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Wee Waa High School

Stage 5 2024

Subject Selection

Information Booklet



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Introduction

This handbook has been prepared to provide students in Year 8 and 9 and their parents with information about the curriculum on offer at Wee Waa High School for Stage 5 (Years 9 and 10). Stage 5 of secondary school prepares students for senior studies and achieving a Record of School Achievement (RoSA) or the award of a Higher School Certificate (HSC)

Unlike Stage 4 (Years 7 and 8), where the curriculum is compulsory and determined by the NSW Education Standards Authority (NESA) for all schools, Stage 5 allows some flexibility for students to choose elective subjects. Although the “core” subjects of English, Mathematics, Science, History, Geography and PDHPE as well as sport are still compulsory. Students are allowed to select three elective subjects from a comprehensive list.

In the following pages, each of the subjects on offer (including the core subjects) has information provided to assist in the selection process.

In 2024 all Year 9 students will continue to study English, Mathematics, Science, History and Geography as well as Personal Development, Health and Physical Education. These subjects are mandatory and a brief outline of these courses are included in this booklet. In addition, students will choose 2 elective subjects. These subjects are all outlined in this booklet.

In 2025 all Year 10 students must do the second 100 hours of one of their elective courses. They may change their other elective.

Whilst every effort is made to allow students to study the subjects of their choice, timetable and staffing constraints mandate that the subjects that run at any particular time will suit the majority of student choices.

Two blocks of subjects will be allocated to give maximum satisfaction. It is essential that students choose wisely as their choices will determine the subjects being offered.

Students are encouraged to talk to their various teachers about the subjects on offer so they are able to make a fully informed selection.

A MESSAGE TO STUDENTS

You are advised to select your elective subjects carefully after reading this handbook thoroughly, talking to your teachers and discussing it with your parents. It is very unwise to choose a subject just because your friend has chosen it or you like the teacher. A friend's interests and abilities may be quite different to your own and the teacher may not be the one taking your class next year.

What you should consider before selecting a subject is whether you like that type of work, whether you are good at that subject and whether it matches your general interests. While some subjects can lead you towards a career (for example, a future carpenter may want to study Industrial Technology - Timber), at this stage of your schooling it would be unwise to focus too much on a subject's suitability for employment. All subjects will give you knowledge and skills that will benefit you in a future career.

A MESSAGE TO PARENTS

Parents have a pivotal role in the subject selection process as an adviser to their children. While you are aware of your child's many talents and abilities and may be tempted to dictate their subject choice, this is generally not advised as it may lead to problems at a later date. Your child should be encouraged to seek as much information about the various subjects on offer as is possible and then discuss this with you as their parent. Guidance through the process should certainly be given by parents with an emphasis being placed on directing your child to subjects that reflect their interests and which are likely to develop their innate talents.

It is best you discourage them following a friend into a subject that is obviously unsuitable. It is also important to reinforce that subjects at this stage of secondary school are more about developing general skills rather than preparation for a specific career.

Subject Fees

Some electives have fees. Students who choose these subjects must pay their fees, or develop a payment plan, before the end of first term or they will be asked to change subjects.

CREDENTIALING FOR STAGE 5

Years 9 and 10 are very important years that provide the grounding for senior studies. As such, students will be expected to complete assessment tasks and work diligently in all of their subjects. A student's results accumulative as all school assessments and class work count towards their final grades when they leave school. Therefore, it is very important that students apply themselves to all aspects of their school work from the very beginning of the year. If a student fails to complete set work, including assessment tasks, this will affect their results and could prevent them from moving through to Stage 6 studies.

ELIGIBILITY

NESA lays down a set of specific rules that list the requirements for and define "satisfactory completion". As well as taking the necessary combination of courses, students are expected to apply themselves satisfactorily to their studies demonstrating a sustained record of application or effort.

Students must follow and complete the pattern of study determined by the NESA for Stage 5 (Years 9 and 10) in order to be eligible to proceed into Stage 6 (Year 11 and 12). The Stage 5 years of schooling also provides a foundation of skills and knowledge for many of the HSC courses.

ATTENDANCE

Regular attendance at school is essential for effective learning as well as to ensure satisfactory completion of courses. The Principal may grant leave to a student for legitimate reasons such as illness or injury. If leave is granted, then the absence will have no effect on course completion, provided that all assessment tasks and missed work are completed.

However, an extensive period of unapproved absence may result in a student being declared as not meeting the requirements for the completion of Stage 5 and ineligible to proceed into Stage 6. This includes deliberate truancy from class and/or school.

SATISFACTORY COMPLETION REQUIREMENTS

Satisfactory completion of courses depends upon a student's attendance, level of participation in class activities, the proportion of assignments completed and the level of achievement (a serious attempt). To satisfactorily complete Stage 5, a student must complete ALL assigned work, including each assessment task, to the best of their ability.

RECORD OF SCHOOL ACHIEVEMENT (RoSA) REQUIREMENTS

MINIMUM LEARNING AREA TIME/REQUIREMENTS

KEY LEARNING AREA	HOURS	COMMENTS
English	500	
Mathematics	500	
Science	500	
Human Society and Its Environment (HSIE)	400	200 hours History 200 hours Geography
Personal Development, Health and Physical Education (PD/H/PE)	300	Must be studied in every year from 7 to 10.
Creative Arts	200	Music and Visual Arts must be completed in Yrs. 7 and 8.
Technological and Applied Studies	200	4 modules of Technology will be completed in Yrs. 7 and 8.
Languages	100	The 100 hours must be completed in the same language. Languages will be completed in years 7 and 8.
Other Electives from the KLA's other than English, Maths and Science	400	At least 100 hours of a course must be studied during yrs. 9 and 10 for that course to appear on a Record of School Achievement. One course must be studied for 200 hours.
Sport	150 min per week	Students must undertake 150 min per week of planned physical activity in Years 7 to 10.

“N” AWARD

A student may receive an ‘N’ Awards for a course or courses if they:

- Do not follow the course developed by the NESA;
- Do not apply themselves with diligence and sustained effort in the set tasks;
- Do not achieve some or all of the course outcomes.

Warning letters will be issued where any student is failing to meet NESA requirements throughout Years 9 and 10.

If the Principal determines that a student is in danger of not completing a course satisfactorily, they and their parents will be warned in writing in time for the problem to be corrected and satisfactory completion to be achieved.

A student may appeal against an ‘N’ Award. A form can be obtained from the Deputy Principal and the appeal is lodged with the Principal. If the outcome of the appeal at school is not satisfactory, then a further appeal may be made to the NESA.

If a student is deemed to have not completed a course in Year 10, the Record of School Achievement (RoSA) will indicate that they have not successfully completed the Stage Five curriculum.

Stage 5 must be completed satisfactorily and all NESA requirements met before a student is eligible to proceed to Stage 6. Students who fail to meet course requirements in a number of courses may be deemed non-serious students and may be repeated.

SCHOOL LEAVING AGE

Students **must** stay at school until they complete Year 10. A participation phase then applies until the student reaches the age of 17. There are a number of options for the participation phase. They could be:

- Continued education at secondary school in order to complete the HSC
- Undertaking a full time training course at TAFE NSW
- Undertaking an apprenticeship or traineeship
- Enrolled in a training course with a private training organisation, or in some cases a combination of the above

Students who after completing Year 10 and decide to leave school before completing Year 12 and the Higher School Certificate will receive a Rosa - Record of School Achievement

Key Terms

Course Hours – The number of hours set out by the NESA for which a subject must be studied by each student during Years 7 to 10.

An example is Science where students must study a course for 500 hours.

Curriculum – All that is studied in a certain year or within the school.

Key Learning Areas – The way in which subjects are divided and grouped. There are eight Key Learning Areas:

English

Maths

Science

Human Society and Its Environment (HSIE)

Languages Other than English (LOTE)

Creative and Performing Arts (CAPA)

Technology and Applied Science (TAS)

Personal Development, Health and Physical Education (PD/H/PE)

NESA This is a NSW government body which is responsible for curriculum development and examining and assessment for the HSC and Record of School Achievement.

Semester – Two terms

Syllabus – An outline of what must be studied in each subject determined by the Board of Studies.

TVET – A vocational course delivered by TAFE

VET – A vocational course delivered either the school

WHERE DO YOU GO TO ASK ABOUT RECORD OF SCHOOL ACHIEVEMENT ELECTIVE SUBJECTS?

Faculty	Head Teacher	Teachers	Elective Subjects
English / HSIE	Mrs Johnson	Mrs Burgess Miss Conomos Mr Malcolm Miss Roscoe	Aboriginal Studies Commerce Drama
Maths / PE	Mr Vella (R)	Mrs Currey Mr Kiely Miss Taylor Mrs Wallington	Physical Activity and Sports Studies (PASS) Child Studies
Science / TAS / VET	Donna McKinstry (R) Steven Catt	Miss Bray Mr Hogden Miss Trevaskis	Agricultural Technology Food Technology Industrial Technology – Metal Industrial Technology – Timber
Welfare / CAPA	Cherrie Pocock (R) Josh O'Shea	Ms Blewitt Mrs Schwager Mr Vella Mr Wales	Music Visual Arts Languages (LOTE)

Stage 5 – Year 9 and 10

Mandatory Courses Outlines

It is compulsory for all students to study these courses:

English

Mathematics

Science

HSIE (History and Geography)

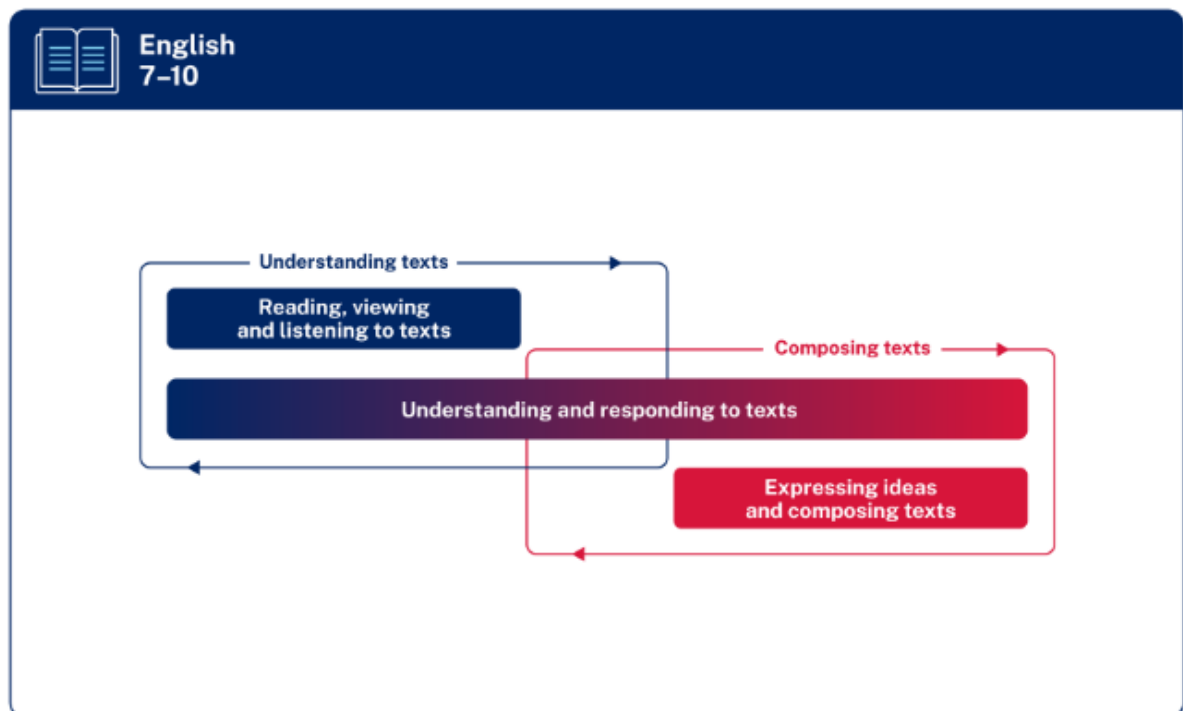
PDHPE (Personal Development, Health and Physical Education)

English

The focus areas for each stage support students' growing knowledge and understanding in the areas of:

- Reading, viewing and listening to texts
- Understanding and responding to texts
- Expressing ideas and composing texts

English 7–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, Understanding and responding to texts and Expressing ideas and composing text.



Mathematics

The syllabus structure illustrates the important role Working mathematically plays across all areas of mathematics and reflects the strengthened connections between concepts. Working mathematically has been embedded in the outcomes, content and examples of the syllabus.

Mathematics K–10 outcomes and their related content are organised in:

- Number and algebra
- Measurement and space
- Statistics and probability

Working mathematically

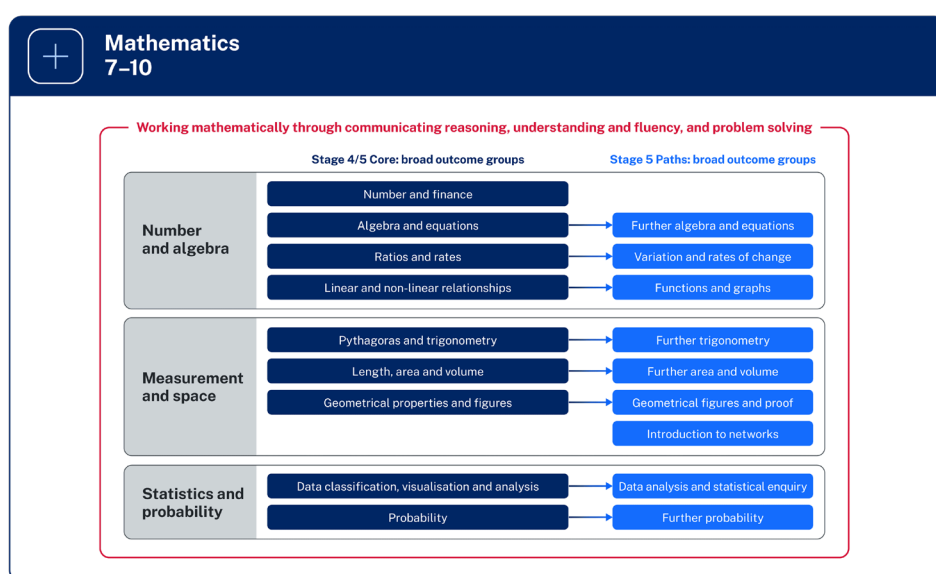
The Working mathematically processes present in the Mathematics K–10 syllabus are:

- communicating
- understanding and fluency
- reasoning
- problem solving.
-

Students learn to work mathematically by using these processes in an interconnected way. The coordinated development of these processes results in students becoming mathematically proficient.

When students are Working mathematically it is important to help them to reflect on how they have used their thinking to solve problems. This assists students to develop ‘mathematical habits of mind’ (Cuoco et al. 2010).

Students need many experiences that require them to relate their knowledge to the vocabulary and conceptual frameworks of mathematics.



Science

Science is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description

Science develops students' knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

What will students learn about?

Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists, including Australian scientists, to scientific research. They examine the impact on their lives of scientific knowledge and its applications to their communities and surroundings.

What will students learn to do?

Students work individually and in teams in planning and conducting investigations. They analyse data and information, evaluate issues and problems, identify questions for inquiry and investigation and draw evidenced-based conclusions. Through this problem-solving process they develop their critical thinking skills and creativity.

Students apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making informed decisions about the environment, natural and technological world.

Course Requirements

Practical experiences which emphasise hands-on activities will occupy a minimum of 50% of allocated course time. All students will be required to undertake at least one research project during each of 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.

Students need to have enclosed leather shoes for this course

HSIE – Geography (Mandatory)

Course Description

Geography allows students to develop an enjoyment of and an interest in the interaction of the physical and human environments. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

Students learn about the interaction of human and physical geography in a local context. They examine Australia's physical environments and communities and explore how they are changing and responding to change. Students also look at Australia's roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

The Stage 5 Geography course consists of the following topics:

- Sustainable Biomes
- Changing Places
- Environmental change and Management
- Human wellbeing

Skills:

Through the study of Geography, students will develop skills in:

acquiring information by

- asking geographical questions
- identifying and gathering geographical information
- processing information by analysing geographical information
- organising and synthesizing geographical information
- communicating geographical information
- answering geographical questions
- applying geographical information

participating as informed and active citizens by

- acquiring knowledge about civics
- applying this knowledge for active citizenship

Assessment may include any/all of the following:

- Fieldwork
- Research tasks
- Skills tasks
- Assignments
- Tests

HSIE – History (Mandatory)

Course Description

History is a process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It provides opportunities for students to explore human actions and achievements in a range of contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence. It introduces the idea that History contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History strengthens an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society and how various groups have struggled for civil rights

What will students learn about?

In Stage 5 the two overview units are:

- “The Making of the Modern World” and
- “The Modern World and Australia”

There are supplemented by the compulsory Depth Studies of:

- “Australians at War (WWI and WWII)” and
- “Rights and Freedoms (1945-present)”.

Further depth studies are chosen from “Making a Better World?”, “Australia and Asia”, “The Globalising World” or a school-developed topic drawn from either of the two overview topics.

What will students learn to do?

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

Particular Course Requirements

All students must complete a site study in Stage 5

Personal Development, Health and Physical Education

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

Course Description

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

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

What will students learn about?

Students are given the opportunity to develop, strengthen and refine skills across three strands:

- 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. Students develop strategies to manage change, challenges, power, abuse, violence and how to protect themselves and others in a range of situations.
- Movement Skills and Performance - students participate in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. 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 - focuses on the interrelationship between health and physical activity concepts. Students 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.

What will students learn to do?

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interacting, problem-solving, decision-making, planning and moving.

Stage 5 – Year 9 and 10

Elective Course Outlines

Aboriginal Studies

Agricultural Technology

Child Studies

Commerce

Drama

Food Technology

Industrial Technology – Metal

Industrial Technology – Timber

Information and Software Technology

Music

Physical Activity and Sports Studies

Visual Arts

Work Studies

Aboriginal Studies

Aboriginal Studies is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

Course Description

Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

What will students learn about?

Students learn about the contributions and significance of Aboriginal Peoples and their cultural expressions, including in the visual and performing arts, language and spirituality. Students study the interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity. Students gain understanding of the contributions of Aboriginal Peoples to the development of Australia and its identity.

Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and their cultures and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students will analyse the effects of stereotyping attitudes on Aboriginal Peoples and communities.

Students will value and appreciate:

- The diversity of Aboriginal cultures, experiences and perspectives
- The dynamic nature of Aboriginal cultures
- The importance of social justice and equity
- Ethical practices

Optional Aboriginal Case Studies that can be investigated in this course cover areas as diverse as:

- Visual Arts
- Performing Arts
- Peoples and the Media
- Film and Television
- Technologies and the Environment
- Peoples and Sport

What will students learn to do?

Students will learn to use a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Students will also develop awareness of appropriate protocols for consultation with Aboriginal communities, and of the importance of acknowledging ownership of cultural knowledge. In addition they will acquire a wide range of communication skills, including the ability to consult with Aboriginal Peoples and communities.

Course Fees

This subject has no fee in 2024

Agricultural Technology

Agricultural Technology is an elective course that may be studied for 100 or 200 hours for the Record of School Achievement. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

Course Description

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.

Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

What will students learn about?

The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

What will students learn to do?

Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Course Requirements

Students need to have enclosed leather shoes and a wide brim hat for this course

Course Fees

This subject has a fee of \$100 in 2024

Child Studies

Child Studies is an elective content endorsed course that may be studied for 100 or 200 hours for the Record of School Achievement. The syllabus can be taught at any time in Years 7–10 however, its outcomes and content have been designed at a Stage 5 standard. Choosing this course in Stage 5 will be of major benefit if considering the Exploring Early Childhood course or the Community and Family Studies course in Stage 6.

Course Rationale

Society has a responsibility to provide a safe, nurturing and challenging environment for children in their early years, as this is crucial to optimal growth and development. Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age.

This syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore this interrelationship through each stage of development in the early years. Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

Modules

The content is organised into the following modules:

Preparing for parenthood	Food and nutrition in childhood
Conception to birth	Children and culture
Family interactions	Media and technology in childhood
Newborn care	Aboriginal cultures and childhood
Growth and development	Childcare services and career opportunities
Play and the developing child	The diverse needs of children
Health and safety in childhood	

Course Fees

This subject has no fee in 2024

Commerce

Commerce is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

Course Description

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

Students undertaking a 100-hour course in Commerce will complete Core Part 1 or Core Part 2 and a minimum of three options or Core Part 1 and Core Part 2 and one option. Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of five options.

In Core Part 1 students study *Consumer Choice* and *Personal Finance*, learning about making responsible spending, saving, borrowing and investment decisions as part of personal financial management and the development of consumer and financial literacy.

In Core Part 2 students study *Law and Society and Employment Issues*, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

Course Fees

This subject has no fee in 2024

Drama

Drama is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a unit of play building in every 100 hours of the course. Play building refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Course Fees

This subject has no fee in 2024

Food Technology

Food Technology is an elective course that may be studied for 100 or 200 hours for the Record of School Achievement. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context 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 will students learn about?

Students will 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 following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

What will students learn to do?

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. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods, and equipment safely and competently.

Course Requirements

Students need to have enclosed leather shoes for this course. PPE is provided.

Course Fees

This subject has a fee of \$100 in 2024

Industrial Technology - Metal

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 100 or 200 hours for the Record of School Achievement. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7-8 Syllabus*.

Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

What will students learn about?

All students will learn about the properties and applications of materials associated with their chosen area of study. 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.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus 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.

Course Requirements

Students need to have enclosed leather shoes for this course. They are encouraged to have old cotton pants and shirts or clothing suitable for welding to protect their clothing, stored at school. Synthetic clothing is not suitable. PPE is provided.

Course Fees

This subject has a fee of \$100 in 2024.

Industrial Technology - Timber

Industrial Technology is an elective subject within which students may undertake one or two courses. Each course may be studied for 100 or 200 hours for the Record of School Achievement. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7-8 Syllabus*.

Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

What will students learn about?

All students will learn about the properties and applications of materials associated with their chosen area of study. 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.

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Course Requirements

Students need to have enclosed leather shoes for this course

Course Fees

This subject has a fee of \$100 in 2024

Information and Software Technology

Information and Software Technology is an elective course that may be studied for 100 or 200 hours for the Record of School Achievement. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*.

Course Description

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Software Development and Programming
- Authoring and Multimedia
- Robotics and Automated Systems.
- Internet and Website Development

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Course Fees

This subject has no fee in 2024

Music

The Music Years 7–10 Syllabus contains both Mandatory and Elective courses. The Mandatory course is taught as a coherent study of 100 hours, not spread over several years. This is a requirement for eligibility for the award of the Record of School Achievement. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Course Description

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?

In both the Mandatory and Elective courses, students will study the *concepts of music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?

In Music, students learn to perform music on an instrument of their choice, in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

Course Requirements

The Mandatory course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory course.

Course Fees

This subject has a fee of \$40 in 2024

Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies is an elective content endorsed course that may be studied for 100 or 200 hours for the Record of School Achievement. The syllabus can be taught at any time in Years 7–10 however, its outcomes and content have been designed at a Stage 5 standard.

Course Description

Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What will students learn about?

The course includes modules selected from each of the following three areas of study:

Foundations of Physical Activity

- 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

Physical Activity and Sport in Society

- Australia's sporting identity
- Lifestyle, leisure and recreation
- Physical activity and sport for specific groups
- Opportunities and pathways in physical activity and sport
- Issues in physical activity and sport

Enhancing Participation and Performance

- Promoting active lifestyles
- Coaching
- Enhancing performance – strategies and techniques
- Technology, participation and performance
- Event management

What will students learn to do?

Throughout the course students will develop skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency
- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Course Fees

This subject has a fee of \$10 in 2024

Visual Arts

The Visual Arts Years 7–10 Syllabus contains both Mandatory and Elective courses. The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Course Description

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will students learn about?

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the art world between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their art making and critical and historical studies.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their art making practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in art making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study artworks.

Course Requirements

Students are required to complete a variety of practical and theoretical tasks

Course Fees

This subject has a fee of \$50 in 2024

Work Education

Work Education is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

Course Description

The aim of the Work Education elective is to develop a students' understanding of employment, enterprise and community involvement. The world and communities in which we live are continually evolving. Changes in work, technology, training, education and the community mean that new skills and knowledge are required in order to succeed in these environments.

What will students learn about?

Students undertaking a 100-hour course in Work Education will complete Core Part 1 or Core Part 2 and a minimum of three options. Students undertaking a 200-hour course will study Core Part 1 and Core Part 2 and a minimum of two options.

Core topics include:

- Preparing Futures
- Working Communities

Options include:

- Using technology in the workplace
- Workplace safety
- Community participation
- Learning about the workplace
- Workplace communication
- Workplace environments
- Contemporary workplace issues
- Managing finances
- Government initiative and community partnerships.

What will students learn to do?

Students will develop knowledge and understanding:

- of the world of work, the roles and relationships of diverse sectors within the local and the wider Australian community.
- the roles of education, employment and training systems in planning and managing life transitions.

Students will develop skills in:

- employability, enterprise and pathways planning
- research and communication that relate to the world of work. Promote critical thinking and the opportunity to participate in the community.

Course Fees

This subject has no fee in 2024

