



# Subject Selection Information

Stage 5 – 2010/2011



The crest features a shield with a cross, a star, and the motto 'VERITAS SOLA LIBERAT'.



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## Stage 5 Courses for 2010 - 2011

In this booklet you will find information regarding subjects offered in Stage 5: Years 9 and 10 at Waverley College.

Information contained in this booklet outlines the requirements of study for the School Certificate and a description of courses available to students in Year 9(2010) and Year 10(2011) to assist students and parents in considering options in regards to subject selection. For this reason it is important that parents and students are familiar with the material contained in this booklet.

The subjects to be taken in Year 9 and can be continued through until the end of Year 10 are divided into two main groups:

1. Mandatory Studies (Compulsory)
2. Additional Studies (Electives)

The **Mandatory** subjects are:

- Religion, Catholic Studies
- English
- Mathematics
- Personal Development, Health & Physical Education
- Science
- Australian Geography (Year 10 only)
- Australian History (Year 10 only)

The **Additional Studies** subjects are: *(Three (3) of these to be chosen)*

- Applied Philosophy (formerly Learning Enrichment)
- Ceramics (Visual Design)
- Commerce
- Drama
- Food Technology
- Global Geography
- German
- Graphics Technology
- Industrial Technology – Wood and / or Metal
- Information & Software Technology
- Music
- Photography and Digital Imagery
- Visual Arts
- World History
- Work Education – *by invitation*

A total of **three** subjects must be selected from the Additional Studies list. The three subjects may be chosen from anywhere in the list.

*Students intending to choose Music and/or any Languages at 2 Unit level in Years 11 and 12, will need to do these subjects in Years 9 & 10 as pre-requisite requirements for these senior courses. If you decide to choose Music and/or any Language in Years 11 and 12 and have not studied them in Years 9 and 10 you can only choose the Music 2 Unit Course 1.*

There are no other subjects currently offered in Years 11 and 12 at this College, which have pre-requisite subjects from the “Additional Studies” list in Years 9 and 10. However, it is important to note that in senior courses pre-requisites exist in terms of minimum marks to be achieved, student performance and study in Year 9 and 10.

**Students should choose subjects wisely because the altering of subjects is normally not possible.**

**Due to School Certificate study requirements, school timetabling and resource constraints it is not possible to allow students to change from their original subject choice, and this can only be done in exceptional circumstances.** Further, students may not always be granted their first choice in each elective block. This is the result of room and staffing parameters that exist at the College. Students who choose Electives in the Technology and Applied Studies area must understand that the limited vacancies in these classes will be distributed on the basis of their end of Year 8 Technology performance.

Elective Courses will only be offered if numbers are sufficient to form a class. Every student should consult with his teachers before the final selection of his subjects. In this way students should be able to make decisions informed by those who know a student’s particular strengths.

Students are to elect **three Additional Studies courses** to study during Year 9. At the end of Year 9 one course is to be ‘dropped’. Students are expected to take part in all aspects of a course throughout Year 9.

This option is being offered to students for a number of reasons. Firstly, it allows the College to deliver adequate teaching hours of Mandatory History and Geography in Year 10 in preparation for the Australian History, Geography, Civics and Citizenship test. Secondly, it allows the student to have some control over his study. It recognizes that a student can make a poor decision about a subject or a subject does not offer what the student expected. In a limited way it gives students control over their education and models the types of decisions they can make in Years 11 and 12.

It is hoped that the College can offer Year 10 students a curriculum pattern they feel meets their needs and allows them to reach their academic potential.

Ms D. Grigson  
**Deputy Headmaster Curriculum**

## External School Certificate Tests

In November 2011, all students in Year 10 will sit for state-wide external tests in English Literacy, Mathematics, Science, Computer Skills and Australian History/Geography /Civics & Citizenship.

These tests will report individual achievement in the foundation knowledge and skills acquired across all curriculum areas in Stage 4 and 5. Students will receive their own test results for the external School Certificate.

When students are awarded the School Certificate, they receive a number of documents including a School Certificate and a School Certificate Record of Achievement. The School Certificate shows the student's name and the school's name and states that the student has met the requirements for the award of the School Certificate.

The School Certificate Record of Achievement shows the results the student has achieved in the external tests. It is also a cumulative record of all the courses completed during Years 9 and 10, with the awarded grades.

## How School Certificate Results will be reported

In all subjects studied including English, Mathematics and Science, students will be awarded a Grade based on a set of Descriptors developed by the Board of Studies. These school-based Grades and their associated descriptors may be as follows:

Grade	Level of Achievement for Reporting Outcomes
A	The student has an <b>extensive</b> 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 <b>thorough</b> 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 <b>sound</b> 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 <b>basic</b> knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

In 2011, Mathematics, English-literacy, Science, Computer Literacy and Australian History/Geography/Civics and Citizenship external test results will be reported as marks on the School Certificate documents. Next to the mark will be a statement of the standard the student has achieved in the relation to the entire cohort studying Year 10 in NSW. The School Certificate Grades and external test results will not be directly comparable.

## **Heads of Department and Subject Coordinators**

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Please do not hesitate to contact any of the teaching staff listed below if you require additional information regarding any aspect of Higher School Certificate study.

### **Headmaster**

Br P. A. Leary cfc

### **Deputy Headmaster (Curriculum)**

Ms D. Grigson

### **Assistant Deputy Headmaster (Curriculum)**

Mr C. Soden

### **HEADS OF DEPARTMENT**

### **Deputy Headmaster (Religious Programs)**

Mr P. Davis

**English:** Mrs S. Bourke

**Computing:** Mr D. Reidy (*Coordinator*)

### **Creative & Performing Arts:**

**Drama:** Mr P. O'Shea

**Music:** Mr C. Blenkinsopp

**Visual Arts:** Ms E. Palmer

**Languages (LOTE):** Mrs C. Evans

### **Learning Support:**

Mr D. Parnell

### **Learning Enrichment:**

Mr D. Hearne (*Coordinator*)

**Mathematics:** Mrs E. Watson

**Personal Development, Health & Physical Education):** Mr P. Brennan

### **Human Society & its Environment:**

### **Commercial Studies:**

Commerce: Mr B. Dominish

### **Social Studies:**

History & Geography: Mr R. Cooke

**Science:** Mr G. Kennedy

### **Technology & Applied Studies:**

Mr T. Sutherland

### **Careers Adviser:**

Mrs K. Knowles

Information is also available from the Board of Studies  
Board of Studies Website: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

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# S U B J E C T O U T L I N E S

# Religion, Catholic Studies

## Overview

Waverley College implements the Archdiocese of Sydney Religious Education Curriculum, in common with all systemic and most private Catholic schools of the Archdiocese of Sydney. This curriculum has recently been redeveloped by the Sydney Archdiocese and now includes reference to the text **To Know, Worship and Love** which is the text Waverley College students follow in Years 7 - 10.

Specifically, there are FIVE areas of study in Archdiocese of Sydney Religious Education Curriculum, studied in Stages 4 and 5:

- A. Scripture and Jesus
- B. Church and Community
- C. God, Religion and Life
- D. Prayer, Liturgy and Sacraments
- E. Morality and Justice

## Content

The main topics studied in Years 9 and 10 include: Old Testament: Selected Texts, The Ten Commandments and the Beatitudes, A Synoptic Gospel, Key Church Teachings, Mary, Images of Good and Evil, Sacraments of Healing, Eucharist, The Church in History, The Catholic Church in Australia, Ancient and Indigenous Religions, Major Christian Denominations, Personal Moral Responsibility, Social Justice, Working for Justice in Australia.

## Special Requirements

### **SACRAMENTAL PROGRAM**

Mass is celebrated for the Waverley College Community each Wednesday morning at 8.15 am, with Religious Education classes in Years 7 – 10 rostered throughout the year to help lead the Liturgy by being altar servers, readers, etc.

### **THE SODALITY OF OUR LADY**

Membership of the Sodality of Our Lady, the College's oldest student group, is open to boys from Years 8 to 12.

## Assessment / Homework Information

The Religious Education assessment program consists of class work, across-form assignments and scheduled examinations.

# English

## Overview

For NSW school students, English is the enabling language for all subjects and as such is compulsory for all students. The aim of the course is for students to develop their written, spoken, and critical literacies.

English encourages students to read and respond to more sophisticated texts; examine texts for cultural bias; write creatively and analytically; investigate relationships between texts and use language to clarify their thinking. **To ensure that each boy follows a study pattern which challenges their ability, the classes are graded using the Year 8 results.**

## Content

All Year 9 students study *Romeo and Juliet* as well as the famous Australian poet, Kenneth Slessor. All students study two different genres of literary texts and compare these with texts in other media, such as film. These units develop skills in both spoken and written language as well as cross-curriculum content such as Information and Communication Technologies and work-related skills and attitudes. Units of work in Year 9 provide the opportunity for students to consider issues important to an Australian citizen, specifically Civics and Citizenship, Difference and Diversity as well as issues of gender.

Writing is emphasised both within each unit of work as well as through a specific writing unit which aims to enhance both creative and critical writing. All students will have access to a visiting drama group to learn about stage performances and the audience etiquette involved in live performances.

## Special Requirements

Each student will have books provided through Book Hire, except for Successful English 3, which is the homework book prescribed by the English Department for Year 9. This textbook is charged to the first term account and the cost is \$27. The cost of the drama performance will be billed in the term where the drama performance is staged and costs \$8. Students will use an exercise book as a workbook and a folder or separate exercise book as a hand-in/assignment book as directed by each teacher.

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**Assessment /  
Homework  
Information**

Assessment data will be collected through three types of activities: classroom activities; assessment or take-home tasks marked across the year group; and examinations. This total assessment schedule will inform placement in streamed classes for Year 10.

Where classroom activities are marked by class teachers, rather than across the year, such tasks will be moderated to ensure equity of mark allocation despite teacher differences.

The core homework program will be common across the year with the flexibility for teachers to assign homework appropriate to the needs of each class.

# Geography (Mandatory)

<b>Overview</b>	<p>Students undertake 100 hours of Geography Mandatory in Stage 5 to be studied in Year 10 only.</p> <p>Stage 5 Geography incorporates learning related to Australian geography and the interaction of human and physical geography in a local context.</p> <p>The study of Geography develops a wide range of skills such as gathering, organizing, evaluating and communicating geographical information from a variety of primary and secondary sources, including fieldwork.</p>
<b>Content</b>	<p>The main topics studied in Year 10 are:</p> <ol style="list-style-type: none"><li>1. Investigating Australia's Identity</li><li>2. Changing Australian Environments</li><li>3. Issues in Australian Environments</li><li>4. Australia in its Regional and Global Context</li></ol>
<b>Special Requirements</b>	<p>Assessment in Stage 5 Geography is both internal and external.</p> <p><b>Internal</b> is school based assessment.</p> <p><b>External</b> is a School Certificate Test, in November of their School Certificate Year 2011. This two hour written test will cover aspects of Australian History and Australian Geography incorporating civics and citizenship.</p>
<b>Assessment / Homework Information</b>	<p>Students will be required to complete a range of assessment tasks, such as essays and fieldwork reports.</p> <p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

# History (Mandatory)

<b>Overview</b>	<p>Students undertake 100 hours of History Mandatory in Stage 5 to be studied in Year 10 only.</p> <p>History Mandatory Stage 5 has been designed to provide students with an understanding of Australian history and civics and citizenship. Students will also develop the skills required for the effective study of History.</p>
<b>Content</b>	<p>The main topics studied in Year 10 are:</p> <ol style="list-style-type: none"><li>1. Australia to 1914</li><li>2. Australia and World War 1</li><li>3. Australia between the Wars</li><li>4. Australia and World War 2</li><li>5. Australia in the Vietnam War</li><li>6. Changing Rights and Freedom</li><li>7. People, Power and Politics in the Post-war Period</li><li>8. Australia's Social and Cultural History in the Post-war Period</li></ol>
<b>Special Requirements</b>	<p>Assessment in Stage 5 History is both internal and external.</p> <p><b>Internal</b> is school based assessment.</p> <p><b>External</b> is a School Certificate Test, in November of their School Certificate Year 2011. This two hour written test will cover aspects of Australian History and Australian Geography incorporating civics and citizenship.</p>
<b>Assessment / Homework Information</b>	<p>Students will be required to complete a range of assessment tasks, such as source analysis and essays. Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>

# Mathematics

## Overview

Mathematics is one of the key learning areas in the NSW secondary curriculum.

The aim of Mathematics in K–10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

The study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure; and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms.

Students will have the opportunity to develop an appreciation of mathematics and its applications in their everyday lives and in the worlds of science, technology, commerce, the arts and employment. The study of the subject enables students to develop a positive self-concept as learners of mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.

In order to cater for the full range of learners, three specific pathways have been identified for Stage 5 Mathematics:

- Stage 5.3
- Stage 5.2
- Stage 5.1

The Stage 5.3 course is the most difficult and students must have achieved the syllabus outcomes, up to and including 5.1 and 5.2 outcomes to be candidates for this course. This means that Stage 5.3 includes the knowledge and skills from Stage 5.2, and Stage 5.2 includes the knowledge and skills from Stage 5.1.

## Content

The essential content for Mathematics in 7–10 is structured using one process strand

- Working Mathematically

and five content strands

- Number
- Patterns and Algebra

- Data
- Measurement
- Space and Geometry.

These strands contain the knowledge, skills and understanding for the study of mathematics in the compulsory years of schooling.

<b>Strand</b>	<b>Objective</b>
Working Mathematically	Students will develop knowledge, skills and understanding through inquiry, application of problem-solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection.
Number	Students will develop knowledge, skills and understanding in mental and written computation and numerical reasoning.
Patterns and Algebra	Students will develop knowledge, skills and understanding in patterning, generalisation and algebraic reasoning.
Data	Students will develop knowledge, skills and understanding in collecting, representing, analysing and evaluating information.
Measurement	Students will develop knowledge, skills and understanding in identifying and quantifying the attributes of shapes and objects and applying measurement strategies.
Space and Geometry	Students will develop knowledge, skills and understanding in spatial visualisation and geometric reasoning.

Specific Content for Stage 5.1, Stage 5.2 and Stage 5.3

### **STAGE 5.1**

Students who have achieved Stage 5.1 outcomes explain and verify mathematical relationships, ask and explore questions which can be solved using mathematics, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.

Students apply their knowledge of percentages, fractions and decimals to problems involving consumer situations

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related to earning and spending money, and simple and compound interest. They simplify and evaluate arithmetic expressions using index laws and express numbers in scientific notation using both positive and negative powers of ten. Students determine relative frequency and theoretical probability.

Students apply the index laws to simplify algebraic expressions. They determine the midpoint, length and gradient of intervals on the number plane and draw graphs of linear and simple non-linear relationships.

Their statistical skills are extended to include grouping data into class intervals and constructing and interpreting cumulative frequency tables, histograms and polygons.

Skills in measurement are further developed to include the use of formulae when calculating the area and perimeter of composite figures. Students apply right-angled triangle trigonometry to practical situations including those involving angles of elevation and depression.

### **STAGE 5.2**

Students who have achieved the syllabus outcomes, up to and including Stage 5.2 outcomes, ask questions that can be explored using mathematics, and use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies which include selecting and organizing key information and they extend their inquiries by identifying and working on related problems.

Students apply their knowledge of percentages, fractions and decimals to problems involving conversion of rates and consumer situations related to compound interest, depreciation and successive discounts. They express recurring decimals as fractions, and round numbers to a specified number of significant figures.

Students solve non-routine problems in algebra and apply the index laws to simplify, expand and factorize algebraic expressions. They solve linear equations and simple quadratic equations, inequalities and simultaneous equations. On the number plane they draw and interpret graphs of straight lines, simple parabolas, hyperbolas and graphs of physical phenomena. Formulae are used to find distance, gradient and midpoint.

Statistical skills are extended to include descriptions of distributions and the construction of box-and-whisker plots.

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Student analysis of data includes determining upper and lower quartiles and standard deviation.

Students extend their skills in measurement to calculations of the area and perimeter of complex composite figures, the volume of pyramids, cones, spheres and composite solids, and the surface area of cylinders and composite solids. In geometry, they use deductive reasoning in numerical and non-numerical problems drawing on their knowledge of the properties of similar and congruent triangles, the angle properties of polygons and the properties of quadrilaterals, including diagonal properties.

### **STAGE 5.3**

Students who have achieved the syllabus outcomes, up to and including Stage 5.3 outcomes, use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalizations and connect and apply mathematical ideas within and across topics.

Students calculate the probability of compound events, operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They apply algebra to analyzing and describing physical phenomena and rates of change. Algebraic skills are extended to expanding binomial products, factorizing quadratic expressions, and solving literal equations, inequalities, quadratic and simultaneous equations. They generate, describe and graph equations of straight lines, parabolas, cubics, hyperbolas, circles and exponential functions, and are able to graph regions determined by inequalities.

Students calculate the surface areas of pyramids, cones and spheres and explore and use similarity relationships for area and volume. They determine exact trigonometric ratios for  $30^\circ$ ,  $45^\circ$  and  $60^\circ$ , extend trigonometric ratios to obtuse angles and sketch sine and cosine curves. Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general statements in geometry, extending the concepts of similarity and congruence to a more generalized application. Students prove Pythagoras' theorem and the properties of triangles & quadrilaterals.

All the Year 8 Assessment Tasks are used to measure which stage a student is at and which pathway they will follow. Classes will be determined through teacher consultation and calculating a final result.

**Special Requirements**

The number of classes in each pathway will vary from year to year depending on the number of students who have successfully achieved Stage 4, 5.1 or 5.2 outcomes.

Movement between pathways can only occur when a student has satisfactorily achieved specific stage outcomes.

A downward movement will occur if a student is not satisfactorily achieving the outcomes of that particular pathway.

Students who successfully complete all of Stage 5.3 outcomes will be eligible to continue their Stage 6 studies at level Mathematics (2 unit), Extension I or Extension II.

Students who successfully complete all of Stage 5.2 outcomes will be eligible to continue their Stage 6 studies at level General Mathematics or Mathematics (2 Unit).

Students who successfully complete all of Stage 5.1 outcomes will be eligible to continue their Stage 6 studies at level General Mathematics.

Students may elect to not study Mathematics in Stage 6.

**Assessment / Homework Information****Year 9 Assessment**

Term 1	Term 2	Term 3	Term 4
Non-Calculator Task	Half Yearly Examination	Non-Calculator Task	Non-Calculator Task
Common Test		Common Test	Yearly Examination

**Year 10 Assessment**

Term 1	Term 2	Term 3	Term 4
Non-Calculator Task	Half Yearly Examination	Non-Calculator Task	Trial School Certificate
Common Test		Common Test	<b>School Certificate (External Assessment)</b>

**Weightings are outlined in the Assessment Booklet**

**Homework**

Homework will be assigned on a daily basis. 30-40 minutes should be spent completing the set homework and consolidating work.

# Personal Development, Health & Physical Education

<b>Overview</b>	<p>Personal Development, Health and Physical Education is one of the key learning areas in the NSW secondary curriculum. It is concerned with the development of the whole person and the improvement of quality of life for all.</p> <p>The purpose of the course is to develop in each student the knowledge, skills and attitudes needed to understand, value and lead healthy and fulfilling lifestyles. In so doing, the syllabus will make a significant contribution to preparing students to take a responsible and productive role in society and to developing in them a commitment to life planning. Key aims include developing a positive attitude toward physical activity and encouraging an exercise habit in students.</p> <p>This purpose will be achieved by educating students to:</p> <ul style="list-style-type: none"><li>• value health-enhancing behaviors that contribute to active, enjoyable and fulfilling lifestyles</li><li>• develop a willingness to participate in creating and promoting healthy and supportive communities and environments</li><li>• develop a commitment to principles that promote social justice.</li></ul>
<b>Content</b>	<p>Four content strands act as the major organisers for the content of Personal Development, Health and Physical Education.</p> <ul style="list-style-type: none"><li>• Self and relationships</li><li>• Movement skill and performance</li><li>• Individual and community health</li><li>• Lifelong physical activity</li></ul> <p>The following skills are integrated through these content strands: Communicating, decision making, interacting, moving, planning, problem solving.</p>
<b>Special Requirements</b>	<p>Students are required to purchase a workbook covering each year of study costing around thirty dollars.</p> <p>Generally speaking, the course is broken down into one-third theory and two thirds practical.</p>

**Assessment /  
Homework  
Information**

Students are required to actively participate in all practical classes in correct Waverley College PDHPE attire (see College Diary). Students wearing clothing not related to the College will be recorded as bringing 'no gear' for that period.

A note and/or medical certificate are required for all circumstances whereby a student misses a practical lesson. Regardless of the reason, a student missing a practical class will be required to complete written work.

Ongoing assessment is an essential part of the program. The College's Assessment Programs meets the needs of the Board's standards-reference framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of two interrelated elements:

- outcomes and content in syllabuses showing what is being learnt
- descriptions of levels of achievement of that learning.

The College employees a wide range of tasks that provide students with an opportunity to show where they are at in terms of the Board's framework. Some examples which can be seen through Stage Five Assessment include but are not limited to:

**Theory**

- Projects
- Assignments
- Worksheets
- Peer Assessment
- Journals/Log Books
- Reports
- Examinations

**Practical**

- Skills Tests
- Fitness Tests
- Assignments
- Tests
- Participation
- Movement composition
- Peer teaching

As per the College Policy, homework will be given on a regular basis.

# Science

## Overview

For Years 7-10, Waverley College offers a broadly based Science course as specified by the syllabus issued by the Board of Studies.

Science classes are **not** graded in Years 7 and 8. At the end of Year 8 there is some streaming in the Science classes for Year 9. Two of the classes are advanced classes, four classes are mixed ability classes and two classes are organised to complete the work at a slower pace.

All Science classes do the same course and assessment is common across each of the classes. This means each student has the same opportunity to achieve their optimum School Certificate Grade in Year 10 regardless of the class they are assigned to. The Advanced classes although completing all the same core material as other classes, complete optional and extension work that is assessed by their class teacher but is not part of the common assessment program undertaken by all Year 9 classes

## Content

Students in Year 9 Science study the following units of work as part of the NSW Science Years 7-10 Syllabus (Stage 5):

- Life through the Ages.
- Ecology.
- Electricity.
- Coordination and Control.
- Chemical Reactions.
- The Restless Earth.
- The Universe.

## Special Requirements

There are no special academic requirements for this course; however access to a computer at home would be helpful as there are assignments/research that must be completed outside of class time.

## Assessment / Homework Information

Assessment is a combination of formal common assessment that includes examinations and research assignments as well as assessment of work in class by each class teacher. The End of Year Academic Prize winner for Science in Year 9 will be determined by the addition of all common assessment completed in Semesters 1 and 2 prior to the presentation concert evening.

Students will be expected to complete the required amount of regular homework as stated in the College Diary.

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# Applied Philosophy

## Overview

The Applied Philosophy (formerly known as Learning Enrichment) course caters for students of above average to high academic ability. Offering a series of eight extension modules, this course aims to challenge and open the minds of the students in the course to new ways of thinking and learning. This 200 hour course is endorsed by the Board of Studies and counts towards the School Certificate. This course had a name change from Learning Enrichment to Applied Philosophy to ensure it meet endorsement requirements by the Board of Studies.

## Content

1. Research Skills and Individual Learning Module
2. Future Problem Solving.
3. Visions of Leadership.
4. The Art of War / The Ethics of Peace
5. Critical Thinking Skills
6. Psychology 1
7. Genetic Engineering
8. Individual Learning Module 2

## Special Requirements

Competitions available for entry:

- Future Problem Solving Competition.
- da Vinci Decathlon.
- Tournament of the Minds.
- Talented Students Forensic Science Camp.
- Public Speaking and Debating Competitions.

A cost is allocated depending on the competition boys participate in.

## Assessment / Homework Information

Assessment is by means of either individual or group work projects; presentations and involvement in the course. It is expected that students will be applying the skills that they are learning in this course across all other areas of their learning.

# Ceramics (Visual Design)

<b>Overview</b>	The Ceramic course aims to meet 3 main objectives; to practice the practical skills enabling the pursuit of excellence and personal achievement in the creative craft of the potter, to gain an understanding of both the history and current technology in ceramics and relevant industries and to study and apply the design processes of both the traditional crafts and present day production.
<b>Content</b>	Particular skills include the preparation and use of clays, slips and glazes, hand-building, moulding and wheel techniques for both functional and sculptural purposes, the use of tools and machines, the use of graphics in problem solving and communicating ideas and kiln construction and control to various types of firings. Provision is made for maximum practical involvement. Personal research into history, processes and materials is required.
<b>Special Requirements</b>	<p><b>2009 Cost</b> - A fee of \$120.00 per year. 2010 costs yet to be finalized</p> <p><b>Excursions</b> -There is one excursion to AGNSW. A further charge will apply.</p> <p><b>Equipment</b> – Students will need to an A3 Visual Arts diary, 2Bdrawing pencil, sharpener, eraser, ruler and a portable storage device to store digital photos.</p> <p><b>Course</b> -60% Practical 40%Theory</p>
<b>Assessment / Homework Information</b>	<p>Students will need to be prepared to write essays and undertake research activities in Ceramics-Visual Design.</p> <p>Students will complete a range of assessment tasks in this course including practical assessments, research activities, oral presentations and tests</p> <p>In Ceramics-Visual Design homework is given once a week. Students will undertake a core written assessment per term which will be cross marked in the department</p>

# Commerce

<b>Overview</b>	Commerce is offered as an elective for those students who wish to explore the relationships between consumers, businesses and Governments. The emphasis is on the development of the student's practical knowledge in the operation of the commercial world that surrounds us. Students learn about "every day life" in relation to business, money, law, government, consumers, working, record-keeping, globalisation and travel. Students of Year 9 have the option of studying a 100 hour course in Year 9 only or completing a 200 hour course over their Year 9 and 10 schooling.
<b>Content</b>	Students who select Commerce in Year Nine and Ten will study a series of prescribed Core Units: <ul style="list-style-type: none"><li>• Consumer Choice.</li><li>• Personal Finance.</li><li>• Law and Society.</li><li>• Employment Issues.</li></ul>
<b>Special Requirements</b>	Excursions to places such as Waverley Local Courts, State Parliament and local shops are taken when possible and guest speakers from the business world are an integral part of this subject. Students also have the opportunity to enter teams in competitions such as the Stock-market Game. Costs for these Excursions will be placed on the School Fees.
<b>Assessment / Homework Information</b>	Assessments will be based on school-based tasks covering as wide a scope of experience as is possible. These tasks will be examinations/tests, research activities, reports, case studies and ICT work.  Students will be expected to complete the required amount of regular homework as stated in the College Diary.

# Drama

## Overview

Drama provides a balance of theoretical and practical components for students. The course requires students to **work together collaboratively** in teams and to **perform in front of their peers, family, friends and other audiences**. Students will write reviews of their own and others' performances. Drama provides scope and challenge for students of all ability levels and will enhance the communication and critical skills of students in the course.

## Content

Students will develop knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment. Students will develop belief and clarity in character, role, situation and action. Students will explore role through scripts, dramatic forms, performance styles and playbuilding

## Special Requirements

Students will be expected to attend theatre workshops and excursions during the course in order to develop theatre literacy. These activities will be an added cost for this subject. Students are required to bring a drama logbook to each lesson. It is used to record and reflect on the content and learning of each lesson and for research. Drama is assessed 60% practical and 40% theoretical.

## Assessment / Homework Information

Students will be required to complete the record and reflect section of their logbook for each lesson. Lines will need to learn for half yearly and yearly performances, technical work for light and sound completed and reviews of theatrical performances.

Weekly review of written work will also include extended responses to improve long term writing about Drama by students.

# Food Technology

## Overview

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests, both generally and vocationally. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts that students may encounter.

## Content

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their relationship with nutritional considerations and consumption patterns. It addresses the importance of hygiene, safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Students will develop:

- 1 Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- 2 Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food
- 3 Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health
- 4 Skills in researching, evaluating and communicating issues in relation to food
- 5 Skills in designing, producing and evaluating solutions for specific food purposes
- 6 Knowledge, understanding and appreciation of the significant role of food in society.

<b>Special Requirements</b>	2009 Course fee \$155 per year. 2010 fee yet to be finalized.
<b>Assessment / Homework Information</b>	All students are to follow all OH&S requirements  A variety of assessment tasks including practical work, assignments and examinations are used to assess the content of this course.

# Global Geography

## Overview

The Global Geography course will give you a much better understanding of the world. This course offers a range of units that will change each year according to the interests of the students.

## Content

Four focus areas from the list below will be studied.

- Physical Geography
- Oceanography
- Geography of Primary Production
- Development Geography
- Australia's Neighbours
- Political Geography
- Interactions and Patterns along a Continental transect
- School-Developed Option

## Special Requirements

Student will be required to attend a number of excursions which will be an added cost for this subject. Some of these excursions will be overnight.

## Assessment / Homework Information

Students will be required to complete a range of assessment tasks, such as essays and fieldwork reports.

Students will be expected to complete the required amount of regular homework as stated in the College Diary.

# German

## Overview

The German course builds upon the students' existing understanding of the spoken and written word, and teaches them how to respond appropriately to a range of stimuli. The emphasis is on communication in realistic situations.

Students will also gain an awareness and appreciation of another culture.

Knowledge of, and confidence in, the linguistic patterns and grammatical systems of a foreign language can be of immense benefit to a student's understanding of English, and can assist greatly with overall literacy.

## Content

The four key skills will be covered:

- Reading
- Writing
- Listening
- Speaking

Learning will be topic based and topics will include planning a holiday, visiting German cities, food and drink and buying clothes.

## Special Requirements

Students will be required to have an interest in, and an enthusiasm for, language learning. A willingness to communicate orally is important, particularly as German will be the preferred language of instruction and response in the classroom.

## Assessment / Homework Information

Students will be expected to complete a large amount of vocabulary learning as part of their regular homework, which will be as stated in the College Diary.

Various assessment tasks will be completed during the course, including culturally-based research tasks and oral presentations.

# Graphics Technology

## Overview

Graphics Technology enables students to practice logical thought and problem solving while developing skills applicable to a range of domestic, commercial and leisure activities. Students engage in both manual and computer-based forms of image generation and manipulation. Computer software programs used are AutoCAD for 2D, 3D and Architectural CAD as well as Flash animation. The course seeks to develop knowledge of the wide application of graphics and expose students to an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

## Content

The study of Graphics Technology will develop in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They will learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

Graphics Technology assists students to develop:

- Skills in visualising, sketching and accurately drawing shapes and objects to assist with communication of technical and non-technical information to a range of audiences.
- Knowledge and skills to interpret, produce and evaluate a variety of drawings used in design and manufacturing.
- Understanding and skills in the application of the appropriate graphics conventions and standards (eg Australian drawing standards) in producing and interpreting a range of drawings.
- Knowledge and skills in the selection and application of CAD is a significant component of this course.

## Special Requirements

2009 Course fee \$75 per year. 2010 fees yet to be finalized.

Students need to buy their own drawing board and drawing instruments. Approx. \$95

## Assessment / Homework Information

Students will be expected to complete the required amount of regular homework as stated in the College Diary.

# Industrial Technology (Metal and/or Wood)

## Overview

The study of Industrial Technology Years provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

Industrial Technology develops in student's knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

The course has been designed to be inclusive of the needs, interests and aspirations of all students. Students develop responsibility for learning through a range of student-centred learning experiences.

Through the study of Industrial Technology students develop knowledge relating to current and emerging technologies in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in a variety of settings and develop skills through hands-on interaction with these in the design, planning and production of practical projects.

The study of Industrial Technology Years 7–10 develops in students an understanding of related work environments and Occupational Health and Safety (OHS) matters, while developing a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways or future learning in the technology field.

## Content

### **METAL – INDUSTRIAL TECHNOLOGY**

Metal Industrial Technology gives the students the opportunity to make metal projects by studying metals as a material, the processes and tools used within the metal workshop. The learning processes will include the understanding and use of hand and machine tools and equipment, in a safe and responsible environment.

Year 9 focuses on using hand tools, whilst Year 10 focuses on machine tools including a number of different types of welding.

	<p>It is recommended that students study Metal or Wood Industrial Technology if they wish to study Industrial Technology in Year 11.</p> <p><b><u>WOOD – INDUSTRIAL TECHNOLOGY</u></b></p> <p>Wood Industrial Technology allows the students to learn about one of the world's most versatile materials, timber. The students learn about timber as a material, and its manipulation using both hand and machine tools. The students learn about different tools and process in manipulating the material by making timber projects.</p> <p>Particular skills are gained in the preparation and use of timber/timber products, hand tools, portable power tools, fixed machinery, finishing, designing and drawing of projects are studied.</p> <p>Year 9 projects in 2009 included: coffee table; wall cabinet; rolling pin; mallet, storage unit.</p> <p>Year 10 projects in 2009 included: self-designed jewellery box, display cabinet; bedside table with dovetailed drawer.</p> <p><b>Special Requirements</b></p> <p>2009 Course fee Wood: Year 9 - \$115 and Year 10 \$165; Metal: \$160 Year 9 and 10 per year. 2010 fees yet to be finalised.</p> <p>Students are to have their own apron and eye protection, which they must wear at all times in the workshops, and store in their locker at other times.</p> <p><b>Assessment / Homework Information</b></p> <p>Students will be expected to complete the required amount of regular homework as stated in the College Diary.</p>
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# Information and Software Technology

## Overview

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

One of the aims of the course is to introduce students to emerging technologies and computing concepts as part of the course work. The course sees Information Technology in terms of the solutions it provides.

## Content

The course consists of eight units of work, each roughly taking one term in Years 9 and 10. The topics covered are:

- Artificial Intelligence
- Simulation and Modeling
- Authoring and Multimedia
- Database Design
- Digital Media
- Internet and Website Development
- Networking and Operating Systems
- Robotics and Automated Systems
- Software Development and Programming

## Special Requirements

There are no special academic requirements for this course; however **access to a computer at home is essential** as there are projects that must be completed outside of class time. A basic understanding of computer use is assumed.

## Assessment / Homework Information

The method of assessment varies for the different units, some are based on individual and group project work, some units have outcomes based assessment and there are formal examinations and quizzes.

Homework is given on a regular basis, either in small daily tasks or over a longer period when project work is to be completed outside of class time.

# Music

<b>Overview</b>	Music aims at providing students with opportunities to acquire the knowledge, understanding and skills necessary for active and enjoyable involvement in performing, composing and listening to music.
<b>Content</b>	Music is divided into four areas of activity: <ul style="list-style-type: none"><li>• <b>Performing</b> which involves playing music on one's own instrument, percussion, keyboard and singing.</li><li>• <b>Composing</b> involves first the understanding of how music is improvised and written down. After students have gained competence in these skills they can then create their own compositions.</li><li>• <b>Listening</b> activities help to develop an understanding of different types of music and how music is put together.</li><li>• In <b>Aural Perception</b> students are taught to take down melody and rhythm dictations and to recognise chords and intervals.</li></ul>
<b>Special Requirements</b>	<b>All students must learn to play an instrument or sing.</b> Students may need to take private or group tuition. Students are required to participate in the school musical ensembles when they have attained some proficiency.
<b>Assessment / Homework Information</b>	Assessment is in performing, improvising, composing music theory and aural analysis. Homework activities involve researching a topic, composing, completing music theory, and all students are expected to practice their instrument on a daily basis.

# Photography and Digital Media

<b>Overview</b>	Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.
<b>Content</b>	This course contains both theoretical and practical learning in regards to wet photography, video production and digital photography. It develops and awareness of the ways photographs can be used to communicate ideas and feelings in contemporary society. It provides opportunities for students to participate in cultural production in a visual medium that has significance to them. Students will use photos to show that they are, what surrounds them, what they understand, believe and value.
<b>Special Requirements</b>	<p><b>2009 Cost</b> - \$165.00 per year. 2010 fees yet to be finalized.</p> <p><b>Excursions</b> - There is one excursion to the MCA. A further charge will apply.</p> <p><b>Equipment</b> – Students will need to an A4 Folder with plastic sleeves to act as their portfolio, and a portable storage device to store digital photos and video clips 4GB minimum is recommended. Camera equipment is optional.</p> <p><b>Course</b> - 60% Practical 40%Theory</p> <p>Students will need to be prepared to write essays and undertake research activities in Photography and Digital Media.</p>
<b>Assessment / Homework Information</b>	<p>Students will complete a range of assessment tasks in this course including practical assessments, research activities, oral presentations and tests</p> <p>In Photography and Digital Media, homework is given once a week. Students will undertake a core written assessment per term which will be cross marked in the department</p>

# Visual Arts

<b>Overview</b>	The Visual Arts course in Years 9 and 10 is an elective course for students aiming to develop their interest and involvement in making and interpreting art through the development of artmaking skills, critical and reflective thinking. In Visual Arts you will work in range of traditional and contemporary art forms including drawing, painting, sculpture, printing, digital photography and video production.
<b>Content</b>	<p>Content in the Visual Arts course is defined as practice, conceptual framework and frames.</p> <p>Students who select Visual Arts in Year Nine and Ten will investigate the subject through the following units of study:</p> <p><b>Proportion to Distortion</b> - An investigation of drawing and painting conventions in relation to portraiture. Students will explore a range of approaches from high realism through to expressive portraiture.</p> <p><b>The Waverley Portrait Prize</b> - An investigation into portraiture approximating the Archibald Prize using the context of the Waverley community. Students develop a portrait of a prominent character in the Waverley community in the student's own style.</p> <p><b>Hybrid Forms</b> - An investigation of hybrid depictions of natural forms. Students investigate the artworld to develop understandings of how artists might conceive of imaginative and innovative depictions of unexplored worlds, future worlds and the inhabitants.</p> <p><b>A Still Life</b> - An investigation into traditional Still Life drawing and painting.</p> <p><b>Breaking the Rules</b> - An investigation into the Modern era. Students investigate the range of new art conventions that were established during this era and uncover reasons why these changes occurred. In their own practice they study an artist's individual style and proceed developing their own.</p> <p><b>Contemporary Issues and Theories</b> - an investigation of the representation of cultural and personal identity in contemporary art practice.</p>

<p><b>Special Requirements</b></p>	<p><b>2009 Cost</b> - \$120.00 per year. 2010 fees yet to be finalized.</p> <p><b>Excursions</b> - There is one excursion to AGNSW. A further charge will apply.</p> <p><b>Equipment</b> – Students will need to an A3 Visual Arts diary, 2Bdrawing pencil, sharpener, eraser, ruler and a portable storage device to store digital photos.</p> <p><b>Course</b> - 60% Practical 40%Theory Students will need to be prepared to write essays and undertake research activities in Visual Arts.</p>
<p><b>Assessment / Homework Information</b></p>	<p>Students will complete a range of assessment tasks in this course including practical assessments, research activities, oral presentations and tests</p> <p>In Visual Arts homework is given once a week. Students will undertake a core written assessment per term which will be cross marked in the department</p>

# World History

<b>Overview</b>	The World History course aims through a study of diverse societies both past and present to examine issues of an environmental, social, political, personal and even international nature in order to highlight those areas which can be related to our own experiences of citizenship from the Australian example.
<b>Content</b>	Students will be able to participate in a study of History by exploring different perspectives and interpretations, past societies and themes. The content covers three Topic Areas and these include: <ul style="list-style-type: none"><li>• Constructing History</li><li>• Ancient, Medieval and Early Modern Societies</li><li>• Thematic Studies</li></ul>
<b>Special Requirements</b>	Students will need to have strong essay writing skills to complete this course.
<b>Assessment / Homework Information</b>	Students will complete a range of assessment tasks in this course, ranging from essays to historical research and investigations.  Students will be expected to complete the required amount of regular homework as stated in the College Diary.

# Work Education (by invitation only)

## Overview

The course philosophy is based on the belief that well developed self-awareness and a positive attitude towards learning are essential for an effective transition to further study and engagement in the workforce. Work Education teachers:

- Instruct their students in literacy
- Facilitate students through the process of understanding and structuring responses to assessment tasks across a range of subjects.
- Develop each boy's self-awareness and knowledge of the world of work.
- Provide opportunities for real life work experiences
- Engage their students in activities that develop their self confidence, communication skills and self motivation
- Empower their students to make informed decisions about their future

## Content

*Delivered through the Learning Support Department, Work Education is a course made available to a limited number of students, who are selected using a set criterion. Parents/Guardians receive written notification that their son is being considered for inclusion in the course.*

### **Organisational Skills**

- Goal setting and time management
- Diary usage

### **Study and Research Skills**

- Identification and location of information from a variety of sources
- Summarising and note taking
- Mind mapping and other visual representations

### **Examination Techniques**

- Question analysis and time management
- Formulation of a response

### **Literacy Support**

- Planning for individual needs within the areas of reading, writing, listening and speaking.
- Spelling Mastery Program
- Essay Writing based on a variety of text types



Published June 2009





# Subject Selection Form

Year 9 Additional Studies Subject Application

BARCODE HERE

**Student Name:**

STUDENTS NAME PRINTED HERE

**Home Group:**

STUDENTS ROLL GROUP PRINTED HERE

**NOTE:** While every attempt is made to ensure the information contained in the Information Booklet is accurate, the College reserves the right to review curriculum for any year level. As a result the College may not be able to offer courses as advertised. Further, the College has set guidelines for maximum and minimum class sizes in certain courses.

- **Students select three Additional Studies Courses by filling in only three check boxes below.**
- **Students will drop ONE Course at the end of Yr 9.**

## Additional Studies (Electives)

- Applied Philosophy
- Ceramics
- Commerce
- Drama
- Food Technology
- German
- Global Geography
- Graphics Technology
- Industrial Technology (Wood)
- Industrial Technology (Metal)
- Information & Software Technology
- Music
- Photography & Digital Imagery
- Visual Arts
- World History

Student Signature:

Parent/Guardian Signature: