



Together, we grow

Act justly, love tenderly and walk humbly with your God

STAGE 5

CURRICULUM

HANDBOOK

2017 - 2018

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PRINCIPAL'S FOREWORD

This booklet is a resource for each of you as you prepare for Stage 5 of your education at Bethany College. In Year 9 you will complete National Tests in Literacy and Numeracy, as you did in Year 7. The results of these tests will provide important information for you and for your teachers – information showing the ongoing improvement in your knowledge and skills, and showing where further improvement is needed.

The Record of School Achievement replaced the School Certificate in 2012. The current legislation requires students in NSW to be at school until they are 17 years of age.

You are now invited to select two elective courses which you will study for all of Stage 5, i.e., for both Years 9 and 10. You are advised to choose subjects that match your interests and abilities. You will choose new elective courses in Year 10 to study in Stage 6, Years 11 and 12.

Please take the opportunity to read through this booklet and to discuss your choices with your parents, your teachers and with one or more students who has had experience of those courses.

Vicki Lavorato
Principal

TIMELINE FOR ELECTIVES SELECTION

Over the next few weeks the timeline outlined below will be followed as your daughter chooses two elective subjects which she will study in Years 9 and 10.

22 June 2016 Parent/Student information session at 7.00pm at the College.

Subject market through the day

29 June 2016 Online selection of electives opens.

22 July 2016 Online subject selection closes.

STAGE 5

***CORE
CURRICULUM***

2017 / 2018

Australian Curriculum

A new Australian Curriculum has been introduced in Years 7 to 10 across from 2014. This curriculum was developed by the Australian Curriculum Assessment and Reporting Authority (ACARA). The Curriculum is being delivered into New South Wales schools by the Board of Studies Teaching and Educational Standards (BOSTES). The first stage of the roll out of this new curriculum (Phase 1) will affect the subjects of English, Mathematics, Science and History. Therefore new courses for these subjects were introduced for Year 7 and 9 in 2014 and for Years 8 and 10 in 2015. In 2017, Stage 2 of National Curriculum will be introduced with the new Geography Course being included in Year 9 in 2017. This will mean that your daughter who is entering Year 9 in 2017 will undertake these new courses in the five subjects indicated. If you would like to view these new courses you can follow the link set out below to the syllabus home page or follow the other link to the parent support page.

<http://syllabus.bos.nsw.edu.au/>

<http://syllabus.bos.nsw.edu.au/support-materials/parents-guide/>

<http://www.acara.edu.au/>

Religious Education

Religious Education is an integral part of the curriculum of Bethany College. Students in Years 9 and 10 study the Board Endorsed Course, Catholic Studies, that is, the Archdiocese of Sydney's Religious Education Curriculum.

The course covers the following areas of study of the Catholic tradition: Scripture and Jesus, Church and Community, God, Religion and Life, Prayer, Liturgy and Sacraments and Morality and Justice.

Students are to demonstrate they meet the outcomes of the course and will complete assessment tasks in order to fulfill requirements for the allocation of a grade at the end of each Semester.

Students will participate in a compulsory Reflection Day in each year and prepare and celebrate class liturgies.

Cost:

The cost of the Reflection Day is included in the Excursion Fee billed in Terms 1, 2 and 3.

English

The English Course in Year 7 to Year 10 is both challenging and enjoyable. The Course enables students to develop their literacy skills and ideas. Students are encouraged to become independent learners, to work with each other and to reflect on their own learning.

Through responding to a variety of texts and composing texts, students gain a conceptual understanding of texts. They learn to value the art of the English Language for communication, knowledge and pleasure. Students develop skills in speaking, listening, writing, viewing and representing and a knowledge and understanding of language forms and features and structures of texts.

Cost:

In-school performances and / or theatre excursions may be organised. The cost is included in the Excursion Fee billed in Terms 1, 2 and 3.

Mathematics

Mathematics aims to ensure that students:

- are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in their personal and work lives and as active citizens
- develop an increasingly sophisticated understanding of mathematical concepts and fluency with processes, and are able to pose and solve problems and reason in *Number and Algebra, Measurement and Geometry, and Statistics and Probability*
- recognise connections between the areas of mathematics and other disciplines and appreciate mathematics as an accessible and enjoyable discipline to study.

Stage 5 Mathematics is divided into 3 levels:

- **Stage 5.1** is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9
- **Stage 5.2** builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8
- **Stage 5.3** builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

Science

Course Outline:

In Years 9 and 10, Science promotes the development of student's:

- interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- understanding of the vision that Science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- understanding of scientific inquiry and ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- ability to communicate scientific understanding and findings, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- ability to solve problems and make informed, evidence-based decisions about Science applications taking into account ethical and social implications of decisions
- understanding of historical and cultural contributions to Science as well as contemporary Science issues and activities and an understanding of the diversity of careers related to Science

Students explore ways in which the human body as a system responds to its external environment and interdependencies within ecosystems. They are introduced to the notion of the atom and how this can change through nuclear decay, and how matter can be rearranged through chemical change. The students are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Students explore biological, chemical, geological and physical evidence for different theories, e.g. Natural Selection and the Big Bang. Atomic theory is developed to understand relationships within the Periodic Table. Motion and forces are related by applying physical laws.

In Years 9 and 10, students will be rotating through Biology, Chemistry and Physics modules, taught by specialist teachers. The Geology, Astronomy and Ecology components of the course will be covered by the core Science classroom teacher in Terms 3 and 4 of Year 10.

Cost:

All students will have an in-school Science activity or excursion in each year. The cost is included in the Excursion Fee billed in Terms 1, 2 and 3.

Competitions:

Students are strongly encouraged to take part in the Australian Schools Science Competition each June, as well as others such as Young Scientist, BHP awards and Siemens Science Summer School.

Australian Geography (Mandatory)

Course Outline:

This course provides students in Years 9 and 10 with the opportunity to explain geographical processes that change the world. It will focus on features and characteristics of places and environments and the consequences of these changes.

Across the two years, students study sustainable biomes, human wellbeing, changing places and environmental change and management.

Integrated throughout the course is a focus on geographical tools including maps, field work, graphs and statistics, spatial technologies and visual representations.

Field Studies:

This is a compulsory requirement of the Geography course. Students will normally attend at least one fieldwork day in each year.

Cost:

The cost of field work is included in the Excursion Fee billed in Terms 1, 2 and 3.

Australian History (Mandatory)

Course Outline:

The course for Years 9 and 10 provides a study of the history of the making of the modern world and Australia from 1750 to the present, with an emphasis on Australia in its global context.

Across two years, four depth studies will be undertaken including Making a Nation and Australians at War, in addition to Rights and Freedoms (1945 to the present) and a school developed depth study (Australia in the Vietnam War era).

Integrated throughout the four depth studies will be an emphasis on the key historical concepts of continuity and change, cause and effect, perspectives, empathetic understanding, significance and contestability.

Field Studies:

Students will be asked to complete a site study in Stage 5; this may be completed by a visit to a historical site.

Cost:

The cost of this site study visit is included in the Excursion Fee billed in Terms 1, 2 and 3.

Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7-10 with at least 300 hours to be completed by the end of Year 10.

PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieving confidence and competence in a wide range of activities.

Through PDHPE students develop knowledge, understandings, skills, values and attitudes that enable them to pursue lifelong health and physical activity.

What will students learn about?

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships.
- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts.
- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

What will students learn to do?

Throughout the course students will learn key skills that allow them to take action for health and physical activity. These include communication, interaction, problem-solving, decision-making, planning and moving.

Cost:

Students will participate in ONE excursion per year which is covered in the excursion levy.

ELECTIVES

***You will need to choose
TWO subjects from those
that are described in the
remainder of this booklet
which you will study for both Years 9 and 10.***

COMMERCE

Course Description:

The study of Commerce aims to guide students towards personal competence and responsible participation in the changing commercial environment.

As participants in the commercial environment, individuals assume various roles such as consumer, producer, worker, owner, manager, union member and taxpayer. Commerce guides students towards an understanding of Australia's commercial environment and enhances their competence to participate responsibly in that environment.

Course Content:

Units studied are developed around the broad areas of: Business, Consumers, Government, Law, Money and Records.

Year 9 Study:

Introduction to Commerce
Saving and Investing Your Money
Consumer Rights
Running a Business
Political Action

Year 10 Study:

Voting in Elections
Understanding the Law
Having a Job
Paying Income Tax
Unemployment in Australia
Unions in Australia

Students for whom the course is recommended:

This course can be studied by any student who seeks to increase her understanding of and competence in the commercial environment.

Demands of the course:

The course recognises a range of student abilities. A willingness to undertake research and stay abreast of contemporary issues is required.

Cost:

A cost of (approximately \$30.00) for a class activity in Year 9. The Year 10 excursion is included in the Excursion Fee billed in Terms 1, 2 and 3.

GEOGRAPHY (ELECTIVE)

Geography is an elective course that can be studied for 200 hours. This elective will be taken in addition to the mandatory Geography course taught to all Years 9 and 10 students.

Course Description:

The Geography (Elective) course provides an opportunity for students to learn more Geography through additional study. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible learning in a choice of focus areas.

What will students learn about?

Geography (Elective) enables students to learn more about:

- the geographical processes that form and transform environments and communities
- the importance of the world's environments and issues associated with them
- human activities at a range of scales
- contemporary world events and issues in terms of their spatial and ecological dimensions
- the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales
- being an informed and active citizen.

What will students learn to do?

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. Appropriate geographical tools including information and communication technologies (ICT) are to be integrated in each focus area. Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

Course Requirements:

In the 200-hour Geography (Elective) course they will study at least five of the eight focus areas.

Satisfactory completion of 200 hours of study in Geography (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

Cost:

The cost is included in the Excursion Fee billed in Terms 1, 2 and 3.

HISTORY (ELECTIVE)

History (Elective) is an elective course that can be studied for 200 hours. This elective course will be taken in addition to the mandatory History course taught to all Years 9 and 10 students.

Course Description:

The History (Elective) course provides an opportunity for students to learn more about History (Elective) through additional study. In this course students are provided with the opportunity to develop a knowledge and understanding of history through a variety of historical inquiries of past societies and historical periods. Students undertake thematic studies that enable them to appreciate history as a human experience and allow them to develop a life-long interest and enthusiasm for history.

What will students learn about?

The topics in History (Elective) include the following:

1. Constructing History.
Within this topic the following can be studied:
 - Biography
 - Film as history
 - Historical fiction

2. Ancient, Medieval and Early Modern Societies.
Within this topic the following can be studied:
 - Archaeology of the Ancient World
 - An Asian Study
 - The Americas

3. Thematic Studies
Within this topic the following can be studied:
 - Heroes and Villains
 - Crime and Punishment
 - World myths and legends

Students will develop the following from studying History (Elective)

- a knowledge and understanding of history and historical inquiry
- a knowledge and understanding of past societies and historical periods
- skills to undertake the processes of historical inquiry
- skills to communicate their understanding of history.

Cost:

A site study is part of the History (Elective) course. The cost is included in the Excursion fee billed in Terms 1, 2 and 3.

Performing Arts

DRAMA

Course Description:

The Year 9 course is aimed at developing students' skills and abilities in improvisation, playbuilding and acting. The course experiments with and examines dramatic forms and styles of performances.

The Year 10 course focuses on a practical approach to the history of theatre from early ritual to modern times. The course has a practical as well as theoretical component and students will extend and challenge their performance skills.

Course Content:

Improvisation (including voice and breathing)

Play building

Dramatic Forms - Labauud Creative Movement

Documentary Drama

Ancient Greek Theatre

Film Making

Contemporary Theatre

Acting for Stag

Reading and Writing of Scripts as Texts for Performance

Technical Production

Experience of Professional Theatre Productions

Performance Spaces and Conventions of Theatre

Discussion, Reading and Writing about Drama and Theatre

Students for whom the course is recommended:

Those students who wish to gain confidence and increase their communication skills.

Those students who enjoy and appreciate drama and theatre.

Those students who are willing to get physically involved and learn through doing.

Those students interested in a career in acting, writing or production.

Those students looking for an outlet for their creative energy.

Demands of the course:

Performances - scripted and unscripted

Reading/Writing - plays, logbook, texts

Exams - written/practical

Excursion

Cost:

Course \$60.00. Students will be expected to attend at least one excursion per year.

The cost of theatre tickets is approximately \$35.00. The cost is included in the Excursion Fee billed in Terms 1, 2 and 3.

MUSIC

Course Description:

The elective course involves an investigation of a wide range of classical and modern music styles. It is a practical course where students are actively involved in listening, composition and performance activities.

Students for whom the course is recommended:

- * Students who wish to gain a deeper understanding and appreciation of the many important roles that music plays in our society.
- * Students who enjoy performing.
- * Students who enjoy creating musical works.

Course content:

- | | |
|------------------------|---|
| * Music and Technology | * Music for Film and Television |
| * Classical Music | * Jazz and Blues |
| * Australian Music | * Music of the 19 th Century |
| * Theatre Music | * Popular Music |

Cost:

A course fee of \$60.00 per year will be added to school fees to cover the costs. Where possible there will be opportunity for at least one excursion per year. The cost is included in the Excursion Fee billed in Terms 1, 2 and 3. There may be additional costs for excursions depending on ticket prices at the time of booking. Students are highly encouraged to enroll in extra-curricular instrumental or vocal lessons.

DANCE

The 200 hour Dance course is based on the study of dance as an art form. The course ensures an all-round dance education in Performance, Safe Dance, Composition and Appreciation. Students learn both movement principles and stylised techniques, and they learn through both problem-solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of dance as an artform.

Students will develop knowledge, understanding and skills about dance as an art form through:

- **dance performance** as a means of developing dance technique and performance quality to communicate ideas
- **dance composition** as a means of creating and structuring movement to express and communicate ideas
- **dance appreciation** as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Course Content

- | | | |
|---------------|-------------------|------------------|
| • Safe Dance | • Musical Theatre | • Composition |
| • Smart Dance | • Ballet Dance | • Dance Analysis |
| • Jazz Dance | • Modern Dance | |

The *Dance Years 9–10 Syllabus* employs a generic dance training described as ‘dance technique’ based on the fundamentals of classical ballet and modern dance techniques. Through this students acquire appropriate strength, flexibility, coordination, endurance and skill. They perform a range of dances, individually and with others, in a variety of styles (performance/choreographic/theatrical).

Cost:

Course \$60.00. Excursions to Dance Performances approximately \$50.00. The cost is included in the Excursion Fee billed in Terms 1, 2 and 3.

Visual Arts

Course Description:

The elective Visual Art course in Year 9 & 10 (Stage 5) offers students the opportunity to extend upon the foundations of artistic practice they received during the Stage 4 (Mandatory) course in years 7 & 8 by developing proficiency and expertise in the practical application of art by exposing students to a diverse range of materials and artistic conventions.

Not only are students provided greater opportunity to engage with making artworks in a sustained way over the period of the Stage 5 elective course. Their knowledge of Art History & Criticism is also extended in a series of case studies which investigate a range of Artists, Designers, Architects & Art Movements which form the basis for the practical component of the course.

Through these investigations of Artists Practice, students begin to understand with greater authority the function of the relationships between the artists, the artwork, the world and the audience. Inferring how social and cultural ideas create meaning and significance in artworks during different eras and begin to apply this understanding to their own practice as young artists.

Cost: A course fee of \$150.00 per year covers the cost of consumables and the purchase of relevant materials needed for the study of the course.

Languages

ITALIAN

The study of languages:

- Accelerates cognitive development, verbally and non-verbally.
- Develops higher order thinking skills, mental dexterity, analytical and decoding skills.
- Leads to higher order linguistic skills, understanding and greater literacy in first language.
- Enriches the community intellectually, educationally and culturally.
- Contributes to social cohesiveness through better communication and understanding.

At Bethany, Italian is offered in Years 9 and 10, with an opportunity for further study in Years 11 and 12.

These are communication-based courses, which emphasise the development of the four language skills.

- Listening and Responding
- Speaking
- Reading and Responding
- Writing

Students also develop a knowledge and understanding of the culture and traditions of the studied language.

Communication skills are developed through study of themes and topics taken from everyday situations, which include:

About Me, About You
Family and Pets
Eating and Drinking
School Life
Daily Routine
Hobbies and Sport

On the Weekend
Entertainment – Film, Music and TV
Shopping
Environment
Health and Fitness
Special Occasions

Text: Esplora Uno (provided by the College)
Dictionary: Purchased by student (approximately \$15.00)
Esplora Uno Work book and DVD (approximately \$35.00)
Excursions: Approximately \$25.00 per year

Cost:

The cost is included in the Excursion Fee billed in Terms 1, 2 and 3.

JAPANESE

The study of languages:

- Provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.
- Improves literacy skills for both background speakers and second language learners.
- Increases metalinguistic awareness and enhances general cognitive development.

Through the study of Japanese students will:

- Develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Japanese.
- Explore the nature of languages as systems by making comparisons between Japanese and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.
- Develop knowledge of the culture of Japanese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.

At Bethany College, Japanese is offered as an elective class in Year 9 and 10 with an opportunity for further study in Years 11 and 12.

This is a communication based course which emphasises the development of the four language skills:

- listening and responding
- speaking
- reading and responding
- writing

Communication skills are developed through the study of themes and topics taken from everyday situations, which may include:

Personal Identity	On the Weekend
Eating and Drinking	Entertainment
Family and Pets	Shopping
School Life	Environment
Daily Routine	Health and Fitness
Hobbies and Sport	Special Occasions

Text: Obentoo Deluxe (provided by the College)

Student Workbook: Obentoo Deluxe workbook, Purchased by student (approximately \$42)

Dictionary: Purchased by student (approximately \$20)

Excursions: Approximately \$25 per year

Cost: The cost is included in the Excursion Fee billed in Terms 1, 2 and 3.

Personal Development, Health and Physical Education

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Students of Physical Activity and Sports Studies build upon the experiences and understandings developed through the mandatory PDHPE course. They establish a sound understanding of the structures and functions of the human body and how they affect movement. They describe the biological processes that occur in exercise contexts.

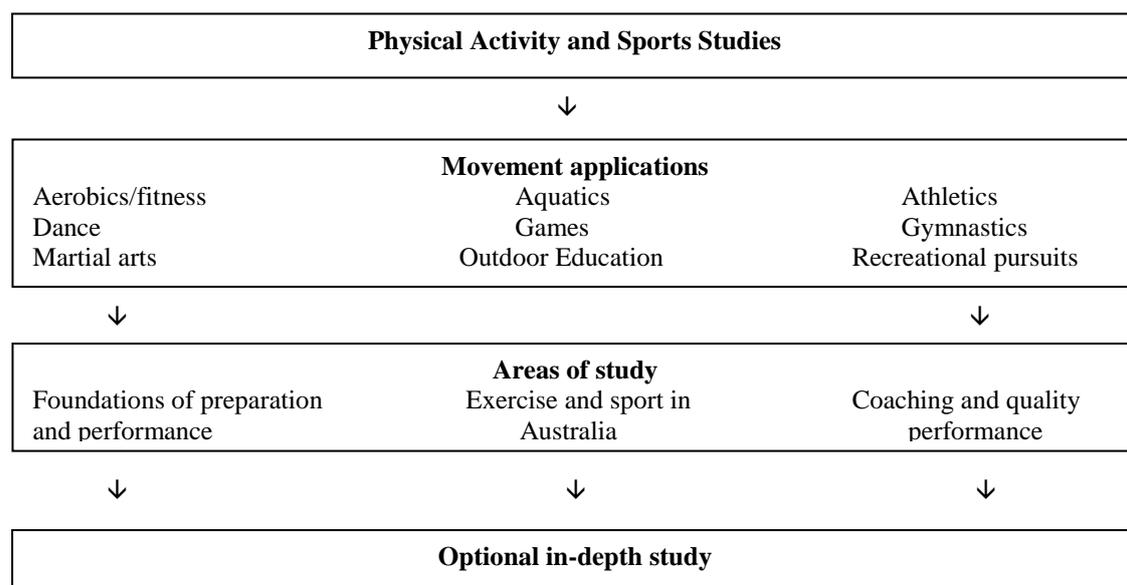
Students establish a repertoire of strategies and techniques for developing physical capacities. They analyse their effectiveness and appropriateness for preparing for particular exercise and sport applications.

Students perform with skill and confidence in selected activities. They demonstrate sound technique and tactics that maximize their effectiveness. Students also analyse performances and design programs to achieve performance goals.

Students show broad understanding of the historical, social and cultural factors that have shaped contemporary views of sport and physical activity. They describe the functions that sport and exercise serve in Australian society and for individuals.

Course Description

Physical Activity and Sport Studies is about movement, and the syllabus is designed so that students learn through movement. All aspects of the course are to be examined in selected contexts in which students participate, experience, examine, apply and analyse new understandings. Students are encouraged to specialize and explore areas in depth. A student project is provided as an option in which students can work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of exercise and sport.



Cost:

A 3 day Outdoor Education Camp in Year 10 costs \$550.00 and will be billed in Term 3. Year 9 are involved in a 2 day Learn to Surf Course at a cost of \$70.00 and will be billed in Term 3.

TEXTILES TECHNOLOGY

Course Description:

The Textiles Technology Course provides students with a broad knowledge of the properties and performance and uses of textiles. Through a range of practical projects students will investigate and experiment with different fabrics in order to produce different textile articles such as clothing, soft furnishings and three dimensional textile items. Textile projects will give students the opportunity to be creative, independent learners. They will explore functional and aesthetic aspects of textiles, demonstrating responsibility in decision-making. They will be encouraged to express their individuality, ideas and opinions through the design process. The design process is usually documented in a folio that records the stages of experimentation through drawing and sketching inspirations and design ideas, as well as the production of the textile item.

Students will investigate the work of Australian and Overseas Fashion Designers in order to study their design processes and creative ideas. These investigations will assist students in their own creative processes.

This course is designed for students who enjoy using the sewing machine and being innovative and creative with fashion and textiles.

Cost:

A course fee of \$100.00 per year.

DESIGN AND TECHNOLOGY

Course description:

The Design and Technology course focuses on designing and producing functional and aesthetic solutions to design based problems. Students will learn about the work of a range of designers in a vast number of fields such as Fashion Designers, Industrial Designers and Graphic Designers and apply this to their own design work. Students will have the opportunity to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use and maintenance of a variety of technologies such as wood, plastics, metals, glass, food and fabric in the production of their design projects. Information and Communication Technologies (ICT) are vital tools for this course. They are used to develop, communicate and research design solutions and to communicate students' design ideas using both a traditional design folio and a digital folio.

This course is very suitable for students who love exploring their own creative ideas through drawing, making and inventing solutions to problems in a range of mediums from wood, plastics, metal, fabric, glass, graphics etc.

Costs:

A course fee of \$100.00 per year. There is an excursion which is included in the Excursion Fee billed in Terms 1, 2 and 3.

INFORMATION AND SOFTWARE TECHNOLOGY

The Information and Software Technology course develops students' knowledge and understanding, confidence and creativity in analyzing, designing, developing and evaluating information and software technology solutions. The course is designed around core content that focuses on providing students with specialized knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Option topics may include simulation and modeling, authoring and multimedia, database design, digital media, the internet and website development, networking systems, robotics and automated systems.

Participation in Information and Software Technology in Years 9 and 10 appeals to students through practical activities and their enjoyment of learning about and using computers. As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace. Students will be prepared for future developments and directions in the exciting and challenging field of information and software technology. They can develop interest in, enjoyment of and critical reflection about information and software technology as an integral part of modern society.

Cost:

A course fee of \$60.00 per year.

FOOD TECHNOLOGY

Course description:

The Food Technology Course actively engages students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

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

This course offers a diverse range of practical activities such as food styling and photography, food presentation and plating, preparing cocktail and party foods, fine dining and silver service as well as designing healthy nutritious meals that suit our contemporary lifestyle. Students who take pleasure in cooking and being creative with food will enjoy studying Food Technology.

Cost:

A course fee of \$200.00 per year.

STAGE 5 ASSESSMENT

BETHANY COLLEGE ASSESSMENT POLICY

GENERAL INTRODUCTION

Assessment is the collection of information about student learning. Teachers and students are involved in ongoing assessment for learning to improve teaching and learning – it gives students opportunities to show and see the development of their knowledge, skills and understanding. Teachers will also provide students with planned, more formal assessment tasks to demonstrate their learning at particular times each semester. Normally there will be two tasks each semester of this more formal kind of assessment of learning. Both types of assessment information contribute to information provided on reports to parents.

RATIONALE

Assessment at Bethany in Years 7 to 10 serves a variety of purposes. It is used to provide information for teachers, students, parents and employers about:

- Students' achievement against pre-determined standards or criteria
- Students' achievement relative to that of others
- Students' individual difficulties
- Students' likely success in further studies
- The effectiveness of a teaching program.

FORMAL ASSESSMENT TASKS

Formal assessment tasks are those for which the teacher will have given thought to the outcomes being assessed, carefully selected the strategies to be used, and given some thought to the expected achievement levels and marking scheme. The students will be aware that they are being assessed and will be informed at two weeks prior to the submission date of these tasks. These common formal assessment tasks form a direct link to your final A to E grade for the semester. Other tasks completed in the semester will also be pursued to assess the student on how well they achieve the outcomes of the course. This includes homework, experiments, fieldwork and class tasks.

SCHOOL RESPONSIBILITIES

Students will be informed of the assessment requirements for each of their subjects. This information will include the nature of the tasks and their relative weighting.

YEAR 9 AND YEAR 10 STUDENT ASSESSMENT PROCEDURE

Consult your junior assessment policy booklet for Year 9 which sets out guidelines on the rules and requirements for how assessments will operate for your daughter. In Years 10, 11 and 12, your daughter will be bound by the senior assessment policy.

ATTITUDES AND VALUES

Most syllabuses include objectives related to the development of attitudes and values, usually referred to as *Affective Objectives*. Whilst they are an important component of the syllabus and should be reflected in the teaching/learning program, they will not be considered when determining the levels of achievement of standards for the purpose of awarding grades.

OTHER ASPECTS OF STUDENT PERFORMANCE

Teachers mark and record such things as effort, independent learning, homework and class work. The school's own reporting procedures will report information on these aspects. This information *may* be used in determining grades for outcomes on reports.

COURSE PERFORMANCE DESCRIPTORS

By the end of a stage of learning, it is recognized that students will have demonstrated the outcomes for the stage to different degrees. It is also likely that some students will be demonstrating outcomes from the next stage while others may still be working to achieve outcomes from the previous stage.

The course performance descriptors show what a typical student knows and is able to do at levels A → E in each subject. Course performance descriptors are available on the Board of Studies website. A link to these is set out below

<http://arc.boardofstudies.nsw.edu.au/go/sc/sc-grading/cpds/>

SPECIAL PROVISIONS

In Year 10, if a student is eligible for special provisions, these will be given for any *across the form formal assessment tasks*.

APPEALS

Should any student feel there has been some error made in any of her assessments or the reporting thereof, she must take the matter up firstly with the subject teacher. If the matter is not resolved, in the interests of justice, she may refer the matter to the relevant KLA Coordinator and the Leader of Learning. Any appeal must be made at the time the marked assessment is returned to the student. In the case of further appeals, the matter may be referred to the College Assessment Review Committee.

REPORTING

Reports will be issued to parents twice in each of Years 9 and 10. The reports will provide meaningful information of the student's progress based on the cumulative assessment up to the time of issue of the report.

Parents will have a number of opportunities to speak formally with teachers. The first will be early in Term 2 and then early Term 3 and finally after end of year reports.

11. List of Teaching and Learning Coordinators (as of June 2016)

Leader of Learning	Mr Conroy
Leader of Pedagogy	Ms Maish
Religious Education	Mrs Kennaugh, Mr Culleton
English	Mr Raptis, Miss Field
HSIE	Mrs Matthews, Mrs Smit
Languages	Mr Gianni
Mathematics	Mr Bishop, Mr Weber
PDHPE	Mr Guthrie
Acting Performing Arts	Mr Bernardo
Science	Dr Trent, Mrs Janev
TAS	Mrs Rowland
Visual Arts	Mr McLean
Vocational Learning	Ms Gereige