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## Introduction

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.

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

### 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 Term 3 we will have a Year meeting to discuss the subjects for 2021 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 8 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:**

- Commerce(430)
- Design and Technology(1650)
- Drama (2010)
- Elective History (450)
- Food Technology (1625)
- Graphics Technology (1650)
- Industrial Technology –Timber (1820)
- Industrial Technology – Electronics/Metal (1807)(1815)
- 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)

## English

### Core Subject

**Head Teacher: Ms Finigan**  
**Stage 5 - Year 9 and 10**

#### **Course Outline:**

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

### Core Subject

**Head Teacher: Ms Thomas**  
**Stage 5 - Year 9 and 10**

#### Course Outline:

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/](http://educationstandards.nsw.edu.au/)

## Science

### Core Subject

Head Teacher: Ms Arya

Stage 5 - Year 9 and 10

#### Course Outline:

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.
- **Chemical World (CW)** – Students learn that the chemical and physical properties of substances are determined by their structure on an atomic scale and that substances change and new substances are produced in chemical reactions.

### **Student Research Project:**

All students are required to undertake at least one substantial **research project** during Stage 4 and Stage 5:

- At least one project will involve hands-on practical investigation.
- At least one Stage 5 project will be an individual task.

### **Assessment:**

Assessment will be based on gauging Literacy, Knowledge and Understanding, Numeracy and Working Scientifically, as well as Critical and Creative Thinking.

What will this look like? Assessing students will be based on their skills in both practical and written tasks, including oral presentations. Students will produce models and research projects, as well as conduct pen and paper tasks.

### **Equipment:**

A4 exercise books (workbook-240 pages) covered with plastic contact to offer waterproofing during laboratory practical tasks. Scientific calculator, pen and pencil, scissors, glue, eraser, 30cm ruler. You can buy your own safety glasses and display folder for worksheets (optional).

## Geography

### Core Subject

**Head Teacher: Mr Zaczek**

**Stage 5 - Year 9 and 10**

#### **Course Outline:**

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
- Environmental Change and Management
- Changing Places
- Human Wellbeing

# Australian History

## Core Subject

Head Teacher: Mr Radojevic

Stage 5 - Year 9 and 10

### Course Outline:

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:

- 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,
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.
- empathy, significance and contestability
- be informed and active citizens
- interest in, and enjoyment of, historical study for lifelong learning and work
- 

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

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

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

Overview	The Modern World and Australia
<b>Depth Study 4</b>	<b>Rights and Freedoms (1945–present)</b> Mandatory study
<b>Depth Study 5</b>	<b>The Globalising World</b>
	<b>ONE</b> of the following to be studied: <ul style="list-style-type: none"> <li>• <b>Popular culture</b></li> <li>• <b>The environment movement</b></li> <li>• <b>Migration experiences</b></li> </ul>
<b>Depth Study 6</b> <b>Mandatory study</b> School-developed topic drawn from either of the overviews, such as:	<ul style="list-style-type: none"> <li>• <b>Australians at War (World Wars I and II)</b></li> <li>• <b>The Holocaust</b></li> <li>• <b>Women's history</b></li> <li>• <b>UN peacekeeping</b></li> <li>• <b>A decade study</b></li> </ul>

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## Personal Development, Health and Physical Education (PDHPE)

### Core Subject

Head Teacher: Mr Radojevic

Stage 5 - Year 9 and 10

#### Course Outline:

Personal Development, Health and Physical Education (PDHPE) develops the knowledge, understanding, skills and attitudes important for students to take positive action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate in a range of physical activities confidently, competently and creatively.

Three periods a week are allocated to PD/H/PE. All students participate in one theory lesson where topics from both the Health, Wellbeing and Relationships module and the Healthy, Safe and Active Lifestyles module are presented. Students also participate in two periods of physical education where they engage in the Movement Skill and Performance module of the course.

#### The stage 5 PDHPE content is organised in Key Inquiry Questions:

- How can I be the best version of me and support the identity of others?
- How can people respond positively to life challenges?
- What factors enhance inclusivity, equality and respect in relationships?
- How can I use feedback to create adaptations to movement skills to make them more effective in different contexts?
- How can I create new rules, strategies and tactics to improve movement and evaluate the effect these have on performance?
- How can I include, assist and lead others during physical activity?
- What strategies can I plan and prioritise in my community to empower individuals to lead healthy, safe and active lifestyles for the benefit of my own and others' wellbeing?
- How can I plan and advocate for health, safety and wellbeing and participation in a lifetime of physical activity?
- Why are external influences an important aspect of my own and others' health, safety and wellbeing and participation in physical activity?

**Commerce****Elective****Head Teacher: Mr Zaczek****Stage 5 - Year 9 and 10****Course Outline:**

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.

<b>Content</b>	
<b>Core</b>	Each core topic 20-25 indicative hours <ul style="list-style-type: none"> <li>• Consumer and financial decisions</li> <li>• The economic and business environment</li> <li>• Employment and work futures</li> <li>• Law, society and political involvement</li> </ul>
<b>Options</b>	15-25 indicative hours each Note: The options may be studied in any order or pattern <ul style="list-style-type: none"> <li>• Investing</li> <li>• Promoting and selling</li> <li>• Towards independence</li> <li>• Travel</li> <li>• Law in action</li> <li>• Our economy</li> <li>• Running a business</li> <li>• School- developed option</li> </ul>

## Design Technology

### Elective

**Head Teacher: Mr Alevizos**

**Stage 5 - Year 9 and 10**

#### **Course Outline:**

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.**

**Subject Fees:** \$50 per year

## Drama

### Elective

**Head Teacher: Ms Small**

**Stage 5 - Year 9 and 10**

#### **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

#### **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.

## History Elective

### Elective

Head Teacher: Mr Radojevic

Stage 5 - Year 9 and 10

### Course Outline:

The aim of the History Elective course 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).

### Topic 1: History, Heritage and Archaeology

Students will:

- Develop an appreciation of the study of history, heritage, archaeology and the methods of historical inquiry
- Develop their capacity to research, interpret and analyse historical sources
- Understand the effects of people's actions in history through model making, source studies, historical excursions, Podcasts and ICT
- Topic options include Archaeological Sites, Family History, Film History, Historical Fiction, History and the Media, Historical Reconstructions and more.

### Topic 2: Ancient, Medieval and Modern Societies

Students will:

- Develop their appreciation of the importance of historical study across different periods of history
- Plan research using relevant and challenging sources
- Develop their thinking with an inquiry-based approach to learning about the past.
- Topic options include Asia, Australia, Europe, the Middle East, the Pacific, the Americas, Africa

### Topic 3: Thematic Studies – Historical Investigation

Students will:

- Evaluate the value of sources as evidence for an historical inquiry
- Locate, select, organise and communicate historical information from a number of sources to address historical problems and issues
- Develop their thinking with an inquiry-based approach to learning about the past.
- Topic options include Crime and Punishment, War and Peace, Slavery, Power and Political Unrest, Religious and Spiritual Beliefs, World Myths and Legends and more.

## Food Technology

### Elective

**Head Teacher: Mr Alevizos**

**Stage 5 - Year 9 and 10**

#### **Course Outline:**

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

**Subject Fees:** \$150 per year

## **ISTEM**

### **Elective**

**Head Teacher: Mrs Thomas**  
**Stage 5 - Year 9 and 10**

#### **Course Outline:**

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.

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

**Subject Fees:** \$30 per year

## Industrial Technology – Electronics / Metals

### Elective

**Head Teacher: Mr Alevizos**

**Course Outline: Stage 5 - Year 9 and 10**

#### **Course Outline:**

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**

**Subject Fees:** \$50 Year 9 and \$50 Year 10

# Graphics Technology

## Elective

**Head Teacher: Mr Alevizos**  
**Stage 5 - Year 9 and 10**

### Course Outline:

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 a all times in Design and Technology workrooms.**

**Subject Fees:** \$50 per year

## **Industrial Technology- Timber**

### **Elective**

**Head Teacher: Mr Alevizos**

**Stage 5 - Year 9 and 10**

#### **Course Outline:**

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.

**Studied for 200 hours for Stage 5.**

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

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

**Subject Fees:** \$50 per year

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## Industrial Technology- Engineering

### Elective

**Head Teacher: Mr Alevizos**

**Stage 5 - Year 9 and 10**

#### **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.

**Subject Fees:** \$50 per year

## Information and Software technology

### Elective

**Head Teacher: Ms Thomas**  
**Stage 5 - Year 9 and 10**

#### Course Outline:

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.

Content	
<b>Core</b>	<ul style="list-style-type: none"> <li>Design, Produce and Evaluate</li> <li>Data Handling Hardware Issues</li> <li>Past, Current and Emerging Technologies</li> <li>People Software</li> </ul>
	<b>Projects</b> used to integrate Core Content with options
<b>Options</b>	Authoring and Multimedia Artificial Intelligence, Simulation and Modelling Database Design Digital Media Internet and Website Development Software Development Robotics and Automated Systems

#### Major Components:

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

## International Studies

### Elective

**Head Teacher: Mr Zaczek**

**Stage 5 - Year 9 and 10**

#### Course Outline:

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

### Elective

**Head Teacher: Ms Arya**

**Stage 5 - Year 9 and 10**

#### **Course Outline:**

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:**

##### **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, ruler and workbook (240 pages)

**Swimming Requirements:** able to swim 200 metres

**Subject Fees:** \$30 per year

## Music

### Elective

**Head Teacher: Ms Small**

**Stage 5 - Year 9 and 10**

#### **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.

##### **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 composition skills and study composition techniques of others
- Develop skills in music technology using GarageBand, iMovie, Soundation and Soundtrap software

#### **Major Components:**

Performing, listening and composing

**Subject Fees:** \$20 per year



**Course Outline: Year 9**

The program emphasis is on how students respond to various aspects of their world.

This includes creating representations of personal and cultural identity. Students explore and experiment with a variety of media including painting, drawing, printing, and sculpture to develop a broad understanding of these forms. Students will also study social and cultural issues such as allegory and symbolism. They will learn about how art reflects the changing world and create art works in response to this.

Theory - 40% Practical 60%

**Course Outline: Year 10**

The Year 10 course is related to examining the Visual Arts in a cultural, subjective, structural and Post-Modern context. The students will develop an understanding of a range of different art forms including two dimensional materials such as paint, drawing, photographic practices and 3D sculptural forms. Student art making is related to themed topics such as Portraiture, social issues and exploring their world, as well as exploring technology and new media.

Theory - 40% Practical - 60%

**Major Components:**

**Major works**

**The maintaining of a 'visual diary' (record of ideas/works) throughout year.**

**Critical / Historical Tasks**

**Equipment Required:**

2B/B Lead pencils, erasers, rulers, sharpeners, compass, glue sticks, coloured pencils.

\* A mandatory Visual Diary (Olympic scrapbook No. 929 A4 Size).

**Subject Fees:** \$50 per year