Stage 5 ~ (Years 9 and 10)
Subject Information
HANDBOOK
# Contents

Choosing your study for Stage 5
- Core Subjects 4
- Elective Subjects 5

Information about Stage 5
- General Requirements 6
- Course Requirements 6
- Grading for Stage 5 7
- N Determinations 7

Record of School Achievement (RoSA) 8

School Directory 10

Core Subjects – Course Descriptions 11 - 17
- English 11 – 12
- Geography (Mandatory) 13
- History (Mandatory) 14
- Mathematics 15
- PD/H/PE 16
- Science 17

Elective Subjects – Course Descriptions
- Child Studies 18
- Commerce 19
- Dance 20
- Design and Technology 21
- Drama 22
- Food Technology 23
- Geography Elective 24
- History Elective 25
- History Elective 2 – Big History 26
- Information and Software Technology 27
- Industrial Technology, Timber 28
- Languages 29
  - French 29
  - Italian 30
  - Spanish 30
- Music 31
- Photography / Digital Media 31
- Physical Activity and Sports Studies 32
- Textiles Technology 33
- Visual Arts 34
- Visual Design 35
Choosing Your Subjects for Stage 5

You are about to make some choices about your course of study for the next two years in Stage 5 (Years 9 and 10). This booklet contains information about all of the elective subjects offered at Liverpool Girls’ High School for the next two years of your education. It is important that you read this booklet thoroughly and that you choose your subjects carefully, as they will help to determine your future at school and perhaps beyond. At this stage you may not be sure what you’d like to do when you finish Year 10.

What should you consider when choosing subjects?

- What subjects interest me the most? Interest will mean enjoyment and enjoyment usually leads to dedication and success.
- In what subjects have I already been successful?
- What subjects will be useful in finding a job or for future studies?
- What do I consider will be good for ME?

What should you avoid when choosing subjects?

- Don’t choose your subjects just to be with your friends - there will be plenty of other time to be with them.
- Don’t choose subjects just because friends and relatives have done them or have advised you to do them - subjects have changed a great deal in recent years and someone who left school a few years ago would find today’s subjects are very different.
- Don’t chose a subject because of the teacher. The teacher may not be taking the class.

Who should you see for help?

- Your Year Adviser or Assistant Year Adviser.
- The Careers Adviser.
- Teachers and Head Teachers in subject areas that interest you.

You have some important decisions to make over the next few weeks so do lots of reading, ask lots of questions and discuss your decisions with your family. Remember that the choices you make now will influence your future school life.

In Years 7 and 8 (Stage 4) this school has provided you with a broad education, embracing a wide variety of study areas. These include studies in English, Mathematics, Science, Geography, History, Languages, Technology and Applied Studies, Creative and Performing Arts. In addition students take part in a program of Health Education, and Personal Development. In Years 9 and 10 (Stage 5). You study in two strands – Core Subjects and choose two Elective Subjects.

CORE SUBJECTS

The Core subjects which all students must study are English, Mathematics, Science, History and Geography. Classes in Personal Development and Health Education are also provided for all Year 9 students. Sport is incorporated in this program.

Students will gain essential skills in the use of technology through ICT activities integrated in all subject areas.
ELECTIVE SUBJECTS

The electives will be organised to provide as wide a choice as possible. It must be realised, however, that staffing restrictions place a limit on the minimum size of elective classes. It is not possible to guarantee that every elective will be approved, or that every student will be able to study the subjects she has chosen.

The elective subjects offered for study in 2015 are:

- Child Studies
- Commerce
- Dance
- Design and Technology
- Drama
- Food Technology
- History (Elective)
- History Elective 2 (Big History)
- Industrial Technology - Timber
- Information and Software Technology
- Languages - French, Italian, Spanish
- Music
- Photographic and Digital Media
- Physical Activity and Sports
- Studies (PASS)
- Textiles Technology
- Visual Arts
- Visual Design

Details on these courses are included in this booklet.
Information about Stage 5

General Requirements
Students in NSW must attend school or some form of education and training until the age of 17. You must follow and complete the pattern of courses required by the Board of Studies, Teaching and Educational Standards. To complete a course of study, you must have a satisfactory record of application and effort.

Course Requirements
Over the four years, leading up to the completion of Stages 4 and 5, you should have studied the following courses:

**English**
To be studied in each of Years 7-10 (500 hrs)

**Mathematics**
To be studied in each of Years 7-10 (500 hrs)

**Science**
To be studied in each of Years 7-10 (500 hrs)

**Human Society and its Environment**
To be studied in each of Years 7-10 (400 hrs)
Included in this requirement is at least 100 hours study of History and 100 hours of Geography.

**Creative Arts**
Music: at least 100 hours study in total from Years 7-10.
Visual Arts: at least 100 hours in total from Years 7-10.

**Technological and Applied Studies**
At least 200 hours study in total from Years 7-10.

**Languages**
At least 100 hours study completed in a 12 month period.

**Physical Education**
At least 300 hours of study
## Gradings for Stage 5

### Meanings of School-based Assessment Grades for all Subjects.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Performance Descriptors - (Meanings of Grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
</tbody>
</table>

**NOTE:** At the end of Year 10 students whose CONDUCT, ATTENDANCE, and PROGRESS are considered satisfactory will receive grades for each subject area in Stage 5. The NSW Board of Studies, Teaching and Educational Standards requires the Principal of the school to certify that every pupil has SATISFACTORILY studied each subject being presented. When the school is not able to state that a pupil has adequately studied a subject, that subject will not appear on the record for the completion of Stage 5 studies. POOR ATTENDANCE CAN LEAD TO AN 'N' DETERMINATION.

### The ‘N’ Determination

An ‘N’ determination means you have not satisfied requirements for the completion of a subject. You will receive an ‘N’ determination in a course if you do not meet the following requirements:

- a) follow the course developed or endorsed by the Board;
- b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, by the evidence of learning that you display, by your level of involvement, the proportion of assignments, homework, etc. completed and your level of achievement commensurate with your ability as well as satisfactory attendance.
Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the replacement credential for the School Certificate. The RoSA credential will be awarded to eligible students who choose to leave school prior to receiving their HSC, while still allowing students to view and download a transcript of their achievements when applying for jobs or further education or training.

RoSA will:

- be a record of the full range of student achievements right up to the day they do their HSC or leave school;
- provide an electronic record of achievements that students can use at any time;
- use assessment by teachers in schools, moderated by the NSW Board of Studies, Teaching and Educational Standards to ensure reliability and fairness of grades;
- provide the capacity to record vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh Awards; and
- offer on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year.

KEY FACTS ABOUT RoSA

Who will get it?
Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC, will receive a RoSA.

When will they get it?
A RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

What will it show?
A RoSA will show grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12.

Why give grades?
Grading is a way of showing a student’s level of achievement in a course in a way that can be compared fairly between individual students.

Giving grades in courses completed after year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school.

How will students get grades?
A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result).

Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the Board of Studies, Teaching and Educational Standards NSW for inclusion on the RoSA if required.
**How can we be sure that grades are awarded consistently?**
It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and the Board of Studies, Teaching and Educational Standards NSW will support that further by providing workshops and online resources, including student work samples.

**Why offer literacy/numeracy tests?**
Parents and employers in particular are increasingly interested in having a clear affirmation of a student’s fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC.

The literacy/numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

**How will literacy/numeracy tests be developed and delivered?**
The Board of Studies, Teaching and Educational Standards NSW will offer optional literacy/numeracy tests. The tests will be delivered online and information will be provided to schools about supervision of the tests.

Schools will be asked to provide two ‘windows’ each school year in which students could sit the tests. Students will only be able to sit the test one time in each window, however students can sit the test again in a new window should they decide to remain at school. If a student does sit the test more than once, it will be the results from their most recent test that will be applicable when they leave school.

**Why record extra-curricular activities?**
Increasingly, parents, students, employers and providers of further education are looking at more than a student’s level of academic attainment. This information can help form a more comprehensive picture of a student’s interests, commitments and achievements in areas other than school.

**How will extra-curricular activities be recorded?**
The Board of Studies, Teaching and Educational Standards NSW will develop a tool that will allow a student to capture and consolidate evidence of extra-curricular activities. It is intended that, certainly in the early stages, the tool will focus on activities that already have an authentication framework. This will make it easier for employers and others to be sure that the achievements recorded are correct. Activities widely available that already have authentication include: life-saving and first aid qualifications, VET courses, AMEB certification and the Duke of Edinburgh Awards.
### SCHOOL LEADERSHIP TEAM

**Who you can ask for help in making your decisions.**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRINCIPAL</td>
<td>Mr D. Hargrave</td>
</tr>
<tr>
<td>DEPUTY PRINCIPALS</td>
<td>Mrs C. Screech, Miss D. Plumridge, Mrs C. Duncan</td>
</tr>
<tr>
<td>HEAD TEACHER, WELFARE</td>
<td>Mrs R. Baweja</td>
</tr>
<tr>
<td>YEAR 9 ADVISER (2015)</td>
<td>Ms M. Sparkes</td>
</tr>
<tr>
<td>HEAD TEACHER, ADMINISTRATION</td>
<td>Mr G. Matheson</td>
</tr>
<tr>
<td>HEAD TEACHER, ADMINISTRATION</td>
<td>Mrs B. Duke</td>
</tr>
<tr>
<td>HEAD TEACHER, English</td>
<td>Mrs J. Harris&lt;br&gt;[Drama]</td>
</tr>
<tr>
<td>HEAD TEACHER, Creative Arts</td>
<td>Ms J. Young&lt;br&gt;[Photographic and Digital Media, Visual Arts, Visual&lt;br&gt;Design and Music]</td>
</tr>
<tr>
<td>HEAD TEACHER, PD/H/PE</td>
<td>Mr A. Vaux (Relieving)&lt;br&gt;[Physical Activity and Sports Science, Dance]</td>
</tr>
<tr>
<td>HEAD TEACHER, History</td>
<td>Mr J. Houghton (Relieving)&lt;br&gt;[Elective History]</td>
</tr>
<tr>
<td>HEAD TEACHER, Mathematics</td>
<td>Ms K. Oudomvilay</td>
</tr>
<tr>
<td>HEAD TEACHER, Science</td>
<td>Mrs S. Clark / Mr J Sodeau (Relieving)</td>
</tr>
<tr>
<td>HEAD TEACHER, Social Sciences</td>
<td>Mrs L. Jurcevic&lt;br&gt;[Commerce, International Studies]</td>
</tr>
<tr>
<td>HEAD TEACHER, Teaching and Learning</td>
<td>Ms S. Lyons (Relieving)</td>
</tr>
<tr>
<td>HEAD TEACHER, TECHNOLOGICAL and APPLIED STUDIES</td>
<td>Ms H. Doan&lt;br&gt;[Child Studies, Design and Technology, Food&lt;br&gt;Technology, Industrial Technology, Technology, Information&lt;br&gt;and Software Technology, Textiles Technology]</td>
</tr>
<tr>
<td>HEAD TEACHER, e-Learning</td>
<td>Ms K. Lumkin</td>
</tr>
<tr>
<td>HEAD TEACHER, Classroom Practice</td>
<td>Mrs E. Papayiannis</td>
</tr>
</tbody>
</table>
**ENGLISH**

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 500 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

**Course Description**

The study of English in Years 7–10 aims to develop students’ knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

**Course Features**

The study of English in Years 7–10 includes:

- developing clear and precise skills in reading, writing, speaking, listening, viewing and representing
- the study of Australian literature
- experience of Shakespearean drama (in Stage 5)
- the study of everyday and workplace texts
- the study of Aboriginal experiences and multicultural experiences.

**What will students learn about?**

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students in Stage 4 (Years 7 and 8) learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, radio, television, newspapers, the internet and CD-ROMs. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

**What will students learn to do?**

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world, and reflect on their learning in English.
Course Requirements
The study of English in Years 7–10 involves the following text requirements:

<table>
<thead>
<tr>
<th>STAGE 4</th>
<th>STAGE 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction – at least two works</td>
<td>Fiction – at least two works</td>
</tr>
<tr>
<td>Poetry – a wide range of types of poems</td>
<td>Poetry – a variety drawn from different anthologies and/or study of one or two poets</td>
</tr>
<tr>
<td>Film, or film on video or DVD – at least two works</td>
<td>Film, or film on video or DVD – at least two works</td>
</tr>
<tr>
<td>Nonfiction – at least two works</td>
<td>Nonfiction – at least two works</td>
</tr>
<tr>
<td>Drama – at least two works</td>
<td>Drama – at least two works</td>
</tr>
</tbody>
</table>

In Stage 5, the selection of texts must give students experience of Shakespearean drama.

Record of School Achievement
Satisfactory completion of the mandatory study of English during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
**Geography (Mandatory)**

The Geography (Mandatory) course requires students to complete a minimum of:
- 100 hours of Global Geography in Stage 4
- 100 hours of Australian Geography in Stage 5

This is a requirement for eligibility for the award of the Record of School Achievement. Civics and citizenship learning is an essential feature of the Years 7–10 Geography syllabus.

**Course Description**

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

The syllabus has two key dimensions that form the basis for the study of all content in Geography:
- the spatial dimension – where things are and why they are there
- the ecological dimension – how humans interact with environments.

**What will students learn about?**

Global Geography consists of four focus areas in which students learn about the geographical processes and human interactions that shape global environments. They also learn about geographical issues and different perspectives about the issues; and develop an understanding of civics and appropriate methods of citizenship for individual and group responses to these issues.

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

**What will students learn to do?**

Students learn to gather, process and communicate geographical information from a variety of primary and secondary sources. The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including information and communication technologies (ICT). Geographical tools, such as maps, graphs, statistics, photographs and fieldwork, assist students to gather, analyse and communicate geographical information in a range of formats.

**Course Requirements**

Fieldwork is an essential part of the study of Geography in Stages 4 and 5. In Stage 5, students are required to investigate a geographical issue through fieldwork by developing and implementing a research action plan.

**Record of School Achievement**

Satisfactory completion of the mandatory study of Geography during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
**HISTORY (MANDATORY)**

The History (Mandatory) course requires students to complete a minimum of:
- 100 hours of History in Stage 4
- 100 hours of History in Stage 5

This is a requirement for eligibility for the award of the Record of School Achievement.

**Course Description**
History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the Years 7–10 History syllabus.

**What will students learn about?**
In Years 7–8, students explore the nature of history, how historians investigate the past and the importance of conserving our heritage. Aspects of the ancient and medieval world are studied, including origins and daily life of the ancient world and beliefs and values of medieval societies. The nature of colonisation and contact history is also examined. In Years 9–10, students learn of significant developments in world and Australian social, political and cultural history. Key topics in Year 9, 2014, will include; The Industrial Revolution, Progressive Ideas, Making a Nation, World War I, Roaring 20s, The Depression and World War II. This will be followed in Year 10, 2015, with a study of Rights and Freedoms from 1945 to the present, Women’s History, Australia in the Vietnam War Era, Globalising the World and Pop Culture from 1945 to the present.

**What will students learn to do?**
Students learn to apply the skills of investigating history including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences. Research activities could range from interviewing a Vietnam Veteran to examining newspaper accounts of the bombing of Darwin in WWII.

**Particular Course Requirements**
All students must complete a site study in Stage 4 and Stage 5.

**Record of School Achievement**
Satisfactory completion of the mandatory study of History during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
**MATHEMATICS**

Mathematics is a mandatory course that is studied substantially in each of Years 7–10 with at least 500 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

**Course Description**
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 from three content strands. They are number and algebra, measurement and geometry, and statistics and probability.

Within each of these strand the topics include but are not limited to financial mathematics, ratios and rates, algebraic techniques, indices, equations, linear and non-linear relationships, area and surface are, volume, trigonometry, properties of geometrical figures, probability, single variable and multivariate data analysis.

**What will students learn to do?**
Students learn to

- ask questions in relation to mathematical situations and their mathematical experiences;
- develop, select and use a range of strategies, including the use of technology, to explore and solve problems;
- develop and use appropriate language and representations to communicate mathematical ideas;
- develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and
- make connections with their existing knowledge and understanding and with the use of mathematics in the real world.

**Record of School Achievement**
Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
PD/H/PE

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

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

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

What will students learn about?

All students study the following four modules:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships.

- Movement Skill and Performance – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts.

- Individual and Community Health – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.

- Lifelong Physical Activity – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

What will students learn to do?

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

Record of School Achievement

Satisfactory completion of the mandatory PDHPE course will be recorded with a grade on the student’s Record of School Achievement.
Science

Science is a mandatory course that is studied substantially in each of Years 7–10 with at least 500 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement.

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

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

What will students learn to do?
- Students work individually and in teams in planning and conducting investigations. They analyse data and information, evaluate issues and problems, identify questions for inquiry and investigation and draw evidenced-based conclusions. Through this problem-solving process they develop their critical thinking skills and creativity.
- Students apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making informed decisions about the environment, natural and technological world.

Course Requirements
Practical experiences which emphasise hands-on activities will occupy a major part of allocated course time. The syllabus encourages students to be creative and practical. Topics have many practical applications, students will work as individuals and in small groups.

Record of School Achievement
Satisfactory completion of the mandatory study of Science during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.
CHILD STUDIES

Child Studies explores a broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child’s sense of wellbeing and belonging between 0 and 8 years of age. Child Studies also includes studies of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Child Studies will assist students to understand the significant impact of the child’s environment and the role that the child and others can take in the active construction of this environment.

Course Overview

- Family Interactions
- 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
- Childcare services and career opportunities.

Course Requirements

- A4 notebook
- Two ring A4 folder
- Pens

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Child Studies during Stage 5 will be recorded with a grade on the student’s Record of achievement.

Course Cost: $15.00 per year
**COMMERCE**

Commerce allows students to explore issues that affect their daily lives.

Every day in Australia, there are many types of transactions taking place. Individuals engage in different occupations to earn an income. They spend their money on the goods and services that they want. Likewise, governments are involved in spending millions of dollars to provide the services communities want. Across Australia, business firms are producing the goods and services which Australian society expects.

These activities are all commercial in nature. In order to participate effectively as consumers, producers, managers, voters and members of our society, individuals need knowledge and understanding of the commercial environment. Commerce also improves students’ key financial management skills.

Students will cover topics such as the following over the next two years;

- Consumer Choices
- Personal Finance
- Law and Society
- Employment Issues

Options including the following will also be studies;

- Promoting and Selling
- Towards Independence
- Commerce
- Government

**Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Commerce during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS:** NIL

---

**DANCE**

This course provides students with opportunities to develop their skills in the areas of dance performance, composition and application.

The course is divided into three sections:

- **Performance:** Application of dance technique and performance quality and interpreting dance through various styles
- **Composition:** Creating and developing dance by applying the compositional process and the elements of dance.
- **Appreciation:** The study of dance in a socio-historic context and making critical judgements when viewing and analysing their own work and dance works of art.

Practical sessions require firm fitting black dance attire.

Students are required to take part in Festivals and Competitions.

**Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS:** $20.00 per year
DESIGN AND TECHNOLOGY

The Design and Technology course provides students with a range of experiences to develop skills and knowledge to analyse why some designs, technologies and processes perform better than others. Students will engage in a variety of practical activities to investigate, invent, design, create and evaluate solutions to problem solve and complete various design products.

Course Overview

- Design Principles and Processes
- Investigation and Experimentation
- Practical Design Projects
- Portfolio
- Activity of Designers
- Practice within a variety of technologies, including but not limited to: animation and visual design, digital media, electronics, timber, and environment, plastics, textiles and fashion, jewellery design and metal castings.

Practical Projects

The following projects are included in the course over two years

- Jewellery design
- Textiles and fashion projects
- Interior design
- Working with recycled products to create new designs
- Digital animation and visual design (movie making, magazine design, basic software and games designs)
- Timber design and construction (may include furniture pieces, trinket boxes or pencil cases).

Course Requirements

- Portfolio and stationery for drawing and sketching
- A4 notebook
- Pens, pencils, eraser, ruler

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Design and Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement.

COURSE COSTS: $40.00 per year
Drama encourages a cooperative approach to exploring the world through enactment. Students portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Students in drama create meaning by interacting actively, creatively and imaginatively through improvised, spontaneous and structured responses. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

Course Overview

- **Making** refers to participating in the creation of drama and theatre process work. Students develop and explore imagining and creating fictional situations in both dramatic and theatrical environments. Improvisation and playbuilding are key methods of making which involve a group of students collaborating to devise their own work.

- **Performing** refers to students actively engaging in acting and performing drama and theatre for different audiences.

- **Appreciating** refers to students responding to, inquiring into, investigating and critically studying a range of drama and theatre experiences.

   Topics may include: Mime, Melodrama, Playbuilding, Commedia dell'Arte, Script Interpretation and Monologues.

   The emphasis of each of these areas will vary according to the interests and ability of the students in the class. Assessment of students will be continuous and based on their performances, written research/reflection and participation.

Record of School Achievement

Satisfactory completion of 100 or 200 hours of study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS:** $10.00 per year
FOOD TECHNOLOGY

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

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

Course Overview

FOCUS AREAS
- 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

PRACTICAL EXPERIENCES
Design
Produce
Evaluate
Development of food preparation skills

CORE
- Food preparation and processing
- Nutrition and consumption

Course Requirements

Exercise book
Plastic sleeve folder
Equipment – white apron, covered leather shoes, tea towel, dishcloth or sponge, scourer and plastic container

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individuals. On completion of their course students will be better equipped to make wise food choices, manage time and resources efficiently and develop the ability to work cooperatively in group situations and improve skills in food preparation.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $55.00 per year
**GEOGRAPHY (Elective)**

The Geography (Elective) course provides students with the opportunity for additional learning through the engagement with additional Geography content. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies through flexible programming of focus areas.

Students may undertake either 100 hours (at least 3 focus areas) or 200 hours (at least 5 focus areas) of study in Geography (Elective) in Stage 5.

Focus areas:

- **Physical Geography** - *The geographical processes that form and transform the physical world.*
- **Oceanography** - *The features and importance of the world’s oceans and issues associated with them.*
- **Geography of Primary Production** - *The patterns, functions and issues associated with primary production.*
- **Development Geography** - *The spatial patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life.*
- **Australia’s Neighbours** - *The environments of Australia’s neighbours and specific geographical issues within the Asia–Pacific Region.*
- **Political Geography** - *The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.*
- **Interactions and Patterns along a Continental Transect** - *The factors responsible for causing variation in spatial patterns across a continent from one specific location to another.*
- **School-developed Option** - *Ways in which the spatial and ecological dimensions interact and the role of informed and active citizenship in the interaction.*
**HISTORY (Elective)**

In Years 9 and 10 students are required to undertake the study of 19th and 20th century history as a mandatory subject.

Students may also choose to study history as an elective. The aim of the elective course is to introduce students to aspects of world history, including the contribution of past societies to our understanding of the present.

The chosen topics will be studied using written and archaeological sources, film studies and practical activities. Assessment tasks will include drama performances, writing a children’s book, individual historical investigations, creating an American quilt and research assignments.

Topics will be a number of case studies chosen from the following areas:

**Year 9**
1. Ancient China
2. Ancient Greece
3. CSI Cold Case
4. Tudor England
5. Jack the Ripper

**Year 10**
1. Black versus White
2. Herstory
3. History Mysteries
4. Genocide
5. History through Music

**Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in History (Elective) during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS:** $15.00 per year
**HISTORY (Elective 2 ~Big History)**

Years 9 and 10 have the opportunity to study cosmological history, beginning with creation stories (including the big bang), following through the evolution of the universe and life, to the modern age and using the skills learnt to make projections into the future. The philosophy element of the course explores how we know what we know, development of ideas and theories to explain the world, our past, present and futures of our changing human societies. This is the big story of everything. Science, philosophy, geography, history, English and social sciences, all combined into a grand story of all that’s ever happened.

The topics will be explored through a variety of forms using written, visual and archaeological sources, film studies, practical and online activities. An excursion to Macquarie University organised toward the end of course to participate in a Big History lecture.

**Core Modules**

**Year 9**

1. What do we know and how do we decide what to believe?
2. Where do we all come from?
3. What happened at the beginning of time?
4. Why does the Solar system matter?
5. Why is life so special?

**Year 10**

1. What makes us human?
2. Why are humans successful?
3. Why is the world interconnected?
4. How have humans changed things?
5. Where are we now and where are we heading?
**WHAT IS INFORMATION AND SOFTWARE TECHNOLOGY?**

Information and Software technology is a subject that develops students’ knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology (computer based) solutions.

It involves both practical work and theoretical knowledge.

**Course Overview**

**Core topics**
- Designing solutions
- Data handling
- Hardware and software
- Past, current and emerging technologies
- People
- Issues related to computer technology

**Option topics**
- Database design
- Digital media
- Authoring and multimedia
- Internet and website development

**Assessment Tasks and projects**

Assessments will involve:
- Group Work
- Project Work
- Examinations

There will be a variety of tasks, including:
- Database design
- Developing systematically hyperlinked presentations
- Designing web sites using HTML coding or another suitable program
- Multimedia design

**Requirements for class**
- Blue/black pen, pencil, ruler, eraser, glue stick
- Folder
- A4 exercise book
- Memory stick

**Career paths**

Information and Software Technology will prepare students for future directions and developments in their lives. At the completion of this course they will be better equipped for:
- Continuing education (University, TAFE, other choices)
- A variety of career paths and post school opportunities
- Wide range in job opportunities (Software Development, System Administration, Database Administration, Software Training and Support, Computer Journalism, IT Consultant, …)
- Coping with the radically changing technology world

**Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Information and Software Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**Course Costs**

$10.00 (this also covers the Computing Skills Competition entry fee)
INDUSTRIAL TECHNOLOGY - Timber

Industrial Technology – Timber is a practical course involving the use of wood as a construction material. Students will construct various projects which help to develop hand tools, machines and design skills.

Industrial Technology – Timber provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of materials, tools and machines. Students will gain skills in designing, producing and evaluating individual projects.

Course Overview
- Design principles and processes
- Materials (timber)
- Equipment, tools and machines
- General woodworking techniques
- Safety
- Hand and CAD drawings
- Cabinetwork

Practical projects may include:
- Furniture Items (Coffee tables, Bedside tables, Stools)
- Decorative timber products (Jewellery)
- Storage (Jewellery boxes, Pencil cases)
- Home accessories (Trays, Coasters, Bowls)

Course Requirements
- A4 exercise book, lead pencil, eraser, scissors, protractor
- Blue apron (purchased from office)
- Costs to cover cost of timber, nails, glue, varnishes, etc and use of machinery
- Optional materials such as hinges, locks, special paint, etc

Career Paths
Industrial Technology – Timber would benefit those students who may be interested in a career in design related industries and students who are more inclined to undertake practical courses.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in an Industrial Technology course during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $40.00 per year
LANGUAGES

Three languages will be offered in Year 9: French, Italian and Spanish. The main emphasis is learning to speak and understand the language and there is also a strong cultural component in which you will learn about the countries where the language is spoken.

In each language course you will have the opportunity to use technology to support your classwork and projects.

The texts used for French and Italian have been designed especially for Australian students.

IMPORTANT NOTE: You do not have to have studied the same language in Year 8 in order to choose to do it in Year 9.

FRENCH

French is the most studied language other than English in Australian schools. It is a major world language. The text used is *Tapis Volant*, which is especially written for Australians learning French. You will learn to speak and write French, as well as understanding it when you hear it or read it. You will also learn about people who live in countries in our region and in the rest of the world where French is spoken.

There is a workbook/CD ROM for *Tapis Volant* which you can buy if you wish.

ITALIAN

The text used is *Volare*. This course introduces the language through everyday topics, and quickly has you speaking Italian. You will come to recognise the impact Italian culture has on our lives in Australia. You will learn to speak and write Italian, as well as understanding it when you hear or read it. You will also learn about people who live in countries in our region and in the rest of the world where Italian is spoken.

There is a workbook/CD Rom for *Volare*, which you may buy if you wish.

SPANISH

Spanish is a major community language in our area and in the top three most popular languages in the world. You will learn to communicate and understand Spanish through everyday topics. In the culture section you will learn about the countries of the world where Spanish is spoken, not only in Europe, but also in Latin America. The text used is *Espaná Viva*.

There is a workbook/CR Rom for *Espaná Viva* which you can buy if you wish.

Record of School Achievement

Satisfactory completion of the mandatory language study will be recorded on the student’s Record of School Achievement.

Satisfactory completion of 100 or 200 hours of elective study in a language (or languages) during Stage 5 (Years 9 and 10) will also be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: NIL
**Music**

The Music elective course offers a wide range of experiences in performing, music appreciation, listening, composing, reading and writing music.

*Performance:* Students will develop performance skills individually, in small ensembles and in class ensembles. Students will develop skills to play guitar, drums, keyboard, bass guitar, vocals and percussion instruments in a variety of settings. Many students in Elective Music classes perform regularly at school and regional events.

*Listening:* Students will gain an understanding of a variety of styles and genres in Music history. They will develop listening skills according to the concepts of Music and develop understanding of how Music is created.

*Composition:* Students will have the opportunity to create their own Music by experimenting with instruments, melodies and harmonies. They will use various forms of Music technology to record and create sounds.

**Record of School Achievement**

Satisfactory completion of the mandatory Music course will be recorded on the student’s Record of School Achievement.

Satisfactory completion of 100 or 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS:** $20.00 per year

---

**Photographic and Digital Media**

Photographic and Digital Media allows students to represent their ideas and interests about the world using contemporary forms of communication and technologies. Students will learn to write about these new technologies.

Students will explore:

- Wet photography (darkroom)
- Digital photography
- *Computer-generated images using Adobe Photoshop and other computer programs.*
- Video and animation

Students will use a range of materials and techniques, be required to produce a portfolio and keep a journal. They may use their own cameras but will have access to school cameras.

Students will need to purchase a Visual Arts Diary for this course.

**Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Photographic and Digital Media during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS:** $50.00 per year
PHYSICAL ACTIVITY AND SPORTS STUDIES

A course for students who would like to extend their knowledge in the Physical Education area. Students study the workings of the human body, safety aspects of sports, rules and tactics of games, as well as spending time improving their ability in the different areas of Physical Education. The course involves both theoretical and practical components.

Students should develop:

Knowledge and understanding skills of the working of the human body in physical activities, umpiring and coaching. Understanding about the contribution of physical activity and sport to personal, community and national identity.

Values and attitude in making lifestyle choices. Development of commitment to lifelong participation in physical activities.

PE uniform is required for all practical sessions.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in Physical Activity and Sports Studies CEC during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: NIL

TEXTILES TECHNOLOGY

Textiles and Design is a study of fashion, fabrics and the manufacturing of clothing and accessories. Students will gain skills in investigating, experimenting, manufacturing, marketing and evaluating in relation to a variety of fabric skills and garment construction. Textiles is a practical course which offers many enjoyable “hands on” learning activities.

Course Overview
- Fashion designing and sketching
- Fibre, yarns and fabric properties and performance
- History of clothing
- Sewing skills and techniques
- Designing of furnishings, apparel, non-apparel, costume and textile arts.
- Fabric decoration

Course Requirements
- A4 exercise book
- A4 plastic folio
- Costs to cover costs of machine usage and components, dyes, waxes, fabric paint, sample fabric, threads and resource material
- Purchase of own fabric, notions and bobbin to make their designs. Recycled fabric (old clothing), etc. may be used in some instances

Career Paths
After completing this course students will be better equipped at making wise fashion choices, they will be able to manufacture garments, accessories and furnishings for the home with confidence, a better understanding of the importance of the textile industry and the many career choices available.

Record of School Achievement
Satisfactory completion of 100 or 200 hours of study in Textiles Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

COURSE COSTS: $30.00 per year + own fabric costs for practical components.
**VISUAL ARTS**

Visual Arts allows students to make different kinds of artworks using 2D, 3D and/or 4D forms. Students will learn to represent their ideas with reference to contemporary trends and will study how artists, including painters, sculptors, architects, photographers and ceramicists, make artworks.

In Visual Arts students will learn about a range of art practices including:

- Painting and drawing
- Sculpture
- Ceramics
- Photography and digital media
- Printmaking
- Art wearables

Students will need to purchase a Visual Arts Diary to record their art making process.

**Record of School Achievement**

Satisfactory completion of the mandatory Visual Arts course will be recorded on the student’s Record of School Achievement.

Satisfactory completion of 100 or 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS: $50.00 per year**

**VISUAL DESIGN**

Visual Design provides opportunities for students to study and make Visual Design works. The course enables students to represent their ideas and interests about the world and provides insight into new technologies, different cultures and the changing nature of Visual Design in the 21st Century.

Students learn about the Visual Design practices of:

- Web designers
- Architects
- Commercial and Industrial Designers
- Space
- Light and Sound Designers
- Graphic Designers
- Fashion, Accessory and Textile Designers
- Interior Designers

Students become familiar with a range of technical media equipment and technical language appropriate to this field including a variety of computer graphic formats.

Students will need to purchase a Visual Arts Diary to record their Design making progress.

**Record of School Achievement**

Satisfactory completion of 100 or 200 hours of study in Visual Design during Stage 5 (Years 9 and 10) will be recorded with a grade on the student’s Record of School Achievement.

**COURSE COSTS: $50.00 per year**