

# STAGE 5

## Electives Handbook

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**2023**

St Brigid's Catholic College  
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## Directory of Staff

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Mr Paul Lynch

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Mr Michael Landrigan

Director of Wellbeing for Learning

Mrs Monique Smith

Director of Learning for Wellbeing

Mrs Alex Walters

Director of Student Growth

Mrs Kylie Robinson

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Mr Mark Peterson

Leaders of Learning

Mr Ashley Sadler

Mrs Rachel Foo

Mrs Sherrie Cooper

Mr Joseph Martindale

Mr Luke Richardson

Mrs Meredith Carantinos

Mr David Walker

Mr Daniel Hoolihan

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Mr Paul Nield

Mrs Rachel Foo

## Introduction

At St Brigid's Catholic College, we have a broad curriculum that aims to meet the needs of all our students. Each year we offer a breadth of subjects that we hope will engage students in subjects that they are interested in and are motivated to do. This is the first time students will have the opportunity to choose courses they are most interested in.

In Stage 5 (Years 9 and 10), students study the mandatory courses (English, Mathematics, Science, PDHPE, History and Geography) as required by the NSW Educational Standards Authority (NESA). To complete their pattern of study, students undertake two other subjects for the two years of Stage 5. All Stage 5 mandatory courses and most additional courses completed by the student, along with the grade awarded, will be recorded on the RoSA (Record of School Achievement) credentials issued by NESA. NSW Department of Education Approved Courses will not be credentialled on the RoSA but will be issued school-based reports each semester.

This booklet provides information about all the courses we offer at the College. In selecting subjects, students should consider their interests and abilities. It is important to be realistic about one's strengths and weaknesses. In many cases, the electives undertaken do not restrict or limit student choices in Years 11 and 12. The exception is for students who study 200hrs of a language.

Students and families are encouraged to use this booklet to help determine Stage 5 elective choices. Students should also speak with teachers of these courses and students who have studied these in prior years.



Mr Adam Murdoch

## Subjects studied during High School

The subjects studied at High School are broken up into eight Key Learning Areas (KLAs).

- English
- Mathematics
- Science
- History and Geography
- Personal Development/Health/Physical Education
- Human Society and its Environment (HSIE)
- Languages
- Technological and Applied Studies (TAS),
- Creative Arts

In Years 9 and 10, some subjects are compulsory while others are electives, allowing students to select subjects which they enjoy and which are appropriate to their needs. During Years 9 and 10, students will continue to study:

- English
- Mathematics
- Science
- History and Geography
- Personal Development/Health/Physical Education

In addition to the above courses, students will select **two elective** courses. All the courses available are outlined in more detail in the last section of this booklet.

The electives for Years 9 and 10 will be organised into two elective lines. Every effort will be made to satisfy all students' choices. This booklet contains information on all the possible elective courses. It is important that students and their parents read all the information in this booklet and discuss the elective possibilities. It is important that students who are choosing electives make choices based on all or some of the following:

- interest
- acquisition of skills and knowledge for possible future occupations
- desire to try something new (including a willingness to keep trying if it becomes challenging).

There will only be limited scope to change courses after commencing them, so it is important that electives are chosen for sound reasons.

## NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The RoSA is the qualification that you will achieve if you successfully complete Year 10. If you leave at the end of Year 10 to take up post-school employment/training, you may apply for your RoSA.

To satisfactorily complete Year 10 and be awarded a RoSA you must satisfy the following:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister of Education or the NSW Education Standard Authority (NESA)
- completed Year 10

The RoSA is:

- a record of the full range of student achievements right up to the day they do their HSC or leave school
- an electronic record of achievements that students can use at any time
- a document that uses assessment by teachers in schools, moderated by NESA to ensure reliability and fairness of grades
- a document that provides the capacity to record vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards
- is part of a system that offers on-line literacy and numeracy tests, with particular emphasis on work readiness

The RoSA will be available electronically and as a verifiable hard copy on demand with the most up to date information on a student's achievements across all subjects.

The descriptors below describe the key features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## Core subjects

### **Religious Education**

**Leader of Learning – Michael Landrigan**

Our syllabus provides the essential components of knowledge, understanding, skills and appreciation of our rich Catholic tradition. It has the same structure as the Board of Studies uses in other learning areas.

A distinctive feature is our concept of a ‘missionary discipleship response’. We offer students the opportunity to respond freely to the Gospel at the centre of their education. In addition to clear statements of learning outcomes and what students will learn about and learn to do, the syllabus gives specific direction to the ways in which students can be encouraged to live as disciples.

### **English**

**Leader of Learning - Ashley Sadler**

Students develop their knowledge, understanding and skills so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They analyse texts, evaluating content, differentiating between fact and opinion and challenging points of view. Through responding to and composing texts students develop an understanding of themselves and their relationships with others and the world. They reflect on their own and others’ learning, assessing learning strategies and purposes to adapt to new contexts.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. They use various strategies to shape their texts with accuracy, clarity and coherence. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

### **Mathematics**

**Leader of Learning - Rachel Foo**

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

5.1 Pathway - Is designed for students who need more time to develop basic mathematical skills. The content of Stage 5.1 reinforces the skills and knowledge developed in the Stage 4 (Years 7 and 8) Mathematics course.

5.2 Pathway – Students who achieve at this level will be able to ask questions that can be explored using mathematics and use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they will be able to use appropriate language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students will be able to use suitable problem-solving strategies, which include selecting and organising key information and they will be able to extend their inquiries by identifying and working on related problems.

5.3 Pathway - Is the most abstract of the three courses. It is designed for students who have had no difficulty in achieving the syllabus outcomes up to and including Stage 5.2 outcomes. Students who progress to this stage should be able to work easily and quickly with more demanding mathematical concepts. They will be able to use deductive reasoning in problem solving and in presenting arguments and formal proofs. They will be able to interpret and apply formal definitions and generalizations and connect and apply mathematical ideas within and across topics.

## Science

## Leader of Learning - Sherrie Cooper

Through their study of science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

## **History**

**Leader of Learning - Luke Richardson**

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

In Years 9–10, students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

## **Geography**

**Leader of Learning - Luke Richardson**

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.

The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

In Years 9–10, students will have the opportunity to explain geographical processes that transform places and environments and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

## **PDHPE**

**Leader of Learning - Meredith Carantinos**

The PDHPE K–10 Syllabus is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge,

understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

*Health, Wellbeing and Relationships*

Students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.

*Movement Skill and Performance*

Students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

*Healthy, Safe and Active Lifestyles*

Students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

## Elective units.

<b>TECHNOLOGY</b>
Design and Technology Industrial Technology Textiles Technology Food Technology Agriculture
<b>LANGUAGES</b>
German (100hrs) French (100hrs)
<b>PDHPE</b>
Child Studies PASS
<b>SCIENCE</b>
Marine Studies
<b>CREATIVE AND PERFORMING ARTS</b>
Music Art Drama
<b>HSIE</b>
Commerce
<b>ONLINE COURSES (CSBB)</b>
Japanese Cultural Ignite Maths Future Ready Entrepreneurs Applied Philosophy