STAGE 5 ELECTIVES

YEAR 9 / 10 - 2015
The following list of elective course outlines has been selected from the Board of Studies list of Board Approved Stage 5 Elective Courses.

All electives are normally studied for 200hrs consisting of 100hrs in year 9 and 100hrs in year 10.

The likelihood of subjects listed being offered to the students will be determined by class sizes and the availability of suitably qualified teaching staff.

More information on each of these elective subjects is available on the Board of Studies web site:

www.boardofstudies.nsw.edu.au

Please note that practical courses may have a user pay fee attached to them as many of the consumables eg welding rods, food, textiles, timber, metal, clay, sporting accreditation fees etc, may be more than is budgeted for in the College Levy. These fees will be added to accounts each term.

The electives for Year 9 2015 are explained on the following pages.
HSIE Electives

The Human Society and its Environment (HSIE) Faculty is pleased to offer a flexible pattern for students who would like to pursue their interest in Commerce, Geography or History.

In 2014 students can choose a pattern of study delivered by the HSIE Faculty in either a Major or Minor pattern. This means that students can choose to study 200 hours of HSIE in one of the following combinations.

**Major Pattern**

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<thead>
<tr>
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<th>Years 9 &amp; 10</th>
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<tbody>
<tr>
<td>Commerce</td>
<td>200h</td>
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**Minor Pattern**

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<tr>
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<th>Year 9</th>
<th>Year 10</th>
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<tbody>
<tr>
<td>Commerce</td>
<td>100h</td>
<td>100h</td>
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<tr>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>100h</td>
<td>100h</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>100h</td>
<td>100h</td>
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</tbody>
</table>

The courses will run according to student demand. Students who wish to study any of the subjects in the HSIE elective should make their choice according to their interests.

In the case where any course offering is undersubscribed, a meeting will be held with prospective students to negotiate the most popular pattern of study.

The courses are as follows.

- **Commerce:** “Money and More”
- **Elective Geography:** “Dynamic World”
- **Elective History:** “Changing Times”

The descriptions for each of these electives are on the following pages. Students should speak to their HSIE Teacher or Mr Giles, Head of Faculty, if they are considering choosing a pattern of study in HSIE for years 9 and 10.
Commerce is a practical, hands on subject that aims to help young adults understand and negotiate the world of finance. Skills such as budgeting, planning for big expenses and understanding financial contracts are essential for students to negotiate the complex world of money as they become independent. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. These are the real life skills of financial literacy that are becoming more and more essential to successfully dealing with everyday life.

Studying Commerce also provides students with the chance to study the legal issues, pitfalls and ploys of employment and marketing, as well as the opportunity to operate a micro business and showcase their talents at a College Market Day.

Through their investigation of these issues, students will develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation and engage in a learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.
Did you know that in the 15th century, most people believed that the world was flat? Did you know that Spanish Conquistadors once searched through South America for a fabled City of Gold? Did you know that a warrior queen united the Celtic tribes against the might of the Roman Empire?

If you have a thirst for knowledge and an interest in history, if you seek answers to big questions, if you want know what it was like in grandma’s day, if you want know if the stuff in movies is true, if you want know how people in the past lived and how society became what it is today, then Changing Times is for you.

Changing Times allows students to follow their interests in a wide range of areas using sources and materials stretching from the ancient past, into modern entertainment forms such as the Hollywood blockbuster.

Changing Times takes students beyond the confines of the mandatory courses allowing access to a broad range of learning styles and assignment forms. Students may conduct biographical studies, film studies, literature reviews, oral histories and thematic studies. Students are able to shape the way that they learn and to follow their ideas interests and hobbies into the past.

Elective History brings life to the past and puts you in the picture!

Focus Areas:

- Biography
- History in film and stories
- Local history
- Oral history
- History on the net
Waves form in distant oceans, fish gather on tidal flows, farms and forests live and breathe according to the pattern of the seasons. Our planet grows and changes daily and we shape and can respond to its movements.

If you want to know how to find the best waves to surf, the best time to go fishing or how to read the wind, water and sky, *Dynamic World* can help you find your way. If you want to know where your food is grown, who grows it and the systems that feed us from paddock to plate, then you should consider *Dynamic World*.

If you are a concerned global citizen who wants to know how human interactions affect economies and ecosystems, *Dynamic World* develops the skills you need for changing times.

*Dynamic World* takes students beyond the confines of the Mandatory courses allowing access to a broad range of learning styles and assignment forms. Students may conduct site studies, examine how our world is portrayed in TV and film, conduct case studies and learn the techniques used in areas such as meteorology, seismology and agronomy to name a few.

The *Dynamic World* geography elective allows students to develop their knowledge of natural process and human interactions.

**Focus areas:**
- Oceanography
- Primary production
- Planning better living systems
- The political world
- Comparing people and places
- Local study
INFORMATION AND SOFTWARE TECHNOLOGY (IST)

The Information and Software Technology (IST) course for year 9-10 allows students to have the opportunity to develop their skills in using a computer and many different computer software packages. Students will have the opportunity to:

- Create Animations using a variety of i-Pad apps, and the more advanced students will be able to create Flash games using Flash and ActionScript.
- Design and produce their own Website using Adobe Dreamweaver and learn how to acquire a free web hosting service to upload their website to the internet for everyone to see and use. Students may also integrate Google Statistics to evaluate who uses your website and what content they are viewing.
- Script, shoot and edit a movie using iMovie for i-Pads and Macs
- Design a building using Google SketchUp.
- Create computer programs using JavaScript and Visual Basic.
- Develop and program computer games using Game maker, & Unity.

DRAMA

The aim of the elective course is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works. The elective course will allow students to develop skills in acting, staging and production techniques. Students will have the opportunity to study various forms of theatre including Physical Theatre, Children’s Theatre, Absurdism, Comedy and Realism. The emphasis is on practical work, including role-play, improvisation, mime and other workshopping techniques.

Students who do Drama are expected to participate in all aspects of theatre including:

- classroom performances
- excursions, workshops (where possible)
- school productions
- aspects of stagecraft e.g. set design
- script writing
- study of the history of Drama

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

1. **making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
2. **performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
3. **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.
Food Technology is a practical course with the emphasis on nutrition and food preparation, both in the home and in industry. These courses extend the basic knowledge learnt in Year 7 and 8 Mandatory Technology and allow students to understand the links between food intake and health, while learning a variety of food preparation skills.

Within society, young individuals are becoming more aware of the need for good health and also the application of food technologies now and in the future.

Through studying this course, students will gain an understanding of Food Technology and principles of nutrition. It will enable them to make creative and effective decisions about food. Students will also be involved in both practical and experimental ‘hands on’ activities. Students will develop a range of skills and will work individually as well as in group situations.

Students will study in Year 9 and Year 10 the following topics:

Core: -
- Food preparation and processing
- Nutrition and consumption

Focus Areas: -
- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends
GERMAN

“Die Grenze meiner Sprache sind die Grenzen meiner Welt” Wittgenstein
(“The borders of my language are the borders of my world.”) Wittgenstein
This sums up the opportunities that learning a language can bring. Learning German can extend the boarders of your world…and the possibilities that learning another language bring are endless.

Students will have fun learning not only the structures of the language but about the culture and people. There will be opportunities to experience the German culture and to “bring it to life.”

German is the most commonly spoken language in Europe today. If students continue with German, it provides employment opportunities. Also, if you are interested in an exchange either at school or university to Germany, this will give you a great start in learning German. Many universities have international departments where students can spend a year overseas studying their area of interest in the language chosen. Students need to have a working knowledge of the language which this course will build towards.

Elective German will cater for students who have had no experience in German as well as those who have studied previously. All students need is an enthusiasm to learn and enjoy learning a second language.

ITALIAN

Italian, one of the most romantic and rich languages of the world….the richness of Italy is one of the most convincing reasons for anyone to study and learn its language….not to mention the food loved by everyone from anywhere in the world.

Italian is the Romance language closest to Latin, a knowledge of Italian, therefore, will go far in helping one to understand the whys and wherefores of the English language, which has a very large percentage of words of Latin derivation.

Italian is the language having the “best phonetic fit”. It is the easiest foreign language to read, write, and pronounce because there is only one sound per letter of the alphabet and four consonant blends.

There are over 70 million speakers in the world of Italian. Italy draws thirty million tourists per year. This is fifteen to twenty million more tourists than are drawn by any other country.

Being able to speak Italian, opens doors in the culinary, tourism and hospitality fields for which Italy is internationally-renowned.

According to UNESCO, over 60% of the world’s art treasures are found in Italy.

Since Roman times, Italy has exported its literature and culture to other parts of Europe and beyond, in the areas of Latin literature, humanism, opera, film, science, political thought, fashion, design and cuisine. Knowing Italian allows you to understand, appreciate , and analyse this treasury of human experience. ITALIANO? SI!
Music is about having fun; sharing your ideas and thoughts; working as an individual and in groups; playing, creating, discussing and listening are all skills that will be used and developed.

Activities will involve:
Performance, Composition and Listening.

These topics may include:

Elective Music caters for students who have had little experience as well as those who have studied previously. Students do not need special abilities. If they are enthusiastic, keen to specialise on an instrument and enjoy different styles of music, then they can succeed in this course.

Lessons are very flexible and vary from set class activities to individual work. This allows the experienced and newcomers to work at their own pace and at different levels.

Music offers students experiences of live performances through school ensembles, Masses, visiting groups, variety concerts and excursions that are offered to all elective students.
Physical Activity and Sport Studies is primarily a practical subject. P.A.S.S. represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

The sports, games and theory studied in Physical Activity and Sports Studies are different from those studied in PDHPE. There is opportunity for involvement in both team and individual sports.

This course aims to develop knowledge and skills involved in sporting performance which may include:
- Life saving skills
- The principles of sports coaching
- Golf
- Sports administration/event management
- Fitness Testing
- Surfing / Kayaking
- Outdoor adventure activities/camping
- Sports injuries
- Body systems
- Drugs and Technology in sport
- Fitness Programming
- Australia’s Sport History

The aim of the Physical Activity and Sports Studies is to enhance students’ capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

This course is an extension of the core PDHPE subject. It provides opportunities for additional accreditation in lifesaving and sports coaching, during the two years of study.

Lumen Christi through its College fees allocates certain funds to elective subjects. However, over the year the activities your son / daughter have and are partaking in do entail some additional fees. The breakdown of fees are listed below.

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<thead>
<tr>
<th>Year 9</th>
<th>REASON</th>
<th>PRICING</th>
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<tbody>
<tr>
<td>TERM 1</td>
<td><strong>Surf Rescue Certificate:</strong></td>
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<tr>
<td></td>
<td>Membership to Pambula Surf Club –</td>
<td>$55</td>
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<td></td>
<td>(paid on-line or cash/cheque to Pambula Surf Club)</td>
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<tr>
<td></td>
<td>Surf Rescue Certificate –</td>
<td>$20</td>
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<tr>
<td></td>
<td>(only if you pass all competencies – Pay $20 cash to your PASS teacher)</td>
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<tr>
<td>TERM 2</td>
<td><strong>Sports Coaching</strong></td>
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<tr>
<td></td>
<td>On-line course + Coaching our primary school students</td>
<td>$0</td>
</tr>
<tr>
<td>TERM 3</td>
<td><strong>Golf:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Golf Membership at Pambula/Merimbula Golf Course + 8 Professional lessons</td>
<td>$50</td>
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<tr>
<td>TERM 4</td>
<td><strong>Lawn Bowls / Sea Kayaking</strong></td>
<td></td>
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<tr>
<td></td>
<td>Kayak maintenance and instructor</td>
<td>$15</td>
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<tr>
<th>Year 10</th>
<th>REASON</th>
<th>PRICING</th>
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<tbody>
<tr>
<td>TERM 1</td>
<td><strong>Surfing:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Board Maintenance</td>
<td>$5</td>
</tr>
<tr>
<td>TERM 2</td>
<td><strong>Fitness:</strong></td>
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<tr>
<td></td>
<td>Gym Visits</td>
<td>$5</td>
</tr>
<tr>
<td>TERM 3</td>
<td><strong>Outdoor Education</strong></td>
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<td></td>
<td>Camp</td>
<td>$130</td>
</tr>
<tr>
<td>TERM 4</td>
<td><strong>Elective</strong></td>
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<td></td>
<td>Elective</td>
<td>$0</td>
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Industrial Technology Wood: Stage 5

Industrial Technology courses equip students for possible apprenticeships in technical trades, and allows for further study in Years 11 and 12. Industrial Technology studies also give students a useful background in tools, materials, power machinery and all types of practical skills.

Industrial Technology is a practical subject (70% Practical, 30% Theory) encompassing several focus areas: Timber, Metal, Electronics, Automotive, Building and Construction, Ceramics, Electronics, Engineering, Farm Maintenance, Leather, Multimedia/Photography and Polymers.

Students at Lumen Christi are able to choose Industrial Technology Wood as part of their Stage 5 electives courses.

WOOD

This course teaches students about all encompassing areas of the Timber focus area through the design and production of projects.

- **Year 9** students are introduced to basic design and construction processes, along with computer drawing packages such as Google Sketch-up, and CAD. Students complete a variety of practical projects and accompany each task with a research design folio.

- **Yr 10** is an extension of Yr 9, with a major focus on individual student design incorporated into practical projects. Year 10 projects may include small display cabinets, coffee tables, blanket boxes etc. A variety of tools and machinery are used when incorporating traditional wood working and furnishing joints and processes.

Below are some of the recent projects constructed by yr 9 & 10 Industrial Technology students at Lumen Christi:
Design and Technology: Stage 5

**Course Description:** Design and Technology provides broad experiences in a range of contexts and material focus areas. The design and development of quality projects enable students the opportunity to research, design, problem-solve, and experiment with modern technologies through the creation of several practical projects. Project design is the main learning activity that students will undertake in this course.

In Stage 5 Design and Technology students complete projects from, although not limited to, several of the following focus areas;
- Digital Media
- Graphical
- Jewellery
- Metal
- Architectural
- Communication Systems
- Student negotiated focus area of design
- Welding

Some of the Stage 5 Projects:
- Simple Stereo Amplifier an i-pod dock
- Sterling Silvery Jewellery
- Downforce racing car (drawn and printed out in SketchUp)
- H2O (water) rocket (with 3D printed plastic nose cone or fins)

Students will undertake a major practical project in year 10 that is to be individually designed by each student. This project will incorporate a variety of material focus areas, as studied throughout the course. Students will be able to make use of equipment and machinery such as MIG welders, and lathes, CNC router, just to name a few.
Textiles and Design is a practical course, which allows students to pursue an interest in fashion and textile creative skills. It acknowledges and embraces an understanding of cultural diversity by examining the ways in which different groups have used textiles as an expressive and functional medium. Students will study a range of contemporary designers such as ‘Mambo’, Collete Dinigan, Chanel, Calvin Klein and will use them as sources of inspiration in textile practical projects. Students will also look at the elements and principles of design and how they can be used to ‘bring out’ their best assets.

Practical projects are drawn from the areas of apparel, furnishings, costume, textile arts and non-apparel. Through the study of Textiles and Design students can expand their unique personalities and become more competent in the management of resources, self reliant in their knowledge of textile products and skilled in the production and manufacture of various items.

This relevant and interesting course will include a study of the following across Year 9 and 10:-

- Garment design and assembly
- Design
- Technical skills involved in construction
- Fashion drawing
- Properties and performance of textiles
- Fabric decoration including tie dyeing, beading, stencilling, appliqué, marbling and embroidery
- Principles of fashion design
- Suitability of clothing for various figure types
- Costume design
- Textiles in society – including impact of various cultures and a historical look at textiles.

Emphasis throughout the course is on practical experiences and this will occupy the majority of course time. Students may elect to undertake project work in which they select any focus area of interest and work independently.
VISUAL ARTS (ART)

Visual Arts fosters interest and enjoyment in making and interpreting art. Visual Arts offers a wide range of opportunities for students to develop their interests, to be self-motivated and active learners.

Students will explore a diverse range of ideas and interests in the world as a source for their artmaking. It is recommended that in the elective course:

- at least 40% of time should be dedicated to artmaking and related aspects of content
- a further 40% of time should be dedicated to the critical and historical interpretations and explanations of art and related aspects of content
- the remaining 20% of time should be used to maximise the interests of students and teachers in any aspects of content.

The course consists of practical work that incorporates historical and critical studies.

In artmaking learning opportunities are provided in 2D, 3D and 4D forms.

- 2D forms include flat works eg. Painting, Drawing, Printmaking, Photography, Digital media and Collage (other 2D forms may also be included)
- 3D forms include works that involve volume and mass and exist in space. eg. Sculpture, Ceramics, Textiles and Fibre, Designed objects and Environments
- 4D forms include works that exist in real and virtual time eg. Time-based works, Film and video, Digital animation, Documented forms, Multimedia and Performance works.

N.B These forms will be offered at teacher discretion. Some aspects of 3D and 4D forms would be offered in the later stages of the course.
New technologies have changed the possibilities of production of artworks and the role of the artist. The Photographic and Digital Media course can be explored as practice that uses photographic and digital technologies as tools for the creation of artworks. This Stage 5 course builds on the Stage 4 Visual Arts mandatory course and provides opportunities to investigate the practice of photographic and digital technologies as their own medium.

The course consists of practical work that incorporates historical and critical studies.

Practical learning opportunities may be provided in Still, Moving and Interactive forms.

- Still forms can include Wet and Digital photography, camera based and non-camera based works, manipulated and enhanced images and computer-generated images
- Interactive forms can include web design, games and performance works
- Moving forms can include video, animation and time-based installation works

N.B These forms will be offered at teacher discretion.

Students will develop knowledge, understanding and skills:
- to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames
- to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

It is recommended that in this elective course:
- at least 40% of time should be dedicated to making and related aspects of content
- a further 40% of time should be dedicated to the critical and historical interpretations, explanations and related aspects of content
- the remaining 20% of time should be used to maximise the interests of students and teachers in any aspects of content.

The Pathway of Learning for Photographic and Digital Media would continue into Stage 6 Visual Arts for interested students.