

# **ALBURY HIGH SCHOOL**



## **A GUIDE TO STAGE 5 ELECTIVE COURSES Year 9 (2020) and Year 10 (2021)**

**Information for Year 8  
Students and Parents**

**August 2019**





# **ALBURY HIGH SCHOOL**

## **A GUIDE FOR YEAR 8 STUDENTS AND PARENTS**

### **COURSES IN YEAR 9 (2020) AND YEAR 10 (2021)**

#### **INTRODUCTION**

This booklet has been prepared to assist Year 8 students and their parents in making choices regarding subjects to be studied in Years 9 and 10.

Information is provided about all elective subjects. Albury High School will attempt to meet the needs of as many students as possible in the area of course choice. However, both parents and students need to be aware that it may not be possible to run all courses. This means that the school can only offer in the final pattern those subjects for which there is significant student support.

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#### **INVITATION**

#### **PARENT INFORMATION EVENING**

**Choosing Subjects for Year 9, 2020**

**7:00pm, Wednesday 28th August 2019**

**Albury High School Hall**

A panel consisting of the Principal, Deputy Principals, Head Teachers and the Careers Adviser will answer your questions relating to choice of subjects for Year 9 in 2020.

Mr Adrian French

Student Adviser Year 8

## PATTERN OF STUDY

The pattern of study to be undertaken by students in Years 9 and 10 is made up as follows:

### COMPULSORY COURSES

English  
Mathematics  
Science  
Australian History and Geography core course  
Personal Development, Health and Physical Education  
Guidance (1 period/week)  
Sport is also compulsory and must be completed satisfactorily

### ELECTIVE COURSES

Students study three subjects from the following list

- 
- Agriculture  
Ceramics  
Child Studies  
Commerce  
Design and Technology  
Drama  
Food Technology  
Geography elective  
Graphics Technology  
History elective  
Information & Software Technology  
Languages – French or German  
Music  
Industrial Technology-Metal  
Industrial Technology-Timber  
iSTEM  
Photographic and Digital Media  
Physical Activity and Sport Studies  
Textiles Technology  
Visual Arts
- Elective Subjects

# **CHOOSING SUBJECTS**

*When choosing subjects the following points should be considered.*

Students usually do best in the subjects in which they are interested.

The courses you choose will generally not affect the choices, which can be made for Years 11 and 12. However, if you wish to study a Language in Years 11 and 12 your course options will be restricted unless these subjects are chosen in Years 9 and 10. Beginners Language courses may be available for study in Years 11 and 12, with no prior language study required.

With 3 electives being available, students have an opportunity to study a range of subjects. This may help students make the appropriate choices in Years 11 and 12.

## **WILL I GET MY CHOICES?**

The allocation of the subjects to each of the Elective Lines 5, 6 and 7 will be determined by the pattern of preferences expressed by the students. There is no guarantee that a class will be able to be formed in every subject offered initially.

## **CHANGING SUBJECTS**

The elective subjects you choose will be studied in both Years 9 and 10. Subject changes may be possible early in Term 1 Year 9 if there is room in other electives. Changes later in the year will not be possible as these courses are recognised as ‘200 hour courses of study’ and consequently they must be studied for 2 years.

**Following are information summaries for the subjects available for study in 2020.**

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**COURSE: AGRICULTURE****CODE: 9 AG****Course Description:**

A study of Agriculture Technology in Years 9-10 aims to develop knowledge, understanding and skills that students can apply to their life at home. It also provides students with an opportunity to experience aspects of agriculture they may not have tried before through direct contact with plants, animals and a variety of outside activities.

**Key areas of study include:****A. Vegetable Production**

Establishing and maintaining gardens.  
Develop skills in plant care.

**B. Animal Production**

Study a variety of animal systems using sheep, cattle and poultry production. Develop skills in animal handling, husbandry practices and welfare.

**C. Plant Production**

Study a variety of plant systems using vegetables, pastures, crops and orchards on the school farm.

**D. Machinery Safety**

Study a variety of machinery on the farm e.g. push mower, incubation, tractors and general tools. This will cover the safe use of each of these and situations they are used in. Students are actively involved in using this machinery in practical based experiences at the farm.

**E. Farm Business**

By studying different production systems, students will develop skills in farm business by the harvesting, grading and selling of the school farm's produce..

**Assessment:**

Assessment in Agriculture Technology is based on 50% theory (assignments, farm case studies) and 50% practical (soil tests, animal handling skills, machinery handling skills and practical tests). Theoretical work is based on separate farm enterprise systems which vary with season and resource availability.

**Course Requirements & Costs:**

There is no cost for Agriculture (apart from any course related excursions)

**COURSE: CERAMICS (VISUAL DESIGN)****CODE: 9CE****Course Description:**

Ceramics (Visual Design) plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of ceramics by making works and studying ceramicists and processes.

Students explore ceramics as functional, sculptural forms and learn about glaze technology and surface treatment. The student is required to keep a Ceramics Process Diary for recording, planning and reflection. Students build on skills, knowledge and processes begun in Year 7 and 8 that allow them to become visually literate and actively engaged.

**Year 9 Course Content/Topics:**

The focus of Ceramics in Year 9 is the development of an understanding of the art and technology of forming, firing and glazing clay to make a range of objects and sculptures. Students will develop meaning, focus and interest in their work by experimenting and building different Ceramic forms, using a variety of different building techniques such as pinched forms, slab forms, coiled forms and pottery wheel. Students will investigate different surface treatments such as slips, glazes and oxides. Students use a journal to document ideas, experiments with techniques and to record relevant information about artists they investigate. They will investigate a variety of Contemporary and Traditional Ceramic practices from Australia and other cultures. Students will develop a knowledge of basic technologies e.g. Health and safety, properties of clay, glazes and finishes, tools and equipment and kilns and firing.

Assessment is weighted: 60% Making 40% Critical and Historical Study..

**Year 10 Course Content/Topics:**

Students in Year 10 investigate their own world through a variety of ceramic forms, focusing on different building techniques, including the pottery wheel. There is an expectation that student's work will become increasingly sophisticated over two years of study. Students will create a body of ceramic work focusing on their own interests. They will continue the study of ceramicists from Australia and other cultures. Students are encouraged to visit local and regional galleries and to attend excursions to art events.

Assessment is weighted in the following way: 60% Making 40% Critical and Historical Study.

**Course Requirements & Costs:**

Ceramics students are required to pay a fee each year to cover the cost of materials used. These include clays, slips and glazes. Students are required to have a Ceramics process Diary.

Course Contribution: Year 9 and 10 \$50 per year

**COURSE: CHILD STUDIES – Content Endorsed Course****CODE: 9 CS****Course Description:**

The Child Studies syllabus reflects the vast and varied nature of child development and learning from 0 to 8 years. Students will have the opportunity to explore each stage of the early years of childhood development through a range of learning experiences conducted in the classroom and the wider community such as suitable excursion activities.

The content and concepts covered in the Child Studies' course will promote a sense of understanding about children and the importance of positive experiences for the growth and development of successful, creative and confident young members of our society.

The knowledge, understanding, skills and values developed through the Child Studies' course provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the well-being of children.

**Year 9 Course Content/Topics:**

- Preparing for parenthood
- Conception to birth
- Newborn care
- Stages of growth and development
- Family interactions
- Play and the developing child

**Year 10 Course Content/Topics:**

- Health and safety in childhood
- Food and nutrition in childhood
- Children with additional needs
- Childcare services
- Media and technology in childhood
- Indigenous Culture and childhood
- Working with children

**Course Requirements & Costs:**

A \$10.00 contribution will assist in covering the costs associated with practical learning experiences offered in the classroom such as food ordered, prepared and cooked as part of the Food and Nutrition in childhood module, as well as stationary items used to undertake learning experiences in other units.

A 96 page binder book and a display folio will be required to undertake class work.

<b>COURSE: COMMERCE</b>	<b>CODE:9CO</b>
<p><b>Course Description:</b>  A study of Commerce in years 9 and 10 aims to provide the background and skills through which students can make sound decisions on consumer, financial, business, legal and employment issues.</p> <p>Two years participation in the Commerce course gives students a set of survival skills for today's business world operating at a local, national and global scale. Students are also better prepared for life after school including an understanding of the political process and independent living skills. Legal rights and responsibilities are an important aspect throughout the Commerce course. Financial literacy is a key thread running through the entire Commerce course.</p> <p>Extensive use of computers will allow involvement in interactive simulations such as the ASX Share market Game, Master of the Mall, Sim City, Sim Country, Nation States and the Virtual Economy. Students will be actively engaged in an online learning environment, preparing them for the world of work that awaits.</p>	
<p><b>Year 9 Course Content/Topics:</b> In Year 9 students will study a common core including units in:</p> <ul style="list-style-type: none"> <li>Consumer Studies (comparison shopping, scams, mobile phones)</li> <li>Personal Finance (saving, investing, budgeting)</li> </ul> <p>Option topics include:</p> <ul style="list-style-type: none"> <li>Investing - ASX Share market Game.</li> <li>Promoting and Selling (Marketing).</li> <li>E-Commerce – eBay/Amazon, payment options, online tips and traps.</li> <li>Travel - students plan a major world trip employing skills covered in class including itinerary plans and currency conversion.</li> <li>Global Links</li> </ul> <p>The Options are designed to be student orientated and will involve active participation within the local business community.</p>	
<p><b>Year 10 Course Content/Topics:</b> In Year 10 students will study a common core including units in:</p> <ul style="list-style-type: none"> <li>Law and Society (courts, juries, parliament, changing the law)</li> <li>Employment Issues (work trends, rights at work, unions, taxation, superannuation)</li> </ul> <p>Option topics include:</p> <ul style="list-style-type: none"> <li>Towards Independence</li> <li>Political Involvement—elections, voting and decision-making</li> <li>Law in Action</li> <li>Our Economy</li> <li>Community Participation</li> <li>Running a Business - students plan their own micro-business in the Albury-Wodonga region.</li> </ul> <p>The Options are designed to be student orientated and will involve active participation within the local business community.</p>	
<p><b>Course Requirements &amp; Costs:</b>  As well as a writing book for the subject work will be done using school laptops and in the school Computing Rooms. Occasional costs for attending excursions may also be required, though most fieldwork is conducted in the Albury CBD and involves a short walk from school.</p>	

## COURSE: DESIGN AND TECHNOLOGY

CODE: 9 DT

### Course Description:

This course is designed to allow students to solve design problems creatively through a variety of mediums. Students will learn to critically analyse and reflect on the implications of design in order to develop understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. The course has a strong inquiry-based learning element, whereby students experiment with a range of tools, materials and equipment to achieve the most suitable design. Use will be made of the schools extensive workshop, planning and computer facilities throughout the course. These facilities also include the Makerlab, which consists of a laser cutter, 3D printers and a CNC vinyl cutter, which each reflect manufacturing and prototyping equipment used in industry.

### Year 9 Course Content:

The Year 9 course introduces students to freehand and accurate drawing techniques, prototyping and model-making to solve problems, individual and group design challenges, hands-on activities in the timber and metal workshops and some Computer Aided Drawing/Computer Aided Manufacturing. Projects include:

- Small design challenges;
- CO<sub>2</sub> powered Dragsters;
- Accessory design (lamps, clocks, iPod/tablet speakers);
- Small furniture items.

### Year 10 Course Content:

The Year 10 course builds on the skills acquired throughout Year 9. There is a stronger emphasis on the role of the designer, the design process and emerging technologies as used in industry. Students will further refine their skills in Computer Aided Drawing using the program Autodesk Inventor. Projects include:

- Coffee/side table;
- Small bookshelf units;
- Small furniture items;
- Laser cut and 3D printed projects.

### Course Requirements and Costs:

A course fee applies to cover the cost of consumables such as various timber and steel sections, screws, nails, glue, 3D printing filament etc. This fee is set at **\$70 for Year 9 and \$70 for Year 10**.

Additionally, students will need an A4 clear plastic folder and A4 visual diary which will be made available in the school book pack through the P&C.

**COURSE: DRAMA****CODE: 9 DR****Course Description:**

Drama encourages a cooperative approach to exploring the world through enactment. The collaborative nature of Drama engages students in a creative process of sharing, developing and expressing emotions and ideas. Students explore both familiar and unfamiliar aspects of their world. Students are encouraged to portray different aspects of human experience, explore relationships and the way we react and respond to different situations, ideas and issues.

Students are actively involved in Making, Performing and Appreciating Drama. Skills and confidence are developed through playbuilding, workshops, rehearsals and performances of both individual and group works.

Students also study the work of actors, directors, playwrights, designers and technicians. The study of theatre and performance styles is done both theoretically and experientially. All students are expected to perform.

**All students are expected to perform alone and in a group**

**Year 9 Course Content/Topics:**

Year 9 introduces the students to improvisation, playbuilding, vocal and physical skill work, mime, the performance of scripted and unscripted work and the study of theatre styles. Students are expected to keep a logbook for planning, recording and reflecting. Students are encouraged to attend live performances.

Assessment is broken into Making 40%, Performing 30% and Appreciating 30%

**Year 10**

Year 10 students develop further their skills in improvisation, playbuilding, vocal and physical work, mask, mime, the performance of scripted and unscripted work and the study of theatre styles. Students are expected to keep a logbook for planning, researching, recording and reflecting. Students are encouraged to attend live performances.

Students are required to complete tasks in Performance, Theatre Design and Theatre Styles.

Assessment is broken into Making 40%, Performing 30% and Appreciating 30%

**Course Requirements & Costs:**

Visual Arts Diary

Course Contribution: \$20

**COURSE: FOOD TECHNOLOGY****CODE: 9 FT****Course Description:**

The Australian Food Industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. Issues covered in the study of Food Technology include community concerns such as hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional food future foods plus food processing technologies such as the use of 3-D printers and the environmental impact of food production processes. Students studying Food Technology in Years 9 and 10 will explore these food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food now and in the future.

The study of Food Technology encourages students to develop practical skills in preparing and presenting food. Such knowledge and skills will enable them to select and use appropriate ingredients, methods and equipment. These are skills which are necessary for daily life and can also be used vocationally or in the workplace.

**Year 9 Course Content/Topics:**

- Core: Food Preparation and Processing
- Core: Nutrition and Consumption

Focus areas covered include:

- Food in Australia
- Food Selection and Health
- Food Trends

**Year 10 Course Content/Topics:**

- Core: Food Preparation and Processing
- Core: Nutrition and Consumption

Focus areas covered include:

- Food Service and Catering
- Food for Special Occasions
- Food Product Development

**Course Requirements & Costs:**

Students electing Food Technology are required to pay a charge of \$80.00 to cover the cost of **MOST** of the practical lessons. Students will do some form of practically-based work **MOST** weeks.

The equipment requirements for practical lessons are: a white apron and covered leather shoes for WH&S reasons. As well, students are to provide a hand towel, tea towel and a container or bag to transport these items to and from school.

## COURSE: GEOGRAPHY (Core)

### Information Only

#### Course Description:

All students in Years Nine and Ten study Core Geography for one semester each year. This is the basis of the compulsory study in Human Society and Its Environment. Years 9 and 10 gives emphasis to an Australian perspective as core area of study.

#### Year 9 Course Content/Topics:

In Year 9 students will study units in:

- **Sustainable Biomes** – examine the physical characteristics and productivity of biomes. Examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. Examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues
- **Changing Places** – examine the patterns and trends in population movements and the increasing urbanisation of countries. The reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.

#### Year 10 Course Content/Topics:

In Year 10 students will study units in:

- **Environmental Change & Management** – develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. Compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.
- **Human Wellbeing** – examine the nature of, and differences in, human wellbeing and development that exist within and between countries. Examine local, national and global initiatives to improve human wellbeing

#### Course Requirements & Costs:

As well as a writing book for the subject work will be done using school laptops and in the school Computing Rooms. Occasional costs for attending excursions may also be required.

**COURSE: ELECTIVE GEOGRAPHY****CODE: 9 GEE****Course Description:**

The focus of the Elective Geography course is **applying geographical skills and understanding in the field**. The course emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. An **extensive fieldwork focus** and **excursions to Melbourne** (CERES Sustainability Centre in Brunswick + urban study) and a **camping trip to Mt Buffalo** can be undertaken to consolidate class-based activities from the first two topics in Year 9.

**Year 9 Course Structure:**

- \* **Physical Geography** – geographical processes and elements such as weather, climate, soils, and vegetation. Earth extremes will be investigated. Wild weather and extreme Earth.
- \* **Fieldwork Techniques** – local excursions to observe, measure and record using cameras, GPS units and programs on student laptops.
- \* **Simulations, Gaming & Augmented Reality in Geography** – analysis of the role of **simulations and location-based augmented reality games** in understanding our world. Students will investigate apps such as PokemonGO and Ingress, as well as participating in and creating **geocaching** challenges within the local area. Simulations such as SimCity, ElectroCity, Civilisation and other topical games will form part of the coursework in this topic. Geospatial technologies will be investigated.
- \* **Continental Transects** – a Google Earth study along a transect (e.g from Darwin to Adelaide, L.A to New York, along the Himalayas or following a river from source to mouth). Students will explore the people, places, cultures and human impacts as they navigate along their chosen transect.

**Year 10 Course Structure:**

- \* **Australia's Neighbours** – our region and an extensive study of one of our island neighbours e.g. East Timor, Fiji, Vanuatu or Papua New Guinea. Assess environmental stewardship.
- \* **Global Citizenship** – spatial patterns and causes of global inequality. Impacts of globalisation, climate change, and refugees will be studied.
- \* **Urban Planning** – a study of our local community involving extensive field observations, embracing of the concepts of liveability and sustainability, with students working on a plan to develop or enhance an aspect of their local community. Examples could include traffic flow, cycling infrastructure, public art installations, recreational facilities, etc. Simulations such as SimCity and CityLife will be used during this topic. *This topic is supported by the trip to Melbourne.*
- \* **Political Geography** – analysis of current affairs with focus on global conflict and tension. Explore role of U.N and other organizations in resolving conflict in hotspots around the globe. Issues such as climate change and student empowerment will be investigated. Strategy games such as Cyber Nations and Nation States will be used to support the work in this topic. In keeping with the idea of “thinking globally and acting locally”, students will be challenged to develop their own community based projects to “make a difference”.

**Course Requirements & Costs:** Aside from the basics such as a **writing booklet**; a **USB** for saving work and a **GPS enabled device** (such as a smartphone) will be used on a regular basis. Students should be willing to undertake **fieldwork** and to participate in **local excursions** for which there will occasionally be a small cost. **Mt Buffalo + Melbourne excursion costs** will obviously be more substantial with **student fundraising** organized as a **group project**.

<b>COURSE: GRAPHICS TECHNOLOGY</b>	<b>CODE:9 GT</b>
<b>Course Description:</b> Students will acquire and refine skills in a range of areas, including traditional accurate drawing, freehand pictorial and perspective sketching and Computer Aided Design (CAD). There is a strong focus on adhering to applicable drawing standards, and developing drawings that clearly, neatly and accurately communicate ideas. Extensive use of the Industrial Art faculty's Makerlab (consisting of a laser cutter, CNC vinyl cutter and three 3D printers) will allow students to transfer their ideas from paper or the computer screen to tangible objects.	
<b>Year 9 Course Content:</b> Compulsory Core Modules include: Freehand sketching, pictorial drawing (isometric and oblique), perspective drawing, engineering drawing, product illustration, architectural drawing, landscape design as well as an introduction to CAD using Autodesk Inventor and Adobe Illustrator.	
<b>Year 10 Course Content:</b> Four optional modules from any of the following: Engineering Drawing, Architectural Drawing, Product Illustration, Architecture, Furniture Drawing, Graphic Design and Communication and Landscape Drawing. There is also an element of Computer Aided Manufacturing in the Year 10 course, using the faculty's 3D printers and vinyl cutters to create products.	
<b>Course Requirements and Costs:</b> <ul style="list-style-type: none"> <li>• Year 9 – drawing kit (including all instruments and A3 folder) <b>\$80</b></li> <li>• Year 10 – drawing kit (including A3 folder) <b>\$35</b></li> </ul>	

## COURSE: HISTORY CORE

Information Only

### Course Description:

All students in Years Nine and Ten study Core History for one semester each year. The national curriculum allows students to explore the key events and changes that shaped Australia in the 20th century. Through Assessment for Learning and self-directed individual research students develop the skills and understanding of the work of historians. The course examines key social and political changes, with emphasis on Australia's involvement in overseas conflicts, and the experiences of Indigenous Australians and Migrants.

### Year 9 Course Content/Topics:

Overview of the Making of the modern World

Depth Study One: The Industrial Revolution OR Movement of Peoples – Migration, settlers, convicts and slavery

Depth Study Two: Making a Nation (Australia and Federation) OR Asia and the World

Depth Study Three: Australians at War – World Wars I and II (Core Study)

### Year 10 Course Content/Topics:

Overview of the Modern World and Australia from 1945

Depth Study Four: Rights and Freedoms of Aborigines and Torres Strait Islanders (Core Study)

Depth Study Five: Post War Migration and the Migrant Experience OR Popular Culture

Depth Study Six: School-based developed topic such as Decade Study on the 1950s, Australia and the Vietnam War, Australia as a Global Citizen

### Course Requirements & Costs:

Apart from a writing book there are no cost for Core History, apart from any excursions or site studies. All assessment tasks are common and compulsory. As research use of technology is part of the requirements, a USB to store work is recommended.

## COURSE: ELECTIVE HISTORY

CODE: 9HIE

**Course Description:** This course will allow students to extend their knowledge of History beyond the study of Australian History. They will have the chance to look at aspects of the history of America, Europe and Asia, and to gain a better understanding of the world in which they live. The course can be varied according to the interests of the students and the teacher, and there will be opportunities for individual or group research on a range of different topics. This course provides opportunities for students to learn by making real world connections with content and utilize self-directed individual research tasks to explore topics in more depth. This will allow students to use critical thinking and detective skills to analyse historical evidence to solve historical mysteries.

**Year 9 Course Content:** In Year 9 students will focus on topics and themes from Ancient and pre-industrial periods. The course will challenge their views and perspectives of historical events and people and even tackle some historical myths. The course consists of three topics which must be covered through a variety of unit options.

### **Topic 1: Constructing History**

Options include: Use of historical films and novels as historical sources

Constructions of History Mysteries: such as Who were the real Pirates of the Caribbean? Who was the real Jack the Ripper? Was Richard III a child killer?

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

Options include: Archaeology and exploring the past: history of the development of archaeology  
Witchcraft in the Middle Ages

### **Topic 3: Thematic Studies**

Options include: Crime and Punishment: ancient cultures and their criminal systems

Slavery: history of slavery in various ancient cultures such as Greece, and Rome

Medicine through the Ages: from ancient cultures to the middle ages

**Year 10 Course Content:** In Year 10 students will study options from 20<sup>th</sup> century world history to meet requirements of topics. They will focus on events, groups and individuals who have shaped the modern world. The course will challenge their views and perspectives of historical events and people.

Options may include:

- The Russian revolution: Lenin, Rasputin, and the fall of the Romanov dynasty.
- Nazi Youth Movement: resistance groups to Hitler's Youth Movement
- American Culture in the 1960's: main movements and ideas that shaped the decade
- The Cold War and the Cuban Missile Crisis: cold war politics, arms race and confrontation
- The assassination of JFK: who really did kill Kennedy?
- Terrorism
- School-developed study

### **Course Requirements & Costs:**

Apart from a writing book there are no cost for Elective History (apart from any course related excursions). As the course may utilise laptops for research and course work, it is highly recommended that students have a portable USB device to store their work

**COURSE: INDUSTRIAL TECHNOLOGY -TIMBER****CODE: 9ITT****Course Description:**

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork;
- Wood Machining.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

These may include:

- furniture items;
- decorative timber products;
- storage and transportation products;
- small stepladders or similar;
- storage and display units;
- Personal projects depending on difficulty, size, materials etc.

A range of practical exercises and projects occupy the majority of course time.

**Year 9 Course Content:**

Students will undertake a range of practical projects that include essential skills such as measuring and marking out, planing, machining, joinery techniques, fixing (including nails, screws and dowels) and a range of finishing techniques. The Industrial Art faculty's laser cutter can also be used to value-add to timber projects in terms of engraving inlays, logos, images and names onto projects.

**Year 10 Course Content:**

Students will expand on the skills and techniques acquired in the Year 9 course and apply them to a range of projects, using a range of hardwoods, softwoods and manufactured boards. Students will have access to router jigs for dovetail joints, biscuiting machines and Domino joining machines.

**Course Requirements and Costs:**

A course fee applies to cover the cost of consumables such as various timber sections, screws, nails, glue, polyurethane etc. This fee is set at **\$70 for Year 9** and **\$70 for Year 10**.

Additionally, students will need an A4 clear plastic folder which will be made available in the school book pack through the P&C.

**COURSE: INDUSTRIAL TECHNOLOGY - METAL****CODE: 9ITM****Course Description:**

The Industrial Technology Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining;
- Fabrication;

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

- sheet metal products
- metal machining projects
- fabricated projects
- artistic metal projects
- jewellery and accessories.

A range of practical exercises and projects occupy the majority of course time.

**Year 9 Course Content:**

Students will undertake a range of practical projects that include essential skills such as measuring and marking out, sheet metal folding, fabrication, machining, oxy-acetylene welding, MIG welding and finishing techniques such as grinding and polishing.

**Year 10 Course Content:**

Students will expand on the skills and techniques acquired in the Year 9 course and apply them to a range of projects, including camp BBQ's, rocket stoves, folding shovels and any other project deemed appropriate by both student and teacher.

**Course Requirements and Costs:**

A course fee applies to cover the cost of consumables such as various metal sections and sheets, gas, fasteners, welding wire etc. This fee is set at **\$70 for Year 9** and **\$70 for Year 10**.

Additionally, students will need an A4 clear plastic folder which will be made available in the school book pack through the P&C.

**COURSE: iSTEM****CODE: 9 iST****Course Description:**

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The iSTEM course utilises these knowledge pillars in their application to Skills, Technology, Engineering and Mechanics.

The iSTEM School Developed Board Endorsed Course covers a number of STEM based fields, including; Fundamentals, Aerodynamics, Motion, Mechatronics, Surveying, Aerospace, Statistics, CAD/CAM and Biotechnology.

**Year 9 Course Content:**

Students will undertake four units of work throughout Year 9, including:

- STEM Fundamentals 1 – an introduction to materials, drawing, Computer Aided Design, Computer Aided Manufacturing;
- STEM Fundamentals 2 – an introduction to forces, mechanics, building small structures, electricity and magnetism, problem solving;
- Aerodynamics – wind tunnels, lift, drag, weight, thrust, constructing small aircraft for testing and evaluation;
- 3D CAD/CAM 1 – use Autodesk Inventor to design products, and the laser cutter and 3D printers to transform them into tangible products.

**Year 10 Course Content:**

Students will undertake four units of work throughout Year 10, including:

- Mechatronics 1 – building mechatronic components, hydraulics, pneumatics, basic programming;
- Mechatronics 2 – programming, mechanical systems, electrical systems, calculating speed, velocity, distance time etc;
- 3D CAD/CAM 2 – use a variety of technologies to assist in the rapid prototyping process. Engage local industry in the use of laser cutters, CNC routers and CNC plasma equipment;
- STEM Project Based Learning Task - students use project-based learning strategies to apply appropriate design, production and evaluation skills to a contemporary STEM based problem.

**Course Requirements and Costs:**

A course fee applies to cover the cost of consumables such as electronics components, timber, metals, 3D printing filament etc. This fee is set at **\$70 for Year 9** and **\$70 for Year 10**.

Additionally, students will need an A4 clear plastic folder and an A4 visual diary which will be made available in the school book pack through the P&C.

**COURSE: INFORMATION AND SOFTWARE TECHNOLOGY****CODE: 9 IS****Course Description:**

Information and Software Technology has been designed to assist students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experimental and collaborative tasks, students will engage in the processes of analysing, designing, producing testing documentation, implementing and evaluating information and software technology-based solutions. Creative and critical thinking skills are also developed through students' practical involvement in projects.

The core content of this course, which is integrated throughout the course, provides students with specialized knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology as well as legal, ethical, social and industrial issues.

While the study of Information and Software Technology is not necessary for students to attempt the Computing courses in Years 11 and 12, it does provide a very sound knowledge base that the students can expand upon in their senior years.

**Year 9 Course Content/Topics:**

The theory topics covered are: Project Management, Databases, Digital Media and the Internet and Website Development. Practically, students will learn to use: MSPublisher, MSPowerpoint, MSAccess, Photoshop™, DreamWeaver™ and will also learn to code in HTML.

**Year 10 Course Content/Topics:**

The theory topics covered are: Software Development and Programming and Authoring and Multimedia. Practically students will program in LogoMation, QBASIC and Visual Studio and will learn to create animations using Adobe Flash™ and create games in the Object Orientated GameMaker environment.

**Course Requirements & Costs:**

A subject contribution of \$20 is set for students studying Information and Software Technology. This contribution helps to maintain the computer systems; it enables students to use resources that are up to date, in terms of hardware and software and replaces consumable items such as the print cartridges/paper. Students are provided with a network logon with storage space on the school servers. Students are levied a small charge for each page printed in the electronic printing system. If they have paid their subject contribution \$10 will be credited towards their printing which can be used throughout the school.

It is important that students who choose to study this course realize that it is not just a practical course using computers. While the majority of the course is computer application based, much of this is structured within the guidelines of programming methodology, logic, creativity and design considerations.

**COURSE: LANGUAGES – French and German****CODE:  
9FR, 9GM****Course Description:**

In Years 9 and 10 you can study your chosen language/s in more detail. An important component in both languages is ‘traveler abroad’ language so that later, as a tourist, you will be able to gain the most benefit from your experience of another culture and lifestyle.

At various times during the course, you will have the opportunity to write and perform your own dialogues and plays. With video, CD, DVD, internet and cassette work, you will hear the languages in real-life situations. You may even have the opportunity to practice your reading and writing skills by having a pen friend overseas.

Remember that the majority of the world’s population does not speak English. You have the opportunity to learn the languages of two of the five major economies today. Choose to study a language that piques your interest. No matter which you choose, learning another language now will provide a basis for the easier learning of further languages later on in life.

**Year 9/10 Course Content/Topics:**

The focus in all language studies is the development of speaking, listening, reading and writing skills through the study of such topics as: sports, pastimes, daily routines, holidays, family and pets, health and illnesses, food, where we live, school life, clothing, entertainment and the future.

**Course Requirements & Costs:**

In each language studied, you will need to purchase a workbook. At the time of printing this booklet, the approximate cost for these workbooks is \$35 each.

**COURSE: MUSIC****CODE: 9 MU****Course Description:**

Music plays an important role 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. Students will develop knowledge and skills in the areas of performing, composing and listening. They will develop an understanding of the concepts of music and learn to manipulate these concepts in different contexts. Students work both individually and in collaboration with others.

Students have the opportunities to be involved in school, local and regional musical events such as the school musical, concerts, Kool Skools and regional camps.

**Year 9 Course Content/Topics:**

Year 9 builds on the skills and knowledge begun in Year 7 and 8. Students continue to work on Composition, Performance and Musicology.

Performance: All students perform both solo and in an ensemble with either voice or instrument in a variety of styles. Students are required to perform at evening recitals.

Composition: Students read and compose music as well as improvise and arrange new or existing pieces. Students explore the use of technology in Composition.

Musicology/Listening: Students study music styles from Medieval to Contemporary. The course caters for a wide range of abilities and students have opportunities to broaden their musical understanding and skills. While it is an advantage to play a musical instrument students will be expected to look at all facets of music not just their own area of expertise.

**Year 10 Course Content/Topics:**

Year 10 builds on the skills and knowledge from Year 9. Students continue to work on Composition, Performance and Musicology but with a greater degree of sophistication.

Student showcases occur throughout the year as part of assessment.

Assessment will be across the areas of Performing, Composing and Listening in equal share.

**Course Requirements & Costs:**

68 Page exercise book

Course Contribution: \$15

**COURSE: MUSIC EXTENSION****CODE: 9EMU****Course Description:**

This course is for students who already have substantial skills in Music or who are Gifted and Talented in this area. The aim of this course is to engage these students throughout Stage 5 by fostering and developing their existing skills and potential in a challenging and engaging environment. Students would need to have reached the equivalent of AMEB Grade 4 standard on their principal instrument, and an audition for music staff is required for inclusion in this course. Prospective students need to consult the Music staff before completing their selections.

Music plays an important role 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. Students will develop knowledge and skills in the areas of performing, composing and listening. They will develop an existing understanding of the concepts of music, learning to manipulate these concepts in different contexts. Students work both individually and in collaboration with others. Students have the opportunities to be involved in school, local and regional musical events such the school musical, concerts, Kool Skools, regional camps and events run by the NSW Arts Unit.

**Year 9 Course Content/Topics:**

Year 9 Extension Music builds on the skills and knowledge begun in Year 7 and 8. Students continue to work on Composition, Performance and Musicology at a more advanced level than the Mainstream Music course.

**Performance:** All students perform both solo and in an ensemble with either voice or instrument in a variety of styles. Students are required to perform at evening recitals. Students will also be required to perform ensemble works from notated scores as a class group.

**Composition:** Students read and compose music as well as improvise and arrange new or existing pieces. Students explore the use of technology in Composition. All composition tasks must include traditional notation and a sound file or recording (not TAB or recordings only as is applicable in the Mainstream Course).

**Musicology/Listening:** Students study music styles from Medieval to Contemporary, with a focus on Art Music styles and periods. Students will be introduced to the concepts of Music required for study at Stage 6 level and will analyse pieces of Music with and without notated scores as a reference.

The course caters for advanced students who are self-motivated in their practice. It targets students who would benefit from a more rigorous and specialised level of classroom music. Students will be expected to look at all facets of music and not just their own area of expertise.

**Year 10 Course Content/Topics:**

Year 10 builds on the skills and knowledge from Year 9. Students continue to work on Composition, Performance and Musicology but with a greater degree of sophistication.

Student showcases occur throughout the year as part of assessment.

Assessment will be across the areas of Performing, Composing, Musicology and Listening in equal share.

**Course Requirements & Costs:**

Course Requirements & Costs:

68 Page exercise book Course Contribution: \$15

**COURSE: PHOTOGRAPHIC AND DIGITAL MEDIA****CODE: 9 PM****Course Description:**

Photographic and Digital media develops students' intellectual, practical and artistic ability to make and critically study photographic and digital artworks. In this course students explore reality, illusion and simulation through photographic and digital media and investigate emerging technologies.

Students build on the knowledge and skills from Year 7 and 8 Visual Arts to develop skills in making artworks, developing conceptual frameworks and understanding the frames in still, animated and moving forms.

Students will have the opportunity to develop skills in both wet and digital photography-the art of taking photographs, developing and printing them.

Students investigate computer-based technology in the making of photographic and digital artworks and document their progress and ideas.

They develop a portfolio of works based on investigations of the world using a range of technologies. Students also investigate relevant events, photographers, artists, designers, agencies and accounts of media arts practice.

**Year 9 Course Content/Topics:**

Students investigate their world and learn about taking photographs and developing film, using dark room equipment to process the film to printing stage. They also learn to download and manipulate photographic and digital images using a range of computer software.

Students are introduced to animated and moving photographic and digital manipulation.  
Students study the work of relevant photographers and artists.

**Year 10 Course Content/Topics:**

Students investigate their world and learn about taking photographs and developing film, using dark room equipment to process the film to printing stage. They also learn to download and manipulate photographic and digital images using a range of computer software and do so with an increasing degree of complexity and sophistication.

Students study the work of relevant photographers and artists.

Assessment occurs through the year and is broken comprised of:

60% Making Photographic and Digital Artworks and 40% Historical and Critical Study.

**Course Requirements & Costs:**

68 page exercise book

2 plastic pocket folders

Course Contribution: \$50 which includes a 4 GB memory stick, use of SLR and DSLR cameras and all chemicals and paper

**COURSE: PHYSICAL ACTIVITY & SPORT STUDIES****CODE: 9SS****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.

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.

**Year 9 & 10 Course Content/Topics:***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

**Course Requirements & Costs:**

The nature of this course will mean that at times students will be required to participate in practical activities outside of school. Some of these activities may incur a cost eg. pool entry, visit to a local fitness centre, cost of an instructor etc.

**COURSE: TEXTILES TECHNOLOGY****CODE: 9 TX****Course Description:**

Textiles has played a significant role throughout human history, satisfying both functional and aesthetic needs. Today, textiles continue to satisfy needs in society as a means for self-expression, and cultural significance, plus by performing specific functions in commercial, industrial and personal settings.

The study of Textiles Technology in Years 9 & 10 provides students with broad knowledge of the properties, performance and uses of textiles today. Textiles are also explored through a variety of ‘hands-on’ experiences designed to develop each student’s practical skills. The sewing machine is one major piece of equipment the students will become confident in manipulating to construct their projects. We have a variety of such machines at school and we encourage students to learn how to successfully use each one depending on the project. i.e. embroidery and embellishing machines as well as general machines. They will also use other relevant technologies such as those relating to printing; dyeing; embroidery—machine and hand; felting; weaving; knitting; quilt-making and so on. Creativity is encouraged!

Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

This course encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study, work or training or just to be proud of producing their own fashion / craft designs.

**Year 9 Course Content/Topics:**

**Project work** designed to develop practical skills in the planning and construction of suitable designs in the apparel and furnishing focal areas such as shorts, pants, skirts and PJ’s.

**Properties and Performance of Textiles** covers the manufacture of yarns and fabrics—knits and wovens

**Design** – the elements and principles that constitute good design and the successful use of these to their own designs. Colouration through printing, dyeing and machine embroidery may be undertaken.

**Textiles and Society:** investigates successful textile designers throughout history in a variety of areas including the Fashion Industry.

**Year 10 Course Content/Topics:**

**Project work** covers dyeing and printing techniques and the construction of their own unique quilt before moving onto felting a mask and culminating in the student’s major textile project. This major project allows students to plan, develop and then create an end-product (s) of their own. It also offers them the opportunity to undertake a project that reflects their interests, abilities and skills.

**Properties and Performance of Textiles** covers non-woven fabrics in particular felt.

**Design** – the student’s major project allows them to explore a variety of designs and then select the one that best suits them. They also design their felted mask.

**Textiles and Society** is reflected in the projects students undertake as a historical or contemporary focus may be investigated by the student when developing their major project.

**Course Requirements & Costs:**

A charge of \$40.00 assists to cover the cost of some fabric and other items provided for class tasks. This charge also helps to cover the costs **involved** in maintaining equipment.

Students will need to provide their own fabrics and other items for the individual project work they develop and undertake. Assistance is available.

A display folio (project work); 68 page (theory book) and 48 page (practical sample book) are also required.

**COURSE: VISUAL ARTS****CODE: 9 VA****Course Description:**

Visual Arts plays a significant role within the curriculum by providing learning opportunities for students to understand the Visual Arts by making artworks and studying artworks and processes.

Visual Arts places great value on the development of the student's ability to take responsibility for his or her own learning, to be self-motivated and to use critical judgment.

Students explore different art forms such as painting, drawing, printmaking, sculpture, ceramics and digital art. The student is required to keep a Visual Arts Process Diary for recording, planning and reflection.

Students build on skills, knowledge and processes begun in Year 7 and 8 that allow them to become visually literate and actively engaged in one of our main forms of communication.

**Year 9 Course Content/Topics:**

Students in Year 9 investigate their own world through a variety of forms such as drawing, painting, sculpture, printmaking and photography. Students are encouraged to visit local and regional galleries and to attend excursions to art events.

Assessment is weighted in the following way: 60% ArtMaking 40% Critical and Historical Study.

**Year 10 Course Content/Topics:**

Students in Year 10 investigate their own world through a variety of forms such as drawing, painting, sculpture, printmaking and photography. There is an expectation that students work will become increasingly sophisticated in their artmaking over two years of study.

Students are encouraged to visit local and regional galleries and to attend excursions to art events.

Assessment is weighted in the following way: 60% ArtMaking 40% Critical and Historical Study.

**Course Requirements & Costs:**

Visual Arts students are required to pay a fee each year to cover the cost of materials used. These include drawing implements, clay, paper, canvas, printing ink, lino and visual resources. Students are required to have a Visual Arts process Diary.

Course Contribution: Year 9 and 10 \$40 per year

## **NOTES:**