



# **Junior Curriculum Handbook**

**2014 – 2016**

## **College Mission Statement**

Our vision is...

the formation of sacramental people in a Catholic school

Our mission, inspired by Jesus, is...

to seek, grow and serve

by

- developing faith so that we might better enter into the goodness of creation and the mysteries of life, death and resurrection;
- actively learning through high quality educational experiences;
- participating in community as members of the College family and as citizens of Queensland, Australia and the world.

This is reflected in our motto...

God's Servant First

which reminds all that every thought, word and deed should be informed by compassion and kindness, justice and peace, and love of God and one another.

# **Contents**

College Mission Statement.....	2
Introduction to the Junior Curriculum at St Thomas More College .....	5
Junior Curriculum: Mandatory Subjects .....	5
Junior Curriculum: Elective Subjects .....	5
Planning subject selections .....	5
Junior Curriculum: Organisation of classes .....	6
Academic Extension classes .....	6
Explanations used in Handbook: .....	7
Mandatory Subjects 2014 – 2016 .....	8
Year 8 Religious Education - 2014 .....	10
Year 9 Religious Education - 2015 .....	11
Year 10 Religious Education - 2016 .....	12
Year 8 English - 2014 .....	14
Year 9 English - 2015 .....	15
Year 10 English - 2016 .....	16
Year 8 Mathematics- 2014 .....	18
Year 9 Mathematics - 2015 .....	19
Year 10 Mathematics – 2016.....	21
Year 10A Mathematics – Extension - 2016.....	22
Year 8 Science- 2014.....	25
Year 9 Science- 2015.....	27
Year 10 Science- 2016.....	28
Year 8 History (8HIST1) - 2014.....	30
Year 8 Geography (8GEO1) - 2014.....	31
Year 9 History (9HIST1) - 2015.....	32
Year 9 Geography (9GEO1) - 2015.....	33
Year 9 History (elective) (9HISE1) - 2015.....	34
Year 10 History (10HIST1) - 2016.....	35
Year 10 Geography (elective) (10GEO1) - 2016.....	36
Year 10 History (elective) - (10HISE1) - 2016.....	37
Year 10 Civics and Citizenship (elective) (10CCE1) - 2016.....	38
Year 8 Health & Physical Education - 2014.....	40
Year 9 Health & Physical Education - 2015.....	41
Year 10 Health & Physical Education - 2016.....	42
Year 10 Physical Education - 2016.....	43
Elective Subjects 2014 – 2016 .....	44
Year 8 - Music Matters! - 2014.....	46
Year 9 - Music with Meaning (MU1) - 2015 .....	47

Year 10 - Jazz Me Blues (MU2) - 2016 .....	48
Year 10 - Hit the Stage! (MU3) - 2016 .....	49
Year 8 - Elementary Art - 2014 .....	51
Year 9 - Monster's Ink (VA1)- 2015 .....	52
Year 10 - Public Art (VA2) - 2016 .....	53
Year 10 - Paint it Raw (VA3) - 2016 .....	54
Year 8 Drama -A Piece of Cake- 2014 .....	56
Year 9 - Acting up and acting out (DR1) - 2015 .....	57
Year 10 - Sad face/LOL(DR2)- 2016 .....	58
Year 10 - Contemporary Theatre Styles (DR3) - 2016 .....	59
Year 8 – Graphics - 2014.....	61
Year 8 - Timber and Plastics - 2014 .....	62
Year 9 – Systems and Engineering Concepts - 2015.....	63
Year 9 - Furniture Construction & Design - 2015.....	64
Year 10 – Industry Standard Furniture Construction - 2016 .....	65
Year 10 - CO <sub>2</sub> Racer, Design and Construction - 2016 .....	66
Year 8 –Living Technology: Food - 2014 .....	68
Year 9 - Designs on You (TD1) - 2015 .....	69
Year 9 - The OZ ID (FT1) - 2015.....	70
Year 10 - Food for Life! (FT2) - 2016.....	71
Year 10 - What's on the Menu? (FT3) - 2016 .....	72
Year 8 – ICT Skills (ICTS1) - 2014.....	74
Year 8 – ICT skills (ICTS2) - 2014 .....	75
Year 9 - Web Design (ICT1) - 2015 .....	76
Year 9 - Animation and Design (ICT2) - 2015.....	77
Year 10 - Introduction to Coding through Game Design (ICT3) - 2016 .....	78
Year 10 - Robotics (ICT4) - 2016 .....	79
Year 10 – Transition to Senior (ICT5) - 2016.....	80
Year 10 - Media Magic (ME1) - 2016 .....	81
Year 10 - Media Manipulation (ME2) - 2016.....	82
Year 8 – My Name Is - 2014.....	84
Year 9 – Occupations & Hobbies (CH1) - 2015 .....	85
Year 10 – Food and Health(CH2) - 2016 .....	86
Year 9 - An introduction to Business (BE1) - 2015.....	88
Year 10 - Finance and Promotion (BE2) - 2016.....	89
Year 10 - Accounting for Businesses (BE3) - 2016 .....	90
Subject Selection Plan .....	91



# ***Introduction to the Junior Curriculum at St Thomas More College***

This booklet contains information about the subject offerings across the Junior School at St Thomas More College. Students study across a range of Key Learning Areas in both mandatory and elective subjects. Information about the sequencing, overview, core skills and assessment of each subject is provided in this handbook. These summaries enable students to make purposeful decisions about their studies at St Thomas More College. As we work towards the full implementation of the Australian Curriculum some adjustments to the offerings may need to be made. This edition is correct for the students from 2013, and is available via the College website: [www.stmc.qld.edu.au](http://www.stmc.qld.edu.au). Students and parents will be notified of any changes.

## ***Junior Curriculum: Mandatory Subjects***

All students will study the same basic mandatory subjects. These include: **Religious Education, English, Mathematics, Science, History / Geography, and Physical Education**. There is some variation as to the manner in which these are offered to students – this is largely reflective of the emphasis placed on subjects through the Australian Curriculum. It is expected that students will progress through these studies in preparation for the variety of options available in the senior school.

## ***Junior Curriculum: Elective Subjects***

Elective subjects are treated differently in that there is no requirement for students to study all options. Students in Year 8 are given the opportunity to “taste” a variety of elective subjects. In many instances students’ previous exposure to some of these subjects will have been quite limited. Year 8 is the opportunity to try these out to see if the student has ability or likes the option. Presently, students have an opportunity to study 4 of the 8 available elective subjects during Year 8. Students should view the whole course in a particular elective subject to be aware of any pre-requisite subjects that should be studied when in Year 9 or 10. Subjects are based on student preferences, and, in the unlikely event that a subject does not have adequate numbers for a class, students affected will be notified by the College where, in consultation with parents, suitable adjustments will be made.

## ***Planning subject selections***

The following pages are set out so that each subject has an **overview page** mapping the available options in Years 8-10 and where these subjects lead in the senior school. There is an expectation that if a student were to choose a subject in Year 11 they would have studied this subject at least once as part of their junior studies. Choices and results in the junior school are a clear indicator of where the students will be successful in senior studies. This highlights the importance of ensuring that students get a good experience in Year 8 and pursue some more focussed studies through Years 9 and 10. Students should make subject selection choices based on their areas of interest and in preparation for future studies. With such a diversity of subjects offered at St Thomas More College students are encouraged to study a range and

balance of subjects across the Key Learning Areas. Parents and students are asked to plan the selection of elective subjects from Year 8-10 using the ***Subject Selection Plan*** (see page 77). This process ensures that students are prepared for senior studies. Students will be asked to update this ***Subject Selection Plan*** at the end of each semester of study to ensure they are on the best pathway for success. Although the College endeavours to meet the requests of all students in the subject selection process, this may not always be possible due to restrictive numbers. If a student does not receive his/her first preference for subject selection, he/she will be notified by the College where, in consultation with parents, suitable adjustments will be made.

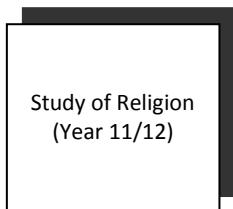
## ***Junior Curriculum: Organisation of classes***

While it is necessary to have a general framework for curriculum in place, it is also essential to respond to the contextual needs of students. The decision has been made to allocate Year 8 and 9 students to specific groups for their mandatory subjects. Six subject groupings will exist across the year level for these mandatory subjects – one *Foundation* class, four *Core* classes and one *Academic Extension* class. These classes will study the same units of work and will access the same assessment. Students will be compared to the rest of the cohort for that year level. The *Core* classes will access and complete the body of work prescribed for that unit. The *Academic Extension* class will access and complete the body of work prescribed for that unit and will also complete extension activities that focus on extending and refining skills and knowledge. It is expected that students in the *Academic Extension* class will complete the assigned assessment tasks at a sophisticated level. For students in the *Foundation* class, the unit will be “pared down”, concentrating, in particular, on those areas leading directly to assessment tasks. The *Foundation* class will focus on developing skills and knowledge and refining literacy and numeracy skills within the context of the particular unit. Class and assessment work will be heavily scaffolded. Adjustments will be made to allow students respond to assessment tasks in a way that will demonstrate their individual knowledge and skills.

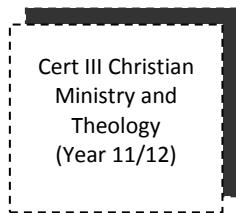
## ***Academic Extension classes***

At St Thomas More College we seek to offer a holistic and engaging education for ***all*** students, providing encouragement and opportunities for all students through an inclusive and comprehensive curriculum. Educational adjustments are made to support and extend the academic capacity of all students. As part of the curriculum offerings the College also offers ***Academic Extension Classes***. Students in these classes will be determined by their Year 7 NAPLAN results and their latest school reports. These classes will have an extension programme across the mandatory subjects. One of the main aims of this program is to extend these students. It is expected that these students will be achieving a B or better across their core subjects. Behaviour, homework and participation are expected to be at a very high standard. There is also an expectation that these students will be involved in at least 2 extra-curricula activities during the year. At each reporting period, membership of these classes will be reviewed and some changes to the classes may occur.

## ***Explanations used in Handbook:***



This shaped box indicates an Authority Senior Subject which is important for students who are looking to eventually pursue an OP (Overall Position) Program in Year 11 & 12. In the junior school, the unit is available for study either for one semester, as an elective subject or for one year as a core subject.



This shaped box (i.e. with a dotted line on the outside) is an indication of it being an Authority-Registered Subject or a Certificate Course which is geared towards the VP (Vocational Education) Program in Year 11 & 12.



An arrow is an indication of the sequential study of subjects, as students move through the levels. This is only indicative of one possible study programme.



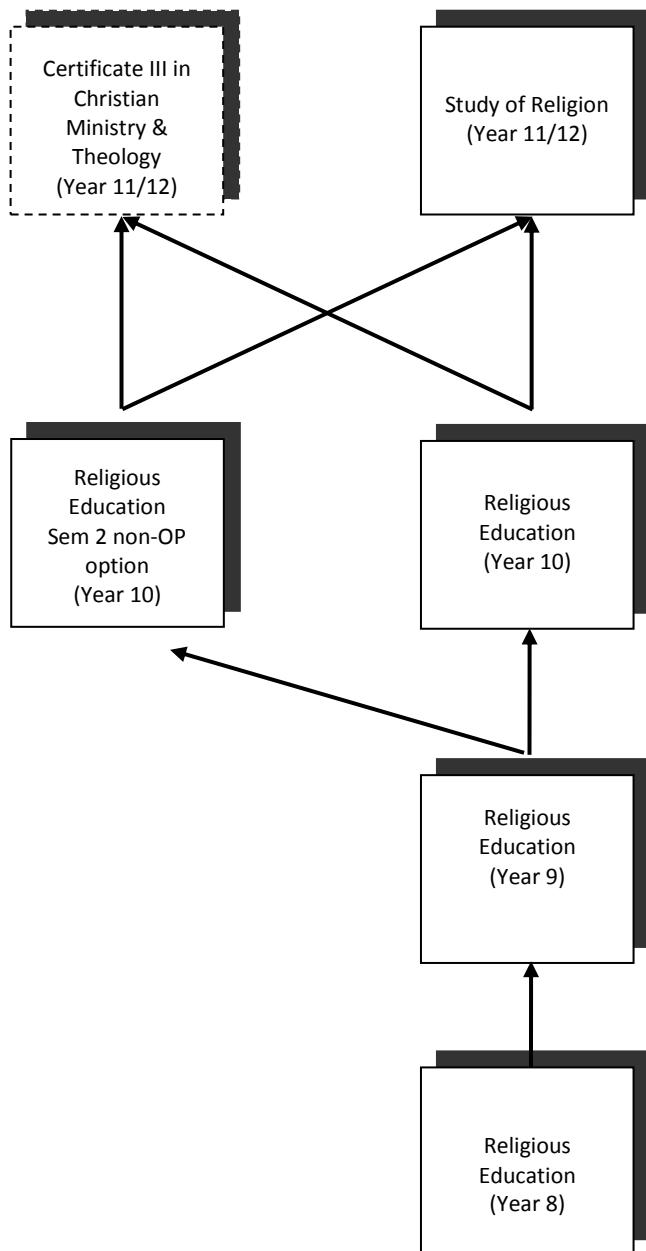
Subjects ABOVE the dotted line have a level of assumed core skills and knowledge. To be successful in this subject it is preferable that students have studied this subject or have some level of experience.



# *Mandatory Subjects*

## **2014 – 2016**

## Religious Education



# Religious Education Department



## Year 8 Religious Education - 2014

**Course Description:** This introductory level of secondary Religious Education is informed by the new Religion Curriculum, released in 2013. Students will study across four key strands: Sacred Texts, Beliefs, Church and Christian Life. Students begin their secondary study of Religious Education by drawing parallels between our own College community and the community of God's people. They will also discover the connections between the teaching and life of Jesus and our Christian beliefs and practices. Students will explore how images, symbols and metaphoric language are used to communicate meaning in scriptural text. Ways of acting justly and compassionately will be explored by examining Jesus' call to mission and service and by examining Church teachings.

Term	Strand	Topic	Text Reference	Assessment
1	Church	Communion and community	Student workbook Online resources	Research assignment
2	Beliefs	God, Jesus, Spirit	Student workbook Online resources	Spoken Task Response to Stimulus Exam
3	Sacred Texts	New Testament	Student workbook Online resources	Journal Short Response Exam
4	Christian Life	Mission and Service	Student workbook Online resources	Multimodal

### Text and Resources

Students receive a Bible through the Book Hire scheme. Students are required to have a notebook dedicated to Religious Education. Notebooks should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Notebook will be collected and marked by your teacher. Students should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and a selection of different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Analysis
- Interpreting the meaning of words or other symbols
- Organising and setting out information
- Finding material in an indexed collection

### Assessment & Reporting

Assessment in Year 8 Religious Education covers a range of response types to afford students the opportunity to demonstrate their knowledge and skills: research assignment, multimodal, spoken task, response to stimulus exam, journal and short response exam. Semester 1 has three assessment tasks of equal weighting. Semester 2 also has three assessment tasks, each of equal weighting. All assessment tasks must be attempted. Students' work is reported on a scale of A-E with feedback given on each task. Drafts are to be completed and submitted at least one week before final due dates.

# Religious Education Department



## Year 9 Religious Education - 2015

**Course Description:** This Year 9 level of secondary Religious Education is informed by the new Religion Curriculum, released in 2013. Students continue to study across four key strands: Sacred Texts, Beliefs, Church and Christian Life. Students explore ritual, liturgy and the expression of Sacramental life. Students will also learn how scriptural texts are composed and comprehended contextually. They will deepen their knowledge about the beliefs, teachings and impacts of the major religions. Finally, students will examine how prayer and ritual give expression and meaning to experiences of God.

Term	Strand	Topic	Text Reference	Assessment
1	Church	Liturgy and Sacraments	Student workbook Online resources	Research assignment
2	Beliefs	Religions of the World	Student workbook Online resources	Journal Short Response Exam
3	Sacred Texts	Old Testament	Student workbook Online resources	Multimodal Response to Stimulus Exam
4	Christian Life	Prayer and Spirituality	Student workbook Online resources	Spoken Task

### Text and Resources

Students receive a Bible through the Book Hire scheme. While Year 9 students will make extensive use of their laptops, they are also required to have a notebook dedicated to Religious Education. The notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. The notebook will be collected and marked by class teachers. Students should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and a selection of different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Analysis
- Interpreting the meaning of words or other symbols
- Organising and setting out information
- Finding material in an indexed collection

### Assessment & Reporting

Assessment in Year 9 Religious Education covers a range of response types to afford students the opportunity to demonstrate their knowledge and skills: research assignment, multimodal, spoken task, response to stimulus exam, journal and short response exam. Semester 1 has three assessment tasks of equal weighting. Semester 2 also has three assessment tasks, each of equal weighting. All assessment tasks must be attempted. Students' work is reported on a scale of A-E with feedback given on each task. Drafts are to be completed and submitted at least one week before final due dates.

# Religious Education Department



## Year 10 Religious Education - 2016

**Course Description:** This Year 10 level of secondary Religious Education is informed by the new Religion Curriculum, released in 2013. Students continue to study across two key strands: Sacred Texts and Church. Students will learn how scriptural texts are interpreted critically. They will also learn how the Church proclaims its beliefs and teachings through its structures and practices. Students will investigate how spirituality is expressed in contexts within and beyond Christianity. Finally, students will explore the development of the Church throughout history.

Term	Strand	Topic	Text Reference	Assessment
1	Beliefs	Human Existence	Student workbook Online resources	Research assignment
2	Christian Life	Mission & Justice	Student workbook Online resources	Short Response Exam
3	Sacred Texts	Spiritual Writings and Wisdom	Student workbook Online resources	Research Assignment Spoken Task
4	Church	Church History	Student workbook Online resources	Extended Written Response to Stimulus

### Text and Resources

Students receive a Bible through the Book Hire scheme. While Year 10 students will make extensive use of their laptops, they are also required to have a notebook dedicated to Religious Education. Their notebooks should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Their notebook will be collected and marked by their class teacher. Students should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and a selection of different coloured pencils.

### Core Skills

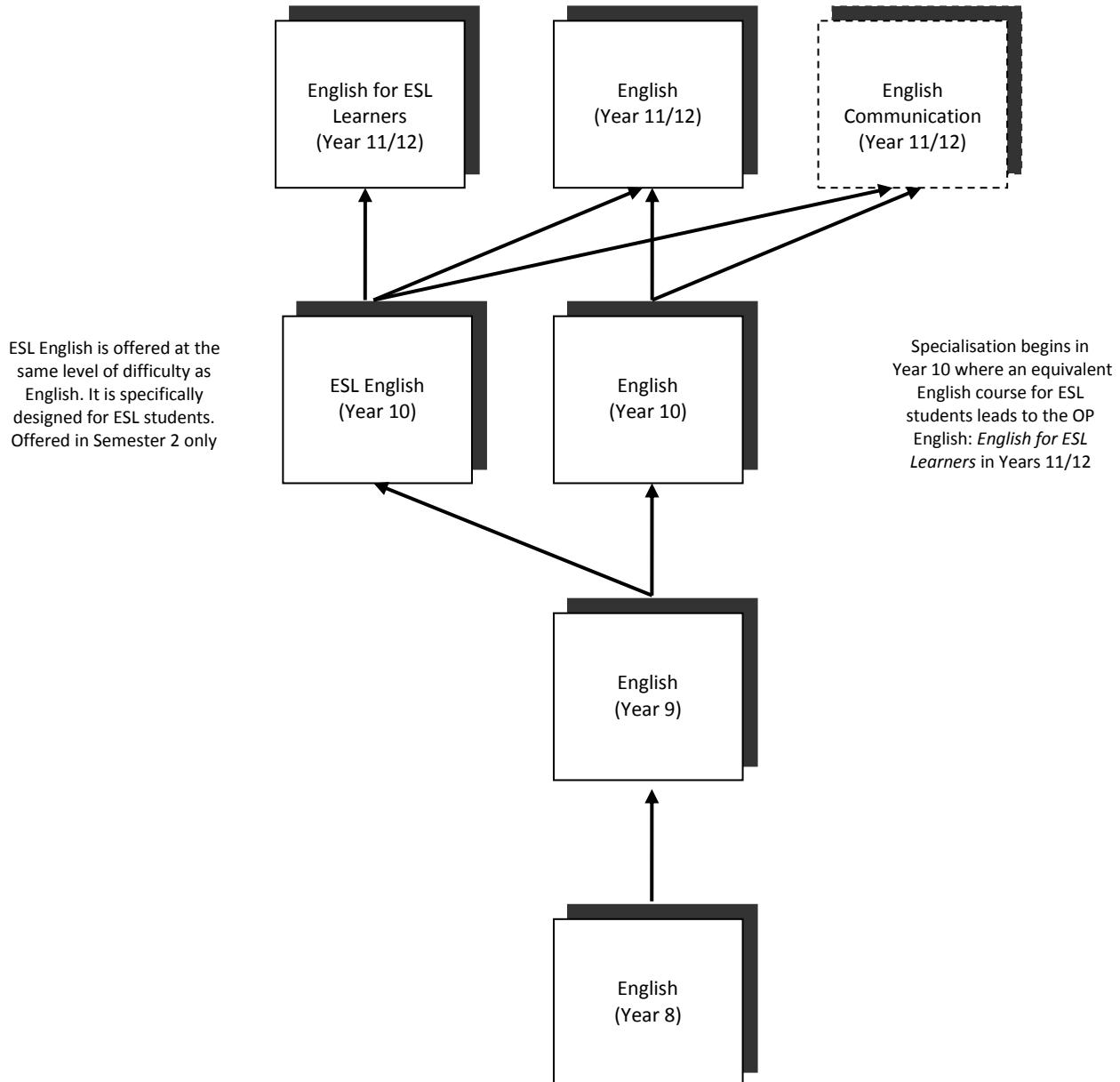
The main skills will be:

- Recall and remember
- Interpretation
- Analysis
- Evaluation
- Interpreting the meaning of words or other symbols
- Organising and setting out information
- Finding material in an indexed collection
- Comparing and contrasting

### Assessment & Reporting

Assessment in Year 10 Religious Education covers a range of response types to afford students the opportunity to demonstrate their knowledge and skills: research assignment, spoken task and extended written response to stimulus. Semester 2 gives students the opportunity to elect to move to a religious education option that is more targeted towards the senior choices: Certificate III in Christian Ministry and Theology **OR** Study of Religion.

# English



# English Department



## Year 8 English - 2014

**Course Description:** The Year 8 English course is an introductory course to prepare students for the secondary school curriculum. The focus is on basic skills and improving skills in writing and speaking. Each term there is an embedded focus on a relevant area of grammar and particular skills in grammar, spelling and spoken techniques. The aim is for students to develop their appreciation of all texts types and enjoy their study of English.

Term	Topic	Focus	Assessment
1	Starting High School – My Story	Expectations for English. Drafting, editing and proof reading skills. Narrative structure Autobiography.	Written autobiographical narrative
2	Fantastic stories Novel study	Narrative structure Understanding genre Sentence types paragraphs	Written - imaginative intervention in the text Spoken - dramatic monologue
3	The Hard Sell Persuasion	Advertising techniques Written and spoken persuasive techniques	Print advertisement Spoken -Explanation of persuasive design choices Spoken -Persuasive speech
4	The Poetic Story Short form poetry and Ballads	Poetic techniques and devices Poetry analysis Word choice and vocabulary	Written – poetry anthology and analysis

### Text and Resources

You should have a separate A4 English notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your class text of English exercises is to be brought to every lesson and you will have designated *Reading Circles* lessons when you will need your folder and notebook.

### Core Skills

The main skills will be:

- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Interpretation of texts
- Extrapolating
- Explaining to others
- Analysing
- Synthesising
- Expounding a viewpoint
- Gesturing

### Assessment & Reporting

Each term there will be two types of assessment, written and spoken with an exam at the end of each semester.

# English Department

## St. Thomas More COLLEGE Year 9 English - 2015



**Course Description:** The Year 9 English course incorporates preparation for the NAPLAN test and has an overall focus on challenge and engagement. The course will focus on basic skills and improving these in writing and speaking contexts. Incorporating the use of ICTs is especially important and necessary skills are explicitly taught. Each term there is an embedded focus on a relevant area of grammar and particular skills in grammar, spelling and spoken techniques. The aim is for students to develop their appreciation of all texts types and enjoy their study of English.

Term	Topic	Focus	Assessment
1	Getting it Right Making Sense in Reading and Writing	Spelling strategies Comprehension strategies Visual literacy	Written – persuasive
2	Teens in Texts Class novel study	Narrative structure Characterisation Script writing Spoken techniques	Spoken - drama script performance Written exam - paragraphs
3	Poetry/lyrics Raps	Poetic techniques Poetry smash techniques	Written exam - writing a rap Spoken - poetry smash performance
4	Trailers for Teens Book trailers	Narrative structure Persuasive techniques Symbols/imagery/sound	Book trailer Spoken - PowerPoint presentation Written – Book review

### Text and Resources

Students' laptop will be used throughout their studies in English and should be brought to all lessons; in addition students will require a separate A4 English notebook, with their name clearly marked. Their copy of the class text for English exercises also needs to be brought to each lesson.

### Core Skills

The main skills will be:

- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Setting out/presenting
- Structuring/organising extended written text
- Expounding a viewpoint
- Empathising
- Hypothesising
- Criticising
- Analysing
- Synthesising

### Assessment & Reporting

Each term there will be different types of assessment, both written and spoken with an exam at the end of each semester.

# English Department

St. Thomas More  
COLLEGE



## Year 10 English - 2016

**Course Description:** The year 10 English course is divided by semesters. In Semester One all students study the same course. In Semester two, students will be assigned to specialist classes best suited to their learning needs. In addition to the English classes and a focus on transitioning to Senior English, a specialist ESL English class is offered to assist students to become proficient in the range of skills required to be successful with their studies in English.

Term	Topic	Focus	Assessment
1	The World of War Novel study	Narrative structure Understanding context	Written exam – essay Intervention in the texts
2	War in Film	Analytical writing Paragraphs	Written - feature article exam
3	Shakespeare - Romeo and Juliet	Narrative structure Understanding genre Script writing	Written - script rewriting Spoken – dramatic performance
4	The Song of Social Comment	Poetic techniques Social issues/context	Spoken - multimodal/digital response to poem Written exam

### Text and Resources

Students' laptop will be used throughout their studies in English and should be brought to all lessons; in addition students will require a separate A4 English notebook, with their name clearly marked. Their copy of the class text for English exercises is to be brought to each lesson.

### Core Skills

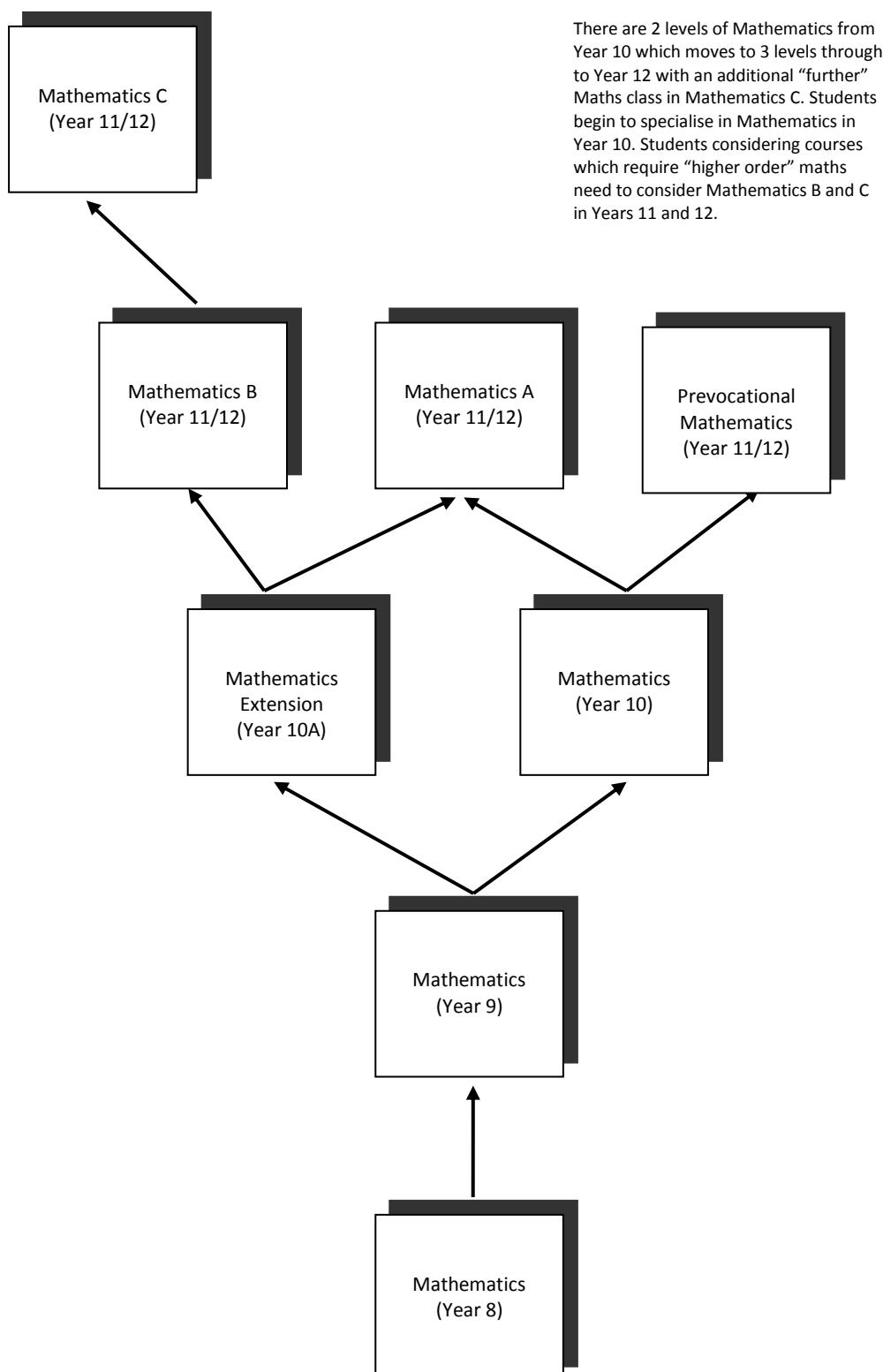
The main skills will be:

- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Summarising/condensing written text
- Setting out/presenting
- Structuring/organising extended written text
- Expounding a viewpoint
- Empathising
- Hypothesising
- Criticising
- Analysing
- Synthesising

### Assessment & Reporting

Each term there will be different types of assessment, both written and spoken with an exam at the end of each semester.

# Mathematics



# Mathematics Department



## Year 8 Mathematics- 2014

**Course Description:** As stipulated by ACARA and the National Curriculum, by the end of Year 8, students in Mathematics solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They **solve** linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Term	Topics	Text Reference	Assessment
1	Number and Algebra – Integers, Number and Place Value.	Essential Mathematics – Year 8	Examination
2	Number and Algebra – Fractions, Decimals and Percentages.	Essential Mathematics – Year 8	Examination Assignment
3	Number and Algebra – Patterns and Simplifying, and Solving Equations. Measurement and Geometry – Length and Area.	Essential Mathematics – Year 8	Examination
4	Number and Algebra – Ratio, Rates, Scale, linear and non-linear relationships. Measurement and Geometry – Angle Geometry and Volume. Statistics and Probability – Statistics and Probability.	Essential Mathematics – Year 8	Examination Assignment

### Text and Resources

The text is Essential Mathematics for the Australian Curriculum Year 8. Selected parts and chapters will be used and you are expected to bring your text to each lesson. You should have a separate A4 Mathematics notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your notebook will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, a ruler, glue, 2 x highlighters, 2 x whiteboard markers, scissors, a 360° protractor, compass and a scientific calculator (preferably a Casio FX-82ES).

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Organising and setting out information
- Calculating
- Solving
- Plotting
- Interpolation and extrapolation
- Synthesis

### Assessment & Reporting

There are four examinations throughout the year and two assignments that vary in presentation style. Each of these is worth an equal value of your final grade; all assessment tasks must be attempted.

# Mathematics Department



## Year 9 Mathematics - 2015

**Course Description:** As stipulated by ACARA and the National Curriculum, by the end of Year 9, students in Mathematics solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Term	Topics	Text Reference	Assessment
1	Number and Algebra – Money and Financial Mathematics and Index Laws. Measurement and Geometry – Pythagoras.	Essential Mathematics – Year 9	Examination
2	Number and Algebra – Real Numbers, Patterns and Algebra and Scientific Notation.	Essential Mathematics – Year 9	Examination Assignment
3	Number and Algebra – Solving Equations, Linear and Non-Linear Relationships. Measurement and Geometry – Trigonometry.	Essential Mathematics – Year 9	Examination
4	Measurement and Geometry – Using units of measurements and Geometric Reasoning. Statistics and Probability – Statistics and Probability.	Essential Mathematics – Year 9	Examination Assignment

### Text and Resources

The text is Essential Mathematics for the Australian Curriculum Year 9. Selected parts and chapters will be used and you are expected to bring your text to each lesson. You should have a separate A4 Mathematics notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your notebook will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, a ruler, glue, 2 x highlighters, 2 x whiteboard markers, scissors, a 360° protractor, compass and a scientific calculator (preferably a Casio FX-82ES).

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Organising and setting out information
- Calculating
- Solving
- Plotting
- Interpolation and extrapolation
- Synthesis
- Investigate

### Assessment & Reporting

There are *four examinations* throughout the year and *two assignments* that vary in presentation style. Each of these is worth an equal value of your final grade; all assessment tasks must be attempted.



# Mathematics Department



## Year 10 Mathematics - 2016

**Course Description:** By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Term	Topics	Text Reference	Assessment
1	Measurement and Geometry – Geometric Reasoning and Using Units of Measurements.	Essential Mathematics – Year 10 & 10A	Examination
2	Number and Algebra – Money and Financial Mathematics. Statistics and Probability – Data representation and interpretation and Chance.	Essential Mathematics – Year 10 & 10A	Examination Assignment
3	Measurement and Geometry – Pythagoras and Trigonometry. Number and Algebra – Patterns and Algebra.	Essential Mathematics – Year 10 & 10A	Examination
4	Measurement and Geometry – Using Units of Measurements. Number and Algebra – Money and Financial Mathematics.	Essential Mathematics – Year 10 & 10A	Examination Assignment

### Text and Resources

The text is Essential Mathematics for the Australian Curriculum Year 9. Selected parts and chapters will be used and you are expected to bring your text to each lesson. You should have a separate A4 Mathematics notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your notebook will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, a ruler, glue, 2 x highlighters, 2 x whiteboard markers, scissors, a 360° protractor, compass and a scientific calculator (preferably a Casio FX-82ES).

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Organising and setting out information
- Calculating
- Solving
- Plotting
- Interpolation and extrapolation
- Synthesis
- Investigate

### Assessment & Reporting

There are *four examinations* throughout the year and *two assignments* that vary in presentation style. Each of these is worth an equal value of your final grade; all assessment tasks must be attempted.

# Mathematics Department



## Year 10A Mathematics - Extension - 2016

**Course Description:** By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

Term	Topics	Text Reference	Assessment
1	Number and Algebra – Expanding, Factorising, Quadratic Equations, Real Numbers and Surds.	Essential Mathematics – Year 10 & 10A	Examination
2	Measurement and Geometry – Geometric Reasoning. Number and Algebra – Solving and Simplifying Equations, and Index Laws.	Essential Mathematics – Year 10 & 10A	Examination Assignment
3	Number and Algebra – Index Laws. Measurement and Geometry – Pythagoras and Trigonometry.	Essential Mathematics – Year 10 & 10A	Examination
4	Number and Algebra – Factorising, Polynomials, Linear Functions, Linear and Non-Linear Relationships, Rates and Ratio. Measurement and Geometry – Length, Area and Volume.	Essential Mathematics – Year 10 & 10A	Examination Assignment

### Text and Resources

The text is Essential Mathematics for the Australian Curriculum Year 9. Selected parts and chapters will be used and you are expected to bring your text to each lesson. You should have a separate A4 Mathematics notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your notebook will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, a ruler, glue, 2 x highlighters, 2 x whiteboard markers, scissors, a 360° protractor, compass and a scientific calculator (preferably a Casio FX-82ES).

### Core Skills

The main skills will be:

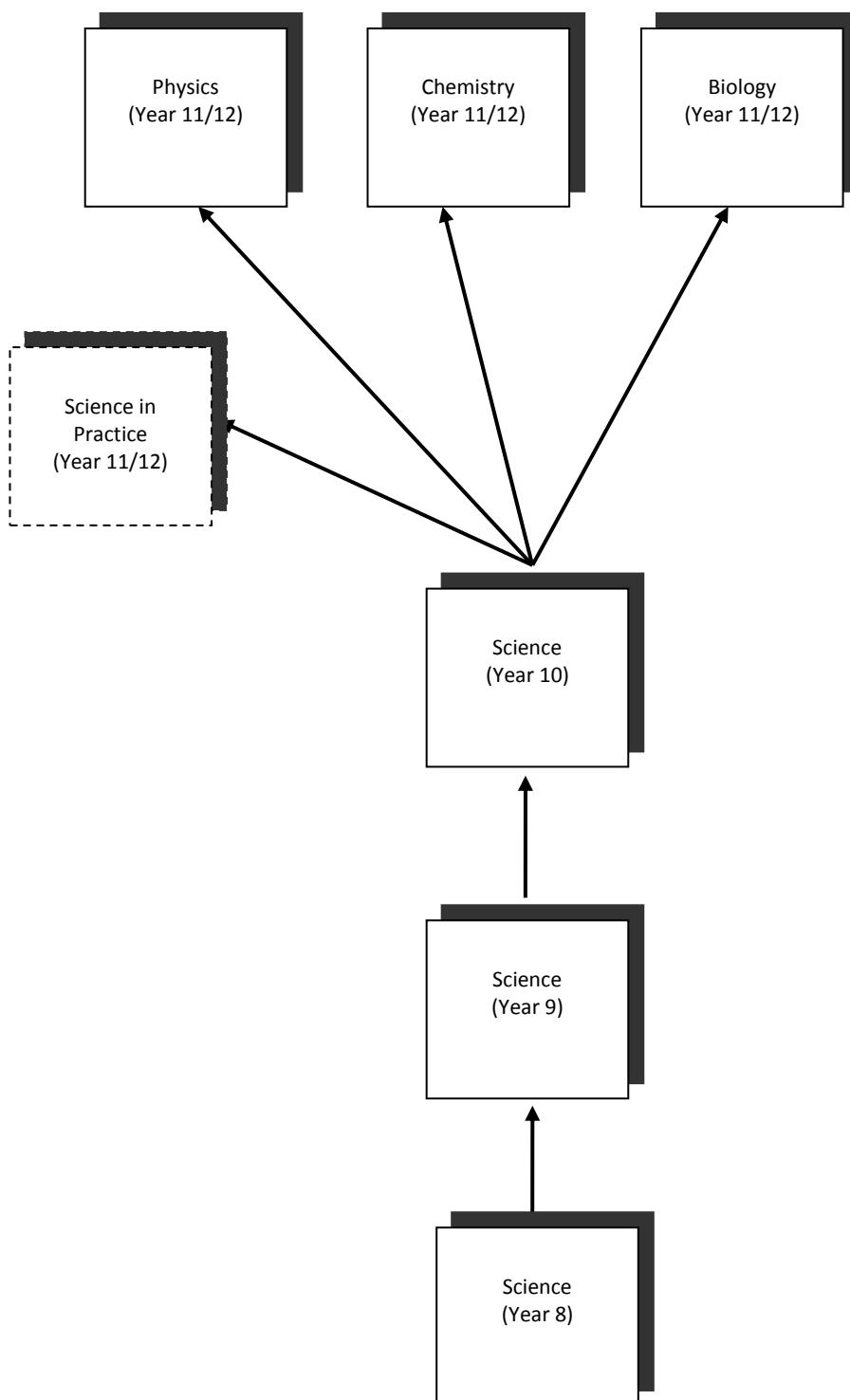
- Recall and remember
- Applying
- Organising and setting out information
- Calculating
- Solving
- Plotting
- Interpolation and extrapolation
- Synthesis
- Investigate

### Assessment & Reporting

There are *four examinations* throughout the year and *two assignments* that vary in presentation style. Each of these is worth an equal value of your final grade; all assessment tasks must be attempted.



## Science



# Science Department

**St. Thomas More**  
COLLEGE



## Year 8 Science- 2014

**Course Description:** Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

Term	Topics	Description	Text Reference	Assessment
1	What Am I made of?	During this term students explore cells, the basic units of living things, and the fact that they contain specialised structures and have specific functions. They discover that multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.	Chapter 1, 2 and 8	Extended Experimental Investigation Supervised Assessment
2	What is the Universe made of?	During this term students will explore the properties of the different states of matter and how they can be explained in terms of the motion and arrangement of particles. They will describe the differences between elements, compounds and mixtures at a particle level. They will understand that chemical change involves substances reacting to form new substances.	Chapter 5 and 10	Supervised Assessment
3	Do We have the Energy?	During this term students explore the different forms of energy, including movement (kinetic energy), heat and potential energy, and the fact that energy can be transferred and cause change within systems.	Chapter 3 and 7	Extended Response Task Supervised Assessment
4	What is the Earth made of?	During this term students will explore the structure of the Earth and reach an understanding of the dynamic nature of the Earth. Students will identify sedimentary, igneous and metamorphic rocks and explain how they are formed by processes that occur within Earth over a variety of timescales.	Chapter 10 and 11	Supervised Assessment

### Text and Resources

- Science World 1 Textbook
- Science World 1 – [onestopscience.com.au](http://onestopscience.com.au)
- A4 notebook
- Black, blue & red biros
- B and 2B pencils
- Eraser
- 2 x highlighters
- Scissors
- USB memory stick
- Coloured pencils
- Ruler
- Compass
- Pencil Case

### Core Skills

- Recall and remember
- Interpretation
- Analysis
- Evaluation
- Compare and contrast
- Organising and setting out information
- Extended written text

### Assessment & Reporting

There are three main assessment methods throughout the course – Extended Experimental Investigation (EEI), Extended Response Task (ERT) and Supervised Assessments (SA). All assessment tasks must be attempted.

Assessment is reported on an A – E scale with feedback on individual performance. Drafts must be completed and submitted at least one week before final due dates.

# Science Department



## Year 9 Science- 2015

**Course Description:** Humans are innately curious about their world. Science as a ‘way of knowing’ is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is part of the human quest for understanding and wisdom and reflects human wonder about the world. The study of science as a ‘way of knowing’ and a ‘way of doing’ can help students reach deeper understandings of the world.

Term	Topics	Text Reference	Assessment
1	Let's Heat it Up	Science World 2 Science World 2 - Workbook	Extended experimental investigations (EEI) – heat transfer Supervised Assessment (SA) – Written Exam
2	Homeostasis	Science World 2 Science World 2 - Workbook	Extended Response Task (ERT) – Body systems Supervised Assessment (SA) – Written Exam
3	Chemical Reactions	Science World 2 Science World 2 - Workbook	Extended experimental investigations (EEI) - reactions Supervised Assessment (SA) – Written Report
4	Our Changing Earth	Science World 2 Science World 2 - Workbook	Extended Response Task (ERT) – Effects on ecosystems Supervised Assessment (SA) – Written Exam

### Text and Resources

- Science World 2 Textbook
- Science World 2 – workbook
- A4 notebook
- Laptop computer
- Pencil case
- Black, blue & red biros
- B and 2B pencils
- Eraser
- 2 x highlighters
- Scissors
- Compass
- USB memory stick
- Coloured pencils

### Core Skills

- Recall and remember
- Interpretation
- Analysis
- Evaluation
- Compare and contrast
- Justifying
- Organising and setting out information
- Extended written text

### Assessment & Reporting

There are three main assessment methods throughout the course – Extended Experimental Investigation (EEI), Extended Response Task (ERT) and Supervised Assessments (SA). Each assessment item has equal weighting towards the final semester grade. All assessment tasks must be attempted. Assessment is reported on an A – E scale with feedback on individual performance. Drafts must be completed and submitted at least one week before final due dates.

# Science Department



## Year 10 Science- 2016

**Course Description:** Humans are innately curious about their world. Science as a ‘way of knowing’ is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is part of the human quest for understanding and wisdom and reflects human wonder about the world. *The study of science as a ‘way of knowing’ and a ‘way of doing’ can help students reach deeper understandings of the world.*

Term	Topics	Text Reference	Assessment
1	What's in your Genes? Biology	Science World 3 Science World 3 - Workbook	Extended experimental investigations (EEI)) – Barley experiment Supervised Assessment (SA) – Written Exam
2	In the real World	Science World 3 Science World 3 - Workbook	Extended Response Task (ERT) - Producing substances Supervised Assessment (SA) – Written Exam
3	Road Science	Science World 3 Science World 3 - Workbook	Extended experimental investigations (EEI)) – Speed and braking distance Supervised Assessment (SA) – Written Report
4	Earth and Space	Science World 3 Science World 3 - Workbook	Extended Response Task (ER) – Climate change Supervised Assessment (SA) – Written Exam

### Text and Resources

- Science World 3 Textbook
- Science World 3 – [onestopscience.com.a](http://onestopscience.com.a)
- A4 notebook
- Laptop computer
- Pencil case
- Black, blue & red biros
- B and 2B pencils
- Eraser
- 2 x highlighters
- Scissors
- Compass
- USB memory stick
- Coloured pencils

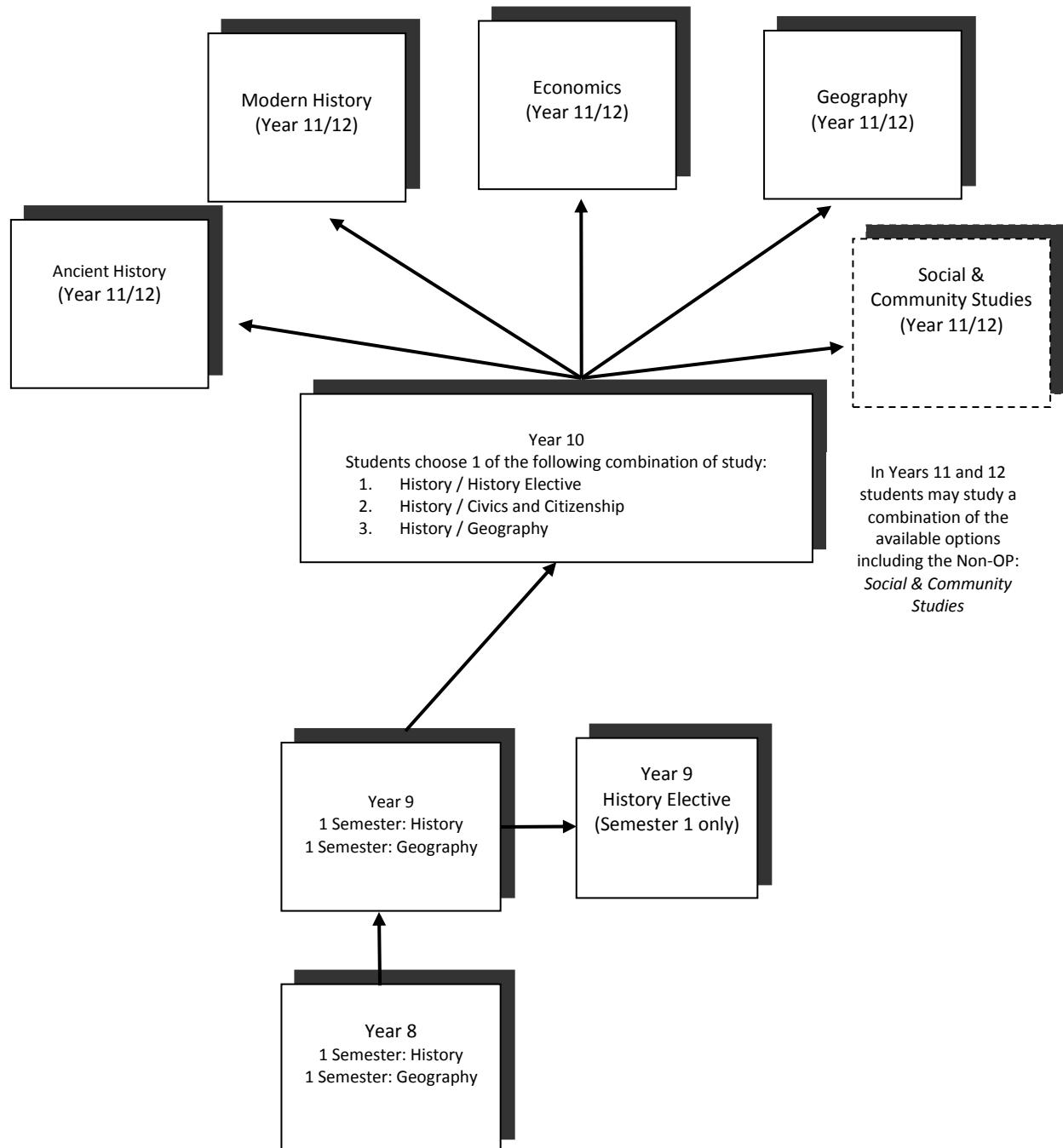
### Core Skills

- Recall and remember
- Interpretation
- Analysis
- Evaluation
- Compare and contrast
- Justifying
- Hypothesising
- Organising and setting out information
- Extended written text

### Assessment & Reporting

There are three main assessment methods throughout the course – Extended Experimental Investigation (EEI), Extended Response Task (ERT) and Supervised Assessments (SA). Each assessment item has equal weighting towards the final semester grade. All assessment tasks must be attempted. Assessment is reported on an A – E scale with feedback on individual performance. Drafts must be completed and submitted at least one week before final due dates.

## Social Science



# Social Science Department

## St. Thomas More COLLEGE Year 8 History (8HIST1) - 2014



**Course Description:** This unit investigates history from the end of the ancient period to the beginning of the modern period (650 CE – 1750 CE). This was when major civilisations around the world came into contact with each other, and beliefs were often challenged and changed. It was the shaping of our modern world. This unit focuses on developing historical skills and knowledge.

Weeks	Topics	Assessment
1-4	A Lasting Legacy	Short response exam
5-12	Medieval Europe	Research Book and extended written response assignment
13-20	The Black Death	Extended written response to sources exam

### Resources

You should have a separate A4 History notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You will be given a separate research book for assessment; this will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Summarise and condense written text
- Interpret
- Analyse
- Evaluate
- Compare and contrast
- Organise and set out information
- Extended written text

### Assessment & Reporting

There are three main assessment items throughout the semester, a short response exam, a research book and written response assignment and an extended written response to sources exam. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.



# Social Science Department

## Year 8 Geography (8GEO1) - 2014

**Course Description:** This unit investigates the processes which shape landscapes and landforms, the significance of landscapes to people and settlement patterns and how these are managed within the Asia-Pacific region. This unit focuses on developing geographical skills and knowledge.

Weeks	Topics	Assessment
1-10	The Living Landscape	Short response exam Field studies report
11-20	Settlement Patterns	Practical skills exam

### Resources

You should have a separate A4 Geography notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You will be given a separate field studies booklet for assessment; this will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick, a clipboard and at least 5 different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Summarise and condense written text
- Interpret
- Analyse
- Compare and contrast
- Classify
- Organise and set out information
- Extended written text

### Assessment & Reporting

There are three main assessment items throughout the semester, a short response exam, a field studies report and a practical skills exam. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Social Science Department

## St. Thomas More COLLEGE Year 9 History (9HIST1) - 2015



**Course Description:** This unit provides a historical study of the making of the modern world from 1750 – 1918; a period in which Australia found its place in the world. The period culminated in “the war to end all wars”. The focus in this unit is on extending historical skills and knowledge through an inquiry approach.

Weeks	Topics	Assessment
1-10	Australians at War	Short response exam Journal/blog written task
11-20	Baptism by fire	Research book and persuasive speech

### Resources

You are required to bring your laptop to each lesson, and have a separate A4 History notebook, with your name clearly marked. Your notebook should be neatly presented, with all hand outs glued in, and up-to date with all in class activities, homework and assessment preparation. You will be given a separate research book for assessment; this will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

The main skills will be

- Recall and remember
- Summarise and condense written text
- Interpret
- Analyse
- Hypothesise
- Evaluate
- Synthesise
- Justify
- Organise and set out information
- Extended written text

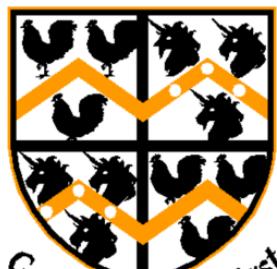
### Assessment & Reporting

There are three main assessment items throughout the semester, a short response exam, a journal/blog written task and a research book and persuasive speech. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Social Science Department

St. Thomas More  
COLLEGE

## Year 9 Geography (9GEO1) - 2015



God's Servant First  
Corus Servant Eius

**Course Description:** This unit investigates the role of the environment and connection between people and their environment; case studies are drawn from Australia and across the world. This unit extends Geographical skills and knowledge through an inquiry approach.

Weeks	Topics	Assessment
1-10	Urban farming	Short response exam Field studies report
11-20	Our global supermarket	Extended written response to stimulus exam

### Resources

You are required to bring your laptop to each lesson, and have a separate A4 Geography notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You will be given a separate field studies booklet for assessment; this will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick, a clipboard and at least 5 different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpret
- Analysis
- Evaluate
- Compare and contrast
- Justify
- Organise and set out information
- Extended written text

### Assessment & Reporting

There are three main assessment items throughout the semester, a short response exam, a written report and a response to stimulus exam. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Social Science Department



## Year 9 History (Elective) (9HISE1) - 2015



**Course Description:** This unit provides a historical study of the making of the modern world from 1750 – 1918; a period of rapid change in the ways people live, worked and thought. The changes in this era led to the colonisation of Australia as a part of the expansion of European Power. The focus in this unit is on building historical skills and knowledge through an inquiry approach.

Weeks	Topics	Assessment
1-4	Brave New World	Short response exam
5-12	Death by machine	Research book and audio-visual presentation
13-20	Culture clash	Written response to sources exam

### Resources

You are required to bring your laptop to each lesson, and have a separate A4 History notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You will be given a separate research book for assessment; this will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Summarise and condense written text
- Interpret
- Analyse
- Evaluate
- Compare and contrast
- Justify
- Organise and set out information
- Extended written text

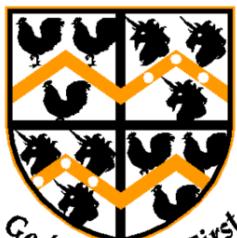
### Assessment & Reporting

There are three main assessment items throughout the semester, a short response exam, a research book and audio-visual presentation and a written response to sources. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Social Science Department



## Year 10 History (10HIST1) - 2016



**Course Description:** This unit provides a study of the history of the modern world and Australia from 1918-present, with an emphasis on Australia in its global context. The twentieth century was a critical period in shaping Australia's development. The focus in this unit is on refining historical skills and knowledge through an inquiry approach.

Weeks	Topics	Assessment
1-10	The world at war	Short-response exam Extended written response to sources exam
11-20	War in the Asia-Pacific	Research book and multi-modal presentation

### Text and Resources

You are required to bring your laptop to each lesson, and have a separate A4 History notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You will be given a separate research book for assessment; this will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpret
- Analyse
- Synthesise
- Evaluate
- Justify
- Hypothesise
- Creating
- Organise and set out information
- Extended written text

### Assessment and Reporting

There are three main assessment items throughout the semester, a short response exam, an extended written response to sources exam and a research book and multi-modal presentation. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Social Science Department



## Year 10 Geography (Elective) (10GEO1) - 2016

**Course Description:** This unit focuses on investigating global, national and local differences in human well-being between places. It also takes a global to local perspective by undertaking an in-depth field study of on a specific environmental issue. This unit refines Geographical skills and knowledge through an inquiry approach.

Weeks	Topics	Assessment
1-10	One global village	Short response exam Extended written response to stimulus
11-20	A changing world	Field studies booklet and multi-modal presentation

### Resources

Field studies in the local area are a mandatory part of this course. You are required to bring your laptop to each lesson, and have a separate A4 Geography notebook, with your name clearly marked. You will be given a separate field studies booklet for assessment; this will be collected and marked by your teacher. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpret
- Analyse
- Classify
- Evaluate
- Compare and contrast
- Justify
- Synthesise
- Organise and set out information
- Extended written text

### Assessment & Reporting

There are three main assessment items throughout the semester, a short response exam, an extended written response to stimulus and a field studies report and multi-modal presentation. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Social Science Department



## Year 10 History (Elective) - (10HISE1) - 2016

**Course Description:** This unit provides a study of the history of the modern world and Australia from 1918-present, with an emphasis on change. This period, of conflict and turmoil, shaped our global community. The focus in this unit is on enhancing historical skills and knowledge through an inquiry approach.

Weeks	Topics	Assessment
1-10	Civil rights struggles	Short-response exam Film review
11-20	Popular culture	Research book and multi-modal presentation

### Text and Resources

You are required to bring your laptop to each lesson, and have a separate A4 History notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You will be given a separate research book for assessment; this will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpret
- Analyse
- Sympathise
- Evaluate
- Synthesise
- Justify
- Interrelating themes
- Creating
- Organise and set out information
- Extended written text

### Assessment and Reporting

There are three main assessment items throughout the semester, a short response exams, a film review and a research book and multi-modal presentation. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Social Science Department

*St. Thomas More*  
COLLEGE



*God's Servant First  
Cœque Servant Elysie*

## Year 10 Civics and Citizenship (Elective) (10CCE1) - 2016

**Course Description:** This unit allows students the opportunity to engage in their local community and political decision-making processes. An inquiry approach is undertaken to identify social issues, and the rights and responsibilities of individuals. The focus of this unit is on developing citizenship skills.

Weeks	Topics	Assessment
1-10	Who's in charge here?	Short-response exam Persuasive speech
11-20	Crime and Justice	Media blog and editorial

### Resources

You are required to bring your laptop to each lesson, and have a separate A4 Civics notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You will need a separate display book for assessment. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

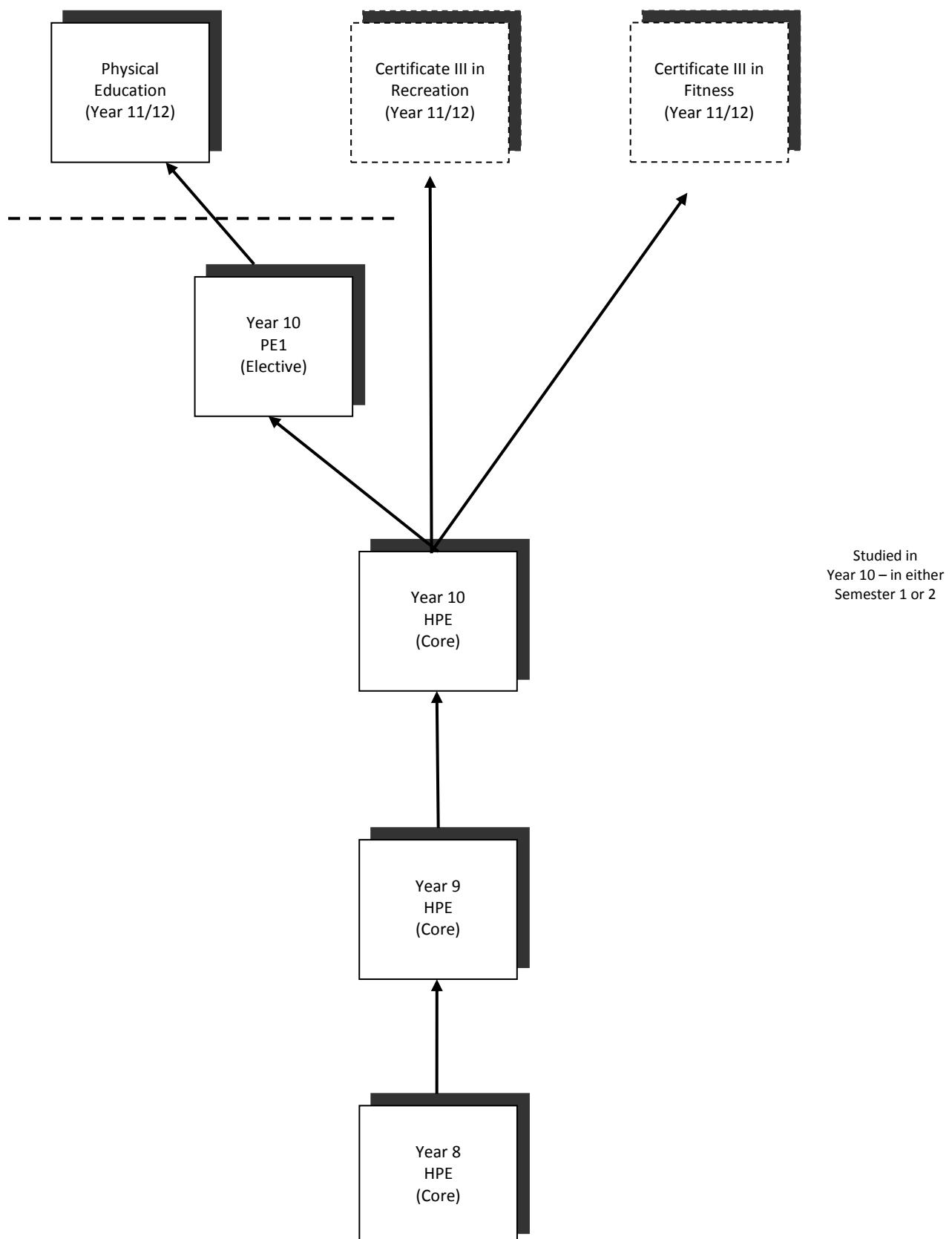
The main skills will be:

- Recall and remember
- Interpretation
- Analysis
- Empathy
- Evaluation
- Compare and contrast
- Justifying
- Organising and setting out information
- Extended written text

### Assessment and Reporting

There are three assessment items throughout the semester, a short response exam, a persuasive speech and a media blog and editorial. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

## Health & Physical Education



# Health and Physical Education



## Year 8 Health & Physical Education - 2014

**Course Description:** Health and Physical Education provides a foundation for developing active and informed members of society. The Year 8 curriculum expands students' knowledge, understanding, and skills that help them achieve successful outcomes in classroom, leisure, social, movement, and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. This course is approximately 50% theory and 50% practical. It comprises of 4 theory units and 4 practical units.

Term	Topics	Resources	Assessment
1	Theory - Me myself and I (Self Esteem/Body Image) Practical - Traditional STMC Games (Rugby League/Netball)	Online resources, worksheets  Sports uniform, hat, water bottle	Written Exam  Practical skills and gameplay
2	Theory - The Wealth of Health Practical – Kicking Games(Soccer/AFL)	Online resources, worksheets  Sports uniform, hat, water bottle	Investigative Report  Practical skills and gameplay
3	Theory - Growing & Changing Practical – Striking Games (Cricket/Softball)	The puberty book , online resources, worksheets  Sports uniform, hat, water bottle	PowerPoint presentation  Practical skills and gameplay
4	Theory – The Destructiveness of Drugs Practical –Leisure Games/Activities	Sports uniform, hat, water bottle	Essay  Practical skills and gameplay

### Resources

For theory lessons students will need their diary and an A4 HPE notebook. The notebook will be collected and marked. Students should also have a pencil case with pens, a lead pencil, coloured pencils, highlighters, an eraser, glue, scissors, and a USB. For practical lessons students will need to wear sports uniform, bring a hat, water bottle and their diary.

### Core Skills

The main skills will include:

- Recalling and remembering
- Interpreting
- Analysing
- Evaluating
- Comparing and contrasting
- Organising and setting out information
- Graphing
- Calculating
- Recording data
- Compiling Results
- Classifying
- Empathising
- IT skills

### Assessment and Reporting

There are four assessment tasks for this subject; an exam, a report, a PowerPoint, an essay and demonstration of practical skills and gameplay. Students will be assessed according to the five assessable elements for both theory and practical. These assessable elements are: Knowledge and Understanding, Investigating, Planning, Implementing and Applying and Reflecting. Students will get an overall grade for theory, an overall grade for practical, and an overall grade for this subject.

# Health and Physical Education



## Year 9 Health & Physical Education - 2015

**Course Description:** Health and Physical Education provides a foundation for developing active and informed members of society. The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook when making decisions and practise skills for maintaining respectful relationships and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining a healthy and active lifestyle. They also experience different roles that contribute to successful participation in physical activity by all. Students propose strategies that support the development of preventive health practices that build and optimise the health and wellbeing of their communities. This course is approximately 50% theory and 50% practical. It comprises of 4 theory units and 4 practical units.

Term	Topics	Resources	Assessment
1	Theory - Mind Matters Practical – Volleyball	Online resources, worksheets Sports uniform, hat, water bottle	Multimodal Practical skills and gameplay
2	Theory - Fitness in the Field Practical – Golf	Online resources, worksheets Sports uniform, hat, water bottle	Journal Report Practical skills and gameplay
3	Theory – Respectful Relationships Practical - Touch Football	The puberty book , online resources, worksheets Sports uniform, hat, water bottle	Exam Practical skills and gameplay
4	Theory – Be Aware, Be Safe Practical - Orienteering	Sports uniform, hat, water bottle	Analytical Report/Multimodal Practical skills and gameplay

### Resources

For theory lessons students will need their diary and an A4 HPE notebook. The notebook will be collected and marked. Students should also have a pencil case with pens, a lead pencil, coloured pencils, highlighters, an eraser, glue, scissors, and a USB. For practical lessons students will need to wear sports uniform, bring a hat, water bottle and their diary.

### Core Skills

The main skills will include:

- Recalling and remembering
- Interpreting
- Analysing
- Evaluating
- Comparing and contrasting
- Organising and setting out information
- Graphing
- Calculating
- Recording data
- Compiling Results
- Classifying
- Empathising
- IT skills

### Assessment and Reporting

There are four assessment tasks for this subject; an exam, a journal report, a multimodal, an analytical report and demonstration of practical skills and gameplay. Students will be assessed according to the five assessable elements for both theory and practical. These assessable elements are: Knowledge and Understanding, Investigating, Planning, Implementing and Applying and Reflecting. Students will get an overall grade for theory, an overall grade for practical, and an overall grade for this subject.

# Health and Physical Education



## Year 10 Health & Physical Education - 2016

**Course Description:** Health and Physical Education provides a foundation for developing active and informed members of society. Health and Physical Education provides a foundation for developing active and informed members of society. The Year 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook when making decisions and practise skills for maintaining respectful relationships and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining a healthy and active lifestyle. Students propose strategies that support the development of preventive health practices that build and optimise the health and wellbeing of their communities. This course is approximately 50% theory and 50% practical. It comprises of 2 theory units and 2 practical units.

Term	Topics	Resources	Assessment
1	Theory - Healthy Communities Practical – Group Fitness	Online resources, worksheets Sports uniform, hat, water bottle	Multimodal Practical skills and gameplay
2	Theory - Healthy STMC Practical –Personal Fitness	Online resources, worksheets Sports uniform, hat, water bottle	Multimedia Health Promotion Campaign Practical skills and gameplay

### Resources

For theory lessons students will need their diary and an A4 HPE notebook. The notebook will be collected and marked. Students should also have a pencil case with pens, a lead pencil, coloured pencils, highlighters, an eraser, glue, scissors, and a USB. For practical lessons students will need to wear sports uniform, bring a hat, water bottle and their diary.

### Core Skills

The main skills will include:

- Recalling and remembering
- Interpreting
- Analysing
- Evaluating
- Comparing and contrasting
- Organising and setting out information
- Empathising
- Creating
- IT skills

### Assessment and Reporting

There are four assessment tasks for this subject; an exam, a journal report, a multimodal, an analytical report and demonstration of practical skills and gameplay. Students will be assessed according to the five assessable elements for both theory and practical. These assessable elements are: Knowledge and Understanding, Investigating, Planning, Implementing and Applying and Reflecting. Students will get an overall grade for theory, an overall grade for practical, and an overall grade for this subject.

# Health and Physical Education



## Year 10 Physical Education - 2016

**Course Description:** Physical Education provides a foundation for developing active and informed members of society. This Yr 10 course involves students learning in, about and through physical activity. It is a sports science based course, and is an ideal preparation for students thinking of selecting senior Physical Education in Yr 11 and Yr 12. This course is approximately 50% theory and 50% practical. It comprises of 2 theory units and 2 practical units.

Term	Topics	Resources	Assessment
1/3	Theory - <i>The fundamentals of Sport</i> - Figueroa's Framework/Motor Learning/ Biomechanics  Practical – Volleyball/Golf	Online resources, worksheets  Sports uniform, hat, water bottle	Essay under Exam conditions  Practical skills and gameplay
2/4	Theory - <i>No Train, No Gain</i> - Psychology /Energy Systems & Training  Practical – Touch Football/Netball	Online resources, worksheets  Sports uniform, hat, water bottle	Investigative Report/Multimodal  Practical skills and gameplay

### Resources

For theory lessons students will need their diary and an A4 HPE notebook. The notebook will be collected and marked. Students should also have a pencil case with pens, a lead pencil, coloured pencils, highlighters, an eraser, glue, scissors, and a USB. For practical lessons students will need to wear sports uniform, bring a hat, water bottle and their diary.

### Core Skills

The main skills will include:

- Recalling and remembering
- Interpreting
- Analysing
- Evaluating
- Comparing and contrasting
- Organising and setting out information
- Empathising
- Creating
- IT skills

### Assessment and Reporting

There are four assessment tasks for this subject; an essay under exam conditions, and an investigative report/multimodal, and demonstration of practical skills and gameplay. Students will be assessed according to the 3 senior PE dimensions. These dimensions are: Acquiring, Applying and Evaluating. Students will get an overall grade for this subject.

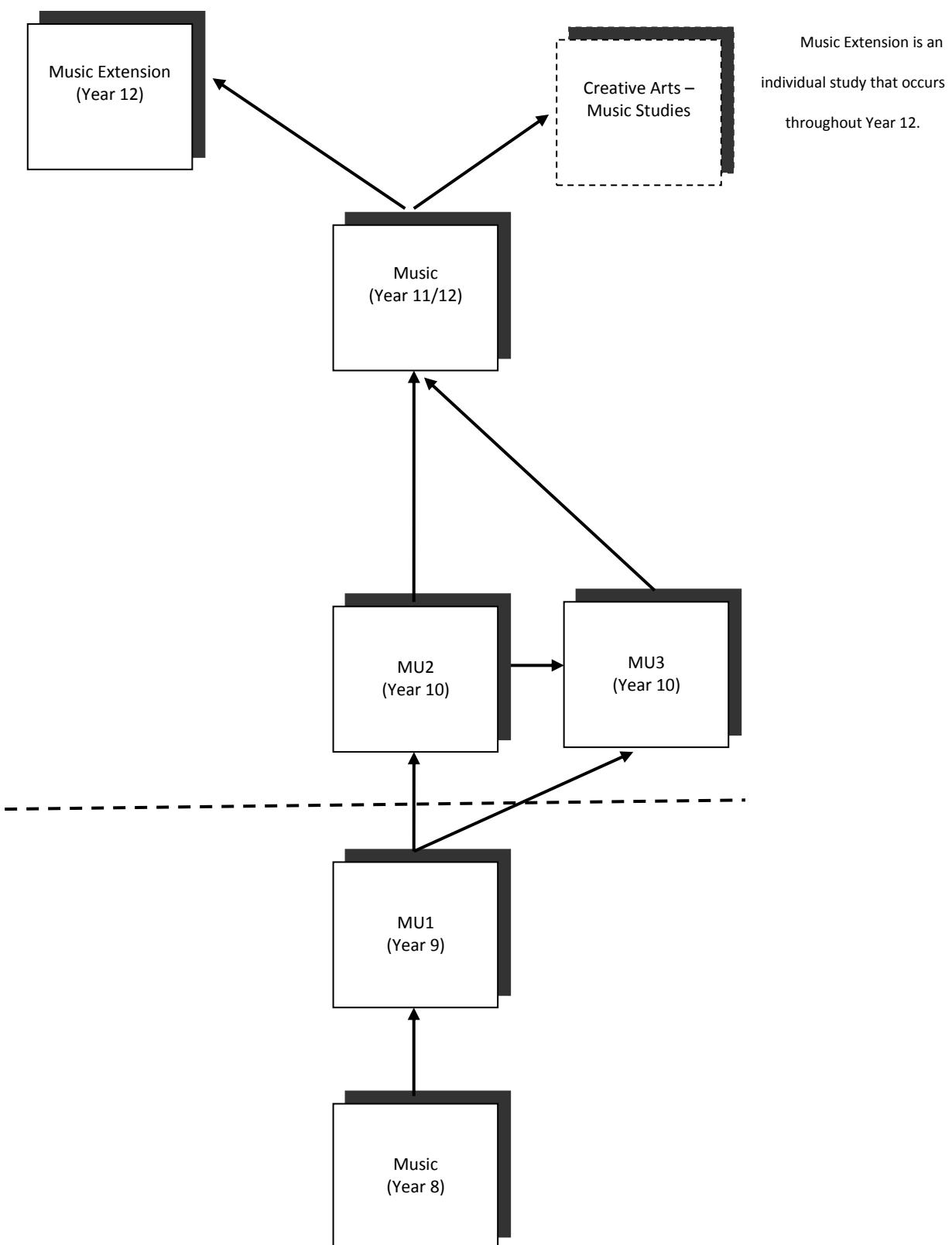


# *Elective*

# *Subjects*

## *2014 - 2016*

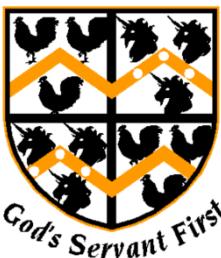
# Music



# Music

**St. Thomas More**  
COLLEGE

## Year 8 - Music Matters! - 2014



**Course Description:** Music involves singing, playing instruments, listening, moving, improvising and composing by manipulating the music elements to express ideas, considering specific audiences and specific purposes, through sound. The major themes of this unit are, performance, theory, composition and history.

Weeks	Topics	Text Reference	Assessment
1-5	What is music? Elements and qualities of music and sound. How to read rhythms, duration of sounds, qualities of notes and rests, basic terminology and rhythmic games. How to read notation on bass and treble staves (pitch)	Music Alive	
5-10	Keys to success Notes on a keyboard. Look at the techniques of correct keyboard performance and the mechanics of the instrument. Practicing of simple melodies on a keyboard. Analysis of program music-listening examples.		Practical Performance Composing tasks
10-15	Beat It! Look at and study percussion instruments. Practicing of basic rock beats and simple melodies on a keyboard. Study of the guitar- basic outline of chords, learning about the guitar chords and performance.		Practical Performance
15-20	Stringing it together Instruments in an orchestra. Who is the conductor? Ordering of a symphonic orchestra. Learning about the music industry and job prospects in the area.		Knowledge exam

### Text and Resources

All required scores are supplied by the teacher and there is a range of instruments available in the Music Department. Students currently learning instruments will be encouraged to bring them to class during the second term of the semester. Students are required to have a separate A4 Music manuscript notebook, with their name clearly marked, to use in class. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, and a USB stick.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Analysing
- Justifying
- Creating/devising
- Evaluation
- Recognising

### Assessment and Reporting

There are four assessment items throughout the semester, **two practical performances (choice of guitar, drums or keyboard), one composition, participation activities and a knowledge exam**. This is made up of pieces for each of the Assessment criteria, Analysing Repertoire, Composing and Performing.

# Music



## Year 9 - Music with Meaning (MU1) - 2015

**Course Description:** Music is a powerful tool when telling a story, whether it is for a play, movie or a television advertisement. Students will look at several examples of stories told through music and will explore different ways of using music to tell their own story. This involves performing class arrangements, creating a sound scape with and composing a story song. Students will begin their journey by experiencing rhythms in its most basic form, on percussion instruments.

Weeks	Topics	Text Reference	Assessment
1-3	<b>Getting inside the rhythm</b> Reading, writing, hearing rhythms		
3 – 6	<b>Making the most of melodies</b> Film analysis	Selected films	Analysing: Comparative Essay
7 – 10	<b>Performance etiquette</b>		Performing: Performance of composition
11 - 15	<b>What's the story?</b>		Composing: Composing emotive musical elements
16 – 20	<b>Group skills</b>		Performing: Large ensemble

### Text and Resources

Students currently learning instruments will be encouraged to bring them to class during the second term of the semester. Students are required to have a separate A4 Music notebook, with their name clearly marked, to use in class. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your notebook will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, and a USB stick.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Creating/devising
- Evaluation
- Justifying

### Assessment & Reporting

There are four assessment items throughout the semester, an essay, two performing tasks and a composition. This subject places equal importance on practical and theoretical work. You must complete both to a satisfactory standard in order to pass the course. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Music



## Year 10 - Jazz Me Blues (MU2) - 2016

**Course Description:** Throughout the twentieth century Blues and Jazz music have influenced the western music culture giving birth to the music we listen to today. Students will develop an understanding of the Blues and Jazz musical styles by performing a Jazz standard, writing a collaborative Blues song and Jazzing up their own composition.

Weeks	Topics	Text Reference	Assessment
1-6	Jazz Me Blues Foundations of Blues music and musical elements		Performing: Solo or duet performance
7 – 10	How to play it? Swing, mood and timbre		Analysing: Essay
11 - 15	All that Jazz Different Jazz styles		
16 – 20	How to write It! Composing techniques and elements		Composing: Individual jazz piece

### Text and Resources

All required scores are supplied by the teacher and there is a range of instruments available in the Music Department. Students currently learning instruments will be encouraged to bring them to class during the second term of the semester. Students are required to have a separate A4 Music notebook, with their name clearly marked, to use in class. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, and a USB stick.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Creating/devising
- Evaluation
- Justifying

### Assessment & Reporting

There are three assessment items throughout the semester, a practical performance, an essay and a composition task. This subject places equal importance on practical and theoretical work. You must complete both to a satisfactory standard in order to pass the course. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Music



## Year 10 - Hit the Stage! (MU3) - 2016

**Course Description:** This unit examines key industrial and creative developments in the History of the Broadway musical genre. It also examines theory underpinning the relationship between music entertainment, performance practices and development. This course emphasises the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity and imagination.

Weeks	Topics	Text Reference	Assessment
1-3	Let's get started... Musical elements and practice and performing techniques		Performing: Ensemble
3 – 6	Where and What is Broadway? Organisation and structure of a musical	Broadway: The American Musical	Analysing: Essay
7-10	How am I? Solo performances creating and developing techniques Performance etiquette and requirements.		Performing: Individual task
11-15	How to compose like Webber? Composing techniques- focus on arranging and technology.	In Tune With Music	Composing: Individual Broadway piece
16 – 20	What next? Music entertainment and performance practices		

### Text and Resources

All required scores are supplied by the teacher and there is a range of instruments available in the Music Department. Students currently learning instruments will be encouraged to bring them to class during the second term of the semester. Students are required to have a separate A4 Music notebook, with their name clearly marked, to use in class. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, and a USB stick.

### Core Skills

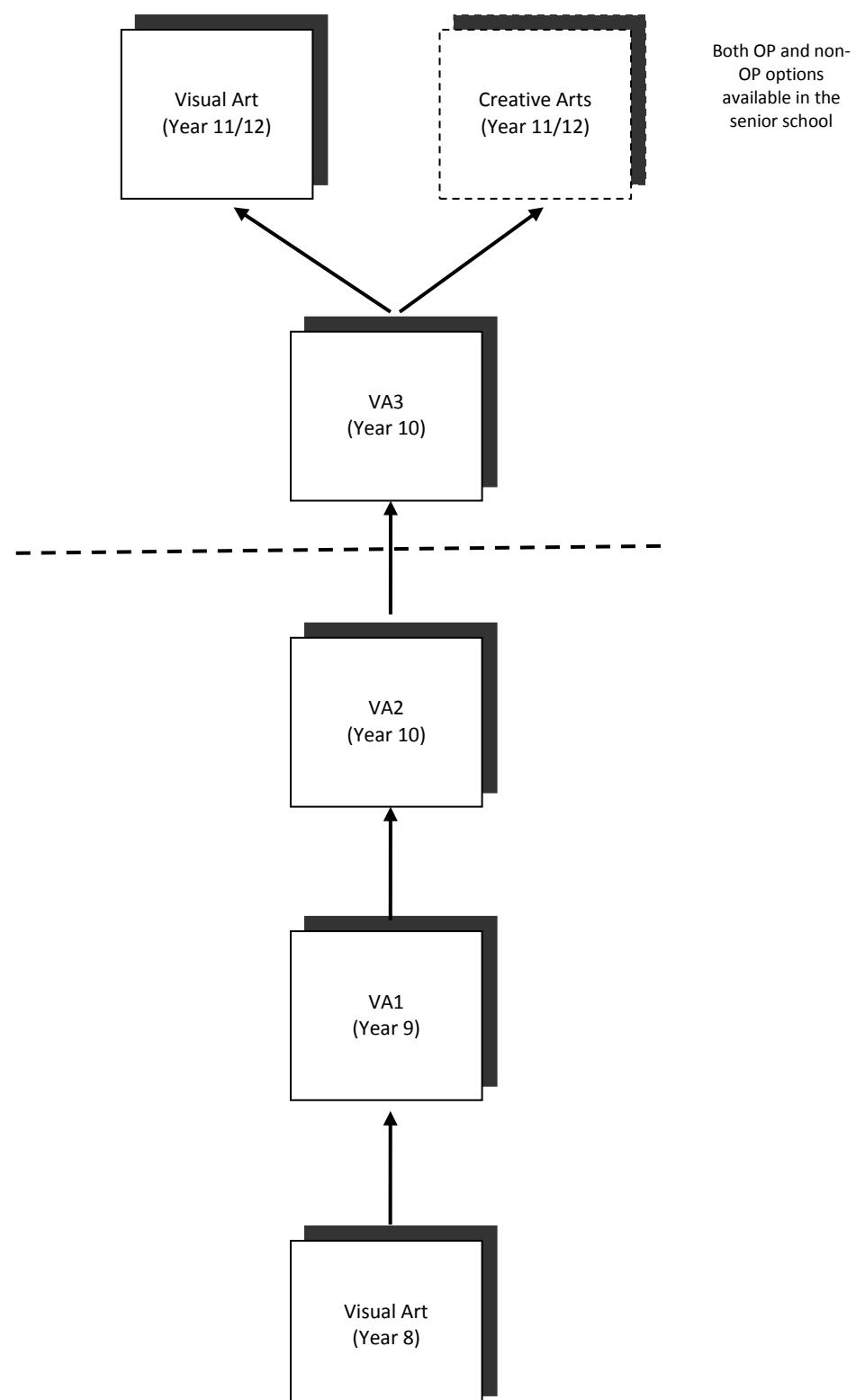
The main skills will be:

- Recall and Remember
- Interpretation
- Recognising
- Justifying
- Analysing
- Evaluation
- Creating/devising

### Assessment and Reporting

There are four assessment items throughout the semester, a performance ensemble, an essay, and individual performance and a composition task. This subject places equal importance on practical and theoretical work. You must complete both to a satisfactory standard in order to pass the course. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

## Visual Art





# Visual Art

## Year 8 - Elementary Art - 2014

**Course Description:** Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Visual Art. They enhance their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering specific audiences and specific purposes.

Weeks	Topics	Text Reference	Assessment
1-7	Drawing: applying the elements of design	Online resources	Experimental folio: drawing
8-13	Painting: applying the elements of design	Online resources	Experimental folio: painting
14 – 20	Sculpture: applying the elements of design	Online resources	Appraising task: exam Making task: sculpture

### Text and Resources

Students are expected to complete all classroom activities in their visual diary as part of their overall folio of work. You will be expected to make notes and complete all work in your visual art diary which will be collected and marked by your classroom teacher. You must have an A4 visual art diary, with your name clearly marked, to use in class. Your visual art diary should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your visual art diary will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB and 2B pencil, an eraser, glue, 2 x highlighters, scissors, coloured pencils, pencil sharpener.

### Core Skills

The main skills will be:

- Recall and remember
- Visualising
- Creating/devising
- Identifying Shapes in two and three dimensions
- Manipulating/using equipment
- Sketching/Drawing

### Assessment & Reporting

There are four main assessment items throughout the semester, an appraising exam and three making experimental folios in drawing, painting and sculpture. This subject places importance on practical and theoretical work. You will be assessed on a scale of A-E and will be given feedback on your performance.

# Visual Art



## Year 9 - Monster's Ink (VA1) - 2015

**Course Description:** Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through visual art. They enhance their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering specific audiences and specific purposes.

Weeks	Topics	Text Reference	Assessment
1-8	Drawing: applying the elements of design	Online resources	Experimental monster folio: drawing
8-14	Multimodal presentation techniques: persuasive proposal	Online resources	Appraising task: multimodal presentation
14 – 20	Sgraffito: applying the elements of design	Online resources	Making task

### Text and Resources

Students are expected to complete all classroom activities in their visual diary as part of their overall folio of work. You will be expected to make notes and complete all work in your visual art diary which will be collected and marked by your classroom teacher. You must have an A4 visual art diary, with your name clearly marked, to use in class. Your visual art diary should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your visual art diary will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB and 2B pencil, an eraser, glue, 2 x highlighters, scissors, coloured pencils and a pencil sharpener.

### Core Skills

The main skills will be:

- Visualising
- Creating/devising
- Identifying Shapes in two and three dimensions
- Manipulating/using equipment
- Sketching/Drawing

### Assessment & Reporting

There are three main assessment items throughout the semester, a making task of an experimental folio in drawing, an appraising task of a multimodal presentation and a making task in drawing. This subject places importance on practical and theoretical work. You will be assessed on a scale of A-E and will be given feedback on your performance.

# Visual Art



## Year 10 - Public Art (VA2) - 2016

**Course Description:** Students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts through Visual Art. They enhance their aesthetic understandings of arts elements and languages. They create their own arts works and present and respond to their own and others' arts works, considering specific audiences and specific purposes.

Weeks	Topics	Text Reference	Assessment
1-12	Design, development and Maquette construction, colour studies.	Online resources Design folios	Artist's Visual Journal
13-15	Painting Sculpture	Online resources Design folios	Artist's Visual Journal
16-17	Appraising Task Work	Online resources Design folios	Artist's Visual Journal
17-21	Completion of Sculpture Work and Photoshop	Online resources Design folios	Making: Sculpture for Public Art Proposal Appraising: Multimodal Presentations

### Text and Resources

Students are expected to complete all classroom activities in their visual diary; as evidence of research, development, reflection and resolution must be documented and presented. You will be expected to make notes and complete all work in your visual art diary which will be collected and marked by your classroom teacher. You must have an A4 visual art diary, with your name clearly marked, to use in class. Your visual art diary should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB and 2B pencil, an eraser, glue, 2 x highlighters, scissors, coloured pencils, pencil sharpener, USB.

### Core Skills

The main skills will be:

- Recall and remember
- Visualizing
- Creating/devising
- Identifying Shapes in two and three dimensions
- Manipulating/using equipment
- Sketching/Drawing

### Assessment & Reporting

There are two main assessment items, a sculpture and a multi-modal presentation and a visual diary. This subject places importance on both practical and theoretical work. You will be assessed on a scale of A-E and will be given feedback on your performance. Students will also be required to maintain an "Artist's Visual Journal" in order to demonstrate development of understanding of key class concepts.

# Visual Art

## St. Thomas More COLLEGE Year 10 - Paint it Raw (VA3) - 2016



**Course Description:** The arts are universal forms of symbolic creation, expression and social exchange. Through the language of Visual Art, people from diverse cultures make sense of and share meaning about our world. Creativity plays a vital role in the wellbeing and advancement of all societies. From our earliest years, we communicate using complex symbol systems — gestural, verbal, visual and aural.

Weeks	Topics	Text Reference	Assessment
1-10	Teacher-directed practical painting activities that explore the elements and principles of design	Folio workbook Online resources	Making: Experimental folio
11-13	Design/develop painting	Online resources	Making / Appraising: Artist's Visual Journal
14-15	Students paint/complete a preliminary study	Folio workbook Online resources	Appraising: Exam (Painting Theory)
16-21	Major/Final painting work	Online resources	Making: Painting

### Text and Resources

Students are expected to complete all classroom activities in their visual diary; as evidence of research, development, reflection and resolution must be documented and presented. You will be expected to make notes and complete all work in your visual art diary which will be collected and marked by your classroom teacher. You must have an A4 visual art diary, with your name clearly marked, to use in class. Your visual art diary should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB and 2B pencil, an eraser, glue, 2 x highlighters, scissors, coloured pencils, pencil sharpener.

### Core Skills

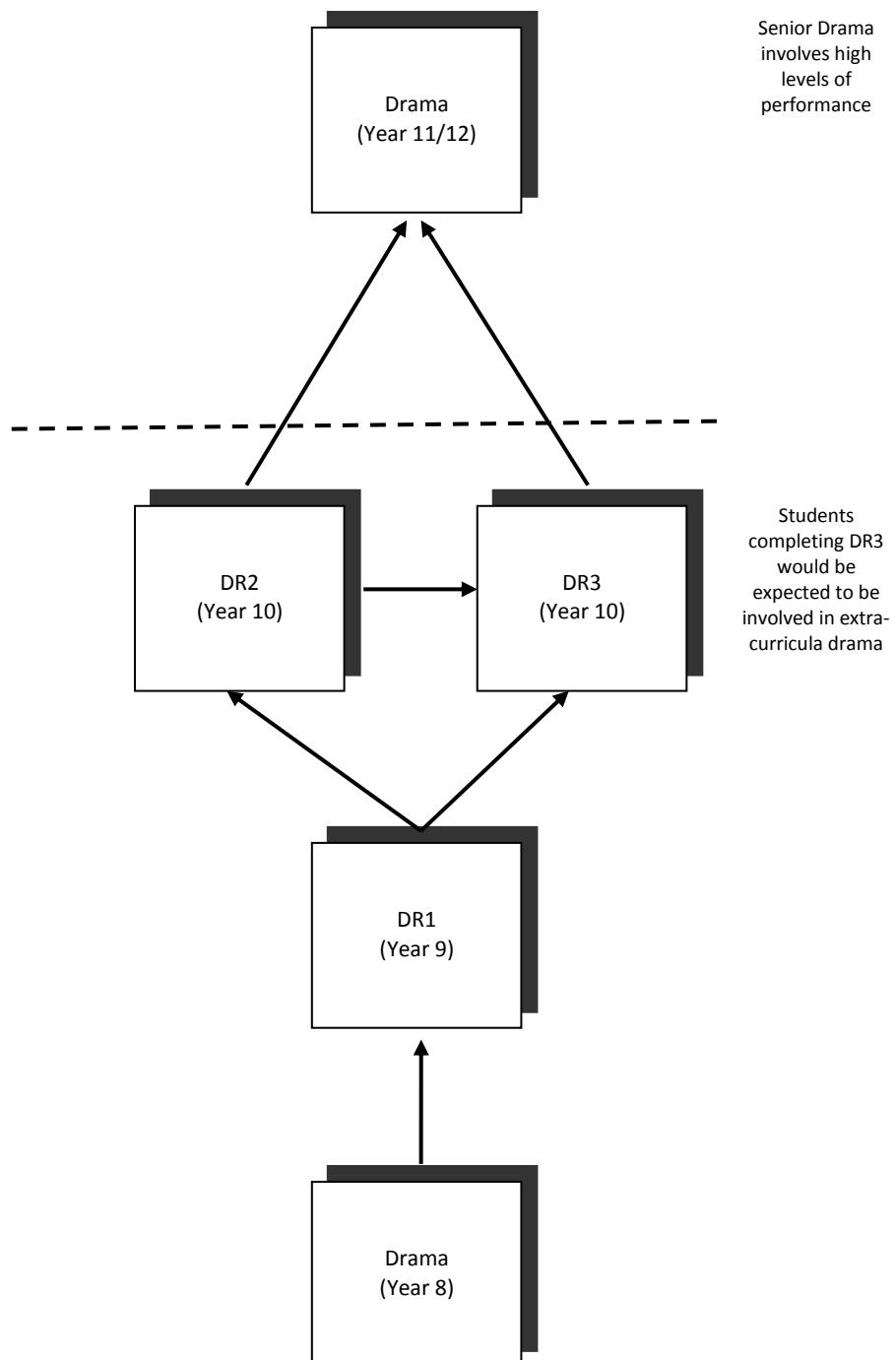
The main skills will be:

- Recall and remember
- Visualizing
- Creating/devising
- Setting out/  
presenting/arranging/  
displaying
- Manipulating/using  
equipment
- Sketching/Drawing

### Assessment and Reporting

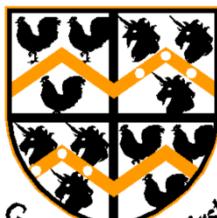
There are three main assessment items, an exam, an experimental folio and a major painting. This subject places importance on both practical and theoretical work. You will be assessed on a scale of A-E and will be given feedback on your performance. Students will also be required to maintain an "Artist's Visual Journal" in order to demonstrate development of understanding of key class concepts.

## Drama



# Drama

St. Thomas More  
COLLEGE



## Year 8 Drama -A Piece of Cake- 2014

**Course Description:** This fun and interactive unit explores some key dramatic languages through both a series of practical and theoretical exercises. Students will learn to understand and apply dramatic languages to discuss and build performance. They will engage in practical activities and learn to work and perform in groups, developing confidence as well as empathy and support of others.

Weeks	Topics	Text Reference	Assessment
1-8	<b>The Dramatic Elements-</b> Human Context, Space, Time and Place, Tension, Language, Movement, Mood, Symbol, Improvisation	Dramawise	Forming: Improvised Scenario
9-12	<b>Process Drama, performance and improvisation</b>	Online resources	Responding: Dramaturgical Journal
13-20	<b>Play building and performing</b>	Selected play texts	Performing: Scripted scenes.

### Text and Resources

Within this unit we draw on a range of play texts and Dramawise. You will be expected to make notes and complete all work in your drama journal, to be handed in at the end of the term as a responding assessment. You may choose to have a separate A4 Drama notebook, with your name clearly marked, to use in class. You may later transfer all class notes into a good copy A4 book, to be handed in as your final piece of assessment. \* This is not mandatory. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your notebook will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Creating/devising
- Evaluation
- Justifying

### Assessment & Reporting

There are three assessment tasks to be completed in this unit, an improvised scenario, a dramaturgical journal and a performance of scripted scenes. You will be assessed on a scale of A-E and will be given feedback on your performance.

# Drama



## Year 9 - Acting up and acting out (DR1) - 2015

**Course Description:** This is an interactive, safe and fun unit that empowers actors through conflict resolution and social justice. Augusto Boal's Forum Theatre is based on the idea that people present their everyday situations as the focus of the drama and act out their thoughts instead of just speaking. The process of enacting our daily issues and conflicts contributes more to learning and to a different type of experiential knowing than that of discussion. Students will have a dual role, as critical observers and actors, 'spect-actors' in Forum Theatre terminology.

Weeks	Topics	Text Reference	Assessment
1-3	<b>Looking at the structure of the Actor's work:</b> Group work in movement, voice and ensemble safety <b>Looking at status and role</b>	Augusto Boal: Games for actors and Non Actors	<b>Responding:</b> Actors Journal
4- 8	<b>Theatre of the Oppressed:</b> Examining the principles and conventions behind Boal's Theatre.	Medea The Odyssey Oedipus Antigone	
9-12	<b>Exploring Youth Issues:</b> Students apply the Boal method to resolve conflict and social justice issues related to personal experience		<b>Forming:</b> Group Improvisation
13- 20	<b>Process Drama and Performance:</b> Examining the process drama style in order to explore contemporary texts dealing with themes of social justice.		<b>Presenting:</b> Presenting Scripted Drama

### Text and Resources

Within this unit selected play texts will be explored and all reading, course materials and homework may be accessed online. You will be expected to make notes and complete all work in your drama journal, to be handed in at the end of the term as a responding assessment. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Creating/devising
- Evaluation
- Justifying

### Assessment & Reporting

There are three assessment items over the semester, a **performance of scripted scenes, a group devised improvisation and an Actor's Journal**. This subject places equal importance on practical and theoretical work. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Drama



## Year 10 - Sad face/LOL (DR2)- 2016

**Course Description:** This unit traces the origins of tragedy and comedy back to the very first theatre created in Ancient Greece. Students will journey from here, through the Renaissance and Medieval years, exploring theatre types such as the ancient Italian comedy of Commedia dell'Arte as well as the tragedies and comedies of Shakespeare. This fun and interactive unit teaches students the basic timeline of the creation of theatre, exploring both comedy and tragedy. Students will work in ensembles to create highly physical and engaging performance work.

Weeks	Topics	Text Reference	Assessment
1-3	<b>The origins of Ancient Greek tragedy-</b> life/religion/culture/art		
4- 8	<b>Greek mythology:</b> A look at the tragedies <b>Performing:</b> voice and body	Medea The Odyssey Oedipus Antigone	<b>Presenting:</b> Scripted Performance with actor's log
9-12	<b>Elements and conventions of Greek Theatre</b>		Drama journal
13- 20	<b>Commedia Dell'Arte:</b> medieval Italian clowning and comedy		<b>Responding:</b> Greek Theatre Exam <b>Forming:</b> Group devised Improvisation

### Text and Resources

Within this unit selected play texts will be explored and all reading, course materials and homework may be accessed online. You will be expected to make notes and complete all work in your drama journal, to be handed in at the end of the term as responding assessment. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Creating/devising
- Evaluation
- Justifying

### Assessment & Reporting:

There are four main assessment items throughout the semester, a **performance of a scripted scene, a group devised improvisation, and a Greek Theatre Exam**. This subject places equal importance on practical and theoretical work. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Drama



## Year 10 - Contemporary Theatre Styles (DR3) - 2016



**Course Description:** This unit offers students an understanding of the origins of Stanislavsky's Realism and takes them on a journey through a number of contemporary acting styles. This course is essentially a study in acting; training voice and body.

Weeks	Topics	Text Reference	Assessment
1-8	Realism: Stanislavsky, Heightened Realism/Fantastic Realism	Online resources	Responding: Multi-modal presentation: comparative director study
9-11	Physical Theatre: Laban/Lindsey Davies/Bogart	Drama texts: creative practice for senior drama students	Forming: Student devised improvisations
12- 20	Applying dramatic techniques and conventions to performance	Self-devised text	Presenting: Presenting scripted text Forming: Dramaturgical proposal

### Text and Resources

Within this unit we draw on a range of heritage and contemporary texts and play texts. Selected readings and homework activities will be issued weekly online. You will be expected to make notes and complete all work in your Drama notebook which will be collected and marked by your classroom teacher. You must have an A4 Drama notebook, with your name clearly marked, to use in class. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick.

### Core Skills

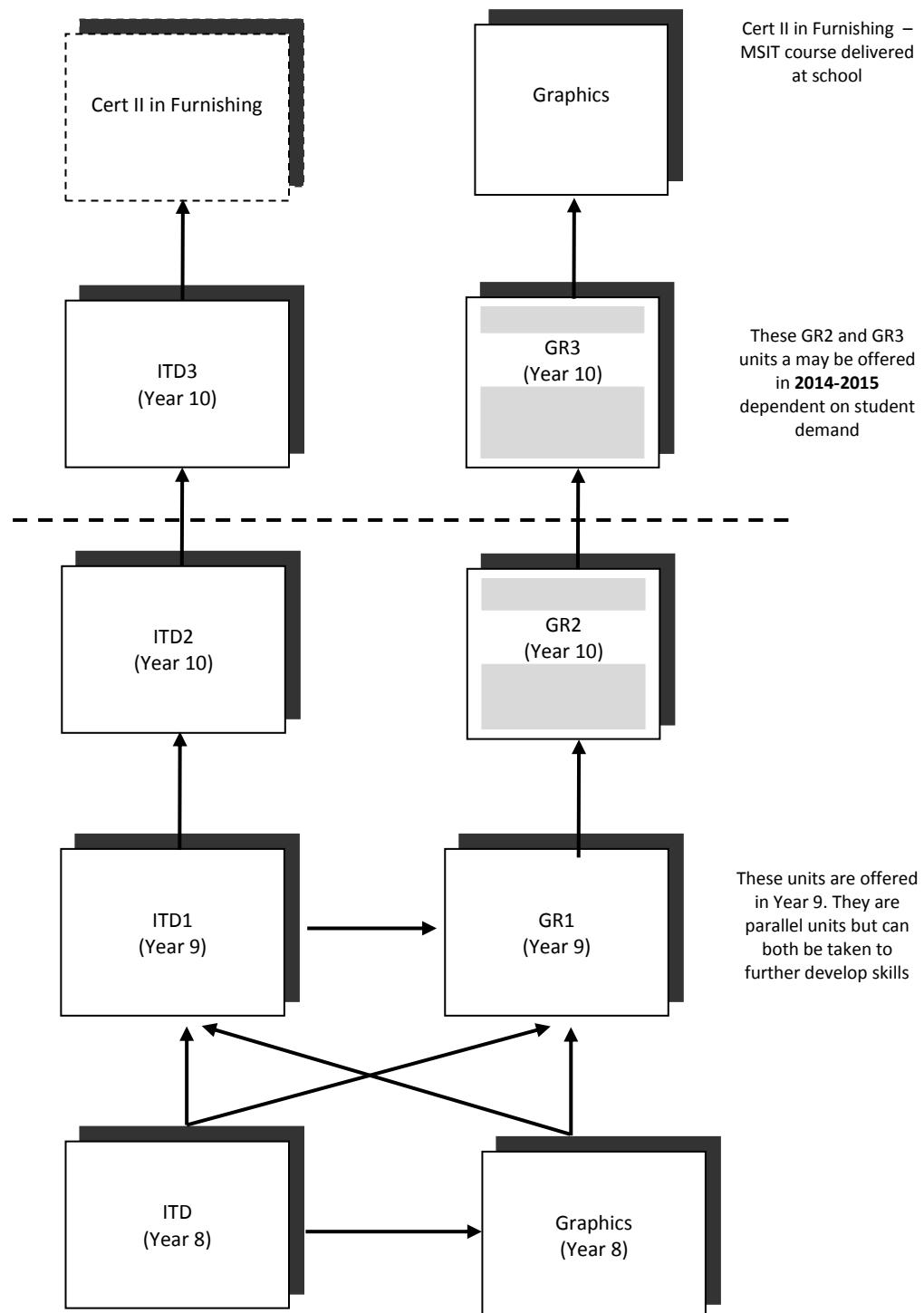
The main skills will be:

- Recall and remember
- Compare and Contrast
- Creating/devising
- Evaluation
- Gesturing
- Justifying

### Assessment & Reporting

There are three main assessment items throughout the semester. An **analytical essay**, an **ensemble group-devised performance and presenting scripted scenes**. This subject places equal importance on practical and theoretical work. You must complete both to a satisfactory standard in order to pass the course. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

## Industrial Technology & Design



# Industrial Technology and Design

St. Thomas More  
COLLEGE



God's Servant First

Coye Servant Eley

## Year 8 - Graphics - 2014

**Course Description:** This unit is designed as an explicit introduction to Graphical Communication through Product Design. Students will gain knowledge and understanding of Graphical Engineering processes by using industry standard drawing (CAD) packages. This unit focuses on further developing skills and an understanding of Graphics in the technology area.

Weeks	Topics	Text Reference	Assessment
1-3	Introduction to: <ul style="list-style-type: none"><li>• CAD programs</li><li>• Systems</li><li>• Engineering concepts</li><li>• Design concepts</li></ul>	Graphics Workbook	Exam
4-10	Systems: <ul style="list-style-type: none"><li>• Drawing construction</li></ul> AutoCAD Inventor: <ul style="list-style-type: none"><li>• Inventor booklet continuation</li><li>• Product design concepts</li></ul>	Graphics Workbook	Assignment
11-19	Engineering Properties: <ul style="list-style-type: none"><li>• Introduction to Engineering concepts</li><li>• Classwork drawings</li></ul> AutoCAD Inventor: <ul style="list-style-type: none"><li>• Inventor booklet continuation</li></ul>	Graphics Workbook	Classwork Folio Exam

### Text and Resources

- |   |   |   |
|---|---|---|
| <ul style="list-style-type: none"><li>• Auto CAD Inventor booklets</li><li>• USB memory stick</li><li>• A4 ITD Notebook</li><li>• Pencil Case</li></ul> | <ul style="list-style-type: none"><li>• Blue, black and red pens/biros</li><li>• Black fine-tipped pen</li><li>• HB pencil</li><li>• Eraser</li></ul> | <ul style="list-style-type: none"><li>• Glue</li><li>• 2 x highlighters</li><li>• Scissors</li><li>• Coloured pencils</li></ul> |
|---|---|---|

### Core Skills

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>• Recall and remembering</li><li>• Creating</li></ul> | <ul style="list-style-type: none"><li>• Manipulating/operating/using equipment</li></ul> | <ul style="list-style-type: none"><li>• Sketching/drawing</li></ul> |
|---|--|---|

### Assessment & Reporting

There are four main assessment items throughout the semester: **two short response exams, a Product Design assignment** and a **classwork folio**. Each of these is worth a 1/4 of your final grade. All assessment tasks must be attempted. Assessment is reported on an A – E scale with feedback on individual performance. Drafts must be completed and submitted at least one week before final due dates.

# Industrial Technology and Design

*St. Thomas More*  
COLLEGE



## Year 8 - Timber and Plastics - 2014

**Course Description:** This unit investigates timber, plastics and their properties. Students will gain knowledge and understanding by manipulating tools and machinery to complete projects using both materials. This unit focuses on developing basic hand skills and an understanding of safety in the area of Industrial Technology and Design.

Weeks	Topics	Text Reference	Assessment
1-3	Introduction to: <ul style="list-style-type: none"><li>• Safety</li><li>• Tools &amp; Machinery</li><li>• Timber Properties</li></ul>	Safety Booklet Student Pencil Case Folio	Practice Joints Safety Booklet
4-8	Timber Properties: <ul style="list-style-type: none"><li>• Timber materials and Tool/ Machinery development</li><li>• Timber Pencil Case construction</li></ul>	Student Pencil Case Folio Safety Booklet	Pencil Case Project Pencil Case Folio
8-10	Plastics: <ul style="list-style-type: none"><li>• Introduction to Plastics</li><li>• Plastic photo frame construction</li></ul>	Safety Booklet	Photo frame Project
11-15	Design Project: <ul style="list-style-type: none"><li>• Research, Design, Refinement</li><li>• Procedure Information</li><li>• Evaluation</li></ul>	Online Texts, PowerPoint's and YouTube videos	Design Project Folio
15-19	Design Project Construction: <ul style="list-style-type: none"><li>• Materials</li><li>• Tools and Machinery use</li><li>• Logo designs</li></ul>	Online Texts, PowerPoint's and YouTube videos	Design Project and Logo

### Text and Resources

- Safety booklets
- USB memory stick
- A4 ITD Notebook
- Pencil Case
- Blue, black and red pens/biros
- Black fine-tipped pen
- HB pencil
- Eraser
- Glue
- 2 x highlighters
- Scissors
- Coloured pencils

### Core Skills

- Recall and remembering
- Creating
- Manipulating/operating/using equipment
- Project Construction
- Sketching/drawing

### Assessment & Reporting

There are five main assessment items throughout the semester: three construction projects and 2 projects folios which is a record of the projects manufactured. Each of these is worth a 1/5 of the final grade. All assessment tasks must be attempted. All assessment is reported on an A – E scale with feedback on individual performance. Drafts must be completed and submitted at least one week before final due dates.

# Industrial Technology and Design

**St. Thomas More**  
COLLEGE



## Year 9 - Systems and Engineering Concepts (GRA1) - 2015

**Course Description:** This unit investigates systems and engineering concepts in correlation with ITD. Students will gain knowledge and understanding by manipulating tools and machinery to complete a timber project. This unit focuses on further developing hand skills and an understanding of safety in the technology area.

*God's Servant First*

*Cognitio Scientia Et Labor*

Weeks	Topics	Text Reference	Assessment
1-3	Introduction to: <ul style="list-style-type: none"><li>• Safety</li><li>• Tools &amp; Machinery</li><li>• Timber Properties</li><li>• Systems</li><li>• Engineering concepts</li></ul>	Safety Booklet	Practise Joints
4-10	Systems & Design: <ul style="list-style-type: none"><li>• Research, Design, Refinement</li><li>• Procedure Information</li><li>• Evaluation</li></ul>	Timber Clock Folio Safety Booklet	Timber Clock Folio Timber Clock Project
11-19	Engineering Properties: <ul style="list-style-type: none"><li>• Introduction to Engineering concepts</li><li>• Air Rocket construction</li><li>• Physics &amp; Maths concepts</li></ul>	Air Rocket Folio Safety Booklet	Air Rocket Folio Air Rocket Models

### Text and Resources

- Safety booklets
- USB memory stick
- A4 ITD Notebook
- Pencil Case
- Blue, black and red pens/biros
- Black fine-tipped pen
- HB pencil
- Eraser
- Glue
- 2 x highlighters
- Scissors
- Coloured pencils

### Core Skills

- Recall and remembering
- Creating
- Manipulating/operating/using equipment
- Sketching/drawing

### Assessment & Reporting

There are four main assessment items throughout the semester: **two construction projects**, (Timber clock and the Air Rocket) and **Project Folios**, one for each project. Each of these is worth a 1/4 of your final grade. All assessment tasks must be attempted. Assessment is reported on an A – E scale with feedback on individual performance. Drafts must be completed and submitted at least one week before final due dates.

# Industrial Technology and Design



## Year 9 - Furniture Construction & Design (ITD1) - 2015

**Course Description:** This semester students will undertake two projects – construction of a timber serving tray and design project. Students will develop skills in free-hand designs in both 2-D and 3-D styles. The focus of practical skills will be in production of fine furniture and design folios.

Weeks	Topics	Text Reference	Assessment
1-3	Introduction to: <ul style="list-style-type: none"><li>• Safety</li><li>• Tools &amp; Machinery</li><li>• Timber Properties</li></ul>	Safety Booklet Student Pencil Case Folio	Practice Joints
3-10	Design Project: <ul style="list-style-type: none"><li>• Safety</li><li>• Design Brief</li><li>• Drawing &amp; Planning</li><li>• Begin Construction</li></ul>	Design Folio Safety Booklet	Design Folio Design Project
10-19	Timber Properties: <ul style="list-style-type: none"><li>• Serving tray construction</li><li>• Cutting Lists</li><li>• Costing's</li></ul>	Serving Tray Folio Safety Booklet	Serving Tray Project Serving Tray Folio

### Text and Resources

- Safety booklets
- USB memory stick
- A4 ITD Notebook
- Pencil Case
- Blue, black and red pens/biros
- Black fine-tipped pen
- HB pencil
- Eraser
- Glue
- 2 x highlighters
- Scissors
- Coloured pencils

### Core Skills:

- Recall and understanding
- Manipulating / operating / using equipment
- Creating
- Sketching / Drawing
- Evaluating

### Assessment & Reporting

There are four main assessment items throughout the semester: two construction projects (Design Project and Serving Tray), and two design folios (one per project). Each of these is worth a 1/4 of your final grade. All assessment tasks must be attempted. Assessment is reported on an A – E scale with feedback on individual performance. Drafts must be completed and submitted at least one week before final due dates.

# Industrial Technology and Design



## Year 10 - Industry Standard Furniture Construction (ITD2) - 2016

**Course Description:** This semester students will undertake two projects –construction of a timber occasional table and the manufacture of a wall cabinet. Students will develop practical skills will be in production of fine furniture and the manipulation machinery and tools.

Weeks	Topics	Text Reference	Assessment
1-3	Introduction to: <ul style="list-style-type: none"><li>• Safety</li><li>• Tools &amp; Machinery</li><li>• Timber Properties</li></ul>	Safety Booklet Student Pencil Case Folio	Practice Joints
3-10	Furniture Project: <ul style="list-style-type: none"><li>• Safety</li><li>• Materials concepts</li><li>• Project Construction</li></ul>	Safety Booklet	Wall Cabinet Project Wall Cabinet Folio
10-19	Furniture Project: <ul style="list-style-type: none"><li>• Occasional Table construction</li><li>• Cutting Lists</li><li>• Costing's</li></ul>	Occasional Folio Safety Booklet	Occasional Table Project Occasional Table Folio

### Text and Resources

- |  |   |   |
|--|---|---|
| <ul style="list-style-type: none"><li>• Safety booklets</li><li>• USB memory stick</li><li>• A4 ITD Notebook</li><li>• Pencil Case</li></ul> | <ul style="list-style-type: none"><li>• Blue, black and red pens/biros</li><li>• Black fine-tipped pen</li><li>• HB pencil</li><li>• Eraser</li></ul> | <ul style="list-style-type: none"><li>• Glue</li><li>• 2 x highlighters</li><li>• Scissors</li><li>• Coloured pencils</li></ul> |
|--|---|---|

### Core Skills

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Recall and understanding</li><li>• Manipulating / operating / using equipment</li></ul> | <ul style="list-style-type: none"><li>• Creating</li><li>• Sketching / Drawing</li></ul> | <ul style="list-style-type: none"><li>• Evaluating</li></ul> |
|---|--|--|

### Assessment & Reporting

There are four main assessment items throughout the semester: two construction projects (Design Project and Serving Tray), and two design folios (one per project). Each of these is worth a 1/4 of your final grade. All assessment tasks must be attempted. Assessment is reported on an A – E scale with feedback on individual performance. Drafts must be completed and submitted at least one week before final due dates.



# Industrial Technology and Design

## Year 10 - CO<sub>2</sub> Racer, Design and Construction (ITD3) - 2016

**Course Description:** This semester students will undertake one major project – this is the design and construction of a CO<sub>2</sub> race car. Students will develop understanding of graphical representations through sketching, rendering and shading their designs. They will then implement their designs into the AutoDesk Inventor software. In the software they will do strength and aerodynamics testing. The focus of practical skills will be in production of designing and constructing a high performance CO<sub>2</sub> Racer.

Weeks	Topics	Text Reference	Assessment
1-10	Introduction to: <ul style="list-style-type: none"> <li>Safety</li> <li>Design Brief</li> <li>Sketching &amp; Planning</li> </ul> Timber Properties: <ul style="list-style-type: none"> <li>CO<sub>2</sub> Racer Box construction</li> </ul> AutoCAD Inventor: <ul style="list-style-type: none"> <li>Inventor booklet continuation</li> <li>Designing CO<sub>2</sub> Racer</li> </ul>	Online resources and style guide Student Logbook Safety Booklet Graphics Workbook	CO <sub>2</sub> Racer Design folio Co2 Racer Project
11-19	CO <sub>2</sub> Racer: <ul style="list-style-type: none"> <li>Sketching &amp; Planning</li> <li>•</li> </ul>	Graphics Workbook	CO <sub>2</sub> Racer II Race Time Results

### Text and Resources

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Safety booklets</li> <li>USB memory stick</li> <li>A4 ITD Notebook</li> <li>Pencil Case</li> </ul> | <ul style="list-style-type: none"> <li>Blue, black and red pens/biros</li> <li>Black fine-tipped pen</li> <li>HB pencil</li> <li>Eraser</li> </ul> | <ul style="list-style-type: none"> <li>Glue</li> <li>2 x highlighters</li> <li>Scissors</li> <li>Coloured pencils</li> </ul> |
|---|--|--|

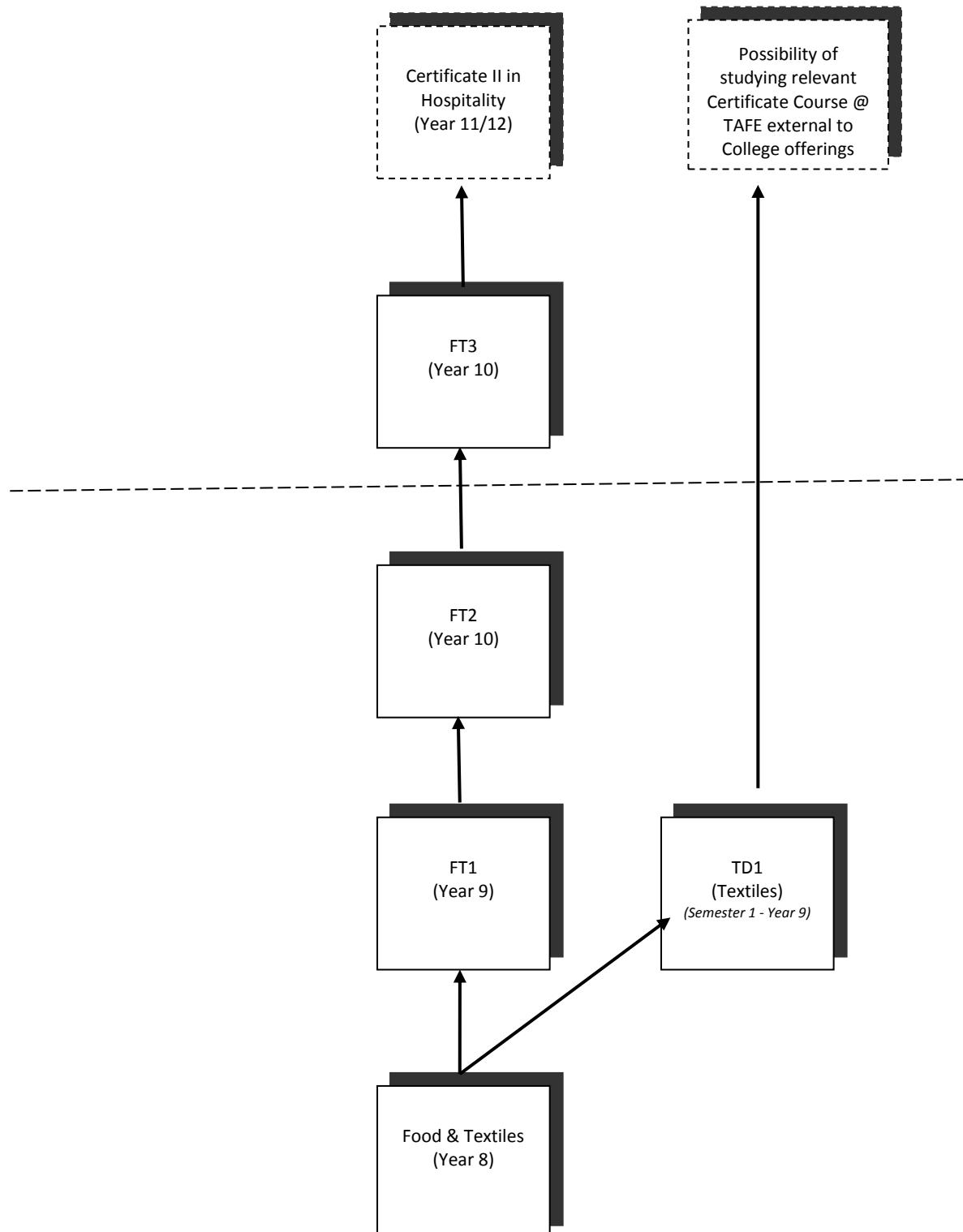
### Core Skills

- |  |   |  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Recall and understanding</li> <li>Manipulating / operating / using equipment</li> </ul> | <ul style="list-style-type: none"> <li>Creating</li> <li>Sketching / Drawing</li> </ul> | <ul style="list-style-type: none"> <li>Evaluating</li> </ul> |
|--|---|--|

### Assessment & Reporting

There are four main assessment items throughout the semester: a CO<sub>2</sub> Racer Design folio based on researching, designing, sketching, rendering and evaluating the CO<sub>2</sub> racer design, two construction projects (CO<sub>2</sub> Racer and the CO<sub>2</sub> Racer Box) and the Race times from the students' CO<sub>2</sub> Racer. Each of these is worth a 1/4 of your final grade. All assessment tasks must be attempted. Assessment is reported on an A – E scale with feedback on individual performance. Drafts must be completed and submitted at least one week before final due dates.

## Food Technology



# Food Technology

St. Thomas More  
COLLEGE



God's Servant First  
Coyz 2644nt Elay

## Year 8 -Living Technology: Food - 2014

**Course Description:** The central focus of Home Economics is the wellbeing of people. It draws on the fields of nutrition and dietetics, relationships and behaviour. This unit is an introduction to Food Technology where students will engage in practical experiences. Nutrition studies, food safety and hygiene practices are also covered throughout the unit.

Weeks	Topic	Text and resources	Assessment
1- 20	Introduction to Food Technology	Workbook	Practical work Practical exams Workbook Theory exam Assignment

### Resources

For theory, students will be supplied with a workbook and will need some plastic sleeves to protect their work plans in practical lessons. Most foods for cooking are supplied by the college through subject levies. Students will need to bring containers with their names on them to take foods home in. You should have a separate A4 Food Technology notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities and homework. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

The main skills will include:

- Recalling and remembering
- Analysing
- Evaluating
- Creating
- Organising and setting out information
- Calculating

### Assessment and Reporting

There are five pieces of assessment in this subject: **two practical cooking tasks, an exam, an assignment and one workbook.** Students will be assessed according to the four assessable elements for both theory and practical. These assessable elements are: Knowledge and understanding, investigating and designing, producing and evaluation. Students will get an overall grade for theory, an overall grade for practical, and an overall grade.

# Food Technology



## Year 9 - Designs on You (TD1) - 2015

**Course Description:** The central focus of Home Economics is the wellbeing of people. It draws on the fields of nutrition and dietetics, textiles and fashion, relationships and behavior. Learn about the elements and principles of design and apply them with fashion drawings to designing outfits to suit a range of experiences. Production of a portfolio design brief will enable students to develop their own sense of style and relate these personal influences of economic constraints, knowledge and skills, personality and preferences, lifestyles and needs to their decisions and actions related to textiles.

Weeks	Theory and Practical	Text and Resources	Assessment
1-10	Fashion drawing	Folio workbook	Practical work- Folio Practical exam - Sketching Written research assignment
11-20	Elements and principles of recycled design	Folio workbook	Written work- Designer folio Practical work

### Resources

For theory students will need a work book. The selection of the final practical piece is to be supplied by the student. Sewing machines and textiles equipment is supplied by the college.

### Core Skills

The main skills will include:

- Recalling and remembering
- Analysing
- Evaluating
- Creating
- Organising and setting out information
- Calculating

### Assessment and reporting

There are five assessment tasks, **two pieces of practical work, two written exams, and a research assignment**. Students will be assessed according to the five assessable elements for both theory and practical. These assessable elements are: knowledge and understanding, investigating and designing, producing and evaluation. Students will get an overall grade for theory, an overall grade for practical, and an overall grade.

# Food Technology



## Year 9 - The OZ ID (FT1) - 2015

**Course Description:** The central focus of Home Economics is the wellbeing of people. It draws on the fields of nutrition and dietetics, textiles and fashion, relationships and behaviour. In society today, many people are unaware of the ways to prepare and serve food using a wide range of foods and equipment. In this Food Technology unit, students will learn how to make healthy food choices draw upon a range of multicultural experiences. A range of practical experiences will cover the multicultural aspect as well as the tasting of foods from our historical background.

Weeks	Topics	Texts and resources	Assessment
1-10	Healthy Foods Food History	Online resources Recipe collections	Exam- theory Practical Exam
11-20	Multi-Cultural Cooking	Online resources Recipe collections	Research task Practical Exam

### Resources

For theory you will need a work book and plastic sleeves to protect your workplans in practical lessons. You should have a separate A4 Food Technology notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities and homework. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

The main skills will include:

- Recalling and remembering
- Evaluating
- Creating
- Organising and setting out information
- Reaching a conclusion
- Calculating

### Assessment and reporting

There are four assessment tasks, **a theory exam, two practical exams and a research task**. Students will be assessed according to the four assessable elements for both theory and practical. These assessable elements are: knowledge and understanding, investigating and designing, producing and evaluating. Students will get an overall grade for theory, an overall grade for practical, and an overall grade.



# Food Technology

## Year 10 - Food for Life! (FT2) - 2016

**Course Description:** The central focus of Home Economics is the wellbeing of people. It draws on the fields of nutrition and dietetics, textiles and fashion, relationships and behaviour. This course focuses on communicating, interacting and living with others, meeting the needs of others, and how societal influences such as technology, culture, environment and ethics impact on wellbeing in a changing society. A journey through the life cycle with an emphasis on teenagers and their eating habits is covered in this unit, culminating in investigating lifestyle influences.

Weeks	Theory	Text and resources	Assessment
1-10	Food requirements throughout life	Online resources Recipe collections	Exam- theory Practical Exam
11-20	Lifestyle influences	Online resources Recipe collections	Practical Exam Research task

### Resources

For theory you will need a work book and plastic sleeves to protect your work plans in practical lessons. You should have a separate A4 Food Technology notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities and homework. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

The main skills will include:

- Recalling and remembering
- Analysing
- Evaluating
- Creating
- Organising and setting out information
- Reaching a conclusion
- Calculating

### Assessment and reporting

There are four assessment tasks in this subject, **a theory exam, two practical exams and a research task.** Students will be assessed according to the four assessable elements for both theory and practical. These assessable elements are: knowledge and understanding, investigating and designing, producing and evaluation. Students will get an overall grade for theory, an overall grade for practical, and an overall grade.

# Food Technology



## Year 10 - What's on the Menu? (FT3) - 2016

**Course Description:** The food service and catering industry is an important component of the overall food industry. This unit is an introduction to hospitality practices which examines the restaurant industry with students researching different cuisines and developing menu options. Students will plan and prepare safe and appealing foods appropriate for catering for small or large scale functions and produce a recipe book.

Weeks	Theory	Text and resources	Assessment
1-10	Introduction to Hospitality Practices	Online resources Recipe collections	Restaurant plan report Practical Skills exam
11-20	Our Community	Online resources Recipe collections	Recipe book production Practical Skills exam

### Resources

For theory you will need a work book and plastic sleeves to protect your work plans in practical lessons. For practical you will need to wear correct school uniform and have your hair completely back off your faces. You should have a separate A4 Food Technology notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities and homework. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, a USB stick and at least 5 different coloured pencils.

### Core Skills

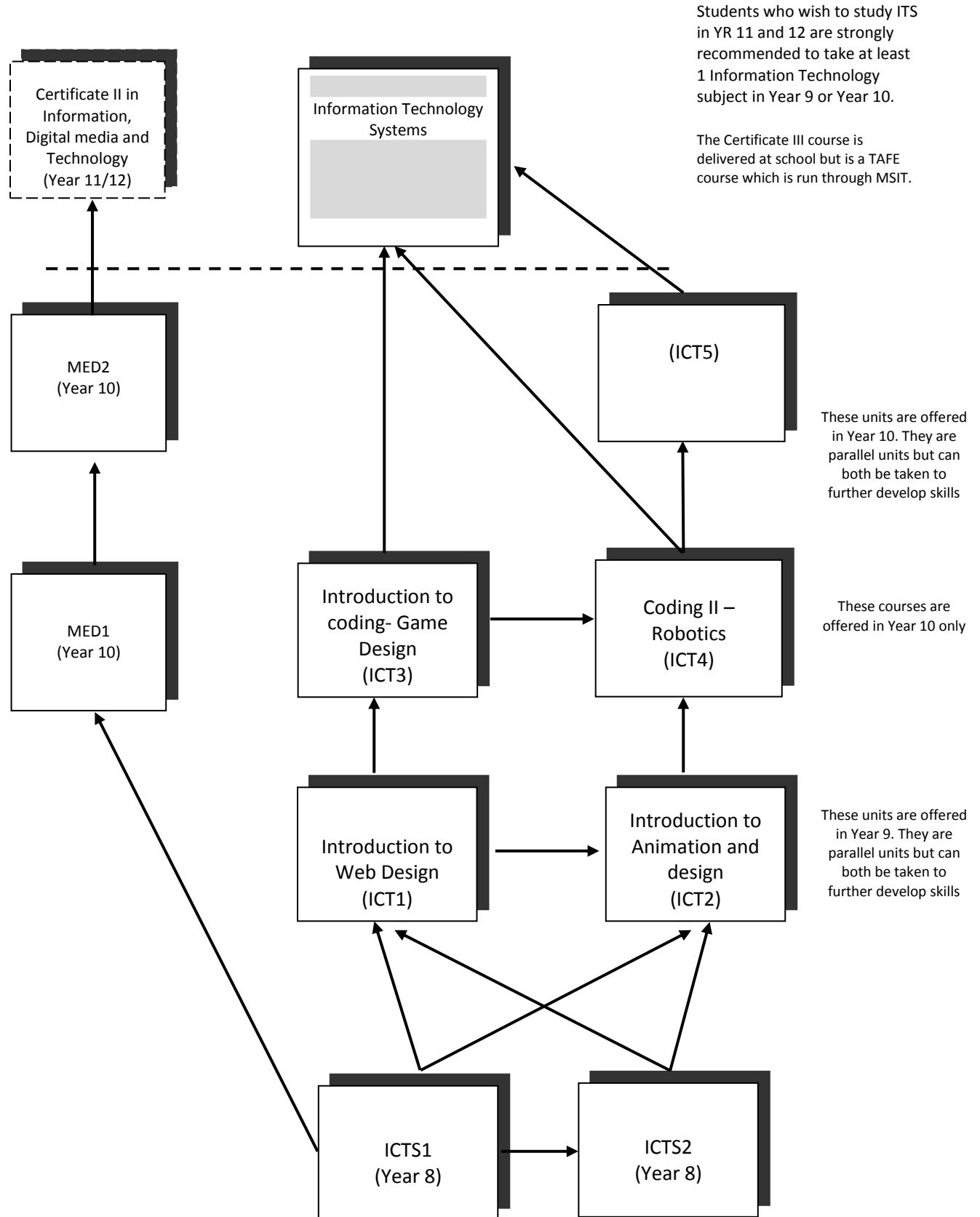
The main skills will include:

- Recalling and remembering
- Analysing
- Evaluating
- Creating
- Organising and setting out information
- Reaching a conclusion
- Calculating

### Assessment and reporting

There are four assessment tasks in this subject, **a report, two practical skills exam and a recipe book production**. Students will be assessed according to the four assessable elements for both theory and practical. These assessable elements are: knowledge and understanding, investigating and designing, producing and evaluation. Students will get an overall grade for theory, an overall grade for practical, and an overall grade.

# Information Communication Technology



# Information Communication Technology



## Year 8 - ICT Skills (ICTS1) - 2014

**Course Description:** Students autonomously and routinely use a range of ICT functions and applications. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. This unit will focus on exploring a range of software and integrating ICT skills.

Weeks	Topics	Resource	Assessment
Ongoing	Typequick – Students learn correct fingers used for typing and increase their accuracy in a set time.	Typequick	Performance testing
1-9	Document production and design, social networking tools and implications – understanding your digital footprint	Microsoft Word, Social Network tools	Exam – Digital footprint and computing issues Assignment – document production
10-20	Photoshop – effective use of the software to produce an outcome.  Investigating – how design is used to attract and influence an audience	Adobe Suite	Poster and image design

### Resources

Students will require a USB to save their work.

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Classifying
- Reflecting
- Evaluation
- Organising and setting out information

### Assessment & Reporting

There are a number of in class assessment items throughout the semester, **a performance test** in Typequick (requiring the development of correct typing skills to be used with accuracy and speed), **two written/presentation tasks and an exam**. You will be assessed on a scale of A-E and will be given feedback on their performance. Progression through the different skills will be monitored to ensure completion by the final due dates.

# Information Communication Technology

St. Thomas More  
COLLEGE



## Year 8 - ICT skills (ICTS2) - 2014

**Course Description:** Students autonomously and routinely use a range of ICT functions and applications. They develop the knowledge, skills and capacity to select and use ICTs to inquire, develop new understandings, transform information and construct new knowledge for a specific purpose or context. They communicate with others in an ethical, safe and responsible manner. This unit will focus on understanding computer systems and using a range of software presentation tools.

Weeks	Topics	Resource	Assessment
Ongoing	Typequick – Students learn correct fingers used for typing and increase their accuracy in a set time. Students who have completed ICT 1 will have alternative activities	Typequick or alternate skill building activities	Performance testing / Review
1-9	Introduction to Computer Systems  Hardware, RAM, Motherboards, Systems tools and diagnostics.  Changing system requirements and the changing role of IT as a social and educational tool	Microsoft Word, Computer hardware	Exam – computer hardware and software  Assignment – computer specifications
10-20	Software Presentation tools – learning how to select appropriate presentation tools to complete a range of tasks	Variety of software tools	Assignment - presentation folio

### Resources

Students will require a USB to save their work.

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Classifying
- Reflecting
- Evaluation
- Organising and setting out information

### Assessment & Reporting

There are a number of in class assessment items throughout the semester, a **performance test** in Typequick (requiring the development of correct typing skills to be used with accuracy and speed), **two written/presentation tasks and an exam**. You will be assessed on a scale of A-E and will be given feedback on their performance. Progression through the different skills will be monitored to ensure completion by the final due dates.

# Information Communication Technology



## Year 9 - Web Design (ICT1) - 2015

**Course Description:** This unit explores and the design, development and use of websites and web pages. Students will learn how to design DreamWeaver templates and develop style sheets. As part of this unit, students evaluate web sites and explore some of the issues surrounding privacy, security and copyright.

Weeks	Topics	Resource	Assessment
1-9	What is an Information System? Database storage and retrieval.	Adobe Dreamweaver	Assignment
10-20	Development and design of a Website	Adobe Dreamweaver	Assignment
1 - 20	Information Systems, Privacy and security	Internet, Online Information Systems	Exam – HTML code, CSS, Information Systems

### Resources

Students will require a USB to save their work.

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Classifying
- Reflecting
- Evaluation
- Organising and setting out information

### Assessment & Reporting

There are three assessment tasks for this unit. Students will be assessed on their ability to plan and design a product as well as their ability to develop and present the finished product. Students will also have an exam at the end of the semester on the social and ethical aspects of Information Systems – exploring such topics as Copyright, Security and Privacy. Students will be assessed on a scale of A-E and will be given feedback on your performance. Progression through the different skills will be monitored to ensure completion by the final due dates.

# Information Communication Technology



## Year 9 - Animation and Design (ICT2) - 2015

**Course Description:** Students will learn how to develop a digital narrative for the purposes of education and presentation. As part of this unit, students will learn how to develop a movie clip to import into their Flash presentation. Skills taught: shape tweening, motion tweening, masking, using libraries, using templates, converting to symbols, timing, adding layers, using basic scripting and saving flash animations.

Weeks	Topics	Resource	Assessment
1 - 10	<b>Introduction to Flash and Scripting</b>	Adobe Flash	Folio of basic Flash tools
11 - 20	Advanced Flash and Scripting	Adobe Flash	Assignment: - Flash presentation
1 – 20	Social and Ethical Issues – the use of design tools and animation to engage audience interest	Review and design of a range of Flash animations	Exam: - Coding structures and language and social and ethical issues

### Resources

Students will require a USB to save their work.

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Classifying
- Reflecting
- Evaluation
- Organising and setting out information

### Assessment & Reporting

There are three assessment tasks for this unit. Students will be assessed on their ability to plan and design a product as well as their ability to develop and present the finished product. Students will also have an exam at the end of the semester on the social and ethical aspects of design and the use of interactive tools to engage an audience. Students will be assessed on a scale of A-E and will be given feedback on their performance. Progression through the different skills will be monitored to ensure completion by the final due dates.

# Information Communication Technology



## Year 10 - Introduction to Coding through Game Design (ICT3) - 2016

**Course Description:** Students will investigate coding design and structure using visual design software tools to develop a product (game). Skills include: design and development, variable choice, sequencing, and understanding programming constraints. This is a more challenging unit for the students as it involves using a range of coding variables and techniques, exploring design issues and developing problem solving. Students will also use word processing software to produce written documentation to support their finished product.

As part of this unit students explore the culture of game playing and game design, how to advertise and promote a game to a chosen audience and how to evaluate different games. In order to complete this unit, students will use a variety of software packages and mediums.

Weeks	Topics	Resource	Assessment
1 - 10	Introduction to coding and design	Coding software Word processing tools	Assignment :- Product plan and design document
11 - 20	Game design and production	Coding software Word processing tools	Assignment : - Product presentation and evaluation
1 - 20	Ongoing – evaluation of the social and ethical aspects of gaming and product development	Internet, Word processing tools	Exam – social and ethical issues

### Resources

Students will require a USB to save their work.

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Classifying
- Reflecting
- Evaluation
- Organising and setting out information

### Assessment & Reporting

There are 3 assessment tasks for this unit. Students will be assessed on their ability to plan and design a product as well as their ability to develop and present the finished product. Students will also have an exam at the end of the semester on the social and ethical aspects of gaming. Students will be assessed on a scale of A-E and will be given feedback on their performance. Progression through the different skills will be monitored to ensure completion by the final due dates.

# Information Communication Technology



## Year 10 - Robotics (ICT4) - 2016

**Course Description:** This unit provides an introduction to the concept of Artificial Intelligence and the developing area of Robotics. Students use Lego Logo and Robolab to build robots and design and produce the robot program. This unit introduces concepts such as the social use of robotics, coding structures such as sequence, selection and iteration and the evolution of computing technology. Students will look at the concepts of science fiction and science fact.

Weeks	Topics	Resource	Assessment
1-10	<b>Introduction to coding concepts of sequence, selection and iteration.</b>	Lego Robotics software and tools	Assignment – pseudo code and programming – single decision coding
11 - 20	Robocup and robot programming	Lego Robotics software and tools	Assignment – writing a program to perform a range of specific tasks – multiple decision coding
1 - 20	Ongoing throughout the term – Social and Ethical Issues of Robotics	Research – contemporary magazines and journals	Exam – social and ethical issues of computing and coding structures

### Resources

Students will require a USB to save their work.

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Classifying
- Reflecting
- Evaluation
- Organising and setting out information

### Assessment & Reporting

There are three assessment tasks for this unit. Students will be assessed on their ability to plan and design a product as well as their ability to develop and present the finished product. Students will also have an exam at the end of the semester on the social and ethical aspects of robotics and coding elements. Students will be assessed on a scale of A-E and will be given feedback on their performance. Progression through the different skills will be monitored to ensure completion by the final due dates.

# Information Communication Technology

St. Thomas More  
COLLEGE



## Year 10 - Transition to Senior (ICT5) - 2016

**Course Description:** Students will investigate advanced product design tools, such as Adobe Illustrator. This unit is designed to provide an introduction to the processes and skills involved in ITS or Graphics. Students will investigate some of the requirements of senior subjects including how to prepare and present an assignment. Students will also look at the changing of role of IT in graphical drawing and web design and the use of mobile tools to meet consumer needs.

Weeks	Topics	Resource	Assessment
1 - 10	Introduction to advanced software design tools	Adobe suite,  Mobile applications	Assignment :- Product presentation and evaluation
11 - 20	Changing role of IT and IT tools in design and development  Role of mobile applications for different platforms	Word processing tools Internet Mobile applications	Assignment : - IT in society  Exam – social and ethical issues

### Resources

Students will require a USB to save their work.

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Classifying
- Reflecting
- Evaluation
- Organising and setting out information

### Assessment & Reporting

There are 3 assessment tasks for this unit. Students will be assessed on their ability to design and develop a product as well as their ability to review and investigate the role of mobile applications on a range of platforms. Students will also have an exam at the end of the semester on the social and ethical aspects of IT and its role in society. Students will be assessed on a scale of A-E and will be given feedback on their performance. Progression through the different skills will be monitored to ensure completion by the final due dates.

# Information Communication Technology

St. Thomas More  
COLLEGE



## Year 10 - Media Magic (ME1) - 2016

**Course Description:** Students live in a technological world where information and communication technologies are integral to everyday situations. They communicate with others in an ethical, safe and responsible manner.

Weeks	Topics	Resource	Assessment
1-4	Digital information and literacy	Web based	Animation/Stop animation project
5-10	Television advertising	Video editing software and film gear	Advertising/News segment scripts
11-20	Television show pitch	Video editing software and film gear Microsoft Office	Pitch and evaluation

### Resources

Students will require a USB to save their work as well as saving it their sky drive.

### Core Skills

The main skills will be:

- Recall and remember
- Applying
- Analysing
- Reflecting
- Evaluation
- Creating
- Organising and setting out information

### Assessment & Reporting

There are three assessment tasks associated with this unit, an animation project, an advertising/news segment script and a pitch and evaluation. You will be assessed on a scale of A-E and will be given feedback on your performance. Progression through the different skills will be monitored to ensure completion by the final due dates.

# Information Communication Technology



## Year 10 - Media Manipulation (ME2) - 2016

**Course Description:** Media involves constructing meaning, considering specific audiences and specific purposes by manipulating media languages and technologies to shape representations.

Weeks	Topics	Resource	Assessment
1-4	Educational videos – style, placement and purpose	Web based Microsoft Office	Script writing
5-8	Video production and post-production	Video editing software and film gear Microsoft Office	Educational video
11-14	Photo imaging fundamentals	Web based	
15-20	Graphic design	Adobe photoshop Microsoft Office	Graphic design project

### Resources

Students will require a USB to save their work as well as saving it their sky drive.

### Core Skills

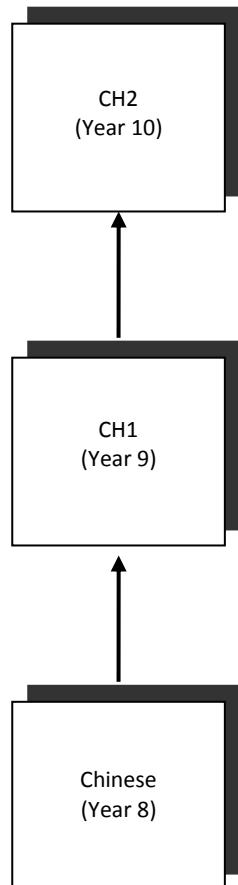
The main skills will be:

- Recall and remember
- Applying
- Analysing
- Reflecting
- Evaluation
- Creating
- Organising and setting out information

### Assessment & Reporting

There are three assessment tasks associated with this unit: Script writing, an educational video and a graphic design project. You will be assessed on a scale of A-E and will be given feedback on your performance. Progression through the different skills will be monitored to ensure completion by the final due dates.

## **LOTE: Chinese**



Chinese is only in the Junior School. Students can elect to sit the External Chinese exam in Year 12.

# Languages (Chinese)

St. Thomas More  
COLLEGE

## Year 8 - My Name Is - 2014



**Course Description:** This unit involves studying the Chinese language involved with names, numbers, countries, nationalities and family members used to introduce oneself or another person. All language skills are studied including speaking, listening, reading and writing. Reading and writing skills are developed when using *pinyin* and a number of Chinese characters as required by the syllabus. Aspects of Chinese culture are examined to gain an appreciation of Chinese society. This unit focuses on developing skills to be able to converse simple words and phrases in the Chinese language.

Weeks	Topics	Text Reference	Assessment
1-8	Self-introduction <b>My Name Is</b>	Chinese Made Easy 1	Short Speech Assignment (Speaking)
9-12	Introducing another person <b>You Are My Good Friends</b>	Chinese Made Easy 1	Short Response Exam (Listening & Reading)
13-19	Family <b>I Love My Family</b>	Chinese Made Easy 1	Multimodal Presentation (Speaking & Writing)

### Text and Resources

The text for this unit is *Chinese Made Easy 1*. Unit 1, 2, and 3 will be used and you are expected to bring your text to each lesson. You should have a separate Chinese notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your notebook will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, and at least 5 different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Translating from one form to another
- Interpreting meanings of words and symbols
- Recognising letters, words and symbols
- Using appropriate vocabulary

### Assessment & Reporting

There are three main assessment items throughout the semester, however each exam is broken up into four sections, Listening, Reading, Speaking and Writing and may be conducted on different days. Each of these is worth a one-third of your final grade; all assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.



# Languages (Chinese)

## Year 9 - Occupations & Hobbies (CH1) - 2015

**Course Description:** This unit involves studying the Chinese language involved with various occupations and leisure activities. It also includes the Chinese language when talking about ones' school life and activities. All skills learnt in Year 8 are reviewed and enhanced including speaking and listening. Reading and writing skills in *pinyin* are reviewed and these skills are used to develop confidence in using the Chinese characters *hanzi*. Further aspects of the Chinese culture are examined. This unit focuses on further developing skills to converse competently in the Chinese language.

Weeks	Topics	Text Reference	Assessment
1-8	Occupations <b>My Dad is a Doctor</b>	Chinese Made Easy 1	Short Response Exams (Reading & Listening)
9-12	Daily Routines <b>I Go to School at 7am</b>	Chinese Made Easy 1	Timetable Assignment (Writing)
13-19	Hobbies and Leisure Activities <b>I love Kung Fu</b>	Chinese Made Easy 2	Multimodal Presentation (Speaking & Writing)

### Text and Resources

The text for this unit is *Chinese Made Easy 1 and 2*. Unit 4 and 5 in Textbook 1 and Unit 1, 2 and 3 in Textbook 2 will be used and you are expected to bring your text to each lesson. You should have a separate Chinese notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your notebook will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, and at least 5 different coloured pencils.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Translating from one form to another
- Interpreting meanings of words and symbols
- Recognising letters, words and symbols
- Using appropriate vocabulary

### Assessment & Reporting

There are three main assessment items throughout the semester, however each exam is broken up into four sections, Listening, Reading, Speaking and Writing and may be conducted on different days. Each of these is worth a one-third of your final grade; all assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Languages (Chinese)

St. Thomas More  
COLLEGE



## Year 10 - Food and Health (CH2) - 2016

**Course Description:** This unit involves studying the Chinese language involved with food, drinks and health issues. Also Chinese language when talking about the festivals and special occasions are examined. All skills developed over Years 8 and 9 are reviewed and enhanced including speaking and listening. Reading and Writing skills in *pinyin* are reviewed and these skills are used to develop further confidence in using the Chinese characters *Hanzi*. Further aspects of the Chinese culture are examined. This unit focuses on further developing skills to converse competently in the Chinese language.

Weeks	Topics	Text Reference	Assessment
1-8	Food & Drinks <b>Dim Sum is Delicious</b>	Chinese Made Easy 3	Role-play (Speaking & Listening)
9-12	Health Issues <b>Good Medicine is Always Bitter</b>	Chinese Made Easy 3	Short Response Exam (Reading & Writing)
13-19	Festivals and Special Occasions <b>Happy Chinese New Year</b>	Chinese Made Easy 3	Multimodal Presentation (Speaking & Writing)

### Text and Resources

The text for this unit is *Chinese Made Easy 3*. Units 1, 2, and 3 will be used and you are expected to bring your text to each lesson. You should have a separate Chinese notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. Your notebook will be collected and marked by your teacher. You should also have a pencil case with a blue, black and red pen, a black fine tip pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors, and at least 5 different coloured pencils.

### Core Skills

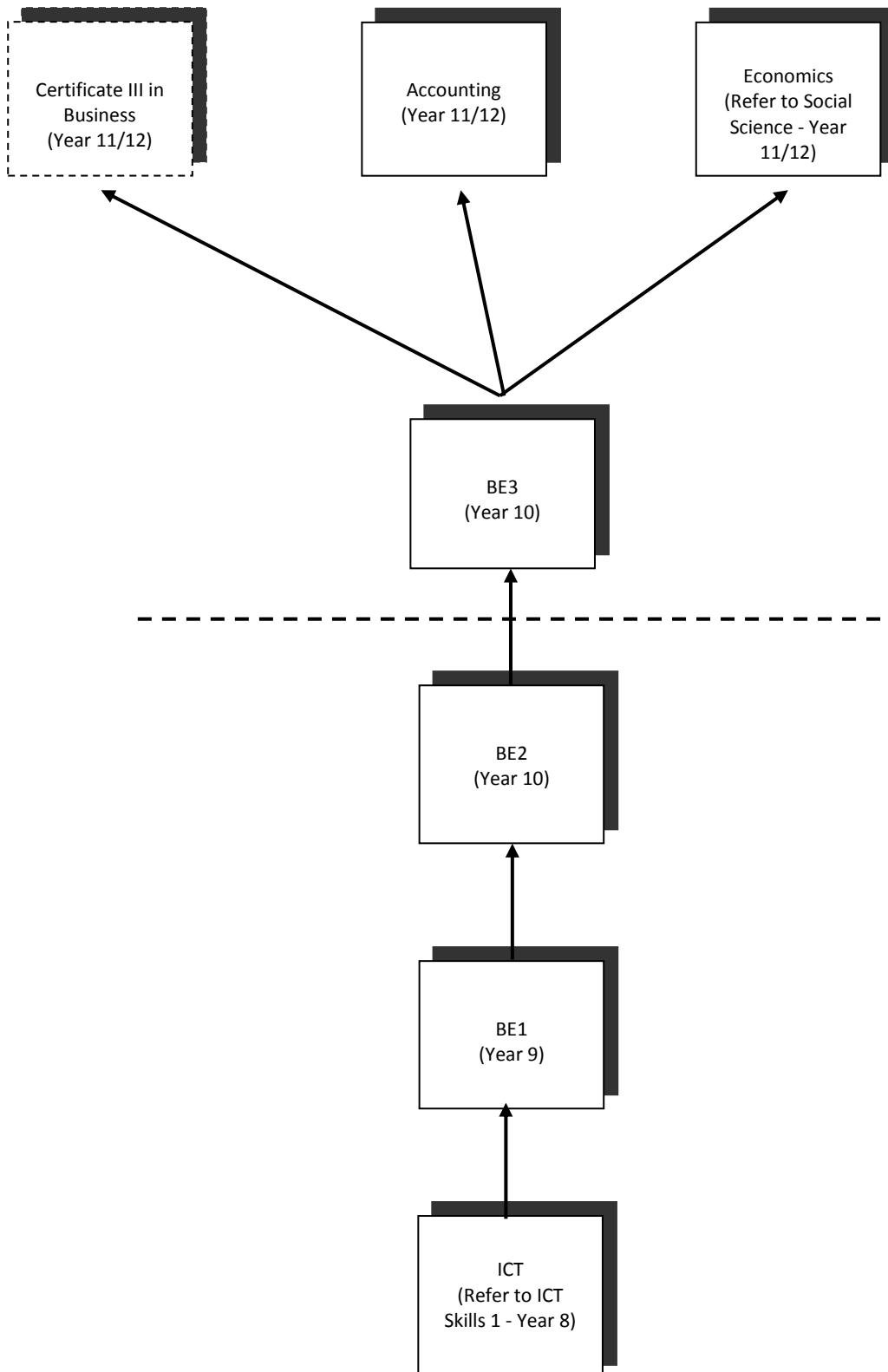
The main skills will be:

- Recall and remember
- Interpretation
- Translating from one form to another
- Interpreting meanings of words and symbols
- Recognising letters, words and symbols
- Using appropriate vocabulary

### Assessment & Reporting

There are three main assessment items throughout the semester, however each exam is broken up into four sections, Listening, Reading, Speaking and Writing and may be conducted on different days. Each of these is worth a one-third of your final grade; all assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

## Business Education



# Business Education



## Year 9 - An introduction to Business (BE1) - 2015

**Course Description:** This unit is an introduction into business. “*Every day we face many consumer, financial, legal, business and employment choices. Business Education helps us to make informed and responsible decisions*” (Kenman, 2006). Students will learn how to: identify, research, and evaluate options when making decisions relating to purchasing goods and services. Source documents, cheques and petty cash will also be explained and generated. Finally, students will examine employment issues in Australia.

Weeks	Topics	Text Reference	Assessment
1-6	<b>Consumer Choice</b>	Commerce.dot.com	Research assignment
7- 12	<b>Source Documents</b>	Workbook	Short response exam
13-16	<b>Cheques &amp; Petty Cash</b>	Workbook	Short response exam
17-20	<b>Employment Issues</b>	Worksheets	Multi-modal presentation

### Text and Resources

The text for this unit is Commerce.dot.com and the workbook will be provided by the College. Selected parts and chapters will be used and you are expected to bring your text to each lesson. You should have a separate A4 Business Education notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors and a calculator.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Analysis
- Evaluation
- Compare and contrast
- Organising and setting out information

### Assessment & Reporting

There are four assessment items throughout the semester: **a research assignment, two short response exams and a multi-modal presentation**. Students will be assessed according to the four assessable elements for both theory and practical. These assessable elements are; knowledge and understanding, investigating and designing, producing and evaluating. Students will get an overall grade for theory, and overall grade for practical and a total overall grade. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Business Education



## Year 10 - Finance and Promotion (BE2) - 2016

**Course Description:** This unit allows students to develop knowledge and understanding and skills in financial independence by developing the ability to make informed judgements in relation to the management of money. Lastly, students will develop a business plan for a small business venture.

Weeks	Topics	Text Reference	Assessment
1-6	<b>Personal Finance</b>	New Concepts in Commerce	Written assignment
7- 10	<b>Bank Reconciliation</b>	Work book provided	Short response exam
11-14	<b>Property Investment</b>	Commerce.dot.com	Written assignment
15-20	<b>Marketing a business</b>	Workbook provided	Assignment & presentation

### Text and Resources

The text for this unit is Commerce.dot.com and New Concepts in Commerce. Selected parts and chapters will be used and you are expected to bring your text to each lesson. You should have a separate A4 Business Education notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors and a calculator.

### Core Skills

The main skills will be

- Recall and remember
- Interpretation
- Analysis
- Evaluation
- Compare and contrast
- Organising and setting out information

### Assessment & Reporting

There are four assessment items throughout the semester: a **multi-modal presentation**, a **short response exam**, and two **assignments**. Students will be assessed according to the four assessable elements for both theory and practical. These assessable elements are; knowledge and understanding, investigating and designing, producing and evaluating. Students will get an overall grade for theory, and overall grade for practical and a total overall grade. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Business Education



## Year 10 - Accounting for Businesses (BE3) - 2016

**Course Description:** This unit investigates how businesses operate within community systems and how they are regulated. Although computer accounting software is now used by most businesses to manage financial records; the principles of double entry and transferring information from journals to ledgers are an essential skill.

Weeks	Topics	Text Reference	Assessment
1-6	<b>Nature of Business Organisations</b>	Focus on Business 1	Short response exam Folio of tasks
7- 11	<b>Accounting Fundamentals &amp; Transaction Tables</b>	Focus on Business 1	Short response exam
11-20	<b>General Journal&amp; Trial Balance</b>	Focus on Business 1	Short response exam

### Text and Resources

The text for this unit is Focus on Business 1. Selected parts and chapters will be used and you are expected to bring your text to each lesson. You should have a separate A4 Business Education notebook, with your name clearly marked. Your notebook should be neatly presented, with all handouts glued in, and up-to date with all in class activities, homework and assessment preparation. You should also have a pencil case with a blue, black and red pen, a lead HB pencil, an eraser, glue, 2 x highlighters, scissors and a calculator.

### Core Skills

The main skills will be:

- Recall and remember
- Interpretation
- Analysis
- Evaluation
- Compare and contrast
- Organising and setting out information

### Assessment & Reporting

There are four assessment items throughout the semester: three short response exams, and a folio of tasks. Students will be assessed according to the four assessable elements for both theory and practical. These assessable elements are; knowledge and understanding, investigating and designing, producing and evaluating. Students will get an overall grade for theory, and overall grade for practical and a total overall grade. All assessment tasks must be attempted. You will be assessed on a scale of A-E and will be given feedback on your performance. Drafts are to be completed and submitted at least one week before final due dates.

# Subject Selection Plan

Name:

Learning Areas		Sem 1	Result 2014	Sem 2	Result 2014	Sem 3	Result 2015	Sem 4	Result 2015	Sem 5	Result 2016	Sem 6	Result 2016
English	8ENG			8ENG		9ENG		9ENG		10ENG		10ENG	
Mathematics	8MAT			8MAT		9MAT		9MAT		10MAT		10MAT	
Science	8SCI			8SCI		9SCI		9SCI		10SCI		10SCI	
Religious Education	8RE			8RE		9RE		9RE		10RE		10RE	
Social Science	8SOSE			8SOSE		9HIST or 9GEOG		9HIST or 9GEOG		10HIST or Elective		10HIST or Elective	
Health & Physical Education	8HPE			8HPE		9HPE		9HPE		10HPE			
Arts	VAR												
	MU												
	DR												
	CHI												
Technology	PE												
	ICT												
	ITD												
	GR												
	BE												
	FT												
	TD												
	MED												
Parent checkpoint													
PC Teacher checkpoint													
Admin checkpoint													