LUCAS HEIGHTS COMMUNITY SCHOOL

Course Selection

Years 9 and 10

2015
Course Selection

Years

9 and 10

2012/2013
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Introduction

The high school curriculum at Lucas Heights Community School is organised into three Stages – Years 7 and 8 (Stage 4), Years 9 and 10 (Stage 5) and Years 11 and 12 (Stage 6).

This information booklet has been written to assist parents and students in the selection of subjects for the next two years of their schooling as they enter Stage 5 at the end of this year.

The curriculum at Lucas Heights Community School is developed to cater for a range of individual student needs. Courses occupy two categories:

Category A - Mandatory Core Subjects

Students must complete a series of compulsory subjects to fulfill the requirements of Stage 5. These subjects are:

- English
- Mathematics
- Science
- Australian History and Australian Geography
- Personal Development, Health and Physical Education and school sport.

Note: Students will be allocated to a Mathematics course based on their performance in Stage 4.

Category B – Elective Courses

Lucas Heights Community School follows a diverse pattern of elective subject selection. Recent educational research suggests that students in the middle years of high school benefit from choice and the opportunity to experience a wide range of learning options.

Students are given the opportunity to study five elective subjects over two years thus increasing the experiences students have and improving access to the range of subjects we offer.

In Year 9 students will study ONE 200-hour elective and TWO 100-hour electives. In Year 10 students will study the SAME 200-hour elective as in Year 9 and TWO OTHER 100-hour electives (different to those studied in Year 9).
The Selection Process

1. Distribution of an initial subject selection booklet to all Year 8 students.
2. Information evening for all Year 8 students and their parents/caregivers.
3. Completion of the initial subject selection online (via the school website) by Year 8 parents and students to ascertain general patterns of subject preferences.

Students will receive individualised instructions outlining the process including passwords and activation windows.

Screenshot of the online selection process (left)

4. Analysis of initial subject selection and formulation of subject groupings.
5. Subject allocation from initial choices based on subject groupings will take place in term 4.

Students must choose both 200 hour and 100 hour subjects in order of preference.

Which electives should I choose?

Choosing electives for Stage 5 study can be a difficult and sometimes confusing exercise. Parents may find it helpful to keep in mind the following advice:

- Keep subject selection as broad and as well-balanced as possible
- Choose subjects in which students have an interest and/or aptitude
- Vocational choices and specialisation are not necessary at this stage - but will become more important when choosing Year 11 subjects
- All courses are appropriate for all students, regardless of gender.

This booklet contains descriptions of each subject being offered at this stage to enable you to make an informed subject choice.
Course Costs

Please read this information carefully.

Some subjects, such as Food Technology, Marine Studies and Visual Arts have an up-front Specialist Subject Charge which covers materials used in the learning process and practical work.

Others, such as Commerce, French and Drama will involve some costs, such as excursion fares, which will be paid as they arise and which cannot be calculated beforehand.

Electives with a subject fee need to be paid by Term 1 Week 4

Schedule of Charges

<table>
<thead>
<tr>
<th>Course</th>
<th>200hr Fees</th>
<th>100hr Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building Construction</td>
<td></td>
<td>$80</td>
</tr>
<tr>
<td>Child Studies</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>Chinese</td>
<td>$30</td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>Nil</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>Design &amp; Technology</td>
<td>$140 ($70 / year)</td>
<td></td>
</tr>
<tr>
<td>Drama</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>Engineering Studies</td>
<td></td>
<td>$50</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$200 ($100 / year)</td>
<td>$100</td>
</tr>
<tr>
<td>French for Future Travelers</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>Global Education</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>Industrial Technology Timber</td>
<td></td>
<td>$75</td>
</tr>
<tr>
<td>Information &amp; Software Technology</td>
<td>$70 ($35 / year)</td>
<td></td>
</tr>
<tr>
<td>Marine Studies</td>
<td></td>
<td>$35</td>
</tr>
<tr>
<td>Medieval Madness</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td>$25</td>
</tr>
<tr>
<td>Photographic and Digital Media</td>
<td></td>
<td>$60</td>
</tr>
<tr>
<td>Physical Activity &amp; Sports Studies</td>
<td>Nil</td>
<td>Nil</td>
</tr>
<tr>
<td>Visual Arts</td>
<td></td>
<td>$65</td>
</tr>
<tr>
<td>War and Terror</td>
<td></td>
<td>Nil</td>
</tr>
<tr>
<td>Work Education</td>
<td></td>
<td>Nil</td>
</tr>
</tbody>
</table>
Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) came into effect for the 2014 Year 10 cohort. The eligibility requirements for the RoSA are essentially unchanged from the School Certificate, except for the deletion of the School Certificate tests. Requirements relating to curriculum, school attendance and the completion of Year 10 are identical to those that previously applied for the School Certificate.

In summary, to qualify for the award of a RoSA, a student must have:

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

**Mandatory curriculum requirements**

Students are required to complete the following mandatory curriculum for the RoSA:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.</td>
</tr>
<tr>
<td>Science</td>
<td>The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.</td>
</tr>
<tr>
<td>Human Society and Its Environment</td>
<td>To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.</td>
</tr>
<tr>
<td>Languages Other than English</td>
<td>100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.</td>
</tr>
<tr>
<td>Technological and Applied Studies</td>
<td>The Board’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>200 hours to be completed, consisting of the Board’s 100-hour mandatory courses in each of Visual Arts and Music. It is the Board’s expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>The Board’s mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.</td>
</tr>
</tbody>
</table>
School attendance

Rules relating to school attendance remain unchanged. Under these rules, the Board does not set a minimum attendance for the satisfactory completion of a course. However, a principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Issuance of RoSA documentation by the Board of Studies

The formal Record of School Achievement credential will be awarded to eligible students when they leave school. Schools will be required to notify the Board of eligible students leaving school at the end of Year 10, 2014. The Record of School Achievement will be provided by the Board in printed format. Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

In addition to students leaving school, transcripts for all students will be available in electronic format for schools to download and print.

Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student’s grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as ‘Completed’ with the footnote Refer to Vocational Documentation.
- Courses based on Life Skills outcomes and content will be recorded as ‘Completed’ with the footnote See Profile of Student Achievement.

(Where an ‘N’ determination is received in an additional study (elective), the course will not appear on the RoSA.)
Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.

Where an ‘N’ determination is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as ‘Not completed’. Where an ‘N’ determination is received in an additional study (elective) the course will not appear on the Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

‘N’ determinations

‘N’ determinations are issued for the non-completion of requirements in a course.

The ‘N’ determination process for Year 10 students is unchanged from previous years. Schools should continue to issue warning letters to students who are in danger of not meeting course completion criteria. Warnings should be given in time for the problem to be corrected and should provide advice about the consequences of an ‘N’ determination in a course. A sample warning letter is available for schools to download from Schools Online.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The principal will then issue an ‘N’ determination. All students who are issued with an ‘N’ determination have the right to appeal against the principal’s determination. A flowchart detailing the determination and appeal dates is available on Schools Online.

Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:

- is ineligible for the award of the RoSA if they leave school at the end of Year 10;
- may be ineligible to enter Preliminary (Year 11) courses.
Section A

Mandatory Core Subjects

English
The study of English in Stage 5 cultivates skills in the six modes of literacy: reading and writing, listening and speaking, viewing and representing.

Students respond to and compose a comprehensive range of imaginative, factual and critical texts, giving careful consideration to each text’s purpose, audience and context.

Through their close and broad engagement with texts, students explore beyond their own personal world to the wider world of different cultures and perspectives and the limitless world of imagination.

Along these virtual journeys, students will grow as confident and proficient communicators and users of language.

Mathematics
The 7–10 Mathematics syllabus, introduced in 2004, aims to develop mathematical skills and confidence in students appropriate to their level of development. It emphasizes the ability to investigate and reason logically, solve non-routine problems and communicate about and through mathematics.

Students develop their mathematical skills and understanding according to a K–10 Mathematics Scope and Continuum within each strand (Number, Patterns and Algebra, Data, Measurement, Space and Geometry). In order to cater for the full range of learners, three specific endpoints and pathways (5.1, 5.2 and 5.3) have been identified for Stage 5 (Years 9–10).

Science
Students study Science at school to help them make sense of the world around them and develop their ability to make informed decisions. In Stage 5 we will continue to develop scientific investigation skills and processes through the study of topics which have been designed to integrate concepts from the traditional areas of Physics, Chemistry, Biology and a combination of all three in Forensics.

As part of their Stage 5 course, students will undertake three major research projects. These will be on topics of the student's choice, negotiated with their teacher. These are designed to provide students with opportunities to develop their abilities to apply scientific investigation skills and processes to areas of their own interest and draw links between the work of scientists and the effects their work has on society, technology and the environment.
**Australian Geography**

The focus for this mandatory course is a study of Australia's identity; Australian environments and communities; and Australia in its regional and global context.

The study of Geography prepares students for adult life by developing an informed perspective on local, regional, national and global issues and events. Students learn to identify and analyse the factors that influence where things are and why they are there. Students also develop an understanding of other cultures and how humans interact with environments. A study of Geography therefore forms the basis for confident participation in future working and community lives and a commitment to protecting our environment.

**Australian History**

The study of History is concerned with investigating the actions, motives, beliefs and lifestyles of people at various times in the past in order to gain an understanding of present and possible future world developments. Unlike history teaching in the past, it is not concerned with simply memorising dates and facts. Throughout years 9 and 10, we will continue to foster students' skills in investigation and critical thinking. Students are encouraged to critically evaluate and interpret evidence; develop reasoned hypotheses; make balanced judgments about past events and the role that various groups and individuals have played; and communicate ideas using a variety of technologies.

**Personal Development, Health and Physical Education**

Personal Development, Health and Physical Education (PDHPE) contribute significantly to the cognitive, social, emotional and physical development of students. It provides opportunities for students to learn about and practise ways of adopting and maintaining a healthy, productive and active life. It also involves students learning through movement, providing experiences that are both challenging and enjoyable and improves their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

PDHPE provides the opportunity for students to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination.

Parents who are concerned about the content of the course are asked to contact the KLA coordinator for further information. Students who have medical concerns which may affect their performance or safety during physical activities are required to inform their PDHPE and Sport teachers at the beginning of the course.
Section B

200 Hour Elective Courses

Students undertake ONE of the following subjects for two years:

Chinese

Commerce

Design & Technology

Food Technology

Information and Software Technology

Physical Activity and Sports Studies (PASS)
Chinese

Learning Chinese Mandarin Language and Culture is an ideal way for students to develop the specific multicultural communication skills that will give them the best opportunities in the 21st century.

Students learning Chinese experience a dynamic interactive classroom where the acquisition of a global understanding of culture and language is balanced with hands on learning. Students develop communication skills that can be used in the real world after school. Hands on experiences in the classroom include cooking Chinese food, eating out, and creating Chinese style fine and creative arts reflective of modern China and traditional styles. Students also learn to recognize and use Chinese language to express their own cultural experiences. Classroom activities are augmented by excursions to Sydney’s famous Dixon St, Nan Tien Temple and interactions leading to overseas excursions (where indicated by majority interest).

In this 200 hour course students will learn to communicate in Chinese such areas as Leisure and Sports, Personal World, School Life. Learning Chinese as a foreign language also enhances students’ understanding of the structure, grammar and cultural roots of their own language.

The People’s Republic of China is one of the world’s four largest economies and Australia will be well placed to strengthen its advantage in economic ties with China with an Asian literate work force. There are already strong employment opportunities for Australians who have the skills for working with people from an Asian background and supporting businesses which engage with China. There are jobs in such diverse areas as Interpreting, Information Technology and Tourism.

A subject fee of $30 applies to this course. Students are required to purchase a course book as an essential resource.
**Commerce**

As future participants in the commercial environment, our students will assume various roles such as consumer, worker, owner, manager, unionist and taxpayer. A study of Commerce should guide students towards an understanding of Australia's changing commercial environment and enhance their personal competence to participate responsibly in this environment.

Subject matter in the Commerce course has been structured into seven broad areas - business, consumer, government, labour, law, money and records and ‘e’-commerce. In each of these areas, Commerce provides opportunities for students to:

- develop knowledge and understanding of commercial information and concepts
- develop a range of skills such as decision-making and critical thinking
- explore and develop attitudes and values related to the commercial environment and their involvement with it.

Core topics studied include consumer choice, personal finance, law and society and employment issues. Students also get to study a range of options including travel, investing, promoting and selling, towards independence and political involvement.

Students engage in the analysis of a wide range of material including:

- Interactive websites
- Film and documentary study
- Newspapers and journals
- Online simulations
- Role plays and case studies.

A study of Commerce not only assists students with developing a better understanding of their interactions with the commercial environment, but also develops skills and knowledge beneficial to senior studies. This interactive course involves the constant examination and analysis of real life events and decisions that students may face, creating confident and financially literate members of society.

Associated costs: Excursions to various businesses and institutions will be organised throughout the two years.

*No subject fee applies to this course.* Excursions to various businesses and institutions will be organised throughout the two years with associated costs.
Design and Technology

Design and Technology involves designing, producing and evaluating quality designed solutions. Students engage in a range of practical activities during the development of design projects.

Design project

A design project is the main learning activity of students during a unit of work and culminates in the designed product and documentation (folio).

The product and documentation will be assessed equally.

Documentation of student work is used as a tool for student learning. The documentation provides the student with a means of recording all aspects of the design process used and the reasons for the decisions made as well as any relevant case studies. The documentation will provide evidence of the investigation and research undertaken, experimentation, development and justification of ideas, the process of realisation and design project evaluation.

Students undertaking the 200 hour course will complete between two to three units of work in Year 9.

Units of work will be from the focus areas of:-
- Graphical communication – 2 and 3 dimensional drawing systems
- Computer Aided Design - vector based 2 D drawing and 3 dimensional modelling/rendering
- Product design – eg: lighting, furniture, storage projects
- Concept design – blue sky projects predicting future trends in products for a range of consumers.

Design projects will be created so that they are relevant to student needs and interests of students.

In Year 10 students will undertake a Major Design Project - producing a product and an associated folio using materials chosen by the student. The nature of this project will allow students to pursue a self-identified design problem in order to promote innovation and creativity.

A subject fee of $70 (per year) applies to this course. This fee is used to purchase consumable items. A Safety Kit including an apron ($8) is required if students do not have their apron from years 7 & 8.
Food Technology

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

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Through a study of food and its applications in domestic, commercial, industrial and global settings, the course caters for all students’ needs and interests and contributes to both vocational and general life experiences.

A key feature of the 200 hour course will be the inclusion of MasterClass: (Invention tests, Mystery Box, and Team Challenge activities).

Topics covered include:-

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nutrition and Consumption Food Selection and Health</td>
<td>Fit for Life</td>
</tr>
<tr>
<td>Food for Special Occasions</td>
<td>Festivities</td>
</tr>
<tr>
<td>Food in Australia</td>
<td>Bush Tucker to Contemporary Cuisine</td>
</tr>
<tr>
<td>Food Product Development</td>
<td>New Food!</td>
</tr>
<tr>
<td>Food Service and Catering</td>
<td>My Restaurant Rules!</td>
</tr>
<tr>
<td>Food For Special Needs</td>
<td>Food For Life</td>
</tr>
<tr>
<td>Food Trends</td>
<td>What’s In?</td>
</tr>
</tbody>
</table>

A subject fee of $100 (per year) applies to for this course. This fee is used to purchase consumable items. A Safety Kit including an apron ($8) is required. Students should have an apron from Years 7 & 8.
Information and Software Technology

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

This practical based course provides opportunities for individual and group tasks to be completed, so that relevant knowledge and skills are developed by students over a range of projects.

What will students learn about?

The theory in this course is integrated into the options chosen and presented in practical based projects and associated written work. Students will design, produce and evaluate each project completed.

The option topics studied within this course are:

- Project 1 digital Media ... Illustrator or Photoshop
- Project 2 Authoring and Multimedia ... Premiere Elements (video editing software)
- Project 3 Flash Animations
- Project 4 Databases ... Access
- Project 5 Robotics and Automated Systems
- Project 6 Internet and Webpage Development
- Project 7 Programming ... SQL & PHP

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 in the form of a project and folio. 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 option topics.

What equipment is required?

This course will make extensive use of the DER netbooks provided to all students in Years 9 and 10. Students are required to bring their functioning netbooks to each lesson.

A subject fee of $35 (per year) applies to this course. This fee is used for printing materials and the purchase of associated hardware and software e.g. graphics tablets, video cameras, digital cameras etc. The fee enrolls students in the GROK Learning Programming Challenge.
Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies promotes learning through and about movement, providing students with opportunities to develop their movement skills, analyse movement performance and assist in the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort. Extensive theory of physical activity, sport in society and enhancing participation and performance are studied in the course.

Participation in regular physical activity is essential to improving health status and quality of life. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

Examples of course modules for 200 hour PASS:

- Champions born or made
- Sports Coaching
- Event Management
- Issues in Sport
- Fitness
- Enhancing movement eg hockey, waterpolo, raquet sports
- Recreational games
- Active Kids

In PASS, students are provided with opportunities to participate and engage in a range of physical activities not included in Yr 7-10 PDHPE. For example:

- Personal & Group Fitness sessions
- Golf coaching at The Ridge
- Outdoor Education camp

No subject fee applies to this course. Excursions to various sporting venues, competitions and guest speakers will be organised throughout the two years, with associated costs.
Section B

100 Hour Elective Courses

Students undertake FOUR of the following subjects – Two will be studied in Year 9 and Two in Year 10:

Building Construction
Child Studies
Dance
Drama
Engineering Studies
Food Technology
French for Travellers
Global Education
Industrial Technology (Timber)
Marine Studies
Medieval Madness Music
Photographic and Digital Media
Physical Activity and Sports Studies (PASS)
Textiles
Visual Arts
War and Terror
Work Education
Building Construction

The Building and Construction focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to building and construction. These are enhanced and further developed through the study of specialist modules in construction and renovation.

Practical projects may include:

- construction of small structures
- scale models
- elementary repairs and renovations
- development of garden and recreational areas
- work undertaken on isolated building models and mock-ups.

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

A subject fee of $80 applies to this course. This fee is used to purchase consumable items. A Safety Kit including an apron ($8) is required. Students should have their apron from years 7 & 8.
Child Studies

This Child Studies course will provide a continuum of study for students wanting to study Community and Family Studies. The course is designed to offer practical and expert information to encourage responsible and effective parenting for the future. It is designed for students who want to further their personal development and knowledge of family planning and child rearing which is beyond the scope of the Health/PD syllabus in regard to child rearing from 1 to 5 years of age.

The aim of this course is to develop skills and strategies to give students knowledge about the growth and development of young children. This knowledge will be an asset to students both on a personal level and as a career option. Students will develop strategies that will enable them to provide safe and nurturing care for young babies and children.

Content covered includes:

1. Preparing for Parenthood and Life Begins
2. The Impending Arrival & Newborn care
3. Growth & Development
4. The Diverse Needs of Children, Health & Safety

A folio will be maintained for recording of practical tasks and the development of resource materials.

A subject fee of $25 applies to this course. This fee will be utilised by students for materials required for childcare assessment tasks and the work booklets student will keep.
Dance

The study of dance as an art form is the basis of the elective Dance. It promotes the development of a student’s creativity, imagination and individuality as well as physical skills. The Dance elective consists of three key areas of study: performance, composition and appreciation.

Performance

Performance is based on the development of dance technique. Technique training is based on the fundamentals of ballet and modern dance; however, it will be extended throughout a variety of dance styles. Students will learn about safe dance practices and acquire appropriate strength, flexibility, coordination, endurance and skill. Students will develop a working knowledge of the basic physiology of the human body as it relates to a dance and the common causes, prevention and care of dance injury.

Composition

Composition is based on the expression of ideas, feelings and experiences through movement. Students will engage in problem solving tasks and develop the ability to create personal dance compositions that communicate ideas.

Appreciation

Appreciation provides opportunities for students to gain an understanding of people, culture and society through dance. Students will observe and describe dance compositions as works of art. Students will develop the ability to analyse dance works within a social, historical or cultural context.

A variety of dance styles will be explored throughout the two year course including Modern, Jazz, Latin American, Social, African and Classical.

Dance as a subject is a positive means for increasing a student’s self-esteem and confidence as well as a means for exercising the body and relieving stress.

No subject fee applies to this course. Performances and excursions will be organised throughout the course with associated costs.
Drama

The study of Drama in Years 9 and 10 offers a variety of learning experiences. Drama is an active study in which students will have the opportunity to develop their ability to communicate effectively, with increased skill and confidence, as well as gain an increased awareness of self and others. Drama requires discipline, listening skills and the ability to work both individually and in groups. Students will participate in their own drama performances as well as gaining a critical understanding of the performance of others.

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and spiritual considerations. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in co-operation with others.

Students will learn to utilise the elements of drama that will aid in their confidence when performing for audiences. These include - Role and character, Focus, Tension, Time, Place, Situation, Space, Structure, Sound, Movement, Rhythm, Moment, Atmosphere, Symbol, Dramatic meaning and Audience engagement. Students are given the opportunity to perform scripted pieces as well as creating their own play-built pieces.

No subject fee applies to this course. Students will be required to pay for theatre visits and workshops which are an integral part of this course.
Engineering Studies

Industrial Technology Engineering provides broad experiences in a range of mediums with a focus on understanding ‘how things work’. Students gain experience in the research and use of materials such as timber, metals, polymers, composite materials and graphics in the design and development of creative projects. Students will be presented with design situations, requiring research and investigation of existing solutions to generate, justify and evaluate a range of individual and group projects.

The course is a ‘hands on’ practical subject aiming to introduce students to a range of concepts associated with engineering.

Projects may include the design, production and evaluation of: a CO2 powered dragster, model rockets, model catapult, model bridge and an alternate energy transportation device.

Information and Communication Technologies

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students’ design ideas and facilitate interactions with the wider community. A primary emphasis is the use of Computer Aided Design to communicate and present design concepts, as well as the full range of Microsoft and Adobe software applications.

Why would I do this course?

This course enables you to have fun, investigating existing solutions and engineer new projects.

A subject fee of $50 applies to this course. This fee is used to purchase consumable items. A Safety Kit including an apron ($8) is required. Students should have an apron from Years 7 & 8.
Food Technology

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

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Through a study of food and its applications in domestic, commercial, industrial and global settings, the course caters for all students’ needs and interests and contributes to both vocational and general life experiences.

A key feature of the **200 hour course** will be the inclusion of **MasterClass: (Invention tests, Mystery Box, Pressure Test and Team Challenge activities)**.

Topics covered include:-

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<th>Unit</th>
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<tr>
<td>Nutrition and Consumption</td>
<td>Eat well, Live Well</td>
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<td>Food Selection and Health</td>
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<td>Food in Australia</td>
<td>Bush Tucker to Contemporary Cuisine</td>
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<td>Food Trends</td>
<td>Café Skills</td>
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<td>Food for Special Occasions</td>
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A **subject fee of $100 (per year)** applies to for this course. This fee is used to purchase consumable items. A Safety Kit including an apron ($8) is required if students do not have an apron from Years 7 & 8.
French for Future Travellers

These are some of the reasons why a student might decide to study French. French is one of the major languages in the world. It is used in parts of Europe, Canada, North America, Africa, The Middle East, The West Indies, The Indian Ocean region and the South Pacific region.

France is one of the leading destinations for Australian travellers. Vanuatu and New Caledonia are two other popular tourist destinations only three hours from Sydney. In both countries French is an official language and widely spoken. The ability to communicate in French enriches the travelling experience and provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Students will study expressions and vocabulary that would be useful in a tourism context such as:

- Reserving accommodation
- Buying a train ticket
- Ordering food
- Asking directions

To enrich class learning, students will have the opportunity to participate in a visit to Alliance Francaise, French Film Festival and a French Restaurant among other activities.

No subject fee applies to this course. Excursions and other activities will have associated costs.
Global Education

Issues concerning climate change, human rights and natural disasters are today dominating media headlines, government policy and business strategy. Understanding the interactions between people and the environment is essential to gaining a better understanding of our own role in the world and developing strategies to combat these global issues. Active citizenship and individual responsibility are being promoted to overcome global issues in an attempt to develop ecologically sustainable environments. Global Education equips students with the knowledge and skills to become active and informed citizens who have the confidence to shape their own, and their world’s future.

Students in Global Education have opportunities to develop knowledge and understanding of:

- Where we are in the world both physically and geopolitically. Students develop an active knowledge of our globe as future travellers.
- Field work by exploring the processes that form and transform environments.
- Action research and the importance of the interaction between people and their global environments.
- Our future and its sustainability including an examination of climate and consumption, globalisation and the global market, free versus fair trade and cocoa and corporate responsibility.

Global Education is for students who are interested in exploring the world around them through fieldwork, independent research, communication and using a variety of information and communication technologies.

This is a student-interest directed course, where students have the opportunity to be involved in determining the topics studied based on prior knowledge and experience as well as current social and environmental issues.

No subject fee applies to this course. Excursions and other activities will have associated costs.
Industrial Technology Timber

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-based technologies. Students interested in timber should have an interest in working with timber to produce a range of modern furniture and products. Projects produced in this course may include: a clock, a small coffee table, a DVD tower, a spice rack and trophy cabinet.

Information and Communication Technologies

ICTs are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students’ design ideas and facilitate interactions with the wider community. A primary emphasis is the use of Computer Aided Design to communicate and present design concepts, as well as the full range of Microsoft software applications.

Projects are student-negotiated and focus upon students creating projects which will meet the needs of consumers based on adhering to functional, aesthetical and ergonomic criteria. The production of quality projects with creative individuality is explicitly taught throughout this course.

The skills and knowledge gained through the study of Industrial Technology Timber in Stage 5 will provide students with an excellent platform to further their study in a range of HSC Stage 6 courses including Industrial Technology Timber and Furniture Industries, engineering Studies and/or Design and Technology.

Why would I do this course?

This course enables you to have fun, designing and working with timber products.

A subject fee of $25 applies to this course. This covers printing materials and the purchase of associated hardware and software e.g. graphics tablets, digital cameras etc.
Marine Studies

The oceans, inland waterways and other bodies of water cover more than 70 percent of the earth’s surface and influence all forms of life on this planet. Internationally the oceans are viewed as being rich in minerals and marine life and are used and abused by humans.

Marine and Agriculture Technology fits into an emerging field of study relating to the sustainability of marine and related environments. It provides an opportunity for the future custodians of these environments to study and appreciate them first hand.

Students undertaking Marine Studies will:

- Develop an awareness of the diversity of marine ecosystems
- Measure the factors which affect life in the marine environment
- Gain knowledge that will assist with employment in marine-related occupations
- Be physically involved in a marine-based leisure experience in a safe setting
- Develop a sense of responsibility, respect and awareness of the need for wise and safe management practices when dealing with marine resources and maritime equipment
- Learn to dissect, gut, cook and prepare a variety of sea foods.

Note: This course is supported by students participating in the Bronze Medallion training during allocated sports time. It is recommended that students choosing Marine Studies are confident swimmers and do not have seafood allergies. (Options are available for non-swimmers).

Students will be required to attend at least 4 excursions from the following:

- Rock Platform
- Boat Show
- Sydney Fish Markets
- Sydney or Manly Aquarium
- Snorkel Trip

A subject fee of $35 is applicable to this course. This covers student workbook and consumables. (Students will also incur additional costs for excursions depending on the modules negotiated for study).
Medieval Madness

Medieval Madness is a unique History course that has been designed to enable students to use a wide variety of research techniques to study the various aspects of medieval culture. Topics will focus on the study of Medieval England and the examination of the Medieval French, German, Japanese and Chinese perspectives. Students studying Medieval Madness will also study the medieval world from the perspective of the ruling elite down to the peasant farmer.

Students will be given the opportunity to develop their analytical and research skills through a variety of research mediums including films, documentaries, computer simulations, and web based documents, photos, illustrations and medieval artefacts.

Below is a list of focus areas that students will have the opportunity to examine during the course:

- **Hollywood's version of medieval culture**: a study of how medieval films like Robin Hood, Excalibur, The Holy Grail and A Knights Tale reconstruct and represent the medieval period.
- **Worst jobs in history**: an insight into the most unpleasant jobs that people performed during the medieval period. Guaranteed to shock and disgust!
- **Crime and punishment**: an investigation into the laws of medieval civilisations and the often severe punishments that were handed down to people.
- **Medieval battles**: a look at the technology and tactics utilised during medieval warfare. This focus area will also concentrate on specific battles such as the Battle of Hastings and the Battle of Sterling Bridge
- **Castles and Fortresses**: A detailed look at the medieval castle complex. This focus area will also allow students to design their own castle complex utilising computer simulation programs.
- **Medieval superstitions, beliefs and medicines**: examines the different beliefs and superstitions of the various cultures throughout the medieval world. This focus area will also examine how medieval superstitions and beliefs influenced medical treatments during the period.

This unique course encourages students to develop their research skills through the study of a wide variety of source material. Students also develop their writing skills through a variety of class activities and in depth individual tasks in an area of special interest to the student.

**No subject fee** applies to this course. Incursion and/or excursion costs may be required during the course.
Music

Music is a very PRATICAL COURSE involving lots of performance. Students can learn any instrument they like!

Students will experience guitar, synthesizer, drum kit, ukelele and play as part of a musical ensemble (group). Music is suitable for those who have completed music in Years 7 & 8 and for those who know how to play a musical instrument.

Students will have the opportunity to arrange musical loops using the software Acid Studio and Ipad Apps.

Practical jam sessions and music videos will be created on I pads in different musical styles using Garage Band and iMovie.

Topics include Australian Music, Popular Music, Film and Technology in Music.

The Elective Music course aims to develop students’ skills through performing, listening, learning and creating activities that enhance musical knowledge developed in earlier years.

A subject fee of $25 is applicable to this course. This covers instrument maintenance and consumable computer resources.
Photographic and Digital Media

Photographic and Digital Media is a creative subject offering students the opportunity to explore both traditional photography and the more contemporary fields of digital photography and computer-based imaging. This course emphasises the imaginative development of visual ideas as well as the technical qualities and skills inherent in photographic and digital visual media. Students will support their image making through the study of a range of photographers and digital artists.

Photographic and Digital Media may be studied in combination with Visual Arts in working towards the RoSA accreditation. The course is an ideal foundation for senior studies in the 2 Unit Visual Arts, which is a full ATAR subject for the HSC. A large number of careers require a creative and critical understanding of photographic and digital visual media. These include industrial and commercial photography, multimedia and graphic design and the film, television, advertising and communication industries.

Examples of course content:

Photography

Students will be introduced to the skills of photo taking and the creative possibilities that are offered through understanding camera functions and lighting. This will include the operation of manual SLR and digital cameras, film processing techniques and the use of studio lighting. Darkroom experience will include the use of an enlarger, chemical processing and the use of experimental techniques such as solarisation, toning and photomontage.

Digital Media

Students learn creative techniques using a digital camera, printers and scanners as well as software to manipulate and create digital images such as Adobe Photoshop (available as a free download through the DET for use on BYOD) and Adobe Illustrator.

A subject fee of $60 applies to this course. This covers the consumable materials used during the course. Access to a digital camera (and a BYOD) is also required.
Physical Activity and Sports Studies (PASS)

Physical Activity and Sports Studies promotes learning through and about movement, providing students with opportunities to develop their movement skills, analyse movement performance and assist in the performance of others. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort. Extensive theory of physical activity, sport in society and enhancing participation and performance are studied in the course.

Participation in regular physical activity is essential to improving health status and quality of life. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate. Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

Examples of course modules for 100 hour PASS:

- Body in Action
- Fitness
- Sports nutrition
- Enhancing movement, volleyball, golf, hockey
- Issues in sport

In PASS, students are provided with opportunities to participate and engage in a range of physical activities not included in Year 7-10 PDHPE. For example:

- Personal and group fitness sessions
- Golf coaching at The Ridge
- Outdoor education camp

No subject fee applies to this course. Excursions to various sporting venues, competitions and guest speakers will be organised throughout the course with associated cost.
Visual Arts

VISUAL ARTS is an exciting and creative subject that rewards imaginative thinking and offers opportunities for students to enjoy both making and studying Art. The course has a strong practical emphasis and challenges students with a wide range of media and concepts in the making of art using traditional and contemporary media. Students also learn to investigate and respond to a wide range of artists and artworks, studies that enhance their own art making.

Visual Arts may be studied as a 100 hour or 200 hour course. The course is an ideal foundation for senior studies in the 2 Unit Visual Arts, which is a full ATAR subject for the HSC. A broad range of tertiary courses and career areas demand the type of creative visual thinking that is at the core of Visual Arts. These include architecture and graphic design, web design, film making, media, advertising and the communications, multimedia artists, landscape designer, designers.

Practical Study

Visual Arts students learn to make artworks in a range of expressive media which may include at least two broad areas of 2D, 3D and for 4D forms such as:

- **Drawing** - including pencil, charcoal, pastels, ink and watercolours
- **Painting** - including acrylic, watercolour and use of mediums, gels and glazes
- **Sculpture** - including ceramics, modelling, carving and construction techniques
- **Printmaking** - including etching, block printing and silk screen techniques
- **Digital Media** - including digital photography, scanning and manipulation with programs such as Photoshop, graphics and wet photography
- **Performance-based works, video**

Students also develop 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 diary. Excursions form an integral part of Visual Arts studies including visits to galleries and venues to gather information for art making.

Critical and Historical Study

In critical and historical studies students are able to explain, interpret and make judgements about to investigate different points of view. They gain an understanding of the function of and relationships between the artist, artwork, world and audience and can infer how social and cultural ideas create meaning and significance in artworks in different times and places.

**A subject fee of $65 applies to this course.** This covers the consumable media used during the course. Visual arts process diaries are a compulsory part of the course and are not covered by the consumable fee. These may be purchased through the school or other vendors.
War and Terror

War and Terror is a unique History course that has been designed to enable students to use a wide variety of research techniques whilst accessing areas of Modern History not covered in the core history syllabus. Topics will focus on the study of war and terrorism in the 20th and 21st centuries. Students studying War and Terror will gain access to an historical perspective of the social and political sphere of the world today. Ultimately, the course aims to allow students to contribute to a just society through informed citizenship.

Students will be given the opportunity to enhance their analytical and research skills through a variety of research mediums including films, documentaries, computer simulations, and web based documents, photos, illustrations and propaganda cartoons.

Below is a list of focus areas that students will have the opportunity to examine during the course:

- Australian Massacres of the 19th Century: Giving local perspectives of war, students will examine the Appin, Myall Creek and Port Arthur massacres and the manner in which they have been reported by examining bias and a change in social perception of the events.
- World War II: Personalities, conflicts, propaganda and the aftermath of the war that should never have been. Key personalities and events including Pearl Harbour, Hiroshima, prisoners of war, General Macarthur and Hitler will be examined.
- The Age of Terror: Examines the rise of terrorism in the 20th and 21st centuries. Through media and documentary analysis, students examine how the world has changed under the threat of terrorist groups such as Hamas, Al Qaeda, PLO, IRA and events like 9/11 and Munich.
- Heroes and Villains of the 20th Century: Students will be given the opportunity to study a significant personality who has shaped the world during the 20th/21st centuries including Hitler, Stalin, Pol Pot, Ghandi, Mandela, Mugabe as well as other notable figures including, for example, Ted Bundy and Jeffrey Dahmer.

This unique course encourages students to develop their research skills through the study of a wide variety of source material. Students also develop their writing skills through a variety of class activities and in depth individual tasks in an area of special interest to the student.

No subject fee applies to this course. Incursion and/or excursion costs may be required during the course.
Work Education

The world and the 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. For young people moving through the early transition stages of their lives, this is particularly the case. All young people need a range of knowledge, skills, values and attitudes that enables them to participate in their local community and the wider Australian community as active and informed citizens.

The Work Education syllabus provides students with an opportunity to develop knowledge and a contemporary understanding of the world of work, the diverse sectors within the community and the roles of education, employment and training systems. Both paid and unpaid work will be explored through a range of contexts and issues. Students will develop employability, enterprise and pathways planning skills. Understanding and development of employability skills will assist students to achieve the flexibility required for the workplaces of today and of the future. The development of enterprising capabilities will empower students with the skills necessary to succeed in a labour market that is increasingly characterised by self-employment and part-time or casual work. Students will learn to successfully plan and manage life transitions including post-school pathways. This process is assisted by students’ self-development, which is enhanced through the application of self-evaluation, goal-setting and decision-making skills. Research and communication skills are also a key feature of the syllabus and students will apply these across various theoretical and practical contexts.

Vocational learning enables students to successfully plan, manage and implement effective transitions in order to become active members of the community. This syllabus acknowledges the importance of vocational learning as an essential part of all students’ learning and provides an avenue for both employability and enterprise skills development.

No subject fee applies to this course. Incursion and/or excursion costs may be required during the course.
# Summary of Elective Subjects

## 200hr Courses

Choose **ONE** subject for 2 years of study

- Chinese ($30)
- Commerce
- Design & Technology ($140 - $70 / year)
- Food Technology ($200 - $100 / year)
- Information and Software Technology ($70 - $35 / year)
- Physical Activity and Sports Studies (PASS)

## 100hr Courses

Choose **FOUR** subjects to be studied for 1 year, two per year

- Building Construction# ($85)
- Child Studies ($25)
- Dance
- Drama
- Engineering Studies ($50)
- Food Technology ($100)
- French for Travellers
- Global Education
- Industrial Technology Timber ($75)
- Marine Studies ($35)
- Medieval Madness
- Music ($25)
- Photographic & Digital Media ($60)
- Physical Activity and Sports Studies (PASS)
- Visual Arts ($65)
- War and Terror
- Work Education

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*Students CANNOT do the 200hr course AND the 100hr version of the same course, specifically Food Technology, and PASS

#Students can only choose a maximum of 2 of the following courses: Industrial Tech (Timber), Engineering Studies and Building Construction.