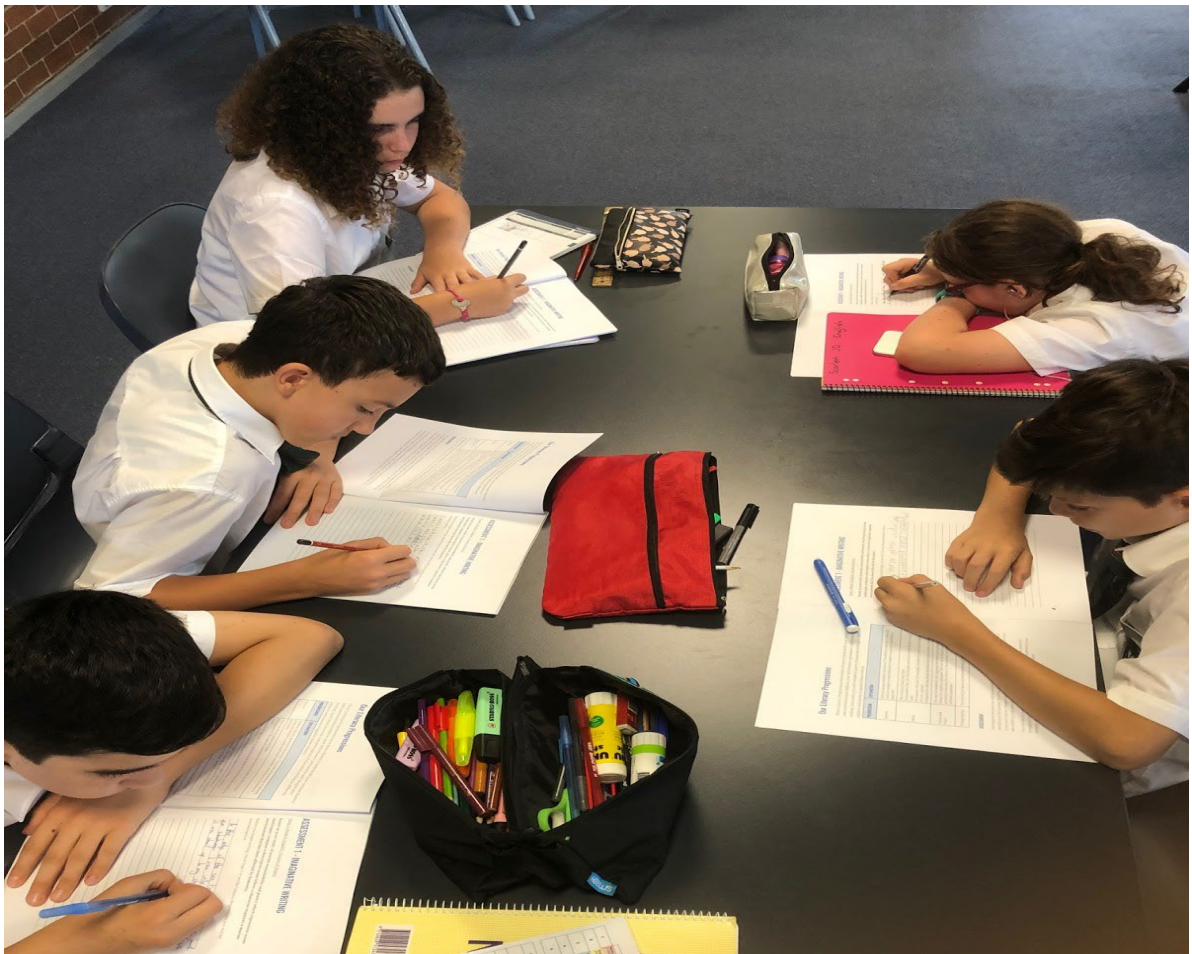




The  
**Forest High**  
SCHOOL

SPECTEMUR AGENDO



## **YEAR 9, 2022 INFORMATION BOOKLET**

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## INTRODUCTION

Your student is now progressing into Stage 5 of their education.

Students, in consultation with their parent/caregivers now have the opportunity to make decisions about which subjects to study in Years 9 and 10. **ALL** students will study English, Mathematics, Science, Personal Development/Health/Physical Education (PD/H/PE) and Human Society and its Environment (HSIE). In addition to these subjects students will then need to select **two** elective subjects, of 200 hours each, in the first round and two short courses at a later date.

It is important to understand that students are not guaranteed to receive their first two elective choices. Be sure to consider a third choice in the event that your first choice is unavailable. Students are encouraged to select subjects that they are interested in.

At the end of Year 10 students will be assessed and given a grade A-E which will be recorded on their RoSA (Record of School Achievement). Students will need to achieve their ROSA to progress to Year 11.

All students are required to remain at school until they have reached the age of seventeen (17) years. Students may leave prior to this if they gain full time employment which incorporates further study or a pattern of study which includes TAFE and work. Documentation must be provided to the Principal as evidence of this.

Thank you for taking the time to carefully consider the subject choices for Year 9 and 10.



Rosemary McDowall  
Principal

## ENGLISH

### Overview

#### English Stage 5 Statement

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

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

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

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

**Course Fee: Nil**



## MATHEMATICS

Mathematics is a compulsory part of the school curriculum in Stage 5 (Years 9 and 10).

Students study three strands during Stage 5:

- Number and Algebra
- Measurement and Geometry
- Data and Probability

Working mathematically is integrated through the strands allowing students to develop Problem Solving skills. The Mathematics program is taught in sub-strands or topics of 2 to 4 weeks duration.

In Year 9, students are placed in graded classes according to their ability and diligence demonstrated in stage 4. Minor adjustments are made when it becomes obvious a student is in the wrong course. There are 3 different levels, and these are called the 5.1, 5.2 and 5.3 levels.

Past experience has shown that in order to achieve success in the demanding Stage 6 (Year 11 and 12) Advanced Mathematics and Extension courses, students need to successfully complete the 5.3 course outcomes. Important concepts in algebra and graphing are first introduced in the 5.3 course, and these form the basis of the Advanced Mathematics/Extension Stage 6 courses.

Students are expected to have an A4 grid book and a scientific calculator every lesson. Textbooks are issued to each student but may be left in the classroom if the student is using an e-copy. Homework will be given at the end of every lesson and is an integral part of the students understanding of the concepts taught.

### **Course Fee: Nil**

All junior students are enrolled into online learning platforms, which are an invaluable resource for revision and homework. The contribution of \$25 to support this online learning platform can be paid alongside your other school fees.



## SCIENCE

In Stage 5 Science students develop both their knowledge and understanding of science as well as building their ability to use scientific inquiry skills to increase their understanding of and about the world around them. By engaging in scientific inquiry, students develop their understanding of science ideas and concepts, how scientific knowledge is refined over time and the significance of scientific evidence in evaluating claims, explanations and predictions.

In developing working scientifically skills students will learn to:

- formulate questions or hypotheses to be investigated scientifically
- apply scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- Individually and collaboratively design and conduct controlled experiments to collect valid and reliable first-hand data
- process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with the evidence
- evaluate the methods and strategies they and others use
- assess the validity and reliability of claims made in secondary sources
- communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language

Students in Stage 5 will also build their knowledge and understanding in the key areas of science.

In Year 9 students learn to:

- **Biology:** Describe the coordination and interdependence of internal systems in multicellular organisms needed to respond to changes in the environment and relates this to the need to conserve and maintain ecosystems
- **Chemistry:** Describe the key features of an atom and investigate a range of important chemical reactions that occur
- **Earth and Environmental Science:** Describe the theory of plate tectonics and used this to explain global patterns of geological activity and continental movement
- **Physics:** Explain how scientific understanding about energy conservation, transfers and transformations is applied in systems



In Year 10 students learn to:

- **Biology:** Describe a range of evidence to support the theory of evolution through natural selection and discuss the how advancements in scientific discoveries and the development of new technologies are closely linked.
- **Chemistry:** Describe how atomic structure and the properties of elements are used to arrange them on the periodic table and explain how the speed of a chemical reaction can be increased.
- **Earth and Environmental Science:** Explain how scientific knowledge of the interactions of global systems can be used to inform decisions related to contemporary issues
- **Physics:** Apply models, theories and laws to explain situations involving energy, force and motion

Throughout the Stage 5 course students will have a range of assessment opportunities aimed at assessing both their scientific knowledge and their working scientifically skills. This assessment guides future learning and provides a range of opportunities for students to show progress against syllabus outcomes.

#### **Course Fee: Nil**

As part of the development of students ability to work scientifically students under the Australian Curriculum must complete hands-on activities for 50% of the total Stage 5 course time. This requirement means that each year students use a large number of consumable materials in the completion of Stage 5 Science. These include activities such as making lolly DNA, constructing balloon racing cars as well as the wide range of chemical used in practical experiments. The contribution of \$20 to support these consumable resources can be paid alongside your other school fees.



## HUMAN SOCIETY AND ITS ENVIRONMENT (H.S.I.E.)

### HISTORY (Mandatory)

The major topics of study in Year 9 in 2022 are:

#### The Making of the Modern World

- The Industrial Revolution
  - What is the Industrial Revolution?
  - Explain the causes of the Industrial Revolution
  - Explain how the Industrial Revolution impacted:
    - Men, Women and Children
    - The Environment
    - The Wider World
  - Legacy (How has the Industrial Revolution impacted our current world?)
- Australians at War (World War I and II) **Mandatory study**
  - An overview of the causes of the war, why men enlisted and where Australian troops fought.
  - The scope and nature of warfare.
  - Significant events and experiences of Australians at war.
  - Impact of the wars on Australia.
  - Significance of the wars to Australia.
  - Commemorations and the nature of the ANZAC legend.

The Year 10 major topics of study in 2022 are:

#### The Modern World and Australia

- Rights and freedoms (1945 – present) **Mandatory Study**
  - The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration.
  - Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations.
  - The US civil rights movement and its influence on Australia
  - The significance of the following for the Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations); the Apology.
  - Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle.



- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the United Nations Convention of the Rights of the Child 1990 and the Declaration on the Rights of Indigenous Peoples (2007).
- Australia in the Vietnam War Era
  - Australia's response to communism after WWII.
  - Why Australia became involved in the Vietnam War.
  - Response of various groups to Australia's involvement in the Vietnam War
  - Impact of the war on Australia or neighbouring countries

**Course Fee: Nil**

## **GEOGRAPHY (Mandatory)**

The major topics of study for Year 9 in 2022 are:

- Sustainable Biomes
  - Biomes – characteristics and distribution.
  - Changing Biomes – human alteration of biomes – causes and consequences.
  - Biomes for food production – factors that influence food production.
  - Challenges to food production and food security.
  
- Changing Places
  - Urbanisation – causes, consequences and patterns of settlement.
  - Migration – internal and international migration – causes, consequences and patterns.
  - Australia’s urban future – management and planning.

The major topics of study for Year 10 in 2022 are:

- Environmental Change and Management
  - Natural environments – different natural environments and their function.
  - Environmental change – human induced environmental change across a range of scales.
  - Environmental management – different world views and management approaches.
  - Investigative study of one environment in Australia and a comparative study of an environment outside of Australia.
  
- Human Wellbeing
  - Human wellbeing and development – measuring and mapping wellbeing and development.
  - Spatial variations in human wellbeing – causes issues and consequences of variations in wellbeing.
  - Human wellbeing in Australia – reasons for and consequences of spatial variations.
  - Improving human wellbeing – initiatives to improve wellbeing in Australia and other countries.

**Course Fee: Nil**

## **P.D.H.P.E**

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

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that have the potential to appear in later life are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students' lives. If you require more information concerning these issues, please contact the school.

PDHPE plays a key role in promoting physical activity and developing competency in movement skills. It provides opportunities for students to develop, adapt and improve their movement skills in a wide variety of challenging contexts and environments that appeal to their needs and interests, enhance enjoyment and excitement in their lives, and ultimately increase the likelihood of lifelong physical activity.

Learning in PDHPE encourages young people to take a positive approach to managing their lives and equips them with skills for current and future challenges. It contributes to the development in young people of the capacity to take responsibility for their own learning and of a commitment to continue learning throughout life.

**Course Fee: Nil**



## ELECTIVE SUBJECTS

A short description of each of the courses offered at The Forest High School is given on the following pages.

The exact number of classes available will be determined by the number of student nominations and/or the availability of staff and facilities.

Individual consultation between staff, parents and students is essential in order to ensure a worthwhile subject selection. All students **must** study History and Geography as a mandatory subject. They are also able to choose History as an elective subject.

Careful consideration should be given to the following points when making your elective choices:

- Students will study four (4) elective subjects in Stage 5 – two 200 hour courses chosen from this booklet studied during Year 9 and 10 and one short course in each of Year 9 and 10 which will be chosen from a different groups of subject choices presented at the end of Term 3 / early Term 4.
- The elective subjects (200 hour courses) chosen will be studied for 2 years and generally cannot be changed.
- We suggest that subjects be chosen from a variety of areas in order to give a broad educational experience.
- Everything possible is done to give students their first choice, but regrettably this is not always possible.

### PLEASE NOTE:

Fees: Many of the elective subjects have fees. These are to pay for the consumables your child will use during the course. Please consider the fees when your child is choosing subjects as some electives carry a substantial fee which is necessary for the delivery of the course. We do offer limited financial assistance for families experiencing difficulties. Please contact the Principal for consideration.

Students will select their subjects online during a designated class period in August 2021.



## ELECTIVE CHOICES - YEAR 9, 2022

Subjects must be chosen from the subject list below:

**These courses are all 200 hour courses**

<u>Key Learning Area (KLA)</u>	<u>Subject</u>
Creative and Performing Arts	Dance Drama Music Photographic and Digital Media Visual Arts
Human Society and Its Environment (HSIE)	Commerce Elective History International Studies
Languages Other Than English (LOTE)	Japanese German Chinese
PD/Health/PE	Fitness Leader Child Studies
Technology and Applied Studies (TAS)	Food Technology Design and Technology Industrial Technology - Timber - Multimedia Textiles Technology Industrial Technology - Engineering Information & Software Technology – Computing Studies

## CREATIVE AND PERFORMING ARTS

### DANCE

Dance provides students with opportunities to experience and enjoy dance as an art form as they perform, compose and appreciate dance. In an integrated study of the practices of dance, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

Our Dance program provides students with the opportunity to experience and enjoy dance as an art form as they perform, compose and appreciate dance. Through an integrated study of the practices of Dance, students engage in learning experiences including:

- Developing performance techniques in Contemporary dance and in other related dance styles
- Developing performance quality, specifically confidence, focus and projection
- Composition activities allowing students to develop their individual movement style
- Composition activities providing students with the opportunity to choreograph their own works
- Critical analysis and appreciation of performances including a study of dance forms from other cultures (Jazz, Hip Hop, Latin etc.)

Dance allows students to develop confidence and team work skills while enjoying the energetic environment of the dance classroom. Students develop fitness, strength and flexibility which can help them to develop a healthy approach to lifelong fitness practices. Dance gives students a creative avenue to express themselves artistically and an understanding and appreciation of the role of dance in society.

#### Required Equipment:

- Black singlet, black leggings and a black long sleeve top
- A notebook (A4)
- A USB to save digital work files
- Students are required to bring headphones

**Course Fee: Nil**



## DRAMA

In one way or another Drama touches every life. It can be a source of learning and entertainment, a point of contact with others, an abiding interest, a career or an outlet for creative energies.

Drama is a subject designed to build communication, self-confidence and self-discipline, self esteem and empathy, provide motivation and foster collaboration, cooperation and effective team work. Students through individual and group tasks gain experience in performing for peers and outside audiences.

Drama is largely a practical course which concentrates on the student's own ideas and responses. Students studying Drama in Year 9 and 10 build skills through the following engaging learning experiences:

- Acting games and exercises
- Improvisation
- Interpretation of character and situations
- Inventing and performing material for an audience
- Video filming and editing
- Reading and performing scripted plays
- Critical appreciation of live theatre

Each year students are given many opportunities to perform, at local primary schools, Performing Arts Night (MADD Night), the Regional Drama Festival and eisteddfods, assemblies and showcase events. Students also are given the chance to attend a variety of live theatre performances.

### Required Equipment:

- A notebook (A4)
- A USB to save digital work files
- Students are required to bring headphones

**Course Fee: \$30.00 per year**



## MUSIC

The stage 5 music course will appeal to students with a strong interest in improving their skills in music performance, creation and appreciation. Many learning activities will include group work opportunities with a focus on students developing their ability in composition and performance within a small ensemble setting.

Our music course provides students with rich experiences and opportunities which will enable them to:

- develop a deeper understanding of musical forms and styles from different times and places
- become more discerning and critical listeners
- be able to value and discuss music from a wide variety of styles, cultures and times
- work confidently with others in preparing and presenting group and individual performances to live audiences
- create original music that reflects a deeper understanding of composition techniques and a growing aesthetic awareness
- be able to make musically informed judgments about their own work, the work of their peers, and be willing to accept the informed judgments of others about their own work
- learn to read, write and interpret music more fluently, using a growing vocabulary of music notation
- become competent in using music software programs

Students studying this course will have many performance opportunities including the annual Stage 5 Music Night, assemblies and showcase performance events. The Stage 5 music course leads directly into the Music 1 or Music 2 course in the Senior School depending on the students' wider musical background and interests.

### Required Equipment:

- A notebook with normal lines
- A display folder (plastic sleeves)
- A USB to save digital work files
- Students are required to bring headphones to every lesson

**Course Fee: \$30.00 per year**





## PHOTOGRAPHIC AND DIGITAL MEDIA

Students who elect Photographic & Digital Media will explore wet photography, digital photography, digital manipulation and film and images. Focus is placed on using light and composition effectively to create quality images. Photographic & Digital Media is an arts based course and students are required to think and work creatively.

Our Photographic and Digital program engages students in a range of practical based creative learning and experiences, including:-

- Traditional darkroom practice (black and white photography)
- Digital photography and image manipulation using industry standard software such as Adobe Photoshop and Illustrator.
- Film, video and audio production using green screen and Adobe Premiere
- Photography and video shoot excursions and incursions.
- Professional camera techniques using analogue, digital and video technology.
- Contemporary case studies exploring current issues, technologies and exhibitions.
- Active investigations of the historical development and social role of photography.
- Exhibition of artworks through school and local community exhibitions and through national competitions.

Photographic and Digital Media empowers students to confidently engage in innovative forms of communication and to develop creativity in using Information and Communication Technologies. Importantly, students become active participants and critical consumers in contemporary culture.

### **Required Equipment:**

- A4 line note book (120 pages)
- A 6GB USB or external hard drive to save digital work files
- Students are required to bring headphones
- Optional Photographic Compendium purchased through the school (\$23)

**Course Fee: \$65.00 per year (covers all specialist course materials).**



## VISUAL ART

Visual Arts students are encouraged to use their eyes to see and appreciate their immediate personal environments and world. They then use their observations and imagination to develop creative responses to it.

Our Visual Art program engages students in the practice of making artworks to represent their ideas and experiences in a variety of forms including:

- Painting
- Design
- Printmaking
- Ceramics
- Drawing
- Sculpture
- Photography
- Video

Students studying the Visual Art course will undertake selected studies of styles and movements in art, artists and their art works from ancient times to the present day. These critical and historical studies will use the frames and the conceptual framework as a basis for understanding the context of the artworks, the artist's intentions and the meaning of the artworks.

Students will record all aspects of their practice including the development of artworks, media experiments, research and reflections and evaluations of the process in their Visual Arts Process Diary.

Students will have the opportunity to display their artworks at the annual Performing Arts Night (MADD Night), through local community exhibitions and through national competitions.

### **Required Equipment:**

- A Visual Arts Process Diary (A4)
- A 6GB USB to save digital work files
- Students are required to bring headphones

### **Course Fee: \$45.00 per year**

(Covers all paint, paper, clay and glazes, plaster, photographic paper, canvas, wood, etc.)

Specialist materials may cost extra.



## **HUMAN SOCIETY AND ITS ENVIRONMENT (H.S.I.E)**

### **COMMERCE (200 HOURS)**

This two year (200 hour) course is designed to guide students towards personal competence and responsible participation in the changing commercial world. The course provides students with the knowledge, understanding, skills and values that form the foundation on which they will make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students have the opportunity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students will also develop research skills, critical thinking, reflective learning and have the opportunity to participate in the community.

The content in this course serves as a background to the 2 Unit Business Studies, 2 Unit Economics and 2 Unit Legal studies courses in the Senior School.

Students undertaking the two year (200 hour) course will study as a minimum:

#### **Core study**

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and work Futures
4. Law, Society and Political Involvement

#### **Options**

Students will study at least 5 options selected from the list below:

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a business
5. Law in Action
6. Travel
7. Towards Independence
8. School-developed Option

**It is expected that all students will be able to bring their own device for use each lesson. If a student does not have their own then they will be required to access one from the school through a long-term borrowing arrangement.**

**Course Fee: Nil**



## **ELECTIVE HISTORY (200 HOURS)**

As Donald Creighton stated:

“History is the record of an encounter between character and circumstance”.

This two year (200 hour) course is one of the most interesting history subjects available as it studies many historical subjects that the mandatory history courses do not cover. Through studying Elective History students will understand the events that have influenced and impacted our world in both positive and negative ways.

Elective history enables students who love history to follow their interests as classes are able to choose the topics that they wish to study in greater depth. Students will develop critical thinking, research skills as well as analytical thinking, problem solving, decision-making, oral and written communication skills.

### **Topic 1 – History, Heritage and Archaeology**

Focus question: How does the study contribute to our understanding of the nature of history and the ways in which historical meanings can be constructed?

Example of past studies:

- Family history – a construct of history
- Film as history – Hollywood film versus reality e.g. The Great Escape
- Archaeological sites

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

Focus questions: How does the study of ancient, medieval or modern societies contribute to our understanding of the past?

What can be learned from this study about continuity, change and causation in history?

Example of past studies:

- Alexander the Great’s conquest of the known world
- Australian nurses experience as prisoners of war

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

Focus question: How can a knowledge and understanding of the nature of history and the methods of historical inquiry be applied to a thematic study?

Example of past studies:

- Crime and punishment – The Case of Jack the Ripper or Changing consent laws across history
- Heroes and villains – A study of Stalin or student choice
- World myths and legends – The assassination of JFK
- Terrorism – Terrorism in history or Terrorism in the French Revolution

**It is expected that all students will be able to bring their own device for use each lesson. If a student does not have their own then they will be required to access one from the school through a long-term borrowing arrangement.**

**Course Fee: Nil**



## INTERNATIONAL STUDIES (200 HOURS)

International Studies is an inter-disciplinary course that provides students with a unique opportunity to study different cultures in Australia and the world. They will gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view and gain the skills to recognise fact, detect bias and challenge stereotypes. This course will promote greater cultural understanding, enabling them to understand and value inclusion, and to respect the rights of others.

### Core Study

Understanding culture and diversity in today's world – explores the concept of culture, its characteristics, representations and factors that influence it. Students examine their own culture and compare it to other cultures around the world.

### Options

There are numerous options for students to study. These options will be chosen by the class, based on interests. Options include:

- Culture and Beliefs - a study of one religion in detail, its beliefs and practices and the ways in which it interacts with, and influence, cultures. e.g. Buddhism, Islam and Hinduism
- Culture and Gender – a study of connections between culture and the roles of men and women in different societies. e.g. Amish community
- Culture and the Media – an exploration of ways in which individuals and groups religious, political or human rights' views are represented through the media. e.g. Human rights portrayal in the media
- Culture and Travel - an exploration of the opportunities for cross-cultural understanding that tourism can provide through planning and interaction with people and their cultures e.g. Asian Stopover
- Culture and the Performing Arts – an exploration of how cultural identity is expressed through creative and performing arts e.g. Shadow puppetry of Indonesia, Bollywood films of India
- Culture in Film and Literature – an investigation into the representation of culture in film and literature through a case study e.g. Yolgnu Boy
- Culture and Sport – a study of how cultural differences express themselves in sport e.g. study of a famous sporting legend or a major sporting event
- Culture and Family Life – a study of cultural impacts on families, the role and relationships of family members across different cultures e.g. Polynesian culture,
- Culture and Food – an examination of cultural expressions through food e.g. Japanese Tea Ceremony
- School Developed Option – based on students interests

**It is expected that students will be able to bring their own device for use each lesson. If a student does not have their own they will be required to access one from the school through a long-term borrowing arrangement.**

### Course Fee: Nil

It is intended that students will be participating in a number of cultural experiences and these will incur a small cost.



## LANGUAGES OTHER THAN ENGLISH (LOTE)

### ***Do you want to...***

Become a global citizen?  
Get an edge on others when looking for work?  
Have fun while you learn?  
Have conversations with your friends in a whole new language?

### ***Are you interested in...***

Moving between cultures?  
Speaking and understanding Japanese, German or Chinese?  
Experiencing the Japanese, German or Chinese culture, including the history, food, movies and music?  
The possibility of travelling to Japan, Germany, Austria, Switzerland or China?

### ***Do you enjoy...***

Surfing the net and using technology?  
Reading about people in other countries?  
Role-playing and drama?  
Reading pop culture magazines?  
Talking about yourself, your friends and your family?

### ***Then LANGUAGES are for you!***

By learning Japanese, German or Chinese, you open yourself up to a whole new learning experience. Learning another language makes it easier to use and understand your own and other languages.

In class, we'll learn about your world and the world of teenagers in Japan, Germany and China—their sports, schools, families, free-time and celebrations.

The primary focus of learning Japanese, German or Chinese in Years 9 and 10 is to develop the Reading, Writing, Listening and Speaking skills in the chosen language.

**Course Fee:** (Japanese, German and Chinese) – nil, although students will need to purchase a workbook (approximately \$45.00) and contribute to the cost of food for cooking throughout the course (usually no more than \$5 a session).



## PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

### FITNESS LEADER (Physical Activity Sports Studies) – P.A.S.S. – (200 HOURS)

This course is designed for those students with a genuine interest in physical activity and the human body. The course will reinforce and promote an understanding of the need for active recreation and the benefits of a physically active life. Students will be provided with an avenue to gain experience and knowledge about the fitness industry, sports coaching and recreational / active lifestyle options.

It is hoped that the knowledge and practical skills gained through this course will allow participants to pursue either further study in the sports sciences or employment in gyms as aerobics instructors, weight trainers etc.

The course consists of the following components:

	Theory Units	Practical Units
<b>Y E A R  9</b>	<ul style="list-style-type: none"> <li>• Body Systems – energy for physical activity</li> <li>• Physical Fitness</li> <li>• Issues in Physical Activity</li> <li>• Participating Safely</li> <li>• Event Management</li> <li>• First Aid including CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Basic Skills, Evaluation</li> <li>• Gymnastics</li> <li>• Mixed Games</li> <li>• Surfing (Manly Surf School)</li> <li>• Instruct at Yr.7 Swim School (if selected by PDHPE staff)</li> <li>• Inline Skating</li> <li>• Variety of team/individual games</li> </ul>

	Theory Units	Practical Units
<b>Y E A R  10</b>	<ul style="list-style-type: none"> <li>• Physical Fitness</li> <li>• Coaching</li> <li>• Lifestyle, Leisure and Recreation</li> <li>• Nutrition and Physical Activity</li> </ul>	<ul style="list-style-type: none"> <li>• Fitness - aerobic</li> <li>• Tennis/Squash</li> <li>• Coaching Year 7 students</li> <li>• Snow Skiing Excursion (3 days skiing/snowboarding) (optional)</li> <li>• Golf</li> <li>• Martial Arts</li> <li>• Surfing (Manly Surf School)</li> <li>• Variety of team games</li> </ul>

The course is geared towards those who are both physically active and inquisitive into the functions of the body and its responses to exercises. It is hoped that the course can provide both supplementary knowledge for students who wish to continue on studying PDHPE & SLR for their HSC and also for students who have an interest in sport.

**Note:** Some of the above theory and practical units may change due to the availability of certain material and/or instructors.

**Course Fee: \$310.00 per year**

This covers all excursions outside the school. It **does not cover** the Year 10 Ski Trip where additional fees of approximately \$905 (based on 2021 prices) are applicable.

**\*\*Please note – as these fees pay for course materials used directly by the students, failure to pay may result in your student being unable to participate in the practical component of the course.**





## **CHILD STUDIES – (200 HOURS)**

The aim of the Child Studies Course is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and belonging of children in the critical early years in a range of settings and contexts.

The course will consist of the following components:

Modules – the content is organised into the following modules:

- Preparing for parenthood
- Conception to birth
- Newborn care
- Stages of growth and development
- Family interactions
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children with additional needs
- Childcare services
- Media and technology in childhood
- Indigenous Culture and childhood
- Working with children

Students will have the opportunity to work with kindergartens in the local area and visit the maternity ward in the new hospital.

Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence their learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

This course is geared towards those who have an interest in early childhood. It is hoped that this course can provide information for students wishing to continue studying for their HSC in Community and Family Studies and also those who have an interest in working with young children.

**Course Fee: Nil**



## TECHNOLOGICAL AND APPLIED STUDIES (TAS)

### FOOD TECHNOLOGY

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 work 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.

Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment and to produce quality food products.

Students undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

Focus Areas may include but not be limited to:

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

No previous experience is necessary in this course.

This course continues in Stage 6 – Food Technology.

**Course Fee: \$200.00 per year**

**\*\*Please note – as these fees pay for course materials used directly by the students, failure to pay may result in your student being unable to participate in the practical component of the course.**



## DESIGN and TECHNOLOGY

Design and Technology provides students with the opportunity to research, design, experiment, and test and to develop a product or design solution to a given problem.

The diversity of approaches to design projects provides the opportunity to develop thinking skills and caters for a variety of student needs, abilities and interests. Students are encouraged to take risks and experiment with resources when developing their design projects. Through the engagement with project work, students develop skills to manage time as they sequence, produce and evaluate.

Students demonstrate skills in innovation and enterprise in their project work. They communicate ideas about designed solutions to a range of audiences. They apply technological skills to select computing software applications to develop documentation for project work and to communicate designed solutions.

Students critically analyse and reflect on the implications of design and develop an understanding of why some designs, technologies and processes perform better than others in meeting their intended purpose. Students develop knowledge, appreciation and applied skills for understanding the interrelationships of design, technology, society, the individual and the environment.

As the need arises, students will learn to use a range of appropriate materials, tools, techniques and technologies to produce a variety of projects. Focus areas may include contexts such as Digital Technologies, Engineered Systems, Information and Communication Technologies, Material Technologies and a student-negotiated focus area of design that provides for flexibility and allows students to develop a design project of interest and personal significance.

No previous experience is necessary in this course.

This course continues in Stage 6 – Design and Technology or Industrial Technology

**Course Fee: \$50.00 per year**



## **INDUSTRIAL TECHNOLOGY – Timber**

This course involves design and construction of a series of projects incorporating predominantly timber and timber products. Students will learn how to operate a broad range of woodworking hand tools, as well as portable and fixed machinery such as woodturning lathes, disc, belt and orbital sanders, routers etc. as the need arises.

A variety of project possibilities including furniture items such as chairs, tables, cupboards, desks, clock cases, etc. will be undertaken as skill levels develop.

Materials used will include solid timbers such as Meranti, Maple, Radiata Pine and other forest products such as plywood, fibreboards, etc. depending on the requirements of the design project.

Students choosing this course may choose to continue this specialisation up to HSC level in the Industrial Technology course.

No previous experience is necessary in this course.

This course continues in Stage 6 – Design and Technology and Industrial Technology Timber

**Course Fee: \$55.00 per year**



## **INDUSTRIAL TECHNOLOGY – Multimedia**

The Multimedia course provides opportunities for students to develop knowledge, skills and understanding of the multimedia, photographic and associated industries.

This is an applied computing course. Students will spend most of their time using computers to produce multimedia products. Each Multimedia project is supported by a written portfolio of work, documenting and evaluating the design and production the process.

The practical learning experiences over the entire course may include but not limited to:

- computer animations (2D and 3D)
- video (capture and editing)
- desktop publishing – brochures and newsletters incorporating photographic images
- image creation and editing
- sound creation and editing
- working with ‘blue screens’ in as film production tools
- webpage creation and maintenance
- 3D modelling
- new technologies and software will be included as they become available.

As a result of this work students will develop the following knowledge, understanding and skills:

- application of Workplace Health & Safety (WHS) risk management procedures and practices
- an appreciation of quality in the design and production of practical projects
- the relationship between the properties of materials and their applications
- communication of ideas, processes and technical information with a range of audiences
- the relationship between technology, leisure and lifestyle activities and further learning
- evaluation of manufactured products in order to become a discriminating consumer
- the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.

No previous experience is necessary in this course.

This course continues in Stage 6 – Design and Technology and Industrial Technology – Multimedia.

**Course Fee: \$50.00 per year**



## TEXTILES TECHNOLOGY

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

Students will learn about Design, Properties and Performance of Textiles and Textiles and Society through the study of different focus areas

- Apparel
- Furnishings
- Costume
- Textile arts
- Non-apparel

By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Students will undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. A minimum of FOUR units of work, covering a minimum of three focus areas will be undertaken over 200 hours.

No previous experience is necessary in this course.

This course continues in Stage 6 – Textiles and Design.

**Course Fee: \$55.00 per year**

**\*\*Please note – as these fees pay for course materials used directly by the students, failure to pay may result in your student being unable to participate in the practical component of the course.**



## INDUSTRIAL TECHNOLOGY – Engineering

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.

Through practical projects students safely use and maintain hand, power and machine tools; investigate the properties of materials, conduct experiments, produce prototypes and practical projects using appropriate tools, equipment and machinery. These may include but not limited to:

- a range of devices and appliances
- electronic and mechanical control systems
- programmable microcontrollers
- robotics projects
- small structures
- small vehicles

Specialised modules such as

- alternate energies
- control systems
- transport

Students undertake a variety of detailed studies related to WHS and risk management, workplace communication skills and links into industry.

This course will be of great advantage to students taking Engineering Studies at HSC level.

**Course Fee: \$45.00 per year.**



## INFORMATION AND SOFTWARE TECHNOLOGY (Computing Studies)

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities.

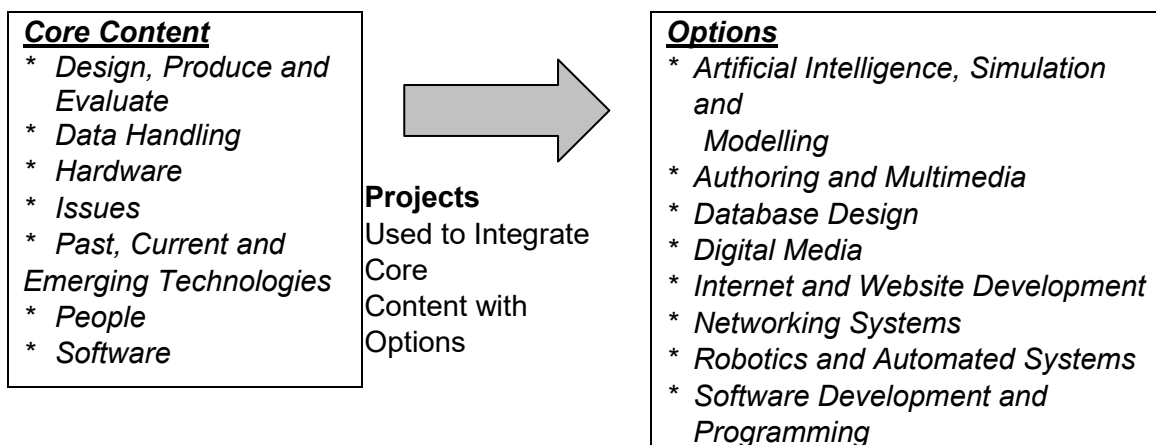
The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Creative, critical and cognitive thinking skills are developed through students' practical involvement in projects and various tasks.

Information and Software Technology students will gain specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology.

They will become skilled users of software – such as Microsoft Office, Adobe Photoshop CS, Flash, Fireworks and Dreamweaver to mention a few. They will be able to edit videos for use in multimedia presentations, create publications, design web pages, and develop software games. They will gain valuable skills for use in the workforce and in future tertiary education.

They will also gain knowledge of legal, ethical, social and industrial issues as well as occupational health and safety and equal opportunity issues.

**Options:** topics are chosen to develop the student's areas of interest.



As a result of studying the course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace.

All the content of the core and selected options will be addressed through projects over the duration of the course.

Assessment: A range of strategies will be used to assess including: -  
Practical projects, written reports, research activities, written and practical tests, presentation, peer assessment, self-assessment. No previous experience is necessary in this course.

This course continues in Stage 6 – Information Processes Technology and / or Software Design and Development

**Course Fee: Nil**

