



Ashfield Boys High School

Year 9 2020 Subject Selection Information



Dear Parents and Carers

Our Year 8 students are about to select their elective subjects for their next two years of secondary education.

Students, parent/carers and teachers need to work together in guiding students to make the subject choices that will interest and motivate them, thereby leading to satisfying and successful learning.

To Our Year 8 Students

This booklet contains information about all the subjects offered at Ashfield Boys High School for the next two years of your education. It is important that you read this booklet thoroughly and that you choose your subjects carefully.

What should you consider when choosing subjects?

- What subjects **interest** me the most?
- What subjects **I am good at**?
- What subjects **do I like**?
- Choose subjects **you** want to do **don't follow your friends**
- **Do not** choose a **subject based on a teacher** we do not know who will be available to teach the course until the timetable is completed at the end of the school year.
- Do not select a subject that has a **fee attached** to it if you cannot afford the cost.

Who should you see for help?

- Your Team Teachers
 - Teachers and Head Teachers in subject areas that interest you.
 - The Careers Adviser.
 - Your Parents / Carers
 - Students in the Year above who are currently studying the course
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- **How to use this booklet**
 - Read this booklet carefully with your parents/carers.
 - Ask questions.
 - Discuss options.
 - Think about your skills; the subjects that interest you most; and the ones you feel most successful in.
 - In Week 6 we will have a Year meeting to discuss the subjects for 2020 and the Expression of Interest Process (EOI). This is NOT your subject selection. Completion of the included EOI provides the school with data that enables the school to set up the subject lines to cater for student needs.
 - Later in term approximately Week 7 the final subject selection process will be completed on-line. All subject selection forms will require a parent/carer signature.

In Years 9 and 10 the following subjects are compulsory:

- English
- Mathematics
- Science
- Geography
- Mandatory History
- PD/Health/PE

You will also study 2 x 200 hour elective subjects from the following:

- Chinese (810)
- Commerce(430)
- Design and Technology
- Drama (2010)
- Elective History (450)
- Food Technology (1625)
- Graphics Technology
- Industrial Technology –Timber (1820)
- Industrial Technology – Electronics/Metal (1807)
- Industrial Technology – Engineering (1808)
- iSTEM
- Information and Software Technology (IST) (1830)
- International Studies (63079)
- Marine and Aquaculture Technology (38000)
- Music (2050)
- Physical Activity and Sport Studies (38100)
- Visual Arts (2070)

Core Subjects

English

Head Teacher: Ms Finigan

Course Outline: Stage 5 - Year 9 and 10

ENGLISH STAGE 5

In the study of English students will develop understanding, knowledge, skills, values and attitudes which will equip them to participate in the 21st Century. They will develop their ability to use language to understand, appreciate and reflect on texts as a primary means of developing and expressing their ideas and perceptions about information, including literature and their interaction with the world.

Stage 5 students will:

- Become confident, engaged communicators in a variety of modes
- Develop their critical, interpretative and imaginative skills
- Become active and informed members of their local and global community

Stage 5 students learn to:

- Respond to and compose a wide range of imaginative, factual and critical texts using different technologies
- Communicate in a variety of modes including written, spoken, aural, visual and multi-modal for a variety of purposes and audiences
- Respond to texts from different cultures and a range of perspectives including Australia's First Peoples and Asian perspectives
- Think creatively and critically
- Reflect on their own and others learning
- Experiment with textual form

The Stage 5 English course at Ashfield Boys High School is a two year course that will prepare students for the Record of School Achievement (ROSA) in Year 10, while leading them through the enjoyment and diversity of language and literature.

Major Components

Year 9 – a variety of cross-grade assessment tasks are integrated into the Year 9 program. In these tasks students will compose, respond to and represent imaginative, persuasive and informative texts. They will use various modes in order to demonstrate their understanding, knowledge, values and attitudes and express themselves across a range of texts and mediums.

Year 10 – will follow NESA ROSA requirements with formal cross-grade assessment tasks. In these tasks students will compose increasingly sophisticated texts, demonstrating their ability to write and use a variety of technologies to construct texts for a range of purposes.

Mathematics

Head Teacher: Ms Thomas

Syllabus outcomes in Mathematics contribute to a developmental sequence in which students are challenged to acquire new knowledge, skills and understanding. The Year 7 – 10 syllabus forms parts of the continuum of Mathematics learning from Kindergarten to Year 10.

The content is structured across the following strands:

- Working Mathematically
- Number and Algebra
- Statistics and Probability
- Measurement and Geometry

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics. Stage 5 Mathematics has three levels of study-

Stage 5.1 (Overall achievement in Year 8 – Limited to Basic)

Stage 5.2 (Overall achievement in Year 8 – Sound to High)

Stage 5.3 (Overall achievement in Year 8 – Outstanding)

Your Mathematics teacher/s will make a recommendation of which level of Mathematics is the most appropriate for you to study in Stage 5.

Assessment is by assignment/project work, class work, knowledge and skills tests.

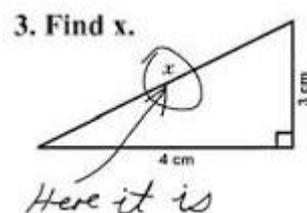
Equipment Required:

Scientific calculator, geometry set, grid book.

Note:

The level of Mathematics learned in Stage 5 impacts on the level of Mathematics that can be studied in Stage 6.

For further information go to the NESA website - educationstandards.nsw.edu.au/



Science

Head Teacher: Ms Scandurra

Science provides a pragmatic way of answering interesting and important questions about the biological, physical and technological world. The study of Science is a collaborative and creative leading to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. Through this body of knowledge, science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

Through stages 4 and 5, students actively engage in the processes of **Working Scientifically**, they gain an increased appreciation and understanding of the importance of science in their own lives and society, locally and globally. Students learn that Science is the intellectual and practical activity encompassing the systematic study of the structure and behaviour of the physical and natural world through observation and experiment. Students develop a consideration of the relationships between science and technology and its importance in the current and future practice of science. Providing opportunities for our students to continue to strengthen these scientific capabilities, helps them further develop as scientifically literate citizens.

Skills knowledge and Understanding:

Skilled based learning runs throughout stages 4&5 that is organised by strands. The skills strand is organised by the processes of Working Scientifically and specifies the development of the skills that students should be able to demonstrate by the end of Stage 4 and Stage 5. Students develop skills in applying the processes of Working Scientifically through regular, active participation in a range of collaborative and individual hands-on practical experiences, including at least one substantial student research project in each stage.

The Working Scientifically strand involves students in the processes of:

- Questioning and predicting
- Planning investigations
- Conducting investigations
- Processing and analysing data and information
- Problem solving
- Communicating

Knowledge and Understanding:

- The knowledge and understanding content is organised into four strands:
- **Physical World (PW)** - Students gain an understanding of how the concepts of force, motion, matter and energy apply to systems ranging in scale from atoms to the universe itself.
- **Earth and Space (ES)** – Students explore the ways that humans use resources from the Earth and appreciate the influence of human activity on the surface of the Earth and the atmosphere.
- **Living World (LW)** – Students learn that the cell is the basic unit of life and that there is a diverse range of living things that have evolved on Earth. They gain an understanding of how the structure of living things relates to the functions that their body systems perform and how these features aid their survival.

Geography

Head Teacher: Mr Zaczek

Aim

The aim of Geography in Stage 5 is to stimulate students' interest and engagement with the world. Through geographical enquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

The following geographical concepts are integrated throughout the Stage 5 course:

- **Place:** *the significance of places and what they are like*
- **Space:** *the significance of location and spatial distribution and the ways people organise and manage spaces that we live in*
- **Environment:** *the significance of the environment in human life and the important interrelationships between humans and the environment*
- **Interconnection:** *no object of geographical study can be viewed in isolation*
- **Scale:** *the way that geographical phenomena and problems can be examined at different spatial levels*
- **Sustainability:** *the capacity of the environment to continue to support our lives and the lives of other living creatures into the future*
- **Change:** *explaining geographical phenomena by investigating how they have developed over time*

Areas of study in Stage 5 are:

Sustainable Biomes	Changing Places
Environmental Change and Management	Human Wellbeing



Australian History - Mandatory

Head Teacher: Mr Radojevic

The Year 9 and 10 History course is a disciplined process of inquiry into the past that develops students' curiosity and imagination.

Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. It promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

Aims

The Australian Curriculum: History aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to
- be informed and active citizens
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives,
- empathy, significance and contestability
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

STAGE 5

The Making of the Modern World [50 hours minimum teaching time]

Overview The Making of the Modern World.		
Depth Study 1 Making a Better World? ONE of the following to be studied: <ul style="list-style-type: none">• The Industrial Revolution OR• Movement of peoples OR• Progressive ideas and movements	Depth Study 2 Australia and Asia ONE of the following to be studied: <ul style="list-style-type: none">• Making a nation OR• Asia and the world	Core Study – Depth Study 3 Australians at War (World Wars I and II) Mandatory study

The Modern World and Australia [50 hours minimum teaching time]

Overview The Modern World and Australia.		
<p>Core Study – Depth Study 4 Rights and Freedoms (1945–present)</p> <p style="text-align: center;">Mandatory study</p>	<p>Depth Study 5 The Globalising World</p> <p>ONE of the following to be studied:</p> <ul style="list-style-type: none"> • Popular culture OR • The environment movement OR • Migration experiences 	<p>Depth Study 6 School-developed topic drawn from either of the overviews, such as:</p> <ul style="list-style-type: none"> • Australia in the Vietnam War Era OR • The Holocaust OR • Women's history OR • UN peacekeeping OR • A decade study

Elective Subjects

Students are to choose two (2) of the following:

Language other than English: Chinese

Head Teacher: Ms A Arya

Course Co-ordinator: Ms Wang

Course Outline:

Students learn to read, write, listen and speak in Chinese. This is achieved through a wide range of activities and methods including role play, video, songs, computing research, excursions and interaction days with other schools.

The course will be offered at Beginners, Continuers and Background Speakers levels. These levels can be taught concurrently.

Main topics:

There are 10 broad topics which need to be covered in detail by the end of Year 10. These topics include:

1. Personal information
2. The classroom
3. Social Interaction
4. Getting around
5. Shopping
6. Services
7. Eating and Drinking
8. Leisure / holidays / sport
9. Celebrating
10. Daily activities

These topics may be covered in any order over the two years, but with increasing complexity each time the topic is revisited.

Assessment:

Over both years' assessment procedures are as follows:

- Language tasks – one or two per term with a different skill tested each term ie listening, speaking, reading and writing. (80%)
- Culture (10%)
- Making linguistic connections (10%)

Pre-requisites: An interest in other cultures, languages, travel. Some prior knowledge assumed from Year 8.

Equipment: Own workbook, exercise book, small dictionary, display folder for any work to be presented.

Commerce

Head Teacher: Mr Zaczek

Course outline: Years 9 and 10 Stage 5

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy, which enables them to participate in the financial system in an informed way.

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

Developing the skills of research, evaluation and collaborative decision-making through the study of Commerce, enables students to contribute to our democratic and pluralistic society as well as develop the skills to become self-directed lifelong learners.

Commerce provides for a range of learning experiences. It emphasizes the potential and use of information and communication technologies. Students develop greater competence in problem-solving and decision-making by evaluating the range of consumer, financial, business, legal and employment strategies. In examining these, students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.



Organization of Content

The content is organized into essential and additional content and information is provided on structuring the content. The core and options may be studied in any order or pattern.

CORE

(Each core topic 20-25 indicative hours)

- Consumer and financial decisions
- The economic and business environment
- Employment and work futures
- Law, society and political involvement

Options

(15-25 indicative hours each)

Note: The options may be studied in any order or pattern

- Investing
- Promoting and selling
- Towards independence
- Travel
- Law in action
- Our economy
- Running a business
- School- developed option

Head Teacher Mr Alevizos.

Course Description Year 9 & 10

Students will investigate, analyse and apply a range of design concepts and design processes. They apply and evaluate a process of design when developing design ideas and solutions. Through engagement with project work, students develop skills to manage time as they sequence, produce and evaluate in relation to a design process.

They will develop knowledge, understanding and an appreciation of the relationship between past, present and emerging technologies and innovation activities, and evaluate and explain the impact of these on the individual, on society and on environments.

Students will gain knowledge and understanding of the work and responsibilities of Australian and overseas designers and analyse factors that affect their work. Students will work responsibly as they evaluate designed solutions that reflect preferred futures, the principles of appropriate technology and ethical and responsible design.

Students will develop and demonstrate skills in innovation and enterprise in their project work. They will communicate ideas about designed solutions to a range of audiences. They will apply technological skills to select computing software applications in order to develop documentation for project work and to communicate designed solutions.

Students will also apply risk management strategies and safe work practices when selecting and using a range of appropriate technologies to competently develop quality design solutions.

To satisfy the requirements of the *Design and Technology*, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of technologies and equipment. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course.

Equipment required Apron, display folder.

Students must wear Black Leather School Shoes at all times in Design & Technology workrooms.

Drama- 92010

Head Teacher: Ms Small

Year 9 Drama and Theatre – Course Outline

Students will build upon and develop skills learned in Year 7 Drama, such as movement, mime, improvisation, character creation, role play and voice activities. They will learn about the technical aspects of stagecraft and design, work with scripts, engage in play-building, write reflections and study a historical theatre movement. Most importantly, students will experience what it is like to perform pieces of theatre, both individually and collaboratively. Their knowledge and experience will culminate in a Term 4 Creative Arts Night which they will be responsible for organising, technically operating, promoting and hosting. They will also present original group-devised performances on this night.

Students may also be provided with the opportunity to attend a theatre and see a dramatic performance at some time during the year.

Equipment required: 1x 96 page book

Assessment Components:

Making Drama: 40%

Performing Drama: 40%

Appreciating Drama: 20%

(Practical: 60% Written: 40%)

Year 10 Drama and Theatre – Course Outline:

Students will consolidate and extend skills learned in Year 9 Drama, and deepen their knowledge of the world of theatre. They will study important theatre practitioners and their work, immerse themselves in the key concepts of dramatic styles and techniques, work with scripts, engage in play-building. The theoretical component of the course will involve reflective log entries and critical analysis of a Year 12 Group performance. They will also present original group-devised performances during Term 4 Creative Arts Night.

Students may also be provided with the opportunity to attend a theatre and see a dramatic performance at some time during the year.

Equipment required: 1 x 96 page book

Assessment Components:

Making Drama: 40%

Performing Drama: 40%

Appreciating Drama: 20%

(Practical: 60% Written: 40%)

Prerequisites:

- A real interest in Drama and Theatre
- A commitment to full participation in practical activities
- Commitment to dedicating time after school hours on rehearsals and performance night participation
- Commitment to completing regular reflective writing and maintaining log books where required.

Subject Fees: Payment for any compulsory visits to theatre presentations or external workshops.



The Ancient and Modern World - Elective History

Head Teacher: Mr Radojevic

The aim of The Ancient and Modern World - Elective History is to give students who enjoy History an opportunity to expand their knowledge of the past through studying World History through the ages. Students are able to study both Mandatory and Elective History for the Record of School Achievement (RoSA).

Course Outline: Year 9

Content: The Ancient World eg. Ancient Egypt, Ancient Greece and The Roman Empire

Students will:

- Develop an appreciation of the study of History
- Develop their capacity to interpret and analyse historical sources
- Plan historical research
- Understand the effects of people's actions in Ancient and Modern History through model making, source studies, historical excursions, Podcasts and ICT

Course Outline: Year 10

Content: The Modern World

Students will explore historical people and events including – Napoleon, The Battle of Britain, the Cold War, JFK and more.

Students will:

- Develop their appreciation of the importance of historical study in understanding the present
- Plan research using relevant and challenging sources
- Create well-structured texts using historical evidence
- Develop their thinking with an inquiry based approach to learning about the p

Food Technology – Course Fee \$140 per year

Head Teacher: Mr. Alevizos

Course description:

The study of Food Technology provides students with a broad knowledge of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in relation to the production of food. Students develop food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. The course also provides students with contexts through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What students learn:

Students learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students undertaking the 200-hour course are required to complete 6-8 of the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Specific Needs
- Food for Special Occasions
- Food Trends.

Equipment Required: Cotton or linen apron, tea towel, display folder and a suitable container to store food made during practical lessons. Students must wear their black leather school shoes at all times in the Food technology/Hospitality kitchen



iSTEM

Fees \$25 per year

Head Teacher: Mrs M Thomas

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations with a strong emphasis on design thinking. An enhanced understanding of STEM and its real world applications encourages students to actively contribute to society and to increase their future career opportunities.

This elective subject provides students with curriculum to support the most up to date technologies including 3D printers, virtual reality, robotics and a range of intelligent systems. It engages students in problem based learning and involves them in real situations. Incorporating mechatronics, aerodynamics, engineering, 3D CAD/CAM, aerospace and motion modules, iSTEM presents maths and sciences to students in ways that challenge not only their understanding of these key subjects but also their ability to manage projects and work in teams.



Course Outline:

The main purpose of this course is to better engage students in science, technology, engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing. Some STEM activities that you will undertake are:

- Design/Engineering challenges
- Water Rockets
- Mechatronics / Robotics

Prerequisites:

- An interest in Science, Technology, Engineering and Mathematics
- A commitment to full participation in all activities
- Commitment to regularly completing and maintaining log books

Industrial Technology – Electronics and Metals

Fees - \$50 Year 9 and \$50 Year 10

Head Teacher: Mr Alevizos

Course Description

This two-year course is an introduction to a combination of both Electronics and Metalwork. These two 100 hour courses will give students a good insight into future apprenticeship courses. Students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in these selected focus area. A design and production folio is required for each practical project completed and will form part of the overall assessment of each module. Students will undertake a range of practical experiences that occupy the majority of course time. Practical experiences will allow students to undertake project work to develop skills and confidence in the use of a range of equipment, tools, processes and technologies. Practical experiences will be used to develop knowledge and understanding of and skills in designing, production and evaluation.

Course Outline: Year 9 ELECTRONICS (100 hours)

In year 9, students will study electronics. The Electronics focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries. The Electronics module develops knowledge and skills in the use of tools, materials, components and techniques related to electronics technologies.

Practical projects should reflect the nature of the Electronics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies. These may include:

- electronic circuits and kits
- electronic-controlled devices
- robotic projects

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Course Outline: Year 10 METALWORK (100 hours)

In year 10, students will make a range of metal projects. They will learn skills in the use of all workshop machinery and equipment. This includes the bending machine, lathes, hand-power tools and welding processes. Practical projects will reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies. These will include fabricated and metal machining projects as well as sheet metal products.

Equipment required: Apron, display folder

Students must wear their Black Leather School Shoes at all times in the workshop

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Graphics Technology

Fees: \$50 per year

Head Teacher: Mr Alevizos

Course Description:

Through the study of Graphics Technology students will develop the capacity to solve problems and generate and communicate solutions. Using a variety of technologies and media, students will develop the ability to read, interpret and produce graphical presentations that communicate information.

The course involves the completion of core modules and practical projects, which reflect the true nature of the Graphics Technology industry. Students will develop knowledge and skills through the use of materials, tools and techniques related to the Graphics industries, which are enhanced and further developed through the study of specialist modules, such as:

- Architectural Drawing
- Computer Aided Design and Drafting (CAD)
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product Illustration
- Technical Illustration
- Student Negotiated Project

The major emphasis of the Graphics Technology syllabus is on student actively planning, developing and producing quality graphical representations, using both manual and computer-based design technologies.



Students will use a range of Computer Aided Design (CAD) software programs such as CREO, as well as digital fabrication technologies such as 3D printers. Students will also be introduced to the emerging technologies of augmented and virtual reality to communicate their graphical solutions.

Assessment: Project based assessments and theoretical exams.

Equipment required: Display folder

Student must wear Black Leather School Shoes at all times in Design and Technology workrooms

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Industrial Technology – Timber - 91820

Fees: \$50 per year

Head Teacher: Mr Alevizos

Equipment Required : Apron (optional) and Black leather shoes (mandatory).

Students must wear black leather shoes at all times in the industrial Arts rooms.

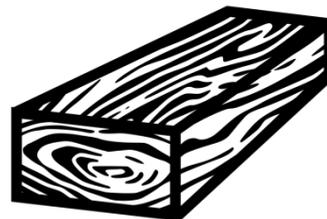
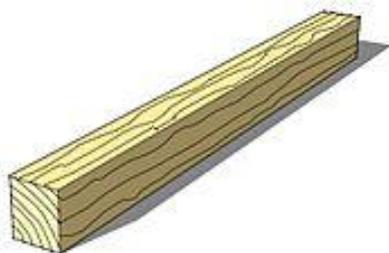
Industrial Technology - Timber is an elective subject. It is studied for 200 hours for Stage 5.

Course description

Students will learn about the properties and applications of timber and associated materials. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes. Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning and potential vocational pathways.

What will students learn to do?

The major emphasis of the Industrial Technology - Timber is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects. Critical thinking skills are developed through engagement with creative practical problem-solving activities.



Industrial Technology - Engineering

Fees: \$50 per year

Head Teacher: Mr Alevizos

Course Outline:

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

In Year 9 the Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. The course is based on the practical solving of engineering problems and student will be working predominately in the workshops.

The Year 9 Core Modules are enhanced and further developed through the study of specialist modules in Year 10:

Control Systems (hydraulics/robots) Alternative Energy (solar boat, wind/hydro powered generators).

Practical Projects

- Small structures (planes, bridges)
- Simple machines (Catapult)
- A range of devices and appliances
- Robotics projects (robot wars)
- Electronic and mechanical control system



Practical projects will reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering.

Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating.

Equipment required: Apron, display folder and black leather shoes.

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Information and Software Technology

Fees: \$10 per year

Head Teacher: Ms Thomas

Course Outline: Year 9 and Year 10

There are no prerequisites for the study of Information and Software Technology (IST). It is an elective course which builds upon the knowledge, skills and experiences developed through Information and Communication Technologies (ICT) content embedded across the curriculum.

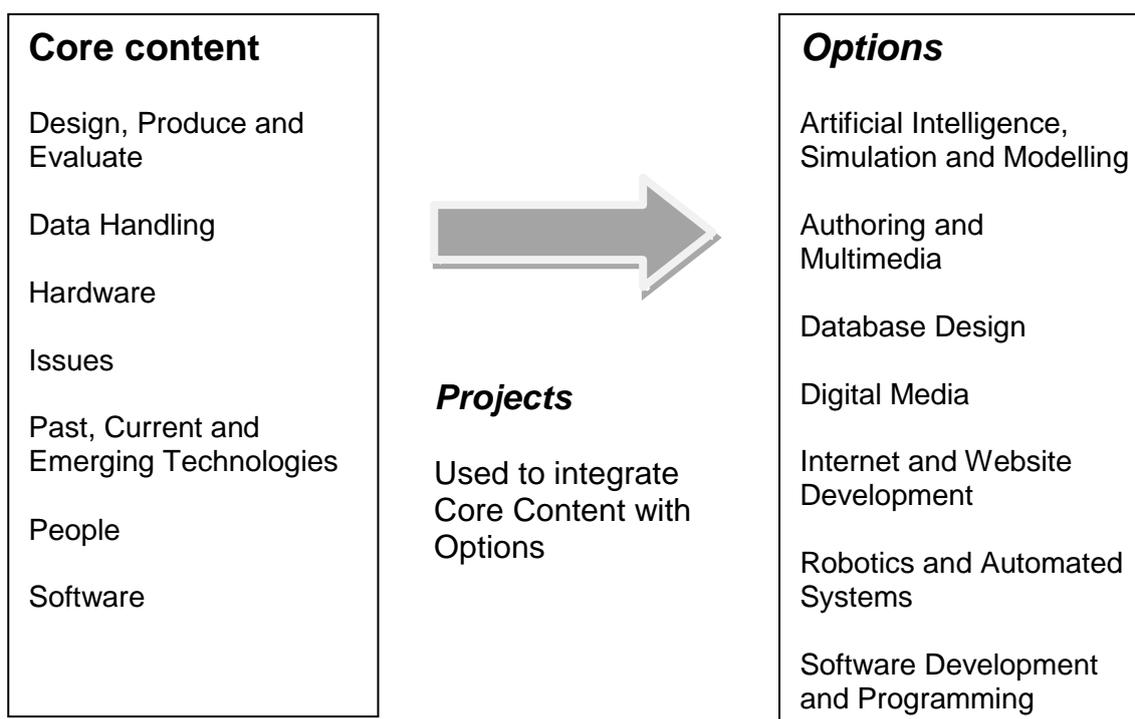
Students will study core content covering Design, Produce and Evaluate; Data Handling; Hardware; People and Software within the context of options delivered through projects.

Students undertaking the 200 hour course across Years 9 and 10 complete all the core content within the study of at least four options. Students are expected to complete a minimum of four and a maximum of eight projects that provide increasingly sophisticated knowledge, understanding and skills related to the core content.

The course is academic and requires up to 2 periods a week on theory work.

Theory - 40%

Practical - 60%



Major Components:

Assessment by project work, observation, knowledge and skills tests. This will also include teacher, peer and self-assessment.

International Studies

Head Teacher: Mr Zaczek

The course will equip students for the future by enhancing their global employability and ensuring that they have an understanding of their own culture and the cultures of others. Students will engage with ideas, beliefs and practices from a range of cultures with a special focus on the countries of Asia.

Today, Australian businesses are actively seeking young people who have the cultural understanding and communication skills to work in both Australia and the other countries where Australians are engaging in business. As trade, employment opportunities and travel continue to expand globally, young Australians need cultural understanding in order to enhance their understanding of the world and how to find their place in it.

Through their study of **Cultural Understanding**, students attain new skills to explore values and cultural differences. Through a core study they will learn about the nature of Australian society and cultural diversity within Australia. Through the options students can broaden their studies to include aspects of culture in family, work, sport and religion. They can investigate the migrant experience in coming to Australia; evaluate the expansion in cultural tourism, consider cultural expressions in art, food, science and technology, and examine how the media portrays cultural differences.

This new course is aimed at providing for the needs of a new generation of Australians who live in a global community that they will need to understand in order to enhance their place in that community and to contribute to a global society.

Content overview

The content is divided into core and options. The core must precede the options. The options may be studied in any order.

200 hour course comprises the core and 6-8 options.

**International Studies (Cultural Understanding)
Stage 5**

CORE

Understanding culture and diversity in today's world

50 indicative hours

Options

15-25 indicative hours each

1. Religion and culture
2. Gender differences
3. The media: religion, politics and human rights
4. Culture in work and the workplace
5. Coming to Australia
6. Cultural tourism
7. Cultural expressions
8. Culture and sport
9. Culture and family life in China and India
10. School developed option

Marine and Aquaculture Technology Fee \$30 per year

Head Teacher: Ms Scandurra

Course Co-ordinator: Mr Curran

Course Outline: Year 9 and 10

As farms increasingly look for ways to diversify their business, the Australian crayfish *Cherax destructor* is becoming an important factor in this diversification. Added to this the 'Yabby', as it is more commonly known, has loads more character than a goldfish, making getting to know this creature is a very satisfying experience.

The Marine and Aquaculture Technology course takes students through the lifecycle of a number of marine organisms as they learn to care for numerous different Australian native aquatic species. Hands on experience with live animals offers an engaging and comprehensive learning environment providing a deep understanding.

The course also allows students to try their hand at fishing, environmental testing, first aid, CPR, constructing their own bio-filter, cleaning and conditioning an aquarium and cooking seafood.

Areas of Study:

This is a 200 hour course.

Core:

Core 1 - Introduction to Marine and Aquaculture Technology

Core 2 - Skills Management and Employment

Optional Modules:

12 Modules are to be studied over Years 9 and 10 from the following focus areas: Biology, Ecology, Leisure, Aquaculture, Employment, Management and General Interest.

These modules could include Dangerous Marine Creatures, Designing Systems for Aquaculture, Managing Water Quality in Aquaculture, Aquarium Design, Construction and Maintenance, Underwater Farming, Biology of Native Crayfish, Growing Crustaceans, Industries and Employment and Personal Interests Projects.

Assessment:

This will include practical experiences, research projects, written reports, presentations, diaries and journals, written and practical tests, peer assessment and self-assessment.

Equipment Requirements: Scientific calculator, pen and pencil, geometry set, ruler and workbook (240 pages)

Swimming Requirements: able to swim 200 metres



Music

Fees: \$20 per year

Head Teacher: Ms Small

Course Outline: Year 9

Students will:

- Learn an instrument of their choice (Students must have access to an instrument)
- Perform a variety of styles of music
- Participate in ensemble work
- Learn about the concepts of music and develop listening skills
- Learn to write, record and perform original music using a variety of music technology including, GarageBand and iMovie.

Course Outline: Year 10

Students will:

- Continue to learn an instrument of their choice (Students must have access to an instrument)
- Analyse music using the concepts of music
- Explore musical styles from throughout history and from other cultures
- Continue to develop aural analysis skills
- Develop composing skills and study composing techniques of others
- Develop skills in music technology using GarageBand, iMovie, Soundation and Soundtrap software

Major Components:

Performing, listening and composing



Physical Activity and Sports Studies

Head Teacher: Marcel Radojevic

The Physical Activity and Sports Studies focuses on the skills of communicating, decision-making, interacting, moving, planning and problem-solving. In this course students are required to: work collaboratively with others to enhance participation, enjoyment and performance, display management and planning skills to achieve personal and group goals, perform movement skills with increasing proficiency, analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

The PASS content is organised in modules within the following areas of study:

- Body systems and energy for physical activity
- Physical activity for health
- Physical fitness
- Fundamentals of movement skill development
- Nutrition and physical activity
- Participating with safety

The following diagram shows a sample of the types of physical activity and sport movement applications that students may participate in:

