



engadine
h i g h s c h o o l

COURSE INFORMATION YEAR 9 2024



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A MESSAGE FROM THE PRINCIPAL

For all young people today, the question, ***“WHAT DOES THE FUTURE HOLD?”*** is especially challenging and exciting.

For Year 8 students at Engadine High this is your opportunity to choose some of the subjects you study at school as the first two years at high school have provided experiences in a wide range of subjects to support the best choice of electives for you in Years 9 and 10.

Traditional job opportunities and career expectations are evolving constantly as new possibilities emerge. The following points will best guide you in making your choices:

- *Am I interested in the subjects I choose?*
- *Do I have the skills or can I learn the skills needed to succeed in each subject?*

Choose subjects because of your interests, abilities and their value in your career plans.

Do not choose subjects because your friends are going to study them.

Remember that your parents, teachers, particularly your Student Advisors and our Careers Advisor, are always available for further help and advice in planning for your future success.



Ms Kerrie Jones
Principal

ORGANISATION

CORE SUBJECTS

All students will receive a grade for each of their Year 10 subjects based on a range of school-based assessments and their sustained and diligent application to work, which will be contained in their Record of School Achievement or RoSA. All students must successfully complete this accreditation before they can begin their Preliminary HSC studies.

All students must study the following core subjects which are compulsory components of the RoSA:

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

ELECTIVES - 200 HOUR COURSES

Three (3) elective courses of 200 hours each will be chosen for both Years 9 and 10 from an extensive range of subjects provided at this school. NESA requires students to complete a minimum 200 hours of a NESA approved course which will appear on a student's ROSA record.

Commencement of all these subjects is dependent on staff availability and suitable numbers of students electing to do a particular subject. As subjects are organised into groups for timetabling, some students may have to make a choice between the subjects that they would otherwise like to study. We endeavour to provide combinations that suit the vast majority of students but a few may not be able to study all the electives they choose. From 2023 Department approved elective courses are available for study. You can only choose 2 of these subjects. These subjects will not be listed on the student's ROSA.

WHAT SHOULD I CHOOSE?

Consider each of the subjects that you might study for the next two years. Why do you want to study these subjects? Consider the points that make it a good choice for you and the points that might make it a bad choice. What other issues might be considered? You could use words such as those below to record your ideas and help you to make an informed decision.

Plus (the positives of studying this course)

Minus (the negatives of studying this course)

Interesting (what interests you about this course)

By completing an activity such as that above, you are able to look at your decisions in an objective manner. By removing the emotion, you will be better equipped to make an informed decision.

CORE SUBJECTS

Students entering Year 9 commence their study of core Stage 5 subjects. Stage 5 subjects are 400-hour courses that run across Years 9 and 10.

ENGLISH

Course requirements:

The Stage 5 English Syllabus has the following objectives that guide the content taught and assessed in English. Through responding to, and composing a wide range of texts, and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- communicate through speaking, listening, reading, writing, viewing and representing;
- use language to shape and make meaning according to purpose, audience and context;
- think in ways that are imaginative, creative, interpretive and critical;
- express themselves and their relationships with others and their world;
- learn and reflect on their learning through their study of English.

At Engadine High School, Stage 5 English (Years 9 & 10) is designed to:

- prepare students for the demands of Year 12 (HSC) English;
- develop skills in thinking, reading, and writing;
- engage students with interesting and stimulating texts that explore personal and world issues;
- continue the development of student literacy, towards the Year 9 NAPLAN examinations;
- provide a foundation for students who are considering entering the workforce or vocational education, through practical skills in reading and writing.

Across Years 9 and 10, the NSW K-10 English syllabus requires students to:

- study a range of textual forms (novels, non-fiction, plays/drama, films, and poetry);
- read and respond to texts that are increasingly sophisticated;
- explore specific topic areas and text types, such as: Shakespearean drama; a range of literature; advertising, marketing, and media texts; graphic novels and multimodal texts; texts that reflect indigenous Australian experiences, culture, and heritage; and texts that explore Australia's engagement with Asia.

Preparation for further study

From Stage 5 (Year 9 & 10) English, students will be prepared for a range of further study pathways in English. In the middle of Year 10, students will elect to study one 2U English course for Year 11 & 12, from English Advanced, English Standard, or English Studies. Students may optionally elect to study the more challenging but very rewarding Extension 1 and Extension 2 English courses. Students will be recommended to study one of the compulsory courses by their Year 9 and Year 10 classroom teachers. It is recommended that students who wish to study Advanced- or Extension-level English work hard through Years 9 and 10 to develop their skills in reading more sophisticated texts, developing their extended writing skills, and broadening their skills in higher-order thinking.

Supporting the learning needs of gifted and talented students

Our Stage 5 programs are designed to provide a definite challenge for all students, but in a way where teachers can adapt the content to the individual learning needs of each student. Our Year 9/10 English cohorts are comprised of two parallel enrichment classes, and four-to-six parallel mixed-ability classes. Students are selected for Year 9 Blue or Green on the basis of their Year 8 class work, teacher recommendation, and assessment task results. Although assessment results are important, they are not the only indicator used in selecting students for these classes. Ultimately, class placement is about providing the optimum learning environment for students to reach their potential. Students in Year 8 who are interested in gaining entry to an enrichment class for Year 9 should seek to engage positively with English class work, read widely, and complete all set tasks to the best of their ability.

Students in Year 9/10 enrichment classes study similar units and content, but with more challenging and sophisticated texts.

CORE SUBJECTS

Supporting the learning needs of students with particular learning difficulties or literacy concerns

Our Stage 5 programs retain a clear focus on student literacy in Year 9, through work on functional reading, writing, spelling, grammar, punctuation, and syntax. Students are encouraged to work hard at the start of Year 9 to develop their literacy skills in preparation for the NAPLAN examinations in May. Additional assistance can be provided at times to students whose previous literacy results (in Year 7 and 8) indicate they are at risk of not meeting national benchmarks or minimum standards for literacy. This assistance is provided through in-class teacher support, literacy withdrawal programs, and specialist support from the school's Learning and Support Teacher. Beyond Year 9, students are encouraged to work on their reading and writing skills in preparation for vocational education and training or entry to the workforce.

MATHEMATICS

Course Description

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in K–10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

What will students learn about?

Students study is organised into three content strands, Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the components of Working Mathematically integrated into these strands. The syllabus has been designed so that students can achieve outcomes of each strand at one of three different levels – 5.1, 5.2, and 5.3. There is the opportunity for all students to progress beyond the requirements of the 5.1 and 5.2 outcomes in any strand, but more talented students would be expected to achieve the 5.3 outcomes.

Within each of these strands they will cover a range of topics including:

- fractions
- decimals
- percentages
- consumer arithmetic
- probability
- algebraic techniques
- coordinate geometry
- graphing and interpreting data
- perimeter
- area
- surface area and volume
- trigonometry
- properties of solids
- geometrical figures
- deductive geometry

CORE SUBJECTS

SCIENCE

By the end of Stage 5, students use scientific inquiry to learn by actively engaging in using and applying the processes of science to increase their understanding of the world around them. They apply scientific understanding and critical thinking skills. The work Individually and collaboratively to plan and undertake a range of first-hand investigations by accurately collecting data, assessing risk and considering ethical issues associated with the method. They design and conduct controlled experiments to collect valid and reliable first-hand data.

Students will be:

- learning about phenomena and situations involving energy, force and motion, energy conservation, energy transfers and transformations within systems.
- describing changing ideas about the structure of the Earth, origins of the universe and the diversity of life on the Earth and interactions between global systems.
- analysing biological systems and their responses to external changes.
- explaining the organisation of the periodic table, chemical reactions, radioactivity, rates of chemical reactions and types of chemical reactions in the production of substances.
- describing 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.
- outlining examples of where science significantly affect people's lives, including generating new career opportunities.

Students will develop scientific skills, building on Stage 4 Working Scientifically skills. All NSW students are required to design and implement their own individual investigation, called a Student Research Project. At Engadine High School, this will occur in Year 10.

GEOGRAPHY

The four main areas in the mandatory course are:

- Sustainable Biomes;
- Changing Places;
- Environmental Change And Management;
- Human Wellbeing.

HISTORY

The mandatory History Syllabus is divided into topics.

- Progressive Ideas and Movements
- Making of a Nation
- Australians at war
- Rights and Freedoms
- Popular Culture
- Personality Study—Che Guvera

CORE SUBJECTS

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Personal Development, Health and Physical Education is concerned with the development of the whole person and with the improvement of quality of life for all.

The aim of PDHPE is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

At EHS this learning area is taught as an integrated course. As such, many units of work include aspects of Personal Development, Health and Physical Education. Other units are exclusively Personal Development or Health or Physical Education as required, to suit the needs of the school community and the nature of the unit content.

To achieve this aim there are a wide range of units within the following three content strands:

Students learn about:

Health, Wellbeing and Relationships

Students developing the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote health, safety and wellbeing of themselves and others.

Movement Skill and Performance

Focusing on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences.

Healthy, Safe and Active Lifestyles

Focusing on the interrelationship between health and physical activity concepts. Students develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities.

ELECTIVE SUBJECTS

Three (3) electives are studied in Years 9 and 10.

Please note: Some courses have a cost associated with them. Please be mindful of the approximate costs of courses when making your selections as these **must** be paid. Students who do not pay may be removed from that course.

BIG HISTORY

The Big History course is designed for students curious about seeking answers to big questions regarding the history and development of our universe, including the origin of our species. It places human history in the broader context of the universe's history. Throughout history, humans have collaborated in creative endeavours leading to a dynamic body of knowledge which is continually refined and contested as evidence evolves. This knowledge provides explanations for various phenomena and enables sense to be made of the development of human society.

Students will develop deep knowledge, understanding and skills that will allow them to create new ideas and translate their ideas into practical applications. Through engaging with varying sources and perspectives, students will develop problem-solving, research and critical thinking skills, and demonstrate respect for differing viewpoints. Through the integrated study of the cosmos, life and humanity, students will use empirical evidence to develop a deeper appreciation of the evolution of knowledge systems and the complex relationship between evidence and ideas.

Big History addresses the need for students to use interdisciplinary understanding to solve problems and develop critical thinking skills to assess the validity of claims of knowledge. The course will build upon the learning across the curriculum content, including the general capabilities priorities from the NSW syllabus documents, that encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The course at EHS will be run in a collaborative model by Science and HSIE, with the Science faculty presenting the course in Year 9, covering the content from the start of the universe till the evolution of humans and the start of civilization. The HSIE faculty will then take over for year 10, presenting human history, looking at the big events that have shaped human history starting with the invention of agriculture and looking at the future of our species.

Big History is a NSW Department of Education approved elective course and the course will NOT be listed on the Record of School Achievement (RoSA).

Areas of study include:

- What is Big History?
- Big Bang
- Stars and galaxies
- New chemicals
- Planetary bodies
- Life
- Humans
- Agriculture and civilisations
- Our connected world
- The future

ELECTIVE SUBJECTS

CHILD STUDIES

The fee for this course is approximately \$45 per year.

The Child Studies syllabus reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, and personal worlds. This course will be of benefit to students who are considering entering the child care industry, doctors, nursing, teaching or social work.

Areas of study will include:

- aspects of child development from conception to school age- physical, emotional and psychological growth;
- family relationships; the role of care givers;
- preparation for parenting;
- nutritional needs of children;
- benefits of play and analysis of toys for different ages;
- First Aid Certificate;
- children's literature and TV.

A wide variety of practical experiences will be provided through visits to child care centres, visiting speakers, practical activities, workshops and work experience in child centres. A computerised baby will be part of the assessment.

COMMERCE

Commerce prepares students for effective and responsible participation in society providing them with the knowledge, skills, understanding and values that will enable them to make sound decisions on consumer, financial, business, legal and employment issues.

Commerce develops in students an understanding of commercial, legal and government processes.

Through the study of Commerce students develop personal financial literacy which enables them to participate in the financial system in an informed way. Students develop an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem solving strategies which incorporate the skills of analysis and evaluation.

Students will engage in a learning process which actively promotes critical thinking, reflective learning and the opportunity to participate in the community in a variety of activities. Commerce provides a strong knowledge base for students to go on to study Economics, Business Studies and Legal Studies in Senior High School.

Areas of study include:

- Consumer and Financial Decisions
- The Economic and Business Environments
- Employment and Work Futures
- Law, Society and Political Involvements
- Investing
- Running a Business
- Promoting and Selling
- Travel
- Law in Action
- Financial Independence

ELECTIVE SUBJECTS

COMPUTING TECHNOLOGY

The fee for this course is approximately \$40 per year.

Computing Technology is an exciting subject that introduces students to the world of technology and equips them with the skills and knowledge necessary for success in the digital age. In this course, students will explore a wide range of topics, from computer hardware and software to data management and emerging technologies.

Core Content

The core content of Computing Technology covers fundamental concepts and skills essential for understanding and utilizing technology effectively. Students will delve into topics such as coding, computational thinking, algorithms, and problem-solving. They will develop a strong foundation in computer systems, including hardware components, operating systems, and networks. Additionally, ethical considerations, cybersecurity, and the impact of technology on society will be explored.

Practical Application

Computing Technology emphasizes hands-on learning and practical application of knowledge. Through engaging projects and real-world scenarios, students will develop their problem-solving abilities and apply computational thinking to develop solutions. They will have opportunities to work both independently and collaboratively, honing their communication and teamwork skills. To cater to diverse interests and allow students to personalize their learning experience, Computing Technology offers a range of option topics. These options enable students to explore specific areas of interest in depth, applying their skills to real-world contexts.

The following topics will be covered

Web Development: Dive into the fascinating world of web design and development, where students will learn HTML, CSS, and JavaScript to create dynamic and interactive websites.

Data Science and Analytics: Discover the power of data analysis and visualization. Students will explore techniques to gather, clean, and interpret data, providing valuable insights for decision-making.

Artificial Intelligence and Machine Learning: Unleash the potential of AI and machine learning algorithms. Students will explore the applications of these technologies and gain hands-on experience in building AI models.

Cybersecurity and Ethical Hacking: Delve into the critical field of cybersecurity, learning how to identify and mitigate threats while understanding the importance of ethical hacking for securing digital systems.

Benefits and Future Opportunities

Computing Technology offers numerous benefits for students' personal growth and future career prospects. By developing strong computational thinking and problem-solving skills, students will be better prepared for the technology-driven world. They will gain practical skills that are highly sought after in various industries, including software development, data analysis, cybersecurity, and web design. Moreover, the subject provides a solid foundation for further studies in computer science and related fields.

Choose Computing Technology to embark on a journey of exploration, creativity, and innovation. This subject will empower you to become a confident and proficient user of technology, opening doors to exciting opportunities in the digital realm. Take control of your future and embrace the world of Computing Technology!"

ELECTIVE SUBJECTS

DANCE

The fee for this course is approximately \$40 per year.

The trained moving body.

Students learn the physicality, mastery of artistic concepts and creativity required to produce moments of human-to-human connection and communication and experience the satisfaction and joy that is associated with the trained, moving body.

But more importantly, **Dance helps to create healthy, happy, adaptable, intelligent, empathetic, and resilient young people.**

When it comes to subject selection, students are often thinking about the impact of their subject choice in relation to their future career prospects. In selecting dance there are the more obvious dance specific career opportunities including Professional Performance or Production roles, Primary & Secondary Education, Physiotherapy, Occupational Therapy, there are also many Fitness and Health-related opportunities in Pilates, Yoga, Movement Therapies or even Arts Administration. However, probably, more frequently, marks achieved in Dance contribute to students' prospects in more diverse and not necessarily Dance related careers in Science, Education, Law, Business, Economics and Technology.

Dance is a wonderful meld of Humanities and Sciences, which ultimately facilitate **well-rounded, disciplined, goal-oriented** young people with great interpersonal skills – characteristics which are high on any employer's ultimate wish list.

Communicating ideas and information is a fundamental aspect of the Dance Syllabus. Through Dance, students develop **key communication skills** through the acquisition of non-verbal, verbal and written skills. Students also learn how to express moods, feelings, ideas and emotions and develop the capacity to apply this learnt understanding to their own performances, compositions and analysis of dance works.

Dance, the subject, is a truly unique opportunity in the school curriculum executed with tailored individual learning programs.

ELECTIVE SUBJECTS

DRAMA

The fee for this course is approximately \$30 per year.

The aim of the Elective Drama course is to provide students with an opportunity to become engaged physically, emotionally and intellectually in a broad sphere of theatrical, dramatic and sociological pursuits. Students will develop their dramatic skills through observation, reflection, creative expression and performance in a diverse range of activities.

The course will lead students, through practical participation in a variety of skill development exercises, toward greater expertise in the areas of movement and voice as well as other aspects of character development, physical theatre and performance.

As well as the performance of written script, the course places a high emphasis upon the process of play building in which students devise, construct and perform original theatre based upon their own creative inspirations. The course will also introduce students to various areas of specialisation such as improvisation, elements of production and historical theatrical styles.

Although the course is primarily a practical one, students will be required to complete a certain amount of theoretical study in which students will gain a knowledge of the history and development of theatre as well as an understanding of the various elements of performance and production such as design, make up, stage management, lighting and costume design.

Throughout the course, students will be engaged in a variety of related writing activities such as theatrical reviews, the completion of specified research assignments and the keeping of a daily logbook recording their drama experiences.

The course will allow students to achieve greater self-confidence and collaborative skills which are needed in today's workforce. Students will learn to work consistently and independently producing high quality work.

FOOD TECHNOLOGY

The fee for this course is approximately \$84 per year.

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

Practical experiences are an integral part of Food Technology. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences. Students interested in nutrition, food product development and manufacturing, food service and catering will benefit from this course. It has a practical component of 50% of syllabus, demonstrations, excursions to restaurants and a core component.

This course is suitable for students interested in the following careers: hospitality, dietician, sport nutritionist, food photography, marketing and management, retail services and food manufacturing.

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

ELECTIVE SUBJECTS

Students develop practical skills in preparing and presenting food in an up-to-date commercial kitchen that will enable them to select and use appropriate ingredients, methods and equipment in interesting and fun ways incorporating new technologies.

Focus Areas that may be studied in Years 9 & 10:

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

Students are required to wear protective clothing including apron and hat in every practical lesson.

GLOBAL CONNECTIONS

The Global Connections course enables students to learn and engage with a range of global phenomena and issues which relate to them. The subject will view modern world phenomena predominantly through a geographical lens as students endeavour to make connections with the world they live in. Students will develop analytical skills that will enable them to analyse the factors that influence the where, why and how of local and global events. The ecological dimension of the subject requires students to identify and analyse the ways humans interact with environments and in so doing develops students' skills in evaluating arguments and problem-solving.

Further, culture is a key determinant of people's lives and worldview and through the study of Global Connections, students develop knowledge and understanding of different cultures and develop perspectives that enhance their understanding of the world. Through developing perspective, students will put themselves in the shoes of national and world leaders as they attempt to tackle and propose strategies for local and global incidents. Research and groupwork are skills that will be at the core of this subject.

Areas of study are chosen from:

- **Into the Wild:** exploring unique environments; opportunities for tourism and travel.
- **Into the Blue:** Oceanography: exploring the marine environment and food ecosystem as well as the current problems to the ongoing survival of marine species.
- **Slumming It:** investigating population growth, economic dependency, political and human rights, access to resources, the role of transnational corporations, international aid, refugees, the role and status of women, health, environmental degradation.
- **Powerplay:** the influence and power that a few have over the many; an in-depth study of conflict resolution on a global scale.
- **Endangered Planet:** taking on the role of young leaders as students become the forefront for conservation, sustainability and protecting our precious animals and wildlife.
- **The World Around Us:** what influence has climate had on the world, and what influence will it continue to have on the world?
- **Production or Destruction:** what role does agriculture play in the global supply chain? Are we going to have a reduced variety of foods to eat in the future?
- **Destination Asia:** what influences do Australia's neighbours have on Australian society?
- **People Power - Global Citizenship:** raising awareness for a cause; what role can you take in influencing the world for the better?
- **Continental Adventures:** investigate a transcontinental transect; how do climate, topography, flora and fauna, population, and settlement patterns change across a chosen continent?

ELECTIVE SUBJECTS

ELECTIVE HISTORY

Elective History is an exciting course in which students explore the past civilisations, events, personalities, movements and catastrophes that have shaped our world.

The course allows students to solve historical mysteries as they investigate the lives, beliefs and motives of significant historical figures as well as everyday people in various ancient, medieval and modern societies.

Key historical events, trends and developments are explored giving students an understanding of how people and events of the past still influence our world today, that the past is alive, never dead. Students also engage in a wide range of historical sources that allow them to understand and analyse the construction, processes and ways of thinking about History.

Students will develop a variety of vital skills including critical and creative thinking, empathy, research and how to present their ideas in engaging ways, all of which have real-world applications. The course also provides students with significant opportunities to investigate topics that interest them when they conduct historical inquiries.

Elective History provides a strong skill for students to go on to study Ancient History and Modern History as well as other Humanities subjects such as Legal Studies and Society & Culture in Senior High School.

Areas of study can include:

Thematic Studies	Ancient, Medieval and Modern	History, Heritage and
<ul style="list-style-type: none"> • Continuity and diversity of Aboriginal cultures and histories • Economy and society • Children in history • Crime and punishment • Gender in the past • Heroes and villains • Music through history • Power and political unrest • Religious and spiritual beliefs/practices • Slavery • Sport and recreation in history • War and peace • World myths and legends 	<ul style="list-style-type: none"> • Ancient Rome • Ancient Greece • Ancient Egypt • Vikings • Medieval Europe • American Wild West • Victorian England Crime • Nazi Germany and The Holocaust • 20th Century Fascism in Europe • 20th Century America • Asia • Australia • Pacific • The Middle East • Africa 	<ul style="list-style-type: none"> • Film as history Archaeological sites • Biography • Family history • Heritage and conservation • Historical fiction • Historical reconstructions • History and the media • History websites/online environments • Local history Museum and/or archives studies • Oral history

ELECTIVE SUBJECTS

INTERNATIONAL STUDIES

International Studies provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action, and commitment to be a global citizen.

International Studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the International studies course lends itself to an emphasis on, but is not limited to, this region. Students gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain skills to recognise fact, detect bias and challenge stereotypes by exploring cultural differences and interconnectedness. This enables students to understand and value inclusion, and to respect the rights of others.

Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional and global level. In summary, International studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to, building a cohesive and just world.

International Studies provides a strong skill set for students to go on to study other Humanities subjects such as Geography, Legal Studies and Society & Culture in Senior High School.

International Studies is a NSW Department of Education approved elective course and the course will NOT be listed on the Record of School Achievement (RoSA).

Areas of study include:

- Core – Understanding culture and diversity in today's world
- Culture and beliefs
- Culture and the media
- Culture on the move
- Culture and travel
- Culture and the performing arts
- Culture in art and architecture
- Culture in film and literature
- Culture and sport
- Culture and food
- Culture, science, technology and change

ELECTIVE SUBJECTS

MARINE AND AQUACULTURE TECHNOLOGY

The fee for this course is approximately \$55 per year, plus costs for excursions and some materials.

Have you ever looked at the sea, been to a beach, gone surfing, caught a fish, eaten a prawn, travelled in a boat, tipped something down the drain, or just looked at an aquarium?

All these things have something to do with the marine environment. In Marine And Aquaculture Technology, you will study many different aspects of the sea, coasts, rivers and how people use them. This subject also gives students opportunities for practical work, including making projects for the water activities.

In Year 9 students study two Core topics, plus 4-5 Option topics. In Year 10 students will study 6-7 Option topics. The Core introduces the main features of the marine environment, management of marine resources, basic water safety and first aid, how to look after basic marine equipment, and employment in marine studies. The wide range of available Option topics includes: marine animals and plants; keeping fish in an aquarium; catching, preparing and cooking seafood; farming marine animals (aquaculture); physical behaviour of the sea; water quality; marine craft and equipment; recreational uses of marine environments; Antarctica; estuaries; shipwrecks; marine industries and employment; managing coasts and marine resources. Students will undertake work in basic sailing and navigation theory, relating to a NSW Maritime boating licence.

Aspects of Marine and Aquaculture Technology particularly relate to parts of the mandatory Science and Geography courses. Work in Marine and Aquaculture Technology will also support students' development in using a range of methods locating, gathering, organising and communicating information.

Please note: Students will also be required to pay for costs of some practical activities and excursions. Students who know that they have allergies to seafood should consult the Head Teacher TAS before selecting this subject.

MUSIC

The fee for this course is approximately \$50 per year.

The 200 hour Elective Course for Years 9 and 10, which follows on naturally from the compulsory course in Years 7 and 8, has a number of focus areas.

- Performance
- Composition
- Listening

Emphasis is placed on the development of practical skills on the student's chosen instrument.

Students will also be taught to write their own music/ songs and improvise on their chosen instrument by studying compositions from within existing music styles.

This course caters for both students who have only studied music in Years 7 and 8, to those who are more advanced and have opportunity for extension. The music performed and analysed covers a wide variety of styles in elective topics with particular emphasis on Australian Music, a compulsory topic.

Students will gain greater experience in a variety of music technology including using software programs Acid Music Studio and Finale in our dedicated learning spaces.

ELECTIVE SUBJECTS

PHILOSOPHY

Elective philosophy is a unique course that is designed to challenge students. It has a strong focus on logic and argument and will certainly assist students in other subject areas as they refine and structure their thought processes and apply reason to construct opinions that are valid and logically sustained.

In this course, students also explore the four philosophical disciplines: Knowledge, Epistemology, Ethics and Metaphysics. Students engage with abstract concepts of philosophical theory, test the validity of each theory by conducting thought experiments, and arrive at their own opinion and argument based upon reasoning and debate.

Course Requirements:

The elective philosophy course requires students to:

- engage with discussion and debate in class
- independently research and examine the content and contexts of philosophical theory
- investigate both historical and contemporary ideas and draw connections between them
- construct their own arguments that either support or reject the opinions of others

PHOTOGRAPHIC AND DIGITAL MEDIA

The fee for this course is approximately \$80 per year.

Photography is an exciting and challenging subject that penetrates beyond the superficial aspects of the snapshot, discovering a fascinating and rewarding activity that will give a lifetime's pleasure either in career choices or leisure time.

What will you use in Photography?

- SLR Cameras
- Digital Cameras
- Photoshop on computers
- Go Pros
- Small Photographic Darkroom
- Photographic Equipment

The course is extensive, covering the techniques of handling cameras and lenses, film, processing and printing in the darkroom with a large focus on digital media in Year 10. Students will become proficient photographers, being able to explore their creative ideas and expression in an individual style.

In Year 9, you will take your own photos with an SLR Camera, develop your film and print your own photos in our darkroom.

What will you do in Photography?

The Visual Arts Department now has a digital media room with 24 computers to use in photography, providing an impressive range of photographic equipment and materials for students to use in and outside school. Excursions to galleries to view exhibitions and to go on location to photograph are also organised and become an important part of the course.

Students will also be given the opportunity to use our new digital room and 35mm cameras to manipulate images through the use of Photoshop. An exciting experience!

Assessment:

60% - Art making

40% - Critical and historical studies

ELECTIVE SUBJECTS

PHYSICAL ACTIVITY & SPORTS STUDIES

The fee for this course is approximately \$80 for both years to cover the cost of transport to and from and entry into a range of practical excursions.

Physical Activity and Sports Studies (PASS) gives students the opportunity to explore the many concepts of physical activity to a greater depth than that offered in PDHPE. The 2-year course uses practical experiences to complement and enhance the learning within the classroom. Students examine concepts such as body systems and energy for physical activity. The in-depth studies of contemporary sporting issues allow students to think critically about issues they experience within the media. Students will develop the capacity to coach beginner athletes and be placed on a path of future coaching and sport administration. Understanding the components of effective coaching and the Influences of athlete learning allows for students to develop drills and modified games to enhance learning. Students will also explore the value of leisure and recreation activity as viable and rewarding forms of physical activity. Other units include Nutrition and Physical Activity, Technology and Performance and Fundamental Movement Skills. 10PASS students will be offered the chance to attend a week-long ski trip in Term 3.

PSYCHOLOGY

Psychology provides the knowledge and understanding of human nature by asking scientific questions and by undertaking studies into the fields of neuroscience, cognitive sciences and social psychology.

The aim of Stage 5 Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society.

Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

Students will build a variety of key skills including critical and creative thinking, empathy and inquiry that will enable them to live and work successfully in the 21st century.

Psychology provides a strong skill set for students to go on to study Science such as Biology as well as Humanities subjects such as Society & Culture in Senior High School.

The course will be run in a collaborative model by Science and HSIE, with the Science faculty presenting the course in Year 9, covering content such as What is Psychology, Research Methods and Biological bases of behaviour. The HSIE faculty will then take over for Year 10, presenting at least four options such as Psychology and Society.

Psychology is a NSW Department of Education approved elective course and the course will NOT be listed on the Record of School Achievement (RoSA).

Areas of study include:

- What is psychology?
- Research methods in psychology
- Biological bases of behaviour
- Intelligence and creativity
- Personality and self
- Forensic psychology
- Psychology and society
- Psychology and gender
- Psychological disorders and constructs of normality

ELECTIVE SUBJECTS

TECHNOLOGY TEXTILES

The fee for this course is approximately \$57 per year.

This course is for students who love design, and want to develop their practical skills. It is an exciting course that provides an opportunity for students to produce quality items for themselves and others. Textiles are used by all people in both the home environment and in industry.

The course is of benefit to those students interested in a career in Fashion Design, Interior Design, Graphics, Manufacturing and Teaching. Textiles and Design is a practically oriented course which will include machining and overlocking skills, designing craft and fashion items as well as the correct use of a range of materials and techniques for craft, soft furnishing and fashion design.

During this course students will:

- create items in a range of focus areas e.g. apparel, furnishing, textile arts;
- make a heritage, signature bear or teddy bear;
- develop fabric decorating skills such as lace application, embroidery, ribbon embroidery; dyeing, printing;
- interior design including sources of inspiration and creating a furnishing item;
- investigate fashion designers;
- make costumes suitable for stage productions;
- make a tailored item e. g. jacket, skirt, pants, shirt;
- produce fashion portfolios incorporating information and communication technologies.

Students will be provided with many patterns that can be used throughout the course. No sewing skills will be required as these will be taught in the course, just enthusiasm and enjoyment in producing your own portfolios and garments is needed.

TECHNOLOGY TIMBER

The fee for this course is approximately \$67 in Year 9 and \$75 in Year 10 which includes \$50 of materials.

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. It is suitable for students interested in Design and Technology, apprenticeships in Carpentry, Building and Engineering.

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

- Cabinetwork;
- Wood Machining.

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

- furniture items;
- decorative timber products;
- storage and transportation products;
- small stepladders or similar;
- storage and display units.

What does this course lead to?

Industrial Technology - Engineering provides an excellent link to the Engineering Studies and Physics courses in Years 11 & 12. Students gain skills in new technologies available including laser cutter, CNC machine, 3D printers and software.

Students considering further study in areas such as Engineering, Architecture, Industrial Design and Construction would find it of benefit to study Industrial Technology - Engineering in Years 9 & 10. Students can continue into Year 11 and 12, contributing towards an ATAR in the Technology subjects.

ELECTIVE SUBJECTS

TECHNOLOGY ENGINEERING

The fee for this course is approximately \$52 per year.

Engineering is a subject which provides an excellent link to the Engineering Studies and Physics courses in Years 11 & 12. It provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

The course will have a significant practical focus with much of the course being covered through the construction of projects in metal, timber, plastics, composites and electronics.

These projects can include:

- the building and testing to destruction of small structures such as bridges
- the construction of small projects from a variety of materials that display a range of properties
- the construction of basic control circuits in electronics
- construction of a robotic arm
- MP3 player using laser cutter and 3D printers
- coding for engineered systems

Further experiment work will be carried out in the investigation of properties of materials and the use of ICT software.

Modules covered in the course include engineered:

- Structures;
- Mechanisms;
- Control Systems;
- Alternative Energy.

What does this course lead to?

This course provides core skills for Stage 6 Engineering and uses physics and mathematical elements to solve problems. Students interested in Engineering in its many forms will acquire skills in the 200 hours.

ELECTIVE SUBJECTS

VISUAL ARTS

The fee for this course is approximately \$80.

What will you do in Visual Arts?

- Painting
- Pottery
- Drawing
- Photography
- Mixed Media
- Video
- Jewellery
- Silk Screen Printing
- Computer Graphics
- Cartooning
- Leatherwork
- Sculpture
- Textiles

What will you use in Visual Arts?

- Computers
- Ceramic Wheels
- Printers
- Cameras - 35mm and Digital
- Sewing Machines
- Canvas
- Oil / Pastels / Chalk Pastels
- Plaster
- Paints
- Paper
- Wood
- Chicken Wire
- Masonite
- Coloured Pencils

Students look at everything from traditional, realistic to Abstraction for inspiration and technology-based artworks (having free choice in the media area) and explore the difference between art and craft. We have a fully equipped computer digital room for our graphic design component of this course.

You do not need to be a “good” drawer because art is about expressing yourself freely in a visual way and as you can see by the types of materials available, there are lots of ways to do this besides drawing. Your work does not have to be creative but if you want to be, you’ll be taught how to make it that way. Your teacher will guide you every step of the way as we consider feedback being an important aspect when you are creating your own artwork.

We want you to enjoy yourself while you’re making art so start thinking about what you want to make next year.

Jobs in Visual Arts

- Advertising
- Graphic Designer/Artist
- Printing Industry
- Interior Design
- Mural Artist
- Computer Artist
- Architect
- Sculptor
- Photographer
- Prop Design
- Architecture
- Landscaping
- Fashion Design
- Animator
- Commercial Artist
- Video Artist
- Videographer
- Painter
- Interior decorator
- Costume design
- TV set design
- Magazine designer
- Fabric Designer
- Poster Designer
- Camera person
- Film Producer/Director

You will also have the opportunity to do major works in both Years 9 and 10 where you can get to choose what to make and how to make it. You will also be given a Visual Arts Process Diary to set up all practical and theory work as part of the \$80 fee.

Assessment: 60% - Art making | 40% - Critical and historical studies

ELECTIVE SUBJECTS

VISUAL DESIGN

The fee for this course is approximately \$80.

What will you do in Visual Design?

- Textile pieces
- Publications - posters/ pamphlets
- Computer generated Graphics in our new room
- Wearables
- Commercial designs
- Jewellery
- Logos
- Sculptures
- Fabric designs
- Murals
- Video animations
- Theoretical applications
- Photographs
- Ceramics
- Videos

How will you make your work in Visual Design?

- Silkscreen Printing
- Computer Graphics / Photoshop
- Computers
- Colour Printers
- Cameras - 35mm and Digital
- 2D Materials
- Jewellery Materials
- Cardboard
- Etching
- Wire
- Wood
- Plaster
- Layout techniques
- Coloured pencils
- Water Coloured Pencils
- Leather
- Paints

What will you make in Visual Design?

- T-shirt designs
- Skateboard designs
- Lamp designs
- Photo-media work
- Package design
- Calendars
- Packaging
- Posters
- Promotional documents
- 3 dimensional work
- Masks
- Hats

This is for creative and talented students who wish to extend their efforts in the Visual Arts Course and specialise in the design field. It is also suitable for the learner designer who is not very confident with skills and wishes to develop them from the basics. With our computer graphics room equipped with 24 computers, you will also experience and creating your own work on the computer screen as opposed to free hand work. You will be given a journal to use as part of your \$80 fee which you will need to set up all practical work and theory work. An exciting experience!!!

There will also be opportunities to do community projects and enter competitions.

Jobs in Visual Design

- Interior Design
- Architecture
- Commercial Artist
- Advertising
- Animator
- Computer Graphics
- Graphic Designer
- Construction Designer
- Illustrator
- Set Designer
- Stage Designer
- Automotive Designer
- Landscaper
- Cake Decorator
- Project Design

Assessment: 60% - Art making | 40% - Critical and historical studies

Don't miss out!! You will love the challenge!!

ELECTIVE SUBJECTS

WORK EDUCATION

Work Education is an elective course that can be studied during Years 9 & 10. The world and community are continually changing. Changes in work, technology, training, and education mean that new skills and knowledge are needed for student success.

Why study this course?

This course is designed to help students who are interested in learning about work and how to successfully enter employment. There is a practical component in this course where students can undertake work experience in an area of interest to them. This course is also useful for those students who intend pursuing vocational courses (VET) in the senior school.

Main themes/topics covered:

The core content includes the following topics:

- Transitions and Wellbeing
- What is Work?
- Communication and Collaboration
- Technology in the Workplace
- Workplace Safety
- Workplace Rights and Responsibilities

In addition, students will study selected Options that cater for specific needs and interests. Options include:

- Workplace Environments
- Exploring Post-School Pathways
- Managing Finances
- Workplace Issues

This subject would suit a student who:

- Would like to prepare for the work force
- Works well as part of a team
- Enjoys opportunity to undertake work experience

This subject relates to the following courses offered in Years 11 and 12:

- Work Studies
- VET course (Retail Services, Business Services).