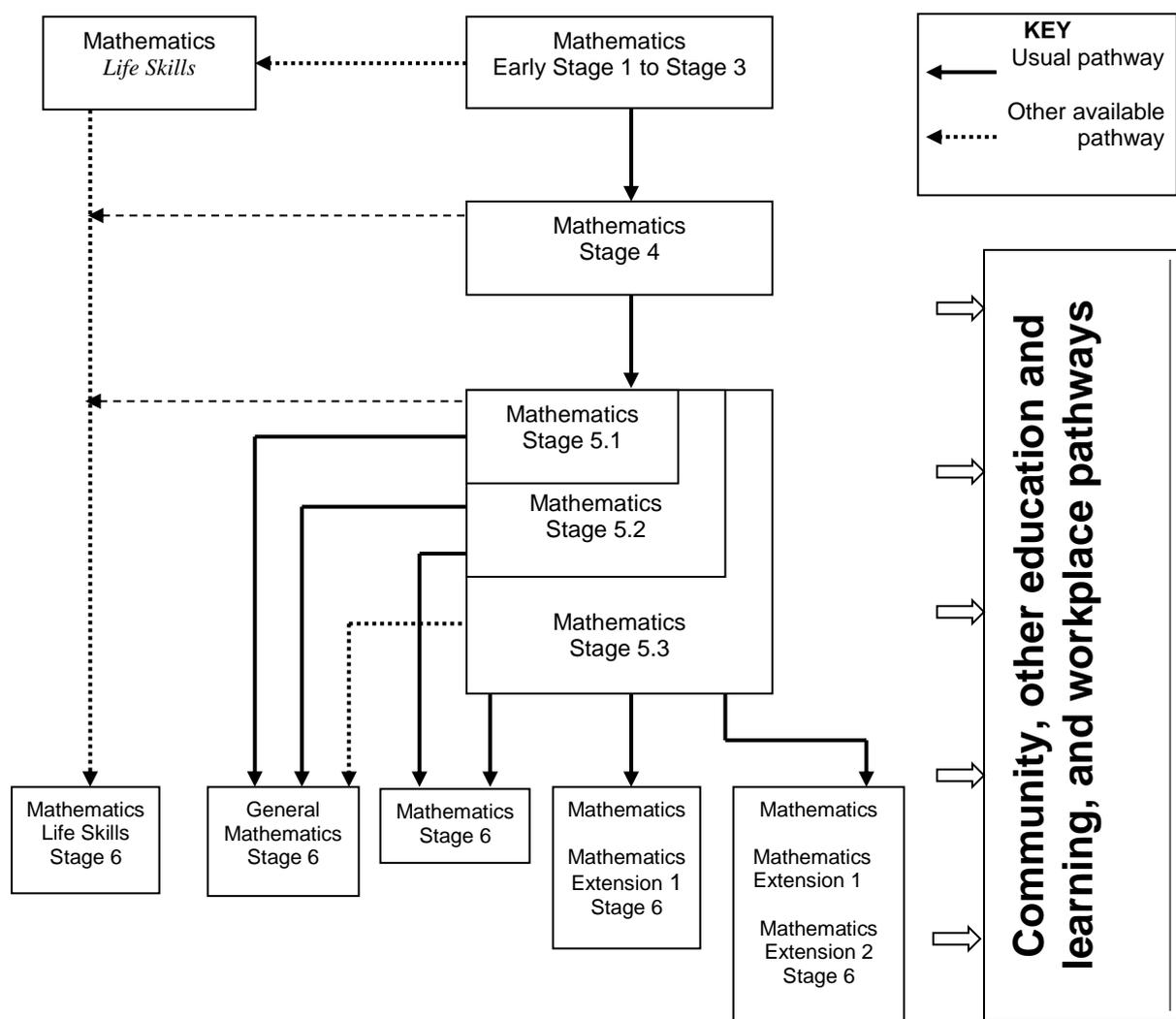
Assessment

This will occur within a 'Standards - Referenced Framework'. Standards are described in the Mathematics Syllabus by outcomes and content, showing what is to be learned and indicating the scope and depth of learning. These are explicit reference points for decisions about the students' learning, progress and achievement. Performance Standards indicate the quality of learning at the end of a stage.

At Carroll College, student assessment will be under the recommended framework using a combination of formal tests and examinations as well as assignments, homework and observation of students' class work by the teacher. Teachers ensure students are given every opportunity to achieve the highest level for their ability.

Pathways

The following diagram illustrates the progression of study in Mathematics from Kindergarten through to Stage 6. Students and their parents are advised to understand how progression is achieved from one stage to the next as it may have an impact on career and tertiary study aspirations.



It should be noted that it is advisable for only those students who:

- achieve at a high level in Stage 5.3 to consider progressing to Year 11 Mathematics Extension Courses
- achieve at a very high level in Stage 5.2 or moderately high in Stage 5.3 to consider progressing to Year 11 Mathematics

All other students would be advised to progress to Year 11 General Mathematics, with the exception of those who struggled with the Stage 5.1 Outcomes. These students should consider not studying mathematics in Stage 6 as they would experience extreme difficulty achieving the outcomes of the General Mathematics Course. (Please note that Mathematics is not a compulsory course of study in Stage 6 of schooling). **Parents should be realistic in their expectation** of the outcomes that can be achieved by their children and of the stage of study that they may be capable of. This 'realism' should be discussed with your child as vocations requiring study at TAFE or University may have pre-requisite levels of Mathematical study for entry to courses.

Syllabus Structure

The Syllabus is structured so that students have knowledge, skills and understanding of the following:

Working Mathematically

- develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Number and Algebra

- develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

Measurement and Geometry

- identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems

Statistics and Probability

- collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

The following table illustrates the organisational structure from Stage 1 to Stage 5.3

Strand	Early Stage 1 to Stage 3	Stage 4	Stage 5.1	Stage 5.2	Stage 5.3
Number and Algebra	Whole Number Addition and Subtraction Multiplication and Division Fractions, Decimals and Percentages	Computation with Integers Fractions, Decimals, Percentages Financial Mathematics Ratios and Rates Algebraic Techniques Indices Equations Linear Relationships	Financial Mathematics Indices Linear Relationships Non Linear Relationships	Financial Mathematics Ratios and Rates Algebraic Techniques Indices Equations Linear Relationships Non Linear Relationships	Ratios and Rates Algebraic Techniques Surds and Indices Equations Linear Relationships Non Linear Relationships Polynomials Logarithms Functions and Other Graphs
Measurement and Geometry	Length Area Volume and Capacity Mass Time	Length Area Volume Time Right Angled Triangles (and Pythagoras) Properties of Geometrical Figures Angle Relationships	Area and Surface Area Numbers of Any Magnitude Right Angled Triangles (Trigonometry) Properties of Geometrical Figures	Area and Surface Area Volume Right Angled Triangles (Trigonometry) Properties of Geometrical Figures	Area and Surface Area Volume Trigonometry and Pythagoras' Theorem Properties of Geometrical Figures Circle Geometry
Statistics and Probability	Data Chance	Data Collection and Representation Single Variable Data Analysis Probability	Single Variable Data Analysis Probability	Single Variable Data Analysis Bivariate Data Analysis Probability	Single Variable Data Analysis Bivariate Data Analysis
Working Mathematically	The interrelated processes of: Communicating Problem Solving Reasoning				

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

KLA: Personal Development, Health and Physical Education

Course Outline

- Develop students' knowledge and understanding of the importance of an active and healthy lifestyle.
- Provide opportunities for students to participate in regular physical exercise.
- Provide opportunities for learning the skills of and participating in a variety of physical activities.
- Provide students with knowledge of nutrition and a balanced diet.
- Assist students to make informed health decisions.
- Provide students with knowledge and understanding of health risks, disease prevention, personal safety and hygiene.
- Enable students to develop a positive set of values to guide their behaviour and to develop a strong sense of their personal growth.
- Provide students with knowledge and understanding of interpersonal relationships and decision making skills.

Assessment

A variety of assessment techniques and strategies will be used to assess student achievement:

Projects, assignments, investigations, reports, workbooks, worksheets, interviews, surveys, knowledge tests, skills test, recorded observation.

PDHPE is a compulsory subject. Its three components, Personal Development, Health and Physical Education carry equal weighting.

Students must actively participate in the Physical Education, or practical, aspect of PDHPE for the required hours to satisfactorily complete the course.

SCIENCE

KLA: Science

Course Outline

The study of Science in Stage 5 develops students' scientific knowledge and understanding, skills and values and attitudes within broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences. As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop an appreciation of science as a human activity. Students learn about the need to conserve, protect, and maintain the environment, the use and importance of technology in advancing science and the role of science in developing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

The main topics that the students will study include:

Year 9

Ecology and Climate Change
STELER Electricity : Voltage, Current, Resistance,
Alternative Sounds of Energy
Plate Tectonics
SRP
Nervous System and Endocrine System
Immune System (Medical Science)

Year 10

Genetics
Evolution
Chemistry: Reaction, Acids, Bases, Nuclear
Motion
SRP (Physics)
Waves
Universe

Assessment

The assessment of student achievement in Science uses a variety of tasks, both formal and informal. Formal assessment instruments include class tests, examinations, practical exams, practical reports, assignments and class work. Informal assessment includes teacher observation during class work and practical work.

Student Individual Research Project

In Year 9 each student must undertake at least one individual research project. It will be conducted over a period of at least 4 weeks and involve a "hands on" practical investigation. Students should choose an investigation related to one of the topics they have studied or to an area of interest to them. Some class time will be allocated to the planning stage, but the actual investigations will be completed in the students own time.

Course Requirements and Costs

- A4 stapled exercise book (not loose-leaf paper)
- Costs associated with the Research Project are to be borne by the student.

Elective Courses

CREATIVE ARTS

Visual Arts

Course Outline

The Visual Arts promotes the enjoyment in the making and studying of art and offers a wide range of opportunities for students to create variety of artworks. Visual Arts encourages students to explore the world around them and develop visual ideas that communicate their thoughts and feelings in an individual way. The course components are: Art Making and Critical and Historical Study; in addition a VAPD is used to document work in both of these components.

Students experiment with new ways of using media and develop skills and techniques in the making of art works. Media areas explored are:

Design	Painting	Photography
Drawing	Ceramics	Mixed Media
Sculpture	Printmaking	Collage
Illustrations	Digital Media	Installations
Individual Choice	Textiles	Found Objects

Students will also have the opportunity to visit:

- Art Gallery of New South Wales (Sydney)
- Practical Workshops
- Field trips to local sites for art making
- Local Art Galleries

Students are also invited to contribute to the display of and participate in the production of the annual Carroll College Visual Arts Exhibition that showcases the talents of all our students.

Course Requirements and Costs

- All students are required to have a Visual Arts Process Diary
- Privately owned art materials are optional and may be of benefit at times to complete art works. However, all students have access to a wide range of materials kept at the College.
- Excursion costs are kept to a minimum and generally involve travel and exhibition entry only.

Human Society and Its Environment

Commerce

Course Outline

The major feature of Commerce is that every topic relates directly to the real world and will be encountered by students in their daily lives. It is a course designed around survival in our consumer society.

Core Topics for 2017

Core topics for 2017 will be “Consumer choice” and “Personal Finance”. A wide range of optional topics include:

- Promoting and Selling
- Investing
- Our economy
- Running a business
- Global links

Core topics for 2017 will be “Law and Society” and “Employment Issues”, with optional topics that include:

- Political involvement
- E – Commerce
- Towards independence
- Law in Action
- Travel
- Community participation

A total of five options plus the four core topics are studied over the two year course, or two core topics and five options over one year.

If you have a part-time job or want to know more about buying a car or investing in the stock exchange then this is the course for you. Through class discussion and practical application you gain a greater understanding of the issues that impact on your daily life. For example we will look at your pay slip, the purpose of tax file numbers or where to invest your money wisely so that they can make more informed decisions. Visits to a local car yard and Courts are two of the places examined so that students have a chance to understand their rights and responsibilities. Each year we participate in the National Schools Australian Stock Exchange Game and prepare small business scenarios.

This course is a natural lead into the courses of Economics, Business Studies and Legal Studies undertaken in Year 11 and 12.

Assessment

Students will be required to complete examinations, research assignments, presentations and bookwork.

Course Requirements and Costs

Students are required to undertake fieldwork. Travel costs related to this will be involved.

Course Outline

Learning a language other than English is an essential part of a broad and balanced education. Through learning another language, students develop communication skills that allow them to gain access to societies beyond their own. The insights into the nature and function of language that accrue from the study of a language other than English will enhance the development of students' language skills across the total curriculum.

Learning a second language provides valuable skills, encourages another way of seeing the world allows access to a richer, more rewarding life in our multicultural world. It goes without saying that in today's competitive, global economy, employers view with favour, prospective employees with a language other than English.

French is the only language offered at Carroll College. It is a major world language involving trade, cultural, scientific and technological links with Australia. The study of French can lead to cultural enjoyment and employment opportunities for students.

The French course is taught using the modern communicative approach. This approach promotes language learning through interactive, student-centred tasks which are designed to encourage maximum use of the target language. Students learn with the help of audio and digital technology, magazines and books, games and role-play, drama, cooking, film and art study, technologies and software programs, and whenever possible, excursions. Students learn tolerance and appreciation of other people through their study of French culture.

Assessment

Students are assessed on their language skills (reading and responding, oral interaction, listening and responding, and writing) as well as their knowledge and understanding of French culture. Assessment tasks may include the following –

- formal tests
- quizzes and cloze exercises
- role plays and interviews
- listening tasks
- letters, emails and postcards

Course Requirements

Specific texts will be required and parents will be notified in writing about cost. Texts are purchased through the school.

PERFORMING ARTS

Drama

Course Outline

Drama is a performing art focusing strongly on communication, an essential skill in today's world. This course is designed to explore the wide range of ways of communicating through all areas of dramatic performance.

Areas to be covered include:

- Performance – including voice, movement, non-verbal communication, participation in school activities.
- Set Design
- Short Film Production
- Scripts and script writing
- Improvisation
- Theatre technology
- Costume design
- Playbuilding
- Appreciating – viewing, evaluating, critiquing

N.B. Many of these areas are relevant to Senior English and Senior Drama study.

Throughout the course there will be a balance of practical and theory work, with the main emphasis on the practical component. Excursions to experience live theatrical performances can be expected.

Assessment

Based on practical and theoretical tasks, students are required to keep a journal/log book relevant to course work. It is a reflection on work completed and is as important as performance. Practical assessment may include warm-ups, improvisation, monologues and group performance. Students may also complete set examinations.

Course Requirements and Costs

- Excursions to live theatrical performances possible.

PERFORMING ARTS

Music

Course Outline

The elective Music course consists of three components: - Performing, composing and listening.

Class time is divided equally between practical and theoretical study (including listening, research, composition and theory).

Students may specialise in an instrument of their own choice, including drums and vocals. However, drummers and vocalists are required to retain some skill on a melodic instrument (guitar, piano etc) in order to succeed in the theoretical aspects of the course.

Students will study a wide range of topics which include:-

- Protest/Message Music
- Film Music
- Australian Music
- Theatre Music
- Classical Music
- Music and Technology
- Music of Africa

Students will have the opportunity to use computers for musical composition and arranging purposes. We currently have “Garage Band”, “Finale Notepad” and “Sibelius” available for use on our computers. These software programs are industry standard packages that enable elective students to use current technology as part of their music studies. The music area also has a mini recording studio where students can professionally record their music. Students are also expected and encouraged to be involved in College performances, concerts, musicals and Liturgies.

Assessment

Assessment is ongoing and will include regular practical examinations, (either individually or in groups) written examinations, composition tasks, improvisation, assignments and oral presentations.

Course Requirements and Costs

Fees for this subject will be covered by the elective subject fee. There may be an optional excursion to see a live performance of a musical or concert. Cost of approx \$100.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Physical Activity and Sport Studies (PASS)

Course Outline

- To provide students with a greater understanding and appreciation of their athletic/aquatic and sporting potential. Significant practical experience is offered to promote this understanding.
- Develop an understanding and appreciation of recreation, sport and fitness.
- Develop an understanding of human movement.
- Analyse human movement so that its efficiency may be improved.
- To give students an insight into the complexities of modern health problems with particular emphasis based on the sport culture.

This is not a course for students who just want extra physical education. Students who enter this course must be committed to and genuinely interested in learning about all aspects of PASS to increase their physical capabilities.

Practical

Surf Survival
Badminton
Tennis
Gymnastics
Aquatics
Surfing
Court Sports
Recreation
Golf

Theoretical

Participating with Safety
Physical Fitness and Enhancing Performance
Body Systems and Energy for Physical Activity
Nutrition and Physical Activity
Sports Injuries
Coaching
Sociology of Sport

Prerequisite

Students **MUST** have sound aquatic ability and be able to **swim a minimum of 200 metres continuously and comfortably**. Due to the high level of organisation needed by students their Year 8 PDHPE record will be taken into consideration. Items to be considered will be practical participation, PE uniform and attitude to study. **Students will also be required to complete a separate contract to participate in this subject.**

Assessment

Assessment will be based on both theory and practical components with a 50% weighting for each category.

Course Requirements and Costs

- As students will be travelling to venues, there will be an approximate cost of \$7.00 per week to cover the cost of transport and venue hire.
- Each year a major excursion will occur which will involve transport, accommodation and hire costs. This excursion may vary from year-to-year depending on the units to be taught, available resources and the financial impact that may be incurred. As much as possible the excursion will be based somewhere within the local community.

SCIENCE (ELECTIVE)

The Big History Project

Course Outline

Where did we come from? What causes change? Where are we heading?

Big History takes on these questions that originate with the dawn of time, and gives students a framework to tell the story of humanity's place in the Universe. It's more than a science course and more than a history course. Big History helps students see the overall picture and make sense of the pieces: it looks at the past from the Big Bang to modernity, seeking out common themes and patterns that can help us better understand people, civilizations, and the world we live in.

Big History requires students to examine big questions:

- How has the Universe and life within it grown more complex over the past 13.8 billion years?
- How do we know what we know about the past?
- How can we judge claims about the past?
- Why does what we "know" change over time?
- How does what happened during the early days of the Universe, the Solar System, and the Earth shape what we are experiencing today?

Students get to participate in the important and exciting work of exploring, developing, and testing big answers.

Course Themes

The Big History course focuses on three essential skills and three key concepts that we want students to master. The essential skills are: thinking across scales, integrating multiple disciplines, and making and testing claims. The core concepts are: thresholds, collective learning, and origin stories.

- Unit 1 – What Is Big History?
- Unit 2 – The Big Bang
- Unit 3 – Stars and Elements
- Unit 4 – Our Solar System and Earth
- Unit 5 – Life
- Unit 6 – Early Humans
- Unit 7 – Agriculture and Civilisation
- Unit 8 – Expansion and Interconnection of Societies
- Unit 9 – Acceleration of Global Change
- Unit 10 – The Future

TECHNOLOGICAL AND APPLIED STUDIES

Food Technology

Course Outline

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their relationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. 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.

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Special Occasions
- Food product development
- Food service and catering
- Food trends
- Food selection and health

What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

TECHNOLOGICAL AND APPLIED STUDIES

Design and Technology

Course Outline

Design and Technology provides broad experiences in a range of context areas. The design and development of quality projects gives students the opportunity to identify problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects. The diversity of approaches to design projects provides the scope to develop high order thinking, future thinking and understanding of conceptual principles. The design process caters for a variety of student needs, abilities and interests.

The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use and maintenance of a variety of technologies in the production of their design projects. Information and Communication Technologies (ICT) are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students' design ideas and facilitate interactions with the wider community.

The study of Design and Technology will assist students to appreciate and be informed about a range of careers in design and technological innovation. Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose.

Students will study a number of units taken from a range of practical areas. These areas could include:

- **Graphics**
- **Textiles**
- **Wood**
- **Metal**
- **Plastics**
- **Computing**
- **Agriculture**
- **Food**
- **Responsible design for the environment and society/environmental focus**

Most of the course is based on a "hands on approach" with students spending a large proportion of the allocated time participating in practical design and construction tasks.

Assessment

Design and Technology is a practical subject and assessment is weighted heavily towards design folio and project construction tasks.

Course Requirements and Costs

The elective fee will cover the cost of most of the materials and consumables required. Students may need to supply additional or supplementary materials if participating in special interest projects.

TECHNOLOGICAL AND APPLIED STUDIES

Industrial Technology - Timber

Course Outline

The Timber focus area of Industrial Technology provides opportunities of 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-related technologies. These may include:

- furniture items
- decorative timber products
- storage and transportation products
- storage and display units

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

Assessment

Industrial Technology is a practical subject and assessment is heavily weighted towards practical assessment tasks. Theory work, book work and design folios will also contribute to the student's final assessment.

Course Requirements and Costs

The elective fee will cover the cost of the majority of materials and consumable items required. Students may be given the opportunity to use exotic timbers or supply decorative fittings such as hinges, catches or glass. These items will need to be supplied or purchased by the student if they elect to adopt this option.

TECHNOLOGICAL AND APPLIED STUDIES

Agriculture

Course Description

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.

Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumptions. The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

What will students learn about?

The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

What will students learn to do?

Students will spend at least 50% on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, and collaborative projects. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Assessment

Assessment will include a variety of tasks:

- written reports
- oral assessment
- practical tasks
- research assignments
- topic tests
- written examinations

Course Requirements and Costs

- Covered by the elective subject fee.

CONTACTS FOR CURRICULUM QUERIES



College Executive

College Principal
Assistant Principal (Pastoral Care)
Assistant Principal (Curriculum and Achievement)
Religious Education Coordinator
Administration Coordinator
Business Manager

Steve Bath
Graeme Campbell
John O'Neill
Erica Drewsen
Sandra Harris
Kirsty Luff

KLA Coordinators

English Coordinator
HSIE Coordinator
Maths Coordinator
PDHPE Coordinator
Creative and Performing Arts Coordinator
Science Coordinator
Technology Coordinator
Vocational Education and Training and Careers

Stephen Knight
Debbie Enfield
Paul Davies
Jon Brady
Ros Maher
Wayne Foster
Les Prior
Victoria Nicholson

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