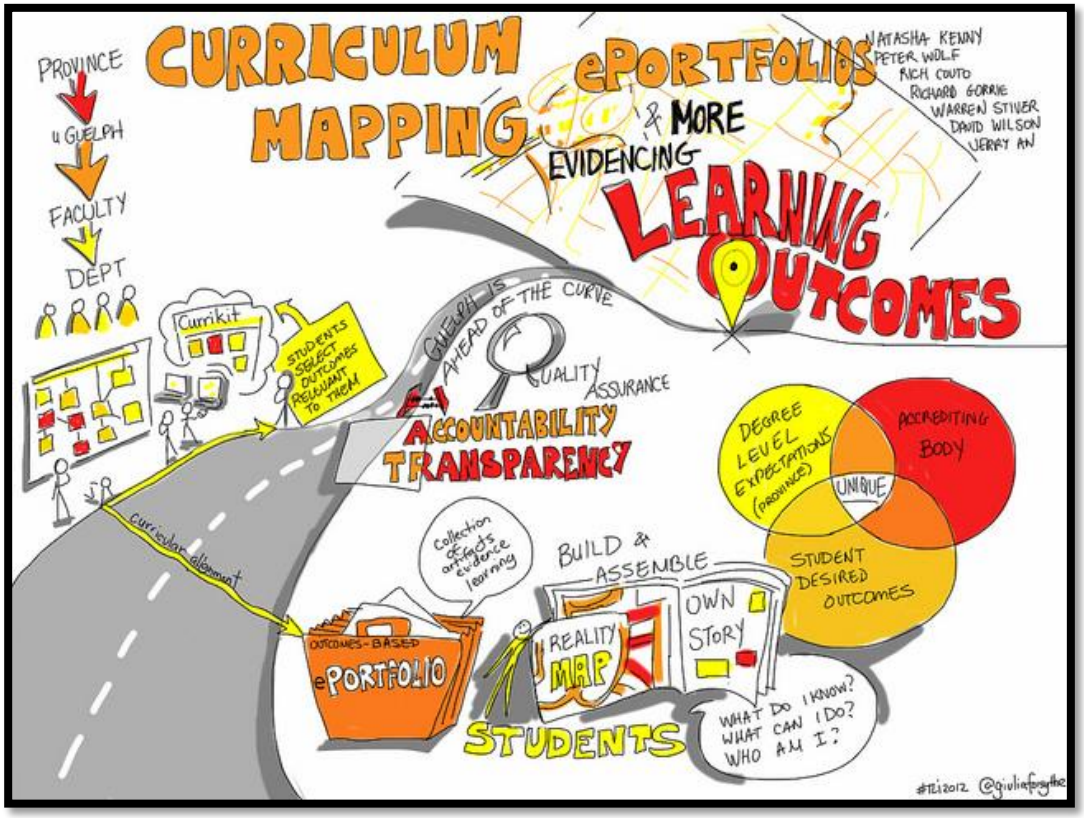
MACQUARIE FIELDS HIGH SCHOOL

CURRICULUM HANDBOOK



Stage 5
Year 9 (2022) & Year 10 (2023)

Working Together for Excellence in Teaching and Learning

FOREWORD

Macquarie Fields High School is unique, being both selective, comprehensive and Special Education with a strong tradition of academic success complemented by enthusiastic student participation in cultural and sporting activities.

Our school motto *loyalty, sincerity and generosity* is the basis for strong wellbeing programs which provide students with opportunities to develop confidence and skills as valuable members of the community and Australian society as a whole.

Schools have the responsibility for the total education of a student, for the ways in which syllabuses are implemented, and for the education provided beyond the normal core curriculum. Schools decide how to maximise student learning by providing a flexible structure where teachers can develop interesting programs and practices that meet students' educational needs.

Today more than ever there are high expectations of education. At Macquarie Fields High School we develop personal and social values, as well as the knowledge, skills, understanding and attitudes needed to prepare all students for a world characterised by rapid change. We prepare students to cope with the future by ensuring the acquisition of knowledge-based skills and the development of confidence in understanding and using new information and communication technologies

Our school's curriculum model allows students to:

- complete all necessary NSW Education Standards Authority (NESA) requirements for the award of a Record of School Achievement (RoSA)
- choose from a wide range of elective courses over two years beginning in Year 9

This curriculum handbook has been developed to help students, parents and the school community to understand these curriculum structures and provide information for good decisions when making subject selections.

We encourage parents to be actively involved in all aspects of this decision making and to play a significant role in their child's education. Together we can work towards excellence in all aspects of schooling.

Karyn O'Brien
Principal

CONTENTS

SECTION 1.

UNDERSTANDING THE CURRICULUM HANDBOOK

CURRICULUM GOALS AT MACQUARIE FIELDS HIGH SCHOOL

The curriculum pattern offered at our school is based on the broad principles of learning as set down by our teaching and learning philosophy. All our courses aim to:

- Engage and challenge all students to maximise their individual talents and capabilities for lifelong learning.
- Allow all students to develop a positive self-concept and the capacity to establish and maintain safe, healthy and rewarding lives.
- Prepare all students to participate effectively and responsibly in the society in which they will live.
- Encourage students to develop a ***growth mindset*** towards their learning.
- Encourage and enable all students to enjoy learning and to be self-motivated, reflective and competent learners who can take part actively in further study, work or training.
- Allow students to develop community values and foster inclusivity through a shared aspiration for personal growth.

The curriculum in years 7-10 is made up of courses in several key learning areas. These areas offer both mandatory and elective courses. These have all been carefully planned to meet the NESA requirements towards the award of a Record of School Achievement.

THE TYPES OF COURSES ON OFFER

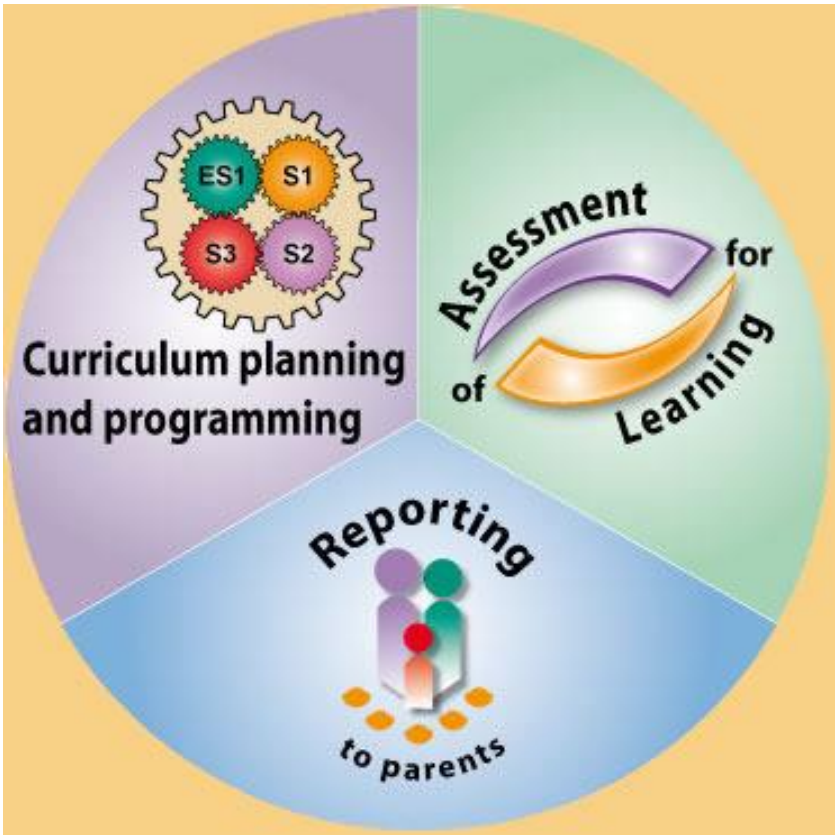
There are three different types of courses offered at our school:

- **Mandatory courses**: determined by NESA as essential learning for every student to achieve the Record of School Achievement and studied via statewide syllabuses in all schools.
- **Elective Courses**: courses written by NESA and set down in syllabus documents that outline course aims and content, none of which are compulsory and which can usually be studied for 200 hours.
- **Board Endorsed Courses**: courses written by teachers at Macquarie Fields High School which are approved by NESA for 200 hours.

LEVELS AND STAGES

NESA has organised secondary syllabuses into stages of learning:

- **Stage 4**: the learning typically provided for students in **Years 7 & 8**
- **Stage 5**: the learning typically provided for students in **Years 9 & 10**
- **Stage 6**: the learning typically provided for students in **Years 11 & 12**



SECTION 2.

THE RECORD of SCHOOL ACHIEVEMENT

What is the Record of Student Achievement?

In 2011, the NSW Government announced the abolition of the School Certificate, a credential that has existed since 1965. It also announced that, for students choosing to leave school before the completion of their HSC, the School Certificate would be replaced by a broader, cumulative, more comprehensive credential to record the achievements of students from the end of Year 10 up to the Higher School Certificate.

The most significant change is that the external tests have been replaced by an enhanced system of school based assessment, moderated to ensure that state wide comparability is maintained.

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The **Record of School Achievement** (RoSA) is a credential that will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

The RoSA is awarded by NESA to eligible students. To receive a RoSA, students are required to study mandatory courses in each of Years 7-10 English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education. During Years 7-10, other courses in Creative Arts, Technological and Applied Studies and Languages Other Than English must also be studied.

For a student 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 NESA's curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA
- satisfactorily completed Year 10.

How will the RoSA report on student achievement?

Stage 5

- The RoSA will report on student achievements in Stage 5 using A to E grades (or equivalent) in the same way as currently occurs at the end of Year 10 (but without external test results).
- The current procedures and course performance descriptors for awarding grades A to E in Stage 5 courses will remain the same. Core and elective subjects that have been satisfactorily completed in Stage 5 will be reported with a school determined grade. The other mandatory curriculum requirements that have been met would also be listed.

Stage 6

- A to E (or equivalent) grades will be extended to Stage 6 Preliminary (Year 11) courses.
- New descriptors will be introduced to provide a basis for awarding grades for student achievement at the end of Preliminary courses.
- If a student completes Preliminary courses, a result in the form of an A to E grade (or equivalent) will be recorded on the RoSA.
- If a student partially completes a Preliminary or HSC course the RoSA will record the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.
- If a student takes HSC courses but is not entitled to a HSC, those HSC results would be recorded on their RoSA

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The Issue of credentials

- While to be eligible for a RoSA a student must satisfactorily complete Year 10 it will not be awarded at the end of Year 10. The RoSA will be awarded to students upon leaving school prior to completing their HSC and will be a cumulative record of achievements until that date. In this respect it will include a record of Year 10 grades and could include a record of courses studied at Preliminary level and those commenced at HSC level.
- When a student has completed HSC courses and has met eligibility requirements they receive the HSC testamur and would have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential would supersede the RoSA.
- Students would be able to request both a RoSA showing their earlier grades and a HSC Record of Achievement.
- Students not entitled to receive the proposed Record of School Achievement or a HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other reasons, for instance for use in applying for casual work, may obtain a transcript of their results held at that time by NESA.

REQUIREMENTS FOR THE RECORD of SCHOOL ACHIEVEMENT

The Education Act contains specific requirements for students who wish to study the RoSA.

- The mandatory completion of courses set out in each of 8 key learning areas studied in Years 7 & 8
- English, Mathematics, Science, Human Society and its Environment, and PDHPE which must be studied throughout Years 7 to 10
- All courses must be taught in accordance with the syllabuses developed or endorsed by NESA and approved by the Minister for Education.

Based on the Education Act, NESA establishes further requirements for students seeking to gain the RoSA. Students are required to undertake study in each of the following subjects:

- English
- Mathematics
- Science
- History (World History in Stage 4 and Australian History in Stage 5)
- Geography (Global Geography in Stage 4 and Australian Geography in Stage 5)
- PDHPE
- Technology Mandatory
- Visual Arts
- Music
- Languages, including one language studied over one continuous twelve-month period.

These requirements, and the range of elective courses, are set out in the table on the next page.

Students will have the opportunity to change one of their three electives at the start of Year 10, as long as they can still meet course requirements.

At Macquarie Fields High School all students must complete:

- The **mandatory courses**
- **Three 200** hour electives from KLAs 1,3,4,6,7, or 8

NESA MANDATORY COURSE REQUIREMENTS

KLA No	KEY LEARNING AREA	NESA MANDATORY REQUIREMENTS	ELECTIVE SUBJECTS AVAILABLE IN THIS KLA	HOURS FOR ELECTIVES
1	Creative and Performing Arts	**Stage 4:** 100 hours of Music and 100 hours of Visual Arts	• Drama • Dance • Music • Photography & Digital Media • Visual Arts • Visual Design	200 hours or 100 hours in some instances
2	English #	**Stage 4 & Stage 5:** 400 hours with substantial study in each year over 7-10	NIL	
3	Human Society and Its Environment	200 hours each of Geography & History with substantial study in each year over 7-10: ▪ **Stage 4**: World History and Global Geography ▪ **Stage 5:** Australian History and Australian Geography	• Commerce • Additional History • Additional Geography • Psychology • Big History • International Studies	200 hours or 100 hours in some instances
4	Languages Other than English	**Stage 4:** 100 hours including one language studied continuously over a 12 month period	• Japanese • German • French	200 hours or 100 hours in some instances
5	Mathematics #	**Stage 4 & Stage 5:** 400 hours with substantial study in each year over 7-10	NIL	
6	Personal Development, Health and PE	**Stage 4 & Stage 5:** 300 hours with substantial study in each year throughout years 7-10	• Child Studies • PASS (Physical Activity & Sports Studies)	200 hours or 100 hours in some instances
7	Science #	**Stage 4 & Stage 5:** 400 hours with substantial study in each year over 7-10	NIL	
8	Technologies	**Stage 4:** 200 hours of Technology Mandatory	• Agricultural Technology • Design & Technology • Industrial Technology (Timber, Metal, Engineering) • Information & Software Technology • Graphics Technology • Food Technology • Textiles Technology	200 hours or 100 hours in some instances

 # courses requiring a minimum of 500 hours of study in Department of Education schools

MACQUARIE FIELDS HIGH SCHOOL CURRICULUM MODEL

The curriculum model allows students to complete a broad range of subjects and meet all the requirements set down by NESA and NSW Department of Education. At our school this includes the study of:

- English, Maths and Science, each for more than 600hrs over 4 years
- History and Geography for more than 200hrs each over 4 years
- The mandatory courses of Industrial Arts, Home Economics, Music, Visual Arts and Languages other than English, each for 100hrs over two years in Stage 4
- PD/H/PE for more than 400 hours over 4 years
- 3 Elective courses studied over the two years of stage 5 (200 hrs each)

<table>
<tr><th>YEAR 7</th><th>YEAR 8</th><th>YEAR 9</th><th>YEAR 10</th></tr>
<tr><td>English
3 periods / wk
Maths
3 periods / wk
Science
3 periods / wk
= 150 hours / yr</td><td>English
6 periods / per fortnight
Maths
6 periods / per fortnight
Science
6 periods / per fortnight
= 150 hours / yr</td><td>English
6 periods / per fortnight
Maths
6 periods / per fortnight
Science
6 periods / per fortnight
= 150 hours / yr</td><td>English
6 periods / per fortnight
Maths
6 periods / per fortnight
Science
6 periods / per fortnight
= 150 hours / yr</td></tr>
<tr><td>PD/H/PE
2 periods / wk
= 100 hours / yr</td><td>PD/H/PE
4 periods / per fortnight
= 100 hours / yr</td><td rowspan="2">PD/H/PE
4 periods / per fortnight
= 100 hours / yr</td><td rowspan="2">PD/H/PE
4 periods / per fortnight
= 100 hours / yr</td></tr>
<tr><td rowspan="2">History/Geography
2 periods / wk
= 50 hours each / yr</td><td rowspan="2">History/Geography
4 periods / per fortnight / semester
= 50 hours each / yr</td></tr>
<tr><td>History/Geography
4 periods / per fortnight / semester
= 50 hours each / yr</td><td>History/Geography
4 periods / per fortnight / semester
= 50 hours each / yr</td></tr>
<tr><td>Music or LOTE Year 7
2 periods / wk /
= 100 hours / yr</td><td>LOTE or Music
4 periods / per fortnight
= 100 hours / yr</td><td colspan="2">200 hour Elective Course A
4 period / per fortnight
→</td></tr>
<tr><td></td><td>STEM, Visual Arts
2 periods / per fortnight
= 100 hours / yr</td><td colspan="2">200 hour Elective Course B
4 period / per fortnight
→</td></tr>
<tr><td>Technology Mandatory
4 periods / wk
= 200 hours / yr</td><td></td><td colspan="2">200 hour Elective Course C
4 period / per fortnight
→</td></tr>
</table>

SUBJECT SELECTION

Students will be asked to make curriculum choices during years 7-10. In year 8 they will choose 3 x 200 hour courses to be studied over years 9 & 10.

Year 9 Mandatory	Year 10 Mandatory
FIRST 200 hour elective course studied for 2 years ⟷	
SECOND 200 hour elective course studied for 2 years ⟷	
THIRD 200 hour elective course studied for 2 years ⟷	

Electives should be chosen from ***the following broad areas of study:***

- ***Creative and Performing Arts:*** *Music, Visual Arts, Drama, Dance and Photography & Digital Media/Visual Design*
- ***Human Society & Its Environment:*** *Elective History, Big History, International Studies, Commerce, and Psychology*
- ***Languages:*** *Japanese, German and French*
- ***PDHPE:*** *Physical Activity and Sports Studies and Child Studies*
- ***Technologies:*** *Agricultural Technology, Industrial Technology (Metal, Engineering, Timber) Information and Software Technology, Graphics Technology, Food Technology, Design & Technology, and Textile Technology*

CHOOSING SUBJECTS

These decisions are important ones no matter what year you are in. The most important people to ask about subject choices include the Deputy Principal, the Careers Advisor, your Year Advisor and of course the Head Teachers in each Key Learning Area. These people are available to provide detailed course information and help you make good decisions about subject choice.

Curriculum Support

Deputy Principal	Mrs L Trieu
Careers Adviser	Mrs J Buckler
Head Teacher Teaching & Wellbeing	Ms S Hegde

Key Learning Areas:

Head Teacher English	Ms J Hall (Rel)
Head Teacher Mathematics	Mr G Plowes
Head Teacher Science/Agriculture	Mr W Matchett
Head Teacher Creative Arts	Mrs L McDermott (Rel)
Head Teacher Social Sciences	Mr P Celestino
Head Teacher History/Languages	Mr T Neale
Head Teacher PDHPE	Miss N Boyles (Rel)
Head Teacher Technologies	Mr G Byrne
Head Teacher Special Education	Mrs P O'Sullivan (Rel)
Year Advisor:	Miss B Er

HOMEWORK & SPELLING

Students at Macquarie Fields High School need to be independent learners and homework is an essential part of developing these skills. It supports effective teaching and learning and helps students to achieve their full potential. People become good at a particular sport through regularly devoting time and effort to consolidation and improvement of their ability. In education the successful student generally needs to devote a good deal of time and effort to homework and study.

Every faculty is expected to have a Homework Policy and put into place strategies to monitor the regular use of homework as a part of good teaching and learning.

Every subject has homework and it is important that students devote equal time and effort to each subject to develop essential knowledge and skills about their curriculum.

The nature of homework

- revision and /or consolidation of learning
- extension and enrichment of the student's learning experiences
- the skills necessary to develop regular study habits
- opportunities initiated in the classroom to practise essential skills.

Students have homework at all times

- Preparation for future lessons (e.g. reading, research assignments)
- Preparation for tests and examinations.
- Review of work covered in class, a constant activity essential for full understanding
- Short assignments set on a frequent basis.
- Longer assignments set on a less frequent basis.
- Completion of some aspect of work commenced in class.
- Reading, either set for a course, or wider reading to improve knowledge and understanding of our complex world and human behavior.

Allocating Homework in Faculties
The amount of set homework should vary from time to time and will depend on the age and ability of students. The student information handbook states that:
An average student, with good personal organisation of time and resources, should spend –

Year 7	*1 hour per night*	*Year 10*	*2½ hours per night*
Year 8	*1½ hours per night*	*Year 11*	*3 hours per night*
Year 9	*2 hours per night*	*Year 12*	*3+ hours per night*

These times are a rough guide as many variables can affect the student. A weekly study program should include homework. The time given to short homework assignments set on a regular basis needs consideration and must be balanced against work on larger, less-regular assignments and student-initiated study.

Teachers should be aware that students in Year 7 have nine subjects per week and this should be considered when allocating homework. Each class has a class diary and homework needs to be monitored by all Year 7 teachers so that students are not overwhelmed in their first year of high school.

Homework Diaries

A homework diary is a necessary part of a student's school requirements and **must** be brought to school each day. Effective time management is an important aspect of student learning and a homework diary will be an essential part of meeting deadlines, and developing good organizational skills

- **Students** will record homework information and due dates on a daily basis.
- **Teachers** will regularly check student homework diaries to see that students are keeping accurate records and developing organisational skills, and use the homework diary appropriately.

Spelling Policy in Faculties

Students need to be confident spellers so they will be encouraged to write independently attempting as much of a word as they can manage.
Spelling is not the sole responsibility of the English Faculty.
Every faculty is expected to have a Spelling Policy listing strategies to ensure all students have a good understanding of the importance of spelling,
Faculties should provide students with opportunities to practise these spelling strategies within their daily learning.
It is the responsibility of members of every faculty specifically to teach those terms that enable students to communicate accurately in a written and verbal form in each of their subject areas.
Correct speech and pronunciation of words need to go hand-in-hand with correct spelling
Students should not be dependent on the teacher for the spelling of words. They will be taught to use dictionaries, word banks and spell-checkers on the computer to gain access to correct spellings of words.
The 'Look, Cover, Picture, Write, Check' approach to learning the spelling of words will also be encouraged in all faculties.
Students will be taught to look for common letter strings and patterns in words and an interest in words will be fostered. They will be given opportunities for presenting written work for display so that they will understand the need for correct spelling.

SECTION 3.
MANDATORY COURSES

English – Stage 5 Statements (NSW Syllabuses for the Australian Curriculum)

In Stage 5 English, students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform to or challenge an audience's preconceptions and expectations about content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing. Students reflect on their composing process and how it has affected the final version of their text.

Students respond to texts from different cultures that offer a range of perspectives. In considering possible meanings, they develop sustained interpretations supported by evidence and think creatively beyond the text. They infer and interpret, and investigate the similarities and differences between and among texts. Through close and wide engagement with texts students extend their imaginations and engage with images of their real and imagined worlds. They respond imaginatively and critically to verbal and visual imagery and iconography, considering how these and other features reflect the cultural context of the text. By critically evaluating texts, students identify strengths and weaknesses and are able to articulate coherent responses. From their responses to individual texts they generalise about views of the world and strategies that are used to communicate and sustain such views.

Students reflect on their own and others' learning, assessing learning strategies and purposes to adapt their knowledge, understanding and skills to new contexts.

Mathematics - Stage 5 Statements (NSW Syllabuses for the Australian Curriculum)

Mathematics Stage 5.1

By the end of Stage 5.1, students explain and verify mathematical relationships, select and use appropriate strategies to solve problems, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.

Students apply their knowledge of percentages, fractions and decimals to financial problems related to earning and spending money, taxation, and simple and compound interest. They simplify and evaluate numerical expressions using index laws for positive and zero indices, round numbers to a specified number

of significant figures, and express numbers in scientific notation. Students apply the index laws to simplify algebraic expressions. They determine the midpoint, gradient and length of intervals on the Cartesian plane and draw graphs of linear and simple non-linear relationships.

Skills in measurement are further developed to include finding the areas of composite shapes and the surface areas of rectangular and triangular prisms. Students describe the limit of accuracy of measurements. They apply right-angled triangle trigonometry to practical situations, including those involving angles of elevation and depression. They apply the properties of similar figures to find side lengths in problems related to similar figures.

Students' statistical skills are extended to include considering shape and skewness of distributions, comparing data and data displays, and evaluating the reliability of statistical claims. They also determine the relative frequencies of events in chance experiments and calculate probabilities from information displayed in Venn diagrams and two-way tables.

Mathematics Stage 5.2

By the end of Stage 5.2, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

Students apply their knowledge of percentages, fractions and decimals to problems involving conversion of rates, direct proportion, and financial contexts related to compound interest and depreciation.

Students apply the index laws with integer indices to simplify expressions. They operate with algebraic fractions, expand binomial products and factorise monic quadratic trinomial expressions. They solve linear equations and use them to solve word problems. They solve linear inequalities and linear simultaneous equations. Students solve simple quadratic equations and solve monic quadratic equations by factorisation. On the Cartesian plane they draw and interpret graphs of straight lines, and simple parabolas, circles and exponential graphs. Students determine the equations of straight lines and use the properties of parallel and perpendicular lines on the Cartesian plane.

Students extend their skills in measurement to solve problems involving the surface areas and volumes of right prisms, cylinders and related composite solids. They use trigonometric ratios to solve problems in which angles may be measured to the nearest second, and problems involving bearings and angles of elevation and depression. In geometry, they use deductive reasoning in numerical and non-numerical problems, drawing on their knowledge of the properties of congruent triangles, the angle properties of polygons, and the properties of quadrilaterals.

Statistical skills are extended to include the construction of box-and-whisker plots and the calculation of interquartile range to analyse and compare data sets in appropriate data displays. Students investigate bivariate data sets and use scatter plots to describe relationships between variables. They evaluate the sources of data in statistical reports. In their study of probability, students record and determine probabilities of events in multi-step chance experiments and examine conditional language.

Mathematics Stage 5.3

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Students operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They analyse and describe physical phenomena and rates of change. Algebraic skills are extended to expanding the special binomial products and factorising non-monic quadratic expressions, using a variety of techniques. Students solve complex linear equations, non-monic quadratic equations, simple cubic equations, and simultaneous equations involving one linear and one non-linear equation. They solve practical problems using linear, quadratic and simultaneous equations. They change the subject of literal equations. Students generate, describe and graph straight lines, parabolas, cubics, hyperbolas and circles. They use formulas to calculate midpoint, gradient and distance on the Cartesian plane, and to determine the equations of straight lines.

Students solve problems involving the surface areas and volumes of pyramids, cones and spheres, and related composite solids. They explore similarity relationships for area and volume. They determine exact trigonometric ratios for 30°, 45° and 60°, extend trigonometric ratios to obtuse angles, and sketch sine and cosine curves for angular values from 0° to 360°. Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles. They use Pythagoras' theorem and trigonometry to solve problems in three dimensions.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general properties in geometry, extending the concepts of similarity and congruence to more generalised applications. Students prove known properties of triangles, quadrilaterals and circles.

Students use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit. They investigate statistical reports and explore how data is used to inform decision-making processes.

Science - Stage 5 Statements (NSW Syllabuses for the Australian Curriculum)

By the end of Stage 5 students use scientific inquiry by actively engaging in using and applying the processes of Working Scientifically to increase their understanding of and about the world around them. By engaging in scientific inquiry, students develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions.

Students formulate questions or hypotheses to be investigated scientifically. They apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems. Individually and collaboratively they plan and undertake a range of types of first-hand investigations to accurately collect data using appropriate units, assessing risk and considering ethical issues associated with the method. They design and conduct controlled experiments to collect valid and reliable first-hand data.

In Stage 5 students process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with the evidence, identifying sources of uncertainty and possible alternative explanations for findings. They assess the validity and reliability of claims made in secondary sources. They evaluate the methods and strategies they and others use and ways in which the quality of data could

be improved, including the appropriate use of digital technologies. They communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language, conventions and representations.

Students apply models, theories and laws to explain phenomena and situations involving energy, force and motion. They explain the concept of energy conservation, by describing energy transfers and transformations within systems.

Students describe changing ideas about the structure of the Earth, origins of the universe and the diversity of life on the Earth to illustrate how models, theories and laws are refined over time by the scientific community as new evidence becomes available. They describe situations where advances in scientific understanding may depend on developments in technology, and that technological advances are frequently linked to scientific discoveries.

Students explain how scientific understanding has contributed to knowledge about global patterns of geological activity and interactions between global systems. They analyse interactions between components and processes within biological systems and their responses to external changes. They use scientific evidence to assess whether claims, explanations and predictions are supported and can be used to evaluate predictions and inform decisions related to contemporary issues.

Students explain the organisation of the periodic table, chemical reactions and natural radioactivity in terms of atoms. They describe how different factors influence the rate of chemical reactions and the importance of a range of types of chemical reactions in the production of substances.

By the end of Stage 5 students describe how the values and needs of contemporary society can influence the focus of scientific research and technological development in a variety of areas, including efficiency of use of electricity and non-renewable energy sources, the development of new materials, biotechnology, and plant, animal and human health. They outline examples of where the applications of the advances of science, emerging sciences and technologies significantly affect people's lives, including generating new career opportunities.

Human Society and Its Environment

History - Stage 5 Statements (NSW Syllabuses for the Australian Curriculum)

> By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into

account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources and they reference these sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source.

Mandatory Geography Stage 5- Years 9 and 10

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

At this school Geography is assessed by a research task which develops a student's literacy and understanding of a global issue. There are also several classwork activities which are ongoing, varied and engaging. There is a final written examination at the conclusion of the course which includes geography skills, multiple choice, short answer and an extended-response type of question. There are also units on Geographic Field Work where students get out of the classroom and investigate geographic problems in an outdoor setting and also much use of ICT for classwork, research and engaging activities.
Topics in Years 9 and 10

- Sustainable Biomes
- Changing Places
- Human Wellbeing
- Environmental Change and Management

Personal Development, Health and Physical Activity (Mandatory)

COURSE DESCRIPTION:
The Personal Development, Health and Physical Education (PDHPE) K–10 syllabus provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

The PDHPE Years 7–10 syllabus includes Life Skills outcomes and content for students with special education needs.

PDHPE is a mandatory course that is studied in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement. At Macquarie Fields High School students are required to complete four periods per fortnight in Years 7-10.

Unsatisfactory students will receive an “N” Award which will result in the non-award of the Record of School Achievement.

The study of PDHPE in K–10 aims to enable students to develop the knowledge, understanding, skills, values and attitudes required to lead and promote healthy, safe and active lives.

Throughout the course students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.

Other Mandatory requirements

Stage 4 Creative and Performing Arts:

100 hours of Music & 100 hours of Visual Arts must be completed in Stage 4

Stage 4 Languages Other Than English:

100 hours with one language studied continuously over a 12 month period must be completed in Stage 4

Stage 4 Technologies:

200 hours of Technology Mandatory.

ELECTIVE COURSES
200 HOUR COURSES YEARS 9 & 10

1. ***Dance***
2. ***Drama***
3. ***Music***
4. ***Photographic & Digital Media / Visual Design***
5. ***Visual Arts***
6. ***Commerce***
7. ***Elective Geography***
8. ***Psychology***
9. ***Big History***
10. ***Elective History***
11. ***French***
12. ***German***
13. ***International Studies***
14. ***Japanese***
15. ***Child Studies***
16. ***Physical Activity & Sports Studies***
17. ***Agricultural Technology***
18. ***Design and Technology***
19. ***Food Technology***
20. ***Graphics Technology***
21. ***Industrial Technology – Engineering***
22. ***Industrial Technology – Timber***
23. ***Industrial Technology – Metal***
24. ***Information and Software Technology***
25. ***Textiles Technology***

1. DANCE– 200 hrs

COURSE DESCRIPTION: This course aims to introduce students to the exciting world of dance.

Dance has existed as a vital part of every known culture throughout time. It is a distinct form of nonverbal communication that uses the body as an instrument of expression, articulating the culture and society from which it emerges. Dance exists today in many forms and is performed for a variety of purposes in differing contexts. 'Dance as an art form' distinguishes the content and teaching approaches that are used in the teaching of dance as art in education. It underpins the students' artistic, aesthetic and cultural education through dance. The conceptual basis of the study of dance as an art form centres on the three practices of performance, composition and appreciation of dance as works of art. Equal emphasis is placed on the processes of experience and end products. Students learn both movement principles and stylised techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance. Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. Students learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. Students think imaginatively and share ideas, feelings, values and attitudes.

While Contemporary is the main dance form, students will be introduced to a wide range of dance styles which may include, Classical Ballet, Musical Theatre, Hip Hop, Tap Dance and Cultural Dance.

COURSE OUTCOMES:

- Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- Explores the elements of dance as the basis of the communication of ideas
- Composes and structures dance movement that communicates an idea
- Describes and analyses dance as the communication of ideas within a context
- Identifies and analyses the link between their performances and compositions and dance works of art
- Applies understandings and experiences drawn from their own work and dance works of art

COURSE CONTENT:

Performance Dance is an art that is meant to be performed for an audience. A performance refers to the application of dance technique and performance quality to a dance that communicates an idea. A dance performance can be the informal or formal presentation of a classroom sequence, a student composition, a choreographed dance or an excerpt of a dance work of art which is based on the elements of dance, expresses a concept/intent, ideas and/or styles, and reflects the syllabus outcomes. Through safe dance practices students develop a working knowledge of the basic physiology of the human body as it relates to the dancer and the common causes, prevention and care of dance injury. Students develop an articulate body as they perform non-locomotor and locomotor combinations, sequences and choreographed dances of increasing complexity. They perform turns, falls, balance and elevation with increasing control. They perform a range of dances, individually and with others, in a variety of styles (performance/ choreographic/theatrical).

2. DRAMA – 200 hrs

COURSE DESCRIPTION:
Drama is a form of action in which some aspect of human experience is portrayed. It is a dynamic experience that allows students to explore the world through enactment. Drama provides a powerful means of exploring ideas, interests, concerns, feelings, beliefs, attitudes and their consequences. In Drama students work co-operatively to learn about themselves and others by creating characters / situations and by asking questions and searching for answers. Drama provides a valuable means of increasing self-confidence, motivation, communication, group interaction skills and social awareness.

COURSE OUTCOMES:
- An increased awareness and perception of the value of self and others
- An awareness of the significance and value of Drama
- An interest in Drama and Theatre through ***making***, ***performing*** and ***appreciating*** dramatic works
- An interest in reading and writing related to Drama
- A critical understanding of production and performance

COURSE CONTENT:
The 200 Hour Drama course provides an introduction to Drama and the opportunity to build on these skills and knowledge in the second year of the course. Students will be involved in a range of ***practical*** and ***written*** activities that develop the intellect, emotions, the imagination and the body through expression, performance, observation and reflection. This course provides a range of challenging group tasks to allow students to develop group work skills. Course content will be drawn from the following areas:

YEAR 9
- Basic acting skills
- Elements of Drama
- Improvisation & Play-building
- Australian & World Theatre
- Movement/Physical Theatre
- Dramatic Forms (e.g. Melodrama)
- Reading and writing of scripts for performance
- Technical aspects of production
- Discussing, reading and writing about Drama and Theatre

YEAR 10
- Advanced acting skills
- Elements of Drama
- Improvisation & Play-building
- Dramatic Forms (e.g. mask in performance, Video Drama)

ADDITIONAL INFORMATION **CONTACT: Mrs L McDermott**

Costs: There is a fee of **$10 per year**. This covers all materials that are used during the study of this course. There are excursions throughout the year and there will be cost associated with this depending on the nature of the excursion.

Course Materials: Students will need to have a logbook.
Composition Dance expresses ideas, feelings and experiences, and is developed through the creative methods of dance composition. Students engage in problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to various stimuli to communicate ideas. • Processes: exploration, improvisation, reflection, selection, refinement, analysis of a variety of stimuli • Elements of construction: the elements a dance composer/choreographer would consider as the foundation for the communication of an intent or idea, including sequence, transition,

repetition, variation, contrast to achieve unity or design • Choreographic forms: binary form, ternary form, rondo form, theme and variations, canon, narrative form, and others.

Appreciation Dance provides opportunities for students to gain understanding of people, culture and society. In Appreciation, students study and analyse dance. They observe and describe performances, compositions and dance works of art (professional choreography intended to be performed for an audience) through the elements of dance, reinforcing the students' understanding of their own dance performance and composition. In describing dance, students learn to deconstruct various components of a dance that contribute to the communication of ideas, including the body, and the spatial, temporal, dynamic and relationship features of a dance. Students analyse dance works of art within a social, cultural or historical context as a reflection of the society from which it has emerged. Students communicate their personal responses to dance effectively using appropriate dance terminology in oral, written and physical forms.

ADDITIONAL INFORMATION: **Contact: Mrs L McDermott**

Students will require different types of dance shoes according to various dance styles studied. Students will also be required to wear black dance pants, leggings, leotards and appropriate clothing for performance and composition classes as well as specific dance performance costumes when performing onstage.

COSTS: THE FEE FOR THIS COURSE IS $45.00 PER YEAR. The fee covers the cost of all materials used in class. A dance diary will be supplied. The cost of costumes for our end of year performances are $30 to hire. Students normally participate in 2 dance routines. Excursions organised are an important part of the course and these will be an additional cost.

3. MUSIC – 200 hrs

COURSE DESCRIPTION:
This course aims to give students the widest possible experience in playing, listening and creating music. The emphasis is on the development of practical skills and fostering of an enjoyment of music of many different genres. In the elective course students will:

- Learn to play & continue to develop their skills in their chosen instrument including keyboard, guitar, bass guitar, drums, vocals and a selection of concert band instruments (e.g.; flute, clarinet, trumpet etc.)
- Listen to and perform a wide range of music from Renaissance to Rap.
- Be introduced to the use of technology in music. Computers will be used for notation scoring, sequencing through Midi and multi-track recording. Recordings and master CD's will be achieved through the state of the art, industry standard recording equipment and software, which has been purchased by the faculty.

COURSE OUTCOMES:
- ♬ Demonstrate an understanding of musical notation in performance and composition
- ♬ Perform, demonstrating technical musicality and understanding of stylistic interpretation
- ♬ Demonstrate an Aural recognition of musical concepts in a variety of styles
- ♬ Displays cultural and historical knowledge by comparing and contrasting characteristics such as style, themes, purposes and content in music
- ♬ Explore contemporary art issues and relate them to personal music making and performing
- ♬ Make use of musical scores for listening, studying and analysis
- ♬ Explore music of other cultures
- ♬ The compulsory topic of Australian music will be explored including traditional and contemporary music of Aboriginal and Torres strait islander people, rock, jazz, the impact of technology and popular music
- ♬ Use computer based and other technologies to create and notate compositions

COURSE CONTENT:
In the Music elective course, students are required to develop further knowledge, understanding and skills in a range of musical contexts through the study of a compulsory topic and additional topics.

Students undertaking a 200-hour course in Music must study the compulsory topic, Australian Music, and at least one topic from each of the groups of topics below.

Group 1
- ♬ Baroque Music
- ♬ Classical Music
- ♬ Nineteenth-century Music
- ♬ Medieval Music
- ♬ Renaissance Music
- ♬ Art Music of the 20th & 21st Centuries
- ♬ Music of a Culture
- ♬ Music for Small Ensembles (Group 1)
- ♬ Music for Large Ensembles (Group 1)

Group 2
- ♬ Popular Music
- ♬ Jazz
- ♬ Music for Radio, Film, Television and Multimedia
- ♬ Theatre Music
- ♬ Music of a Culture (different from Group 1)
- ♬ Music for Small Ensembles (Group 2)
- ♬ Music for Large Ensembles (Group 2)
- ♬ Rock Music
- ♬ Music and Technology

ADDITIONAL INFORMATION: **Contact: Mrs L McDermott**

COSTS: There is a fee of $15.00 per year –This covers equipment such as batteries, strings, manuscript paper and other resources. There is also a Band instrument hire fee, which applies to students who wish to hire an instrument for a full term. This fee varies according to the instrument and is used for the maintenance of the instruments on their return.

4. PHOTOGRAPHIC AND DIGITAL MEDIA YEAR 9 -100hrs VISUAL DESIGN YEAR 10 – 100hrs

COURSE DESCRIPTION:-Year 9 students will study PDM and in Year 10 students will undertake the VD course. At the end of year 10 students will have completed 2x 100hour courses. This course is delivered in separate parts in each year. Students study both photography and digital media along with investigating visual design in greater depth and breadth over 2 years.

PHOTOGRAPHIC AND DIGITAL MEDIA (PDM 100 hours in Year 9) This 100hr course focuses on broad areas such as print, interactive and moving forms. Students will learn about the evolution of photography and new practices of digital media. Giving them the opportunity to explore the function of an SLR camera and develop compositional knowledge in relation to digital photography. The course also offers students a chance to encompass technology and learn about the fundamentals of image manipulation through the use of Adobe Creative Suite.

COURSE OUTCOMES: (PDM)

- An understanding of practical photographic and digital media processes and techniques
- Investigations of the world as a source ideas for photographic and digital media artworks
- A critical understanding of how to make informed choices and decisions in relation to practical development
- Applying a clear understanding of the Frames and Conceptual Framework in relation to theoretical practice
- An appreciation of Photographic and Digital Media works
- The ability to construct different critical and historical accounts of Photographic and Digital works

COURSE CONTENT: (PDM)

The 100 hour elective course Photographic and Digital Media course provides students with the opportunity to practically create and enjoy making photographic and digital works informed by their developing understanding of **artist practice**. Throughout the course students will also participate in theory tutorials focusing on **critical and historical studies**. Building on previous knowledge of the Frames and Conceptual Framework learnt from the mandatory stage 4 Visual Arts course. This course also provides students with encouragement to build a confident and creative attitude that can be harvested through to year 11 and 12 creative arts subjects. Course content will be drawn from the following units of work:

VISUAL DESIGN (100 hours in Year 10)

This course builds from learning undertaken in Stage 4 Visual Arts mandatory course. It provides opportunities for students to investigate visual design in greater depth and breadth and these opportunities enable students to understand and explore the nature of Visual Design as a field of multiple disciplines grounded in artistic practice. The aim of the stage 5 VD course is to develop and enjoy the practical and conceptual processes of being a visual designer, making design based art works.
Content is organised in three broad areas as it connects with making, critical and historical interpretations and explanations of visual design. These areas are:

- Practice
- The Conceptual Framework.
- The Frame

COURSE OUTCOMES: VISUAL DESIGN (VD)

- Develops autonomy in selecting and applying visual design elements
- Applies their understanding of aspects of practice to critically and historically interpret visual design artworks
- Makes visual design artworks
- Uses their understanding of the relationships between artists and the real world in critical and historical interpretations of visual design artworks
- Uses the frames to make different interpretations of visual design artworks
- Constructs different critical and historical accounts of visual design artworks

COURSE CONTENT: VISUAL DESIGN (VD)

Students studying this course will be involved in a range of practical and written activities in three areas -

A**) Print - Object - Space Time** e.g.

- Multimedia
- Advertising
- Illustration / Cartooning
- Lettering
- Ceramic
- Fashion Design
- Fabric Art
- Video / Animation
- Interior and Exterior Spaces

B) **Folio of Work**

Students will produce a folio of artworks that demonstrate the student's investigations of ideas and interests in the designed world.

C) **Visual Design Journal**

Students are required to keep a Visual Design journal in this course. The journal is the documentation of the study visual design concepts, a record of the development and making of visual design artworks including personal evaluative and reflective statements. The Visual Design journal will be used for assessment purposes

YEAR 9 - PDM

- The Evolution of Photography
- Land Art – The documented process
- Self Identity
- Postmodern Appropriation
- Animation Station
- Time based works
- Short Films
- Self directed projects
- Still photography
- Computer generated images

YEAR 10 – VISUAL DESIGN

- Multimedia
- Advertising/Graphic design principles
- Illustration / Cartooning
- Lettering/ Poster Designs
- Ceramic
- Fashion Design/Jewellery Design
- Fabric Art
- Video / Animation
- Interior and Exterior Spaces

Additional Information **Contact: Mrs L McDermott**

Costs: There is a fee of **$45 per year. This fee includes a process diary.**
This covers the cost of materials used throughout course such as – an assortment of photo papers, printing inks, camera memory cards and all other materials used throughout the course. Excursions organised are an important part of the course and there is an additional cost involved with this.
Student work is selected for various exhibitions throughout the year both for school exhibitions and for various local, regional and state exhibitions.

5. VISUAL ARTS – 200 hrs

COURSE DESCRIPTION:
The elective course provides for broader, deeper and more extensive learning in Visual Arts. The course is organised in three broad areas as it connects with **artmaking** and **critical and historical** interpretations and explanations of art. These areas are:

- The Frames
- Practice
- The Conceptual Framework

COURSE OUTCOMES:

- Develops autonomy in selecting and applying visual arts conventions and procedure to make artworks
- Makes artworks informed by their understanding of the relationships between the artist – artwork – world audience
- Makes artworks informed by an understanding of how the frames
- Investigates the world as a source of ideas, and subject matter
- Makes informed choices to develop and extend meanings in their artworks
- Demonstrates developing technical accomplishment and refinement in making artworks.
- Uses their understanding of the relationship between artist – artwork – world – audience in critical and historical interpretations of art
- Demonstrates how the frames provide different interpretations of art
- Demonstrates how art criticism and art history construct meanings

COURSE CONTENT:
Making artworks
The following areas are covered in the 200 hours course with students building on basic skills introduced in the mandatory course in year 7 or in the 100 hour Visual Design Course

2D forms could include:

- Drawing
- painting -oil
- printmaking i
- photo and digital media including wet photography and digital media
- collage, frottage and montage
  other 2D forms may also be included

3D forms could include:

- ceramics
- sculpture
- textiles
- jewellery,
- wearables, objects of body adornment

4D forms/time-based works could include:

- performance works
- video
- digital animation
- web design
- virtual worlds & games

ADDITIONAL INFORMATION: **Contact: Mrs L McDermott**

COSTS: THE FEE FOR THIS COURSE IS $45.00 PER YEAR. The fee covers the cost of all materials used in class. Excursions organised are an important part of the course and there is a cost involved with this.

6. COMMERCE – 200 hrs

COURSE DESCRIPTION :
The aim of commerce is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment opportunities in order to make informed and responsible decisions as individuals and as part of the community.

COURSE OUTCOMES :

- Analyses the rights and responsibilities of individuals in consumer, financial, legal and employment contexts
- Analyse key factors in commercial and legal decision
- Evaluate options for resolving commercial and legal problems
- Research commercial, financial and legal issues
- Use of information Computer Technologies in a commercial context

COURSE CONTENT :
In Year 9 students will examine topics of Consumer Choice and Personal Choice. While in Year 10 content focuses on Law and Society and Employment issues. Students during these years will also complete a number of options such as Travel, The Law in Action, Investing and Our Economy.

- Developing a budget
- Explain the process of being summoned for jury duty
- Discuss how laws reflect value of society
- Resolution of industrial disputes
- Obligations and rights of employers and employees
- Taxation (completing tax returns)
- Investing in property and shares
- Organising travel overseas
- How to deal with issues within the workplace
- How the share market works
- What to do when arrested

ADDITIONAL INFORMATION : **CONTACT: Mr P Celestino**

Materials: Students are expected to provide themselves with a notebook (either a standard exercise book, or an A4 notebook) and the other necessary equipment (such as pens, pencils, ruler, protractor, compass).

7. ELECTIVE GEOGRAPHY – 200 hrs

COURSE DESCRIPTION:
Geography enables young people to develop an interest in and engagement with the world. Geography Elective provides opportunities to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales.
The Geography Elective Years 7–10 course includes Life Skills outcomes and content for students with disability.

What students learn:

Geography Elective enables students to learn about the geographical processes that form and transform environments and communities. Contemporary geographical issues and events are explored, including the roles and responsibilities of individuals, groups and governments. Through geographical inquiry, students develop knowledge and understanding to become informed, responsible and active citizens. It will also look at the Geography of Asia and the Pacific Islands.

COURSE OUTCOMES:

- Explains the diverse features and characteristics of a range of places, environments and activities
- Assesses the interactions and connections between people, places and environments that impact on sustainability
- Accounts for contemporary geographical issues and events that impact on places and environments.
- Explains how perspectives of people and organizations influence a range of geographical issues

COURSE CONTENT: The 200-hour course will do FIVE TOPICS. The 100-hour course will do THREE TOPICS

Physical Geography
Oceanography
Primary Production
Global Citizenship
Australia's Neighbours
Political Geography
Interactions and Patterns along a Transcontinental Transect
School-developed Option: In conjunction with class members

ADDITIONAL INFORMATION **CONTACT: Mr P Celestino**

Costs: There will be excursions to conduct field study during the year

Materials: Students will keep a Geography Journal of their topics, research and activities during the course.

8. PSYCHOLOGY – 200 hrs

COURSE DESCRIPTION:
To meet the specific needs of gifted and talented students this subject has been written and approved by the NESA as a school developed 200 hour course based on the fields of neuroscience, philosophy, psychology and intelligence.

Students will investigate psychology as the discipline that studies human behavior. They will discover how people perceive the world around them, how they react to it, how they grow and how they learn from it. Students will work with experts in the field and make links with outside organisations and universities.

COURSE OUTCOMES:
Students will develop:

- An understanding of the nature of psychology as the scientific study of the mind and human behaviour
- An understanding of the different methods and models that describe and explain human behaviour
- An understanding of the different theories that describe and explain the mind and thinking
- Skills in investigating, assessing and synthesizing biological, cognitive and external factors on human behaviour

COURSE CONTENT:
Students in this course will study subjects such as:

- What is Psychology?
- Biological bases of behaviour
- Learning, intelligence and creativity
- Emotional intelligence and the nature of eminence
- Personality and self
- Psychological disorders and constructs of normality
- Psychology and society
- Psychology and gender

ADDITIONAL INFORMATION: **CONTACT: Mr P Celestino**

Costs: Minimal cost to cover excursions to fieldwork related to investigations.

Materials: Students will develop a portfolio and will be expected to bring this to all lessons in addition to a workbook and a display folder.

9. BIG HISTORY - 200 hrs

THE BIG BANG THEORY

COURSE DESCRIPTION:

This subject introduces students to the field of "Big History" situating our planetary system in to the Big History story. We explore cosmic history, beginning with the origin of the Universe, and examine major events and processes that have led from the Big Bang to world we have today. We also explore the formation of galaxies, stars and planets, the formation of the Earth, the origin and evolution of life on Earth, the emergence of humanity, and the various forms of human societies from prehistoric times through to today.

COURSE OUTCOMES:

1. Describe and justify major scientific theories of change in the world.
2. Analyse major historical phenomena using relevant examples from human history.
3. Use various themes to collaboratively construct an account of Big History.
4. Communicate effectively using an online collaborative platform for discussion and debate.

COURSE CONTENT:

- The nature of scientific and other evidence used in constructing knowledge and accounts of the past
  • Overviews of cosmology, astrophysics, geology, biology, world history, and human history
  • The major 'eras' and 'thresholds' of complexity in cosmic, earth, life, and human history
  • The acceleration of change and increase in complexity over time and in recent centuries leading to global civilization.

ADDITIONAL INFORMATION: **CONTACT: Mr T Neale**

Costs: Excursion when organised

Materials: Workbook and display book will be required.

10. ELECTIVE HISTORY - 200 hrs

COURSE DESCRIPTION:
Elective History will allow students to study different versions of history from different historical periods, undertake historical enquiries and develop an understanding of the contribution people and societies from the past have made to our world today. It is a more practical and enquiry centred approach to History. This course will allow students to become independent learners, independent thinkers, open minded individuals and problem solvers. While the topics studied in Elective History are largely determined by student interest, below are outlines of the three core units as well as some of the options which may be studied.

COURSE CONTENT:
Core Unit One: Constructing History - History in the Movies
This unit focuses on the construction and interpretation of history through film and TV. Students examine feature films and TV representations of historical events and personalities, investigating questions about how historical meaning is constructed. This option may be integrated into other units where possible. Students examine the historical accuracy of films that could include:

- Valkyrie
- Marie Antoinette
- Glory
- The King's Speech
- Troy
- Pearl Harbor
- Gladiator
- Saving Private Ryan
- Apollo 13
- Cinderella Man
- The Darkest Hour

Core Unit Two: Myths and Legends
All over the world there are extraordinary stories—stories that once upon a time were believed to be true but are today limited to the sphere of ancient myths and legends. The question remains, are those myths and legends stories something that existed in the minds of our ancestors, or were they based on true events?

- The Nine Worlds of Norse Mythology
- Gods and Goddesses of the Ancient World
- King Arthur and Merlin
- Nostradamus and famous Prophecies
- The City of Atlantis
- Pirates and Shipwrecks
- Did Dracula really exist?
- Roman and Greek Mythology

Core Unit Three: Anthropological Studies
Students are to complete an independent societal study on their choice of topic. They will need to engage in the historical enquiry process to develop a project which focus' on a topic drawn from Ancient, Medieval or Modern history. Some examples of potential topics are:

- Ancient Societies (including Egypt, Greece, Mesopotamia, China or India)
- Mesoamerican civilisations (Aztecs, Mayans and Incans)
- The Crusades
- The Vikings
- Monarchs and Monarchies of the Medieval World
- The Revolutionary Age
- Women's Suffrage
- The Irish Rebellion of 1798

Unit Option: Histories, Mysteries and Conspiracies
An exploration of the unknown, unanswerable or hidden past. This option attempts to unravels the many questions that surround the mysteries of the past. We sift through the evidence of various case studies to piece together the events that took place behind some of the world's greatest mysteries. Topics may include:

- What happened to the Mary Celeste?
- The moon landings were a fake!
- The Titanic - How did the unsinkable ship sink?
- The strange deaths of the Ancient Egyptian rulers
- Do secret societies control the world? (the Illuminati and the Free Masons)

Unit Option: The History of Warfare
The History of warfare cannot be understood without looking at the changes in technology that has shaped our lives. This course will examine warfare over time and how technology has influenced the type of, and the reasons for, warfare. The evolution of technologies from warfare in the Ancient world, through Medieval and contemporary times will be examined. An investigation will be made into the types of tools and tactics of warfare.

Unit Option: The Worlds Underbelly - Crime and Punishment
An in-depth study into the nature of criminal activity across time and how it was dealt with from Medieval to Modern times across various societies. This option will begin with a focus on America during the Prohibition era, encompassing topics such as American Gangsters of the 1920's, the Saint Valentine's Day Massacre, Bonny and Clyde and Alcatraz. Other areas the which may be examined are; the Salem Witch trials, Jack the Ripper, famous assassinations and the Watergate Break-in.

Unit Option: History of the World Since 1945
What events shaped our world from 1945 to the present? This unit will concentrate on world events since 1945. Areas may include the Cold War, Refugees, 'Swinging Sixties', Terrorism, Military alliances, Economic Organisations, Protest Movements, the Berlin Wall, Chernobyl disaster and International Contacts (e.g. sport and science). Significant people and events will be examined throughout this course. This option would provide a sound background to further studies in Modern History.

COURSE OUTCOMES:

- Displays knowledge and understanding of content covered
- Communicates effectively in written, oral and graphic forms
- Demonstrates appropriate research and information skills
- Analyses and uses evidence from historical sources
- Empathises with people from different cultures

ADDITIONAL INFORMATION: **CONTACT: Mr T Neale**

Costs: The only cost associated with this course is for excursions when organised.

Materials: Workbook and display book will be required.

11. FRENCH – 200 hrs

COURSE DESCRIPTION:
The Year 9/10 French Elective course provides opportunities for students to engage with the linguistic and cultural diversity of French-speaking communities. Through learning French, students develop communicative skills in the language, an understanding of how languages work as a system and intercultural understanding capability.

COURSE OUTCOMES:
Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of the French language.

COURSE CONTENT:
In the French elective, students will engage in a variety of learning activities, including communication tasks, games and project-based learning. Students will be learning about the day-to-day language used in talking about oneself and one's environment.
Topics include the family, clothes, food, daily activities, weather, health, the body, directions, leisure activities, school, and future plans.

Students have an assignment on New Caledonia, and a research project on Paris.

ADDITIONAL INFORMATION **CONTACT: Mr T.Neale**

Costs: Nil

Materials: Workbook. Folder

12. GERMAN – 200 hrs

COURSE DESCRIPTION:
This course will allow students to investigate various aspects of German life and culture, focusing particularly on areas relating to teenagers and their everyday activities. Students will use videos, computer based courses, the Internet and authentic texts to practise and improve their language and communication skills in German. Emphasis will be placed on practical activities when ever possible

COURSE OUTCOMES:

- communicate in German on a range of selected topics
- read and understand selected texts in German, including letters, advertisements and cartoons
- use technology to increase their knowledge of German
- gain an appreciation of the way of life of teenagers in Germany

COURSE CONTENT:
In the 200 hour elective German Course, students will cover a variety of topics relating to teenagers' lives in Germany. These will include:

- Sports and leisure time activities,
- Going out with friends
- Earning and spending money
- Fashion
- Modern German music and TV
- Relationships
- Food- cooking and eating the German way.
- visit a German restaurant

Students will be encouraged to make this a "real-life experience" by establishing links with teenagers in Germany, through finding penfriends or by email links with German schools.

ADDITIONAL INFORMATION: **CONTACT: Mr T Neale**

Costs: The only cost associated with the course is for excursions when organised.

13. INTERNATIONAL STUDIES - 200 hrs

COURSE DESCRIPTION:

International Studies is an exciting course that gives students the opportunity to study a broad range of issues in an international context.
The course includes a core study on **understanding culture and diversity in today's world**, as well as options including:

- Culture and gender;
- Culture and the media;
- Culture in China and India, and
- Culture, science, technology and change.

International Studies will appeal to students with an interest in **Asian cultures**. It develops an understanding and appreciation of the culturally diverse society in which we live. The course will include culture-related excursions to restaurants, museums, cultural centres and other cultural events. The course may also provide opportunities for students to communicate with students overseas in Japan and China via connected classroom lesson.

COURSE OUTCOMES:

- analyses a variety of definitions of culture
- describes characteristics of culture
- examines cultural diversity
- identifies influences on cultures and their interconnectedness
- analyses different contexts, perspectives and interpretations of cultural beliefs and practices
- evaluates culturally significant issues, events and scenarios from a variety of perspectives
- applies understanding of cultural differences when communicating across cultures

COURSE CONTENT:

- Core: Understanding culture and diversity in today's world
- Global issues – child trafficking, child brides, child labour
- Field studies:
- Chinatown, Sydney.
- Local restaurants
- Sampling food of different cultures
- Learning through popular culture for example:
    - Bride and Prejudice - India
    - My Big Fat Greek Wedding – Greece
    - K-pop music

ADDITIONAL INFORMATION: **CONTACT: Mr T Neale**

Costs: Excursion when organized.

Materials: Work book and display book when required.

14. JAPANESE – 200 hrs

COURSE DESCRIPTION :

Sum, samurai, sashimi, sushi, shitaki and Shinto.

Get a taste of life in the land of the rising sun. Experience everyday life, interests and the culture through the eyes of a Japanese teenager. Prepare for a trip overseas, expand your language skills and be immersed in the culture. Use multimedia to go internet shopping and explore Japan.

COURSE OUTCOMES :

- Speak, write and understand a person in Japanese
- Understand the way of life of Japanese peoples
- Communicate with Japanese speaking people both in Australia and abroad
- Achieve personal satisfaction and enjoyment from the study of Japanese

COURSE CONTENT :
Students studying this course will study topics such as:

- Leisure activities
- Shopping on the internet
- Festivals and food
- Family and Who am I?
- Daily routines and the Weather
- Going out and Directions
- Writing invitations and letters, journals and diary entries
- Karaoke
- Work and part-time Jobs

ADDITIONAL INFORMATION: **CONTACT: Mr T Neale**

The only cost associated with the course is for excursions when organised.

15. CHILD STUDIES – 200 hrs

COURSE DESCRIPTION:

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

The *Child Studies CEC Years 7–10* course includes Life Skills outcomes and content for students with special education needs.

Students will undertake 200 hours of study in Child Studies in Stage 5.
Satisfactory completion of 200 hours of study in Child Studies CEC Years 7–10 during Stage 5 (Years 9 and 10) will be recorded with an A-E grade on the student's Record of School Achievement (ROSA)

COURSE OUTCOMES:

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

- support a child's development from pre-conception through to and including the early years
- positively influence the growth, development and wellbeing of children
- consider the external factors that support the growth, development and wellbeing of children
- research, communicate and evaluate issues related to child development

COURSE CONTENT:

The syllabus includes a range of modules that provide flexibility for schools to design and deliver a course in Child Studies that meets the needs and interests of their students.

The syllabus modules are:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood

- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

ADDITIONAL INFORMATION **CONTACT: Miss N Boyles**

Costs: $5 fee per year for resources, such as Real Care Babies.

16. PHYSICAL ACTIVITY & SPORTS STUDIES – 200 hrs

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.

The *Physical Activity and Sports Studies CEC Years 7–10* course includes Life Skills outcomes and content for students with special education needs.

COURSE OUTCOMES:

- discusses factors that limit and enhance the capacity to move and perform
- analyses the benefits of participation and performance in physical activity and sport
- discusses the nature and impact of historical and contemporary issues in physical activity and sport
- analyses physical activity and sport from personal, social and cultural perspectives
- demonstrates actions and strategies that contribute to active participation and skillful performance
- evaluates the characteristics of participation and quality performance in physical activity and sport
- works collaboratively with others to enhance participation, enjoyment and performance
- displays management and planning skills to achieve personal and group goals
- performs movement skills with increasing proficiency
- analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

COURSE CONTENT:

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

Foundations of Physical Activity	**Physical Activity and Sport in Society**	**Enhancing Participation and Performance**
• 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	• 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	• Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

ADDITIONAL INFORMATION **CONTACT: Miss N Boyles**

A variety of extra-curricular activities are often organised for students including: wheelchair basketball, lunchtime sport, Gala Day competitions, assisting in sports mentoring during integrated sport and help with the facilitation of the Premier's Sporting Challenge.

Costs: $5 fee per year for maintenance of sporting equipment.

17. AGRICULTURAL TECHNOLOGY– 200 hrs

COURSE DESCRIPTION:
The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries and investigate the viability of Australian agriculture through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

COURSE OUTCOMES:
After completing this course students should have:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving, including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing collaborative and safe work practices in agricultural contexts.

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

Students undertake a range of practical experiences related to the chosen enterprises including fieldwork, small plot activities, laboratory work, and visits to commercial farms and other parts of the production and marketing chain. The study of Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

ADDITIONAL INFORMATION: **CONTACT: Mr G Byrne**

Costs: A course cost will apply to provide students with appropriate materials

Materials: Leather school shoes must be worn

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

18. DESIGN AND TECHNOLOGY – 200hrs

COURSE DESCRIPTION:
The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

COURSE OUTCOMES:
After completing this course students should have:

- knowledge and understanding of design concepts and processes
- understanding of the impact of past, current and emerging technologies on the individual, society and environments
- knowledge and understanding of the work of designers and the issues and trends that influence their work
- knowledge and understanding of and skills in innovation, creativity and enterprise
- skills in communicating design ideas and solutions
- knowledge and understanding of and skills in managing resources and producing quality design solutions.

COURSE OUTLINE:

Students learn about the design, production and evaluation of quality designed solutions, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

ADDITIONAL INFORMATION **CONTACT: Mr G Byrne**

Costs: A course cost will apply to provide students with appropriate materials.

Materials: Leather school shoes and an apron must be worn.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

19. FOOD TECHNOLOGY – 200 hrs

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

COURSE OUTCOMES:
After completing this course students should have:

- knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food
- knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health
- skills in researching, evaluating and communicating issues in relation to food
- skills in designing, producing and evaluating solutions for specific food purposes
- knowledge and understanding of the significant role of food in society.

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

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

Students learn about food through the following focus areas:

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

All areas will be studied applying appropriate practical experiences.

ADDITIONAL INFORMATION: **CONTACT: Mr G Byrne**

Costs: A course cost will apply to provide students with appropriate materials.

Materials: Students are required to supply an apron, 2 tea towels, dishcloth, oven mitt, container and wear covered leather shoes.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

20. GRAPHICS TECHNOLOGY – 200 hrs

COURSE DESCRIPTION:
The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

COURSE OUTCOMES:
After completing this course students should have:

- develop knowledge, understanding and skills to visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
- develop knowledge and understanding to interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and digital media and techniques
- develop knowledge, understanding and skills to use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and digital graphical presentations
- develop knowledge, understanding and skills to select and apply techniques in the design and creation of digital presentations and simulations to communicate information
- develop knowledge and understanding to apply Work Health and Safety (WHS) practices and risk management techniques to the work environment
- investigate the role of graphics in industry and the relationships between graphics technology, the individual, society and the environment.

COURSE CONTENT:
Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Students can select from a range of option modules:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer-Aided Design (CAD)
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Product and Technical Illustration
- Student Negotiated Project.

ADDITIONAL INFORMATION: **CONTACT: Mr G Byrne**

Costs: A course cost will apply for consumable materials; this will include the supply of a graphics kit.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

21. INDUSTRIAL TECHNOLOGY- ENGINEERING – 200 hrs

COURSE DESCRIPTION :
Industrial Technology - Engineering is a practical based course providing students with the opportunity to become familiar with basic engineering principles and make a range of practical projects. This course serves as an introduction to skills and processes in the field of engineering and other STEM professions. Students will use a wide range of specialist equipment as they plan, construct and test the projects that they make.

COURSE OUTCOMES :
After completing this course students should have:

- knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- knowledge and skills in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- understanding to transfer knowledge and skills to other experiences
- knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

COURSE CONTENT :
The Engineering 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.

These are enhanced and further developed through the study of specialist modules in:

- Alternative Energy
- Control Systems
- School-Developed Module
- Transport

ADDITIONAL INFORMATION : **CONTACT: Mr G Byrne**

Costs: A course cost will apply to provide students with appropriate materials

Materials: Leather school shoes and an apron must be worn.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

22. INDUSTRIAL TECHNOLOGY – TIMBER – 200 hrs

COURSE DESCRIPTION:
Industrial Technology - Timber is a practical based course that allows students to learn both traditional and contemporary woodworking skills. Through the construction of a range of projects, students will experience hand and machine processes that are used in the furniture making and woodworking industries. Students will use a wide range of specialist equipment as they plan and construct their projects.

COURSE OUTCOMES:
After completing this course students should have:

- knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- knowledge and skills in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- understanding to transfer knowledge and skills to other experiences
- knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

COURSE CONTENT:
This course allows students to develop basic skills that are currently used in the furniture and timber products industries. The course has a strong practical hands-on focus and students will make a range of woodwork projects which may include wood puzzles, a bread board, spice rack, chairs, household furniture, cabinets, clocks, turned projects etc. Students will learn how to safely and appropriately use equipment which may include lathes, routers, drills, sanders, bandsaw, etc.

ADDITIONAL INFORMATION: **CONTACT: Mr G Byrne**

Costs: A course cost will apply to provide students with appropriate materials.

Materials: Leather school shoes and an apron must be worn.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

23. INDUSTRIAL TECHNOLOGY - METAL – 200 hrs

COURSE DESCRIPTION:
The Industrial Technology – Metal course is a practical engineering based program. Students plan, organise and complete projects that aid in the development of motor sensory skills. Through the construction of a range of projects, students will experience hand and machine processes used in the sheet metal, metal machining and metal fabrication industries. Students will use a range of specialist equipment that will broaden their understanding of metals engineering in society.

COURSE OUTCOMES:
After completing this course students should have:

- knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices
- knowledge and skills in the design and production of practical projects
- knowledge and understanding of the relationship between the properties of materials and their applications
- skills in communicating ideas, processes and technical information with a range of audiences
- understanding to transfer knowledge and skills to other experiences
- knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer
- knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

COURSE CONTENT:
The Industrial Technology – Metal course allows students to develop a variety of skills currently used in the sheet metal, metal machining and metal fabrication industries. This course emphasises the importance of possessing practical skills in today's society through the construction of a range of metal based projects that may include tools, household and garden accessories and furniture.

Students will experience the use of equipment including the metal lathe; welding, fabrication, bending machines and cutting machines.

ADDITIONAL INFORMATION: **CONTACT: Mr G Byrne**

Costs: A course cost will apply to provide students with appropriate materials

Materials: Leather school shoes and an apron must be worn.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

24. INFORMATION AND SOFTWARE TECHNOLOGY – 200 hrs

COURSE DESCRIPTION:
By completing this course students will gain an insight into Information & Software Technology. The development of problem solving skills is an advantage to anyone living in a complex and changing technological environment. The continual expansion of computer technology into more and more fields of human endeavour has meant that social, recreational and work patterns are changing. The aim of this course is to develop in students the abilities and confidence necessary to become competent users of Information & Software Technology.

COURSE OUTCOMES :
After completing this course students should have:

- knowledge and understanding of a range of computer software and hardware
- problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems
- responsible and ethical attitudes related to the use of information and software technology
- knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society
- effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.

COURSE CONTENT :
The course has been designed with an emphasis on practical activities and projects that allow students to focus on a range of interest areas at some depth, such as:

- Data base design
- Digital media
- Internet and website development
- Software development (coding)
- Authoring and multimedia
- Networking
- Artificial intelligence, simulation, modelling and robotics

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

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

ADDITIONAL INFORMATION : **CONTACT: Mr G Byrne**

Costs: A minimal course cost may apply to provide students with appropriate consumable materials

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

25. TEXTILES TECHNOLOGY – 200hrs

COURSE DESCRIPTION:
The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

COURSE OUTCOMES:
After completing this course students should have:

- knowledge and understanding of the properties and performance of textiles
- knowledge and understanding of, and skills in design for a range of textile applications
- knowledge and understanding of the significant role of textiles for the individual consumer and for society
- skills in the creative documentation, communication and presentation of design ideas
- skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items
- knowledge and skills to evaluate quality in the design and construction of textile items.

COURSE CONTENT:
Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

- Apparel
- Costume
- Non-apparel.
- Furnishings
- Textile Arts

Project work enables students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study; Design, Properties and Performance of Textiles, Textiles and Society are covered.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues, and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

ADDITIONAL INFORMATION: **CONTACT: Mr G Byrne**

Costs: A course cost will apply to provide students with appropriate materials

Materials: Leather school shoes must be worn. Students will need to supply own fabric, pattern and basic sewing kit.

To satisfy the requirement of the syllabus, students must undertake a range of practical experience that occupy the majority of course time.

SECTION 6.
MAPPING YOUR RoSA

Subject Selection over years 9 to 10
Students will be given a great deal of guidance in making subject choices over the next 2 years. This process usual takes place during term 3 each year. Subject selection sheets will be issued and meetings held with students to help in this important decision making.

Tracking Sheet – Record Your Progress as you make each subject selection

KLA No	KEY LEARNING AREA	ELECTIVE	200 hour	200 hour	200 hour
1	Creative and Performing Arts				
3	Human Society and Its Environment				
4	Languages Other than English				
6	Health and PE				
8	Technological and Applied Studies				
9	Science				

- **ALL** mandatory requirements completed YES
- **THREE** 200 hour elective courses to complete STAGE 5 YES