



EMMANUEL
ANGLICAN
COLLEGE

Learning ~ Living ~ Leading

OUR VALUES

Christ-likeness Integrity
Excellence Commitment
Compassion

OUR MISSION

As a co-educational College founded in the Anglican tradition, we will:

Seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion, and citizenship strives to create a better world.

2022 - 2023 Year 9 - Year 10 Subject Selection Handbook



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The Commencement of the Record of School Achievement

The NSW Education Standards Authority has divided the curriculum into six stages. Year 9 and Year 10 represent Stage Five of this curriculum and culminate in the commencement of the first externally awarded credential known as the Record of School Achievement.

Movement into Stage Five reflects a significant development in a young person's educational journey. The nature and expectations associated with the curriculum change greatly as students are required to follow a set pattern of study and for the first time, are invited to make decisions about the courses they will undertake.

Selecting appropriate subjects and developing a meaningful pattern of study are extremely important and form a solid foundation for Stage Six study and the Higher School Certificate.

This booklet has been designed to help students and their families make informed choices about the course of study they will undertake in their journey through Stage Five.

A handwritten signature in blue ink, appearing to read 'R. Tobias', with a long, sweeping flourish extending to the right.

Mr Robert Tobias
Principal

SECTION ONE: UNDERSTANDING THE RECORD OF SCHOOL ACHIEVEMENT

1.1 Introduction

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

1.2 Qualifying for the Award of Record of School Achievement

To qualify for the award of Record of School Achievement a student must:

- study courses designed by or endorsed by the NSW Education Standards Authority.
- follow a pattern of study approved by the NSW Education Standards Authority.
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- achieve some or all of the outcomes in each course studied.

SECTION TWO: DEVELOPING A SUITABLE PATTERN OF STUDY

2.1 Mandatory Studies

As part of the requirements of successful completion of the Record of School Achievement students must undertake a series of mandatory studies. These courses form the foundation of the Record of School Achievement and the Stage Five curriculum and include:

- English
- Mathematics
- Science
- Personal Development, Health and Physical Education (PDHPE)
- Australian History, Geography, Civics and Citizenship (HSIE)
- Students at Emmanuel Anglican College are also required to study Religion and Philosophy Education (RaP)

2.2 Elective Courses

Elective courses may be studied for one year (100 hours) or two years (200 hours). NSW Education Standards Authority requirements expect that students will study at least one 200 hour elective but can study up to three electives for the duration of Years 9 and 10.

For 2022, students have the opportunity to study **two** elective courses throughout Year 9 and Year 10. The College has developed for the first time integrated electives that provide students with deeper, real world learning experiences. In 2022 students in Year 9 will have the opportunity to study **one** integrated elective and **one** traditional elective. Greater time is allocated to each Integrated Elective to allow students to complete real world, rich and deep learning experiences. The College offers a broad range of options from which to choose.

Integrated Electives:

- Marine Studies
- Market Garden
- Lights Up
- STEM
- Photography and Digital Media
- Human Movement and Sport Science

Traditional Electives:

- Commerce
- Design and Technology
- Elective Geography
- Elective History
- Information and Software Technology
- Japanese
- Visual Arts

2.3 Mathematics Courses

Students exhibit a wide range of mathematical skills, levels of competence, and aspirations. Some students may be aiming to develop the mathematical skills necessary to function in daily life and various work contexts. Other students may seek to address more challenging mathematics to prepare them for the highest-level courses in Year 11 and Year 12.

For this reason, Stage 5 of the K–10 Mathematics curriculum has been expressed in terms of the three substages, Stage 5.1, Stage 5.2 and Stage 5.3. These substages are not designed as prescribed courses, and many different ‘endpoints’ are possible. As well as studying the Stage 5.1 content, the majority of students will study some or all of the Stage 5.2 content. Similarly, as well as studying the Stage 5.2 content, many students will study some or all of the Stage 5.3 content. At Emmanuel Anglican College we aim to cater for the different endpoints by allowing students to select a unit for each term that captures their interest. These units cover the essential strands of the mathematics syllabus.

Course Description

The Mathematics course contains units that address the essential strands of the mathematics syllabus. Students must select one unit for each of these strands.

Number and Algebra Units

- **Marble Run:** involves students undertaking a marble run challenge that requires them to develop an understanding of linear functions and trigonometry. They will use this understanding to build and describe their project. This fun and engaging unit allows students to consolidate and refine their understanding of these concepts from Stage 4.
- **Algebra 101:** This challenging unit covers the essential concepts of linear functions, index laws and solving equations. Success in this fast paced unit will require a student to be organised and diligent at all times during and after school. Algebra 101 is a prerequisite for further Algebraic units in Year 10.

Measurement Units

- **A Design Problem:** Develops students' understanding of surface area and volume. Students use this understanding to solve real world problems involving packaging and design of products.
- **Complex Shapes:** Develops students' understanding of surface area and volume, including more complex shapes such as pyramids, cones and spheres. Students use this understanding to solve real world problems involving design.

Statistics Units

- **Statistics in the Media:** Develops a students' understanding of the power of data. Students will investigate various statistical claims and uses, from health information to sporting results.
- **Prove your Point:** In this unit students will develop their ability to use data to persuade an audience. Students will investigate a range of statistical tools and then apply these to a real world situation of their choice.

Probability Units

- **Making and Playing Games:** In this unit students will investigate how probability of events can be used to make games. Students will play and make games using probability.
- **Pascal's Probability:** In this unit students will investigate how probability of events is used to make predictions in the real world. They will learn about Pascal's triangle and how it relates to probability.

Students learn about

Students will study the concepts of Number and Algebra, Statistics, Probability and Measurement. The depth of content covered is dependent upon the units studied and the student's interest.

Students learn to

In *Mathematics*, students learn to work mathematically to solve problems. They will learn to use diagrams, symbols, notation and terminology in mathematical contexts, select appropriate strategies to solve real life or given mathematical problems and provide reasoning to support their conclusions.

Capabilities

Upon successful completion of *Mathematics* students will be capable of setting goals and applying different strategies to reach those goals, communicating their ideas in many ways both independently and collaboratively, asking useful questions and recognising and challenging assumptions, experimenting with ideas, using imagination to look at problems from multiple perspectives and change their plans when new problems arise, creatively apply various strategies to solve problems and recognising strengths and weaknesses in their learning strategies and seek ways to improve.

Record of School Achievement

Students will be awarded 200 hours of *Mathematics* upon satisfactory completion of 4 units across the essential strands of Number and Algebra, Measurement, Statistics and Probability. Upon completion of Year 10, 400 hours of Mathematics will be recorded with a grade on the student's Record of School Achievement.

2.4 Studying Through an External Provider

Students may have the opportunity to study courses externally via Distance Education, TAFE NSW or another school. Students considering studying an elective externally should consult the Director of Teaching and Learning, Mrs Lee Boyd, about options, enrolments and course requirements. Students undertaking external studies must be able to evidence the independent learning skills required to manage the demands of this mode of study.

SECTION THREE: CHOOSING YOUR ELECTIVES and MATHEMATICS UNITS

3.1 Making an Informed Decision

To make good decisions when choosing your elective subjects, you need to make an informed choice. There are a number of steps in this process.

1. Ask yourself the following questions.
 - What are my strengths?
 - What are my weaknesses?
 - Am I developing the range or depth of my interests?
 - What school subjects do I enjoy?
 - What subjects are important to me?

Honest answers to questions like these can assist you in selecting courses that will benefit you the most.

2. Discuss your options and ideas with those who know you well, particularly your parents and teachers. They will help you to get honest answers and to make an informed choice.
3. Subject selection should be based on your interests and your ability. Selection of courses should never be based on what your friends are choosing.
4. It is important that both parents and students read this booklet and talk about the choices together. You are advised to note when making choices that some subjects have a levy, which covers materials and resources used in that subject.
5. As there are no prerequisites for any courses offered in Year 11 and Year 12 the choice of courses made by students for Year 9 and Year 10 should be based on individual student interest and ability.

3.2 Completing the Pattern of Study Web Form

A Pattern of Study Web Code will be emailed to students. This code gives students access to the web form that needs to be completed for subject selection. This information will be used to determine how to arrange the elective courses and mathematics units on the school timetable. The courses and units offered will be based on the overall demand and combinations that best suits the needs of as many students as possible; that is, the least number of subject “clashes”. It is important to note that if insufficient students choose a course, then it will not be possible to offer it.

Students are asked to indicate those courses they would like to undertake in order of preference. Every attempt will be made to provide students with their top preferences, but this may not always be possible.

3.3 Course Selection Process and Important Dates

- Term 3 Week 9 – Watch Student Subject Information Recording
- Term 3 Friday Week 10 – Student Electronic Subject Selection due
- Term 4 Week 1 – Year 9 Elective Pattern of Study returned to Students
- Term 4 Week 2 – Year 9 Elective Pattern of Study confirmed

SECTION FOUR: COURSE CONTENT OUTLINES

The following Course Content Outlines provide students with an overview of each elective course available for study in Stage Five at Emmanuel Anglican College. Information contained in Course Content Outlines includes:

- Course structure
- Course description
- Student learning
- Capabilities
- RoSA details

A detailed overview of all courses offered at EAC follows.



Integrated Elective:

Human Movement and Sports Science



Course Structure

Emmanuel Anglican College offers *Human Movement and Sports Science* for study in Year 9. *Human Movement and Sports Science* is a College developed course that encompasses the NESA 100 hour course *Physical Activity and Sports Studies (PASS)*. *Human Movement and Sports Science* is studied for 200 hours over the course of one year. Students will engage in practical and theoretical activities throughout the course, working towards attaining qualifications in these areas.

Course Description

This course is designed for students who have an interest in physical activity, sports science and enhancing participation and performance. Students will build on the knowledge and experiences acquired from Stage Four Personal Development Health & Physical Education. Activities and tasks are developed to give students the opportunity to work towards qualifications in coaching, event management and fitness.

Students learn about

Students will gain a foundation in sports science as it relates to human movement and sport performance. Key concepts will include movement and physical literacy, exercise physiology, biomechanics, motor control and exercise programming and prescription. The course will include a selection from the following modules:

- Body systems and energy for physical activity
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety (pool water safety)
- Australia's sporting identity
- Lifestyle, leisure and recreation
- Sport for specific groups eg. Elderly, people with disabilities, children, people from other cultures
- Coaching
- Enhancing performance (fitness)
- Sports technology, participation and performance
- Event management (umpiring and refereeing)



Students learn to

In *Human Movement and Sports Science*, students learn to work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport science, display management and planning skills to achieve personal and group goals in physical activity and sport science, perform movement skills with increasing proficiency and analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Capabilities

Upon successful completion of *Human Movement and Sports Science* students will have the opportunity to develop their numeracy, literacy, ICT and social and personal capabilities, their ethical and intercultural understandings and their critical and creative thinking. Other important areas of learning include civics and citizenship, difference and diversity and work and enterprise.

Record of School Achievement

Students will be awarded 100 hours of *PASS* upon satisfactory completion of this integrated course. 100 hours of *PASS* will be recorded with a grade on the student's Record of School Achievement.

Integrated Elective: *Lights Up! Drama*



Course Structure

Emmanuel Anglican College offers *Lights Up!* for study in Year 9.

Lights Up! is a College developed course that encompasses the NESA 100 hour course *Music*. *Lights Up!* is studied for 200 hours over the course of one year.

Course Description

This course is designed for students who have an interest in performing Music and/or Drama. Students will build on the knowledge and experiences acquired from Stage Four Music and Dramatic activity.



This is an exciting, experiential performance-based elective. The students will develop and hone their musical/acting and performance skills for a variety of audiences. The course is designed to develop students' awareness of themselves as a professional performance ensemble and provide real world experiences. Finely tuned skills will provide an excellent platform for enhancing skills in lateral thinking, collaboration, creativity which is transferable to any subject and the real world. Students will have a chance to work with industry professionals in masterclasses.

Students learn about

Students will develop acting, performance and stage presence. They will also develop a strong actor's voice and will learn to use improvisation and imagination to create engaging and believable characters. Students will work with scripted and non-scripted material directing, movement for the stage, fight choreography, circus and physical theatre skills.

Students will also learn about the elements of performance: lighting, sound, costume, set, publicity and promotion.

Students learn to

In *Lights Up!* students learn to:

- Workshop, rehearse and deliver polished performance pieces
- Discuss and advise others
- Watch, view and appreciate a variety of performances, both local and mainstage productions
- Perform in a range of contexts and/or support others in their performance (in either front or back of house roles)
- Work towards showcases, performances, exhibitions and creative collaborations



Capabilities

Upon successful completion of *Lights Up!* students will be capable of developing performances, persistent in seeing a project through, team work, risk taking, thinking creatively, collaborating effectively, receiving and giving feedback, reflecting and enjoying their own works and the works of others.

Record of School Achievement

Students will be awarded 100 hours of *Drama* upon satisfactory completion of *Lights Up!* 100 hours of *Drama* will be recorded with a grade on the student's Record of School Achievement.

Integrated Elective: *Lights Up! Music*

Course Structure

Emmanuel Anglican College offers *Lights Up!* for study in Year 9. *Lights Up!* is a College developed course that encompasses the NESAs 100 hour course *Music*. *Lights Up!* is studied for 200 hours over the course of one year.

Course Description



This course is designed for students who have an interest in performing Music and/or Drama. Students will build on the knowledge and experiences acquired from Stage Four Music and Dramatic activity.

This is an exciting, experiential performance-based elective. The students will develop and hone their musical/acting and performance skills for a variety of audiences. The course is designed to develop students' awareness of themselves as a professional performance ensemble and provide real world experiences. This course will provide an excellent platform for developing lateral thinking, collaboration, and creativity. These are important, transferable skills to any subject and the real world. Students will work with industry professionals in masterclasses and view a range of professional productions and performances.

Students learn about

Students will learn about their instrument, the arrangement and construction of Music, how to use technology in performance as well as in the capture and manipulation of recorded work. They will learn to perform and engage an audience.

Students will also learn about the elements of performance: lighting, sound, costume, set, publicity and promotion.

Students learn to

In *Lights Up!* students learn to:

- Workshop, rehearse and deliver polished performance pieces
- Discuss and advise others on aspects of performance
- Watch, view and appreciate a variety of performances, both local and mainstage productions
- Perform in a range of contexts and/or support others in their performance (in either front or back of house roles)
- Work towards showcases, performances, exhibitions and creative collaborations

Capabilities

Upon successful completion of *Lights Up!* students will be capable of developing performances, persistent in seeing a project through, team work, risk taking, thinking creatively, collaborating effectively, receiving and giving feedback, reflecting and enjoying their own works and the works of others.

Record of School Achievement

Students will be awarded 100 hours of *Music* upon satisfactory completion of *Lights Up!* 100 hours of *Music* will be recorded with a grade on the student's Record of School Achievement.



Integrated Elective: Marine Studies and Aquaculture

Course Structure

Emmanuel Anglican College offers *Marine Studies and Aquaculture* for study in Year 9. *Marine Studies and Aquaculture* is a College developed course that encompasses the NESAs 100 hour course *Marine and Aquaculture Technology*. *Marine Studies and Aquaculture* is studied for 200 hours over the course of one year.



Course Description

This course is designed for students who:

- Have ever entertained the idea of being a marine biologist;
- Want to gain knowledge and understanding of aquatic species and their habitats;
- Would like to learn about sustainable methods of farming fish, crustaceans and aquatic plants as well as run their own aquarium; and
- Enjoy spending time in marine environments (e.g. snorkeling, fishing, exploring rocky shores, mangrove systems and beaches).



This course will include a variety of first hand investigations at locations away from school such as rocky shore exploration, mangrove ecology, and fish farming.

There may also be visits to the marine research facilities at Southern Cross University, Coffs Harbour and Lismore Campuses. Students will build on the knowledge and experiences acquired from Stage Four Science, Mathematics, English, PDHPE and HSIE.

Students learn about

Students will learn about aquatic environments, water safety, general first aid and the maintenance of equipment. The economic sustainability of aquaculture and marine environments will be explored, together with the preservation of wild seafood stocks.

Students learn to

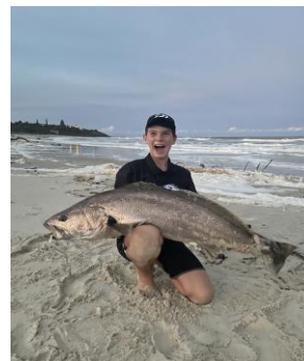
In *Marine Studies and Aquaculture*, students learn to ethically and sustainably use, manage and protect the marine environment. They will also learn to use fishing rods and equipment, measuring apparatus, boating and water safety.

Capabilities

Upon successful completion of *Marine Studies and Aquaculture* students will develop their capacity to be future custodians of the marine environment and appreciate its value. They will have the skills to use and protect its unique ecosystems and at the same time communicate their appreciation to the community.

Record of School Achievement

Students will be awarded 100 hours of *Marine and Aquaculture Technology* upon satisfactory completion of *Marine Studies and Aquaculture*. 100 hours of *Marine and Aquaculture Technology* will be recorded with a grade on the student's Record of School Achievement.



Integrated Elective: Market Garden Cafe

Course Structure

Emmanuel Anglican College offers Market Garden Café for study in Year 9. Market Garden Café is a College developed course that encompasses the NESA 100 hour course Food Technology. Market Garden Café is studied for 200 hours over the course of one year.



Course Description

This course is designed for students who have an interest in growing food, cooking and food service, from garden to plate. Students will build on the knowledge and experiences acquired from Stage Four Technology Mandatory - Agriculture and Food. Activities and tasks are developed to give opportunities for students to plan and grow a market garden, plan and cost menus and deliver food and beverage service through the Market Garden Café.



Students learn about

Students will study the concepts of food hygiene and safety in the kitchen, food preparation techniques; appropriate storage; food presentation and service; nutrition for health; seasonal gardens; companion planting and composting.

Students learn to

In Market Garden Café, students learn to grow a seasonal garden, incorporating companion planting and composting; use equipment safely; plan and prepare nutritious food; provide effective food and beverage service; collaborate and work in a team environment; plan and cost menus; promote the Market Garden Café.

Capabilities

Upon successful completion of Market Garden Café students will be capable of:

- Critical and creative thinking
- Ethical understanding
- ICT capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability (collaboration and team work)

Record of School Achievement

Students will be awarded 100 hours of Food Technology upon satisfactory completion of Market Garden Café. 100 hours of Food Technology will be recorded with a grade on the student's Record of School Achievement.

Integrated Elective: Digital Art: Film, Photography and Animation



Course Structure

Emmanuel Anglican College offers Digital Art: Film, Photography and Animation for study in Year 9. Digital Art: Film, Photography and Animation is a College developed course that encompasses the NESA 100 hour course Photography and Digital Media. Digital Art: Film, Photography and Animation is studied for 200 hours over the course of one year.

Course Description

This course is designed for students who have an interest in film and photography. Students will build on the knowledge and experiences acquired from Stage Four Visual Arts, with a strong on learning through making and practical activities. Activities and tasks are developed to give opportunities to learn photography and film making skills through making, creating and developing their own bodies of work.

Students learn about

Students learn about the functions of the camera (shutter speed, aperture, ISO, focal length, etc.) and a broad variety of approaches to making photographic still and moving imagery. Students also explore other photographers' and film makers' practice through historical and critical studies. These studies help inform the students' personal approach to creating photographic images and films.



Students learn to

In Digital Art: Film, Photography and Animation students learn to use a variety of camera and film techniques to:

- create a room size camera obscura
- take still images using a DSLR
- plan, shoot and edit a music video
- study portrait and street photography
- use Adobe Photoshop and Premier Pro
- create a stop motion photo video
- create a vlog
- shoot studio photography pieces using softbox lighting and student made lightboxes
- study the importance and power of photo journalism both currently and historically



Capabilities

Upon successful completion of Digital Art: Film, Photography and Animation students will be capable of creating and developing their own pieces, bodies of work and short films. They will apply themselves with intellectual autonomy, diligence and sustained effort to the set tasks and learning opportunities provided by the College. Students will also develop confidence for other areas of learning and life as the creative process enables risk taking and an understanding of design thinking. Students will have capabilities that will prepare them for many areas of the Arts such as film, photography, animation, fashion, television, graphic design, architecture, advertising, art direction, historian, critic and curator.

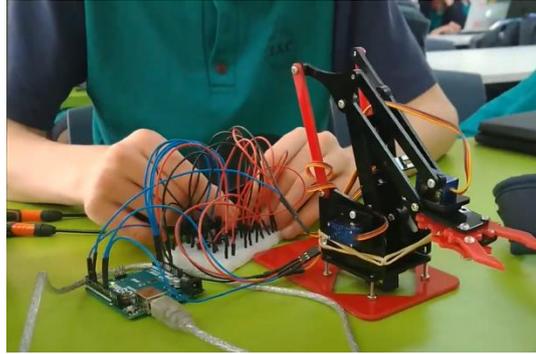
Record of School Achievement

Students will be awarded 100 hours of Photography and Digital Media upon satisfactory completion of Digital Art: Film, Photography and Animation, 100 hours of Photography and Digital Media will be recorded with a grade on the student's Record of School Achievement.

Integrated Elective: STEM

Course Structure

Emmanuel Anglican College offers STEM for study in Year 9. STEM is a College developed course that encompasses the NESA 100 hour course iSTEM. STEM is studied for 200 hours over the course of one year.



Course Description

This course is designed for students who are keen problem solvers and users of technology and those that have an interest in STEM fields such as engineering, technology and applied sciences and mathematics. Students will build on the knowledge and experiences acquired from Stage Four STEM. Activities and tasks are developed to give opportunities to delve deep into real world engineering and science challenges all while utilizing modern STEM technologies.

Students learn about

Students will study the concepts of aeronautics, astronomy, renewable energy, mechatronics and robotics. They will also gain an increased awareness of the way STEM professionals work and careers in STEM areas including trades.



Students learn to

In STEM, students learn to design, produce and test a model glider using gained knowledge of aerodynamic principles; evaluate and experiment with current solutions for green and renewable energy technologies, and construct circuitry using an Arduino microcontroller board and compatible electronic components. They will also learn to utilise 3D modelling software and develop their skills in design, coding, construction, scientific inquiry and collaboration.

Capabilities

Upon successful completion of STEM students will be capable of:

- Understanding and applying the aerodynamic principles that enable efficient flight.
- Sensing and controlling the physical world through electronic sensors and actuators and efficient and effective code.
- Undertaking research and preliminary experiments to come up with a justifiable design solution.
- Selecting and utilising appropriate technologies and processes to build a solution to an engineering problem or challenge.
- Performing rigorous and fair testing to evaluate the effectiveness of a solution.
- Working in a timely and productive way in a collaborative environment.

Record of School Achievement

Students will be awarded 100 hours of iSTEM upon satisfactory completion of STEM. 100 hours of iSTEM will be recorded with a grade on the student's Record of School Achievement.

Traditional Electives

Commerce



Course Structure

Stage Five Commerce is an elective course studied over 200 hours throughout Years 9 and 10. A 100 hour course can be studied over one year.

Course Description

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce, students will develop consumer and financial literacy which enables them to participate in financial and legal systems in an informed way. Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students.

Students learn about

Students will study the concepts of choice, scarcity, specialisation and trade, interdependence, allocation and markets, economic performance and living standards. Students will study the core topics of Consumer and Financial Decisions, The Economic and Business Environment, Employment and Work Futures, Law, Society and Political Involvement and options including Our Economy, Running a Business, Travel, Law in Action and Investing.



Students learn to

In Commerce, students learn to understand the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Capabilities

Upon successful completion of Commerce, students will have the opportunity to develop their numeracy, literacy, ICT and social and personal capabilities, their ethical and intercultural understandings and their critical and creative thinking. Other important areas of learning include civics and citizenship, difference and diversity and work and enterprise.

Record of School Achievement

Students will be awarded a grade upon satisfactorily completing 200 hours of elective study in Commerce during Stage Five. The grade awarded will be recorded on the student's Record of School Achievement.

Design and Technology

Course Structure

Emmanuel Anglican College offers Design and Technology in Year 9. The course is over four terms in Year 9 and/ or, four terms in Year 10, amounting to a total of approximately 200 hours of instruction.



Course Description

This course is designed for students to develop their ability for innovative and creative thought, through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

Students learn about

Students will learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. Students develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students learn to

Students learn to be creative and innovative in the development and communication of solutions. They work as individuals and members of groups to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. A Design and Technology student will critically evaluate their own work and the work of others. Individual design projects provide them with the opportunities to develop their project management skills.

Capabilities

Upon successful completion of Design and Technology students will be capable of:

- Critical and creative thinking
- Ethical understanding
- ICT capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability (collaboration and team work)

Record of School Achievement

Students will be awarded 100 or 200 hours of Design and Technology upon satisfactory completion of Design and Technology in Year 9 or across Year 9 and 10. 100 or 200 hours of Design and Technology will be recorded with a grade on the student's Record of School Achievement.

Elective Geography

Course Structure

Stage Five Elective Geography is a course studied over 200 hours throughout Years 9 and 10. A 100 hour course can be studied over one year.

Course Description

Elective Geography emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. Elective Geography provides for a range of learning styles and experiences that suit the interests and needs of all students and develops the skills to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning.



Students learn about

Students will develop an understanding of the concepts of place, space, environment, interconnection, sustainability, scale and change. Students study the compulsory topics of Physical Geography, Oceanography, Geography of Health and Disease (school designed), Global Citizenship and a Personal Interest Project based on Fieldwork.

Students learn to

Engage with the geographical tools of maps, fieldwork, graphs and statistics, spatial technologies, and visual representations, in order to acquire, process and communicate geographical information. Through geographical inquiry, students will develop knowledge and understanding to become informed, responsible and active citizens.

Capabilities

Upon successful completion of Elective Geography, students will have the opportunity to develop their numeracy, literacy, ICT and social and personal capabilities, their ethical and intercultural understandings and their critical and creative thinking. Other important areas of learning include civics and citizenship, difference and diversity and work and enterprise.

Record of School Achievement

Students will be awarded a grade upon satisfactorily completing 200 hours of elective study in Elective Geography during Stage Five. The grade awarded will be recorded on the student's Record of School Achievement.

Elective History

Course Structure

Stage Five Elective History is a course studied over 200 hours throughout Years 9 and 10. A 100 hour course can be studied over one year.



Course Description

The study of Elective History enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. Through the study of Elective History students develop an appreciation for and an understanding of civics and citizenship and are provided with broader insights into the historical experiences of different cultural groups within our society. Elective History provides for a range of learning styles and experiences that suit the interests and needs of all students and develops the skills for students to answer the question “How do we know?”.

Students learn about

The nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

Students learn to

Undertake processes of historical inquiry, including understanding and analysing sources and sequencing major historical events to show an understanding of continuity, change and causation. Students will develop an understanding of historical concepts such as empathetic understanding, significance and contestability. They apply research and communication skills, including the use of ICT, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students are provided with opportunities to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

Capabilities

Upon successful completion of Elective History, students will have the opportunity to develop their numeracy, literacy, ICT and social and personal capabilities, their ethical and intercultural understandings and their critical and creative thinking. Other important areas of learning include civics and citizenship, difference and diversity and work and enterprise.

Record of School Achievement

Students will be awarded a grade upon satisfactorily completing 200 hours of elective study in Elective History during Stage Five. The grade awarded will be recorded on the student’s Record of School Achievement.

Information and Software Technology

Course Structure

Information and Software Technology is an elective 100 or 200 hour course that enables students to develop knowledge, understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.



Course Description

The study of Information and Software Technology Years 7–10 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 and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

Students learn about

During the 200 hour course students will complete a minimum of four projects focusing on developing solutions to real world problems. The projects integrate practical aspects as well as core and option topics. These include: Internet and web site development, artificial intelligence, multimedia, automated systems, digital media, database design, networking, software design, hardware, social and ethical issues and emerging technologies.



Students learn to

Information and Software Technology students learn to work individually and collaborate in teams, to communicate their ideas, generate ideas and develop and use a range of methods to design, produce and evaluate solutions to a problem and document their process.

Capabilities

Upon successful completion of Information and Software Technology, students will be capable of:

- Critical and creative thinking
- Ethical understanding
- ICT capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability (collaboration and team work)

Record of School Achievement

Students will be awarded 100 or 200 hours of Information and Software Technology upon satisfactory completion of Year 9 or Year 9 and 10 Information and Software Technology will be recorded with a grade on the student's Record of School Achievement.

Japanese

Course Structure

Japanese may be studied as an elective course for the School Certificate. The essential content described for Stage Five Japanese has been designed to be addressed by students within 200 hours.



Course Description

Stage Five Japanese encompasses all the educational and social benefits of learning a second language. The language learning journey provides enrichment, understanding and increased cultural literacy to all students.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second language learners. Students gain in depth knowledge of the way language works, applicable to

Japanese and their broader studies, as even limited experience of the learning of languages is proven to increase metalinguistic awareness and enhance general cognitive development.

Studying Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and one of Australia's largest trading partners. Linguistically, students learn to confidently use two Japanese writing scripts, Hiragana and Katakana, and a moderate number of Kanji.

Students learn about Japanese grammar systems and the connection between language to culture. They will explore the language surrounding daily life, travel, shopping, work, and customs. As a part of the global community, they will learn the skills and tools required to be proactive and confident in cross cultural communication and international business.



Students learn to communicate in Japanese. Using Japanese in daily interactions such as, making plans, expressing opinions, travel plans and shopping exchanges. In learning a language, students will form an understanding of the Japanese culture and language, helping the to build international friendships, awareness, adaptability and confidence.

Capabilities

By choosing Japanese, students in Stage Five have the unique opportunity to continue to build on a strong foundation of Japanese language study until the end of Year 10. At the successful completion of this course, students will demonstrate reading and writing proficiency across three scripts, the ability to ask questions, to navigate Japan for travel and commerce, conjugate verbs, use adjectives to describe and relay information, make plans, set dates, express opinions and initiate conversations in Japanese.

Record of School Achievement

Students will be awarded 100 or 200 hours of Japanese upon satisfactory completion of Japanese in Year 9 or across Year 9 and 10. 100 or 200 hours of Japanese will be recorded with a grade on the student's Record of School Achievement.

Visual Arts

Course Structure

Emmanuel Anglican College offers Visual Arts in Stage Five. Visual Arts is a Board Developed Course studied over 200 hours throughout Years 9 and 10. A 100 hour course may be studied over one year in either Year 9 or Year 10.



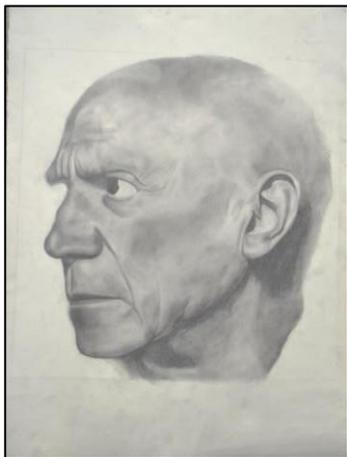
Course Description

The Visual Arts course is designed to enable students to develop and enjoy art making, art history and art criticism. Students are exposed to a wide variety of art making approaches, while also studying various artworks and artists' practices in art history and art criticism. Students will build on the knowledge and experiences acquired from Stage Four Visual Arts.

Students learn about

Students learn about the practice of visual arts through a broad variety of exciting art making lessons. These lessons focus on the material and technical approaches to creating artworks. In Stage Five students make artworks in 2D, 3D and digital forms.

Students also learn about diverse theoretical perspectives of the visual arts through art history and art criticism investigations. Such critical and historical investigations cover art movements from the Renaissance, to Modernism and Contemporary Art.



Students learn to

In Visual Arts students learn to create meaningful artworks from a broad variety of materials that represent interests in their world. Students also learn to make artworks that express conceptual perspectives from the personal and symbolic to cultural and post modern. In art criticism and art history students learn to value and appreciate the significant contributions artists have made to our society.

Capabilities

Upon successful completion of Visual Arts students will be capable of creating and developing their own pieces and bodies of work. They will apply themselves with intellectual autonomy, diligence and sustained effort to the set tasks and learning opportunities provided by the College. Students will also develop confidence for other areas of learning and life as the Visual Arts process enables risk taking and an understanding of design thinking. Students will have capabilities that will prepare them for many areas of the Arts such as film, photography, animation, fashion, television, graphic design, architecture, advertising, art direction, historian, critic and curator.

Record of School Achievement

Satisfactory completion of 200 hours of elective study in Visual Arts during Stage Five (Years 9 and 10) will be recorded with a grade recorded on the student's Record of School Achievement.