

The Forest HIGH SCHOOL



YEAR 9, 2017 INFORMATION HANDBOOK

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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 **three** elective subjects.

It is important to understand that students will not automatically receive their 3 elective first choices and it is usual for some negotiation to take place as we refine the curriculum pattern and satisfy the wishes of **most** students. Be sure to consider a second and third choice in the event that your first choices are unavailable. Students should be 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 have to pass Year 10 to be allowed to progress to Year 11.

All students are required to remain at school until they have reached the age of seventeen (17). 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.

Year 8 will be rolled over into Year 9 on 14th November, 2016 . From this date they will begin their new timetable and elective classes.



ENGLISH

Overview

English is the only compulsory HSC subject at this time, and therefore requires increasingly complex skill building throughout Stage 5.

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 responding and composing. 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 study texts that conform 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.

Class Organisation and Assessment Policy

In each year level there is at least one Extension class, while other classes are mixed ability. An ESL class in Year 10 of the Stage 5 curriculum differentiates for students who have been studying English for five years or less. Depending on the gender composition of the cohort, there may also be single sex classes. This can also be determined year to year based on student results, teacher expertise and an assessment of learning styles in order to cater for every student. Many learning activities will be differentiated for the benefit of every student across all classes, including the provision of modified tasks to approved students.

Utilisation of technology and collaborative learning in the classroom is emphasised, particularly in Year Ten. Students are given opportunities to enter in a variety of writing competitions to develop skills in composition, and to consolidate their learning.



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The Stage 5 English program is taught in units of work up to six weeks in duration. Assessment for reporting is based on multimodal tasks assessed per semester. These assessments are awarded grades, which assess specific Stage 5 outcomes from the (NSW) Australian National Curriculum. Students also benefit from their teachers reporting on a compilation of formative assessment. School reports are issued for Semester 1 and 2.

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) Mathematics and Extension 1 courses, students need to successfully complete the 5.3 course outcomes. Important concepts in algebra and geometry are first introduced in the 5.3 course, and these form the basis of the Mathematics/Extension1 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. All junior students are enrolled into Mathletics and Mathsonline which is a valuable resource for revision and homework. The cost of \$20 will be included as a subject fee.

Course Fee: \$20.00 per year.



SCIENCE

Stage 5 Science follows the same integrated approach of Stage 4 and students will study units in Biology, Chemistry Physics and Earth and Environmental Science.

Currently the science faculty is using the Science By Doing resources developed by the Australian Academy of Science, mapped to the new Australian Curriculum. The website is <https://www.sciencebydoing.edu.au/>

The subjects covered focus on real life issues that science and technology must address and we aim to develop students' scientific awareness as well as skills in working scientifically.

Assessment is an ongoing process that guides the future learning of students and aims to develop their skills based on the criteria set out by BOSTES Resource Centre. Any formal assessments will involve independent preparation at home followed by an in class task.

With the new Australian Curriculum there is a requirement of 50% hands on activities. The \$10 course fee for each year of Stage 5 Science is to cover the consumable elements of these. They include making lolly DNA, balloon races and a wide range of chemical reactions.

Course fee: \$10 per year



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

HISTORY (Mandatory)

The major topics of study in Year 9 in 2017 are:

The Making of the Modern World

- The Movement of People
 - The impact of the Industrial Revolution on the movement of people around the world.
 - The extent of the slave movement.
 - The experience of slaves upon departure, their journey and their reactions on arrival.
 - The short and long-term impacts of the movement of slaves during this period.
- 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 2017 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.



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- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the United Nations Convention on 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.

GEOGRAPHY (Mandatory)

The major topics of study for Year 9 in 2017 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 2017 are:

- Issues in Australian Environments.
 - The nature of contemporary geographical issues.
 - Case study of a contemporary geographical issue, coastal management.
- Australia in its Regional and Global Context.
 - Place of Australia in the world.
 - Case study of one link eg. Defence, Aid or Trade.
 - Future challenges for Australia; Population growth, human rights and reconciliation.

Course Fee: Nil



P.D.H.P.E

Personal Development, Health and Physical Education (PDHPE) contributes 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 improvise 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 and Geography as elective subjects.

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

- Students will study 3 elective subjects in Stage 5
- The elective subjects 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
- 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 receive a “**Subject Selection Form**” listing all electives. Please follow the instructions on the form.



ELECTIVE CHOICES - YEAR 9, 2016/2017

Subjects must be chosen from the subject list below:

<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 Philosophy Elective Geography Elective History
Languages Other Than English (LOTE)	Japanese German Chinese Beginners
PD/Health/PE	Fitness Leader Child Studies
Technology and Applied Studies (TAS)	Information & Software Technology Food Technology Textiles and Design Design and Technology Graphics Technology Industrial Technology - Engineering - Metal - Timber - Multimedia



CREATIVE AND PERFORMING ARTS

DANCE

Dance provides students with opportunities to experience and enjoy dance as an artform 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 artform 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: \$30.00 per year



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

Fees: \$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 including Sibelius, Audacity and Sony Acid

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 music notebook with both normal lines and manuscript pages (A5/A4)
- A Process Diary (A4)
- A USB to save digital work files
- Students are required to bring headphones

Fee: \$30.00 per year



PHOTOGRAPHIC AND DIGITAL MEDIA

Students who elect Photographic & Digital Media will explore wet photography, digital photography and digital manipulation. 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 hands-on, inspiring creative learning experiences including:

- Traditional darkroom practice (black and white photography)
- Digital image manipulation using industry standard software such as Adobe Photoshop and Illustrator
- Photo shoots
- Graphic publication design
- Professional camera techniques
- 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:

- A Visual Arts Process Diary (A4)
- A large USB or external hard drive to save digital work files
- Students are required to bring headphones

Fee: \$60.00 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

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 USB to save digital work files
- Students are required to bring headphones

Fee: \$40.00 per year (covers all paint, paper, clay and glazes, plaster, photographic paper etc. Specialist materials [e.g. stretched canvases] may cost extra).



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

COMMERCE

This two year (200 hour) course is designed to guide students towards personal competence and responsible participation in the changing commercial world. More so today than ever before, students must be equipped with the skills, knowledge and understanding necessary to live in an increasingly complex commercial world. Life involves individuals in commercial relationships with other people and institutions, these cannot be avoided. It requires an understanding of business, consumers, law and the role of government just to mention a few. By studying commerce students will gain a commercial understanding and a set of skills they will use for the rest of their lives. The content in the course serves as a background to the 2 Unit Business Studies and 2 Unit Economics courses in the Senior School.

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

- Consumer choice
 - Consumer decision, including comparison shopping, choosing where to buy, price, marketing, convenience and service.
 - Consumer protection
 - Payment choices
- Personal Finance
 - Earning an income
 - Spending and saving
 - Borrowing
 - Managing finances
 - Investing money
- Law and Society
 - The legal framework
 - Areas of law
 - Using the legal system
- Employment Issues
 - The Workplace, incorporating types of employment, employment contracts and changing work patterns
 - Employment relations, incorporating legal issues relating to employment relations and the role of unions and employer groups.
 - Taxation and superannuation

In addition to these **four** mandatory areas, students will also study at LEAST **five** options selected from the list below:

- | | |
|-------------------------|---------------------------|
| ▪ Investing | ▪ Travel |
| ▪ Promoting and Selling | ▪ Law in Action |
| ▪ E-Commerce | ▪ Our Economy |
| ▪ Global Links | ▪ Community Participation |
| ▪ Towards Independence | ▪ Running a Business |
| ▪ Political Involvement | |

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



PHILOSOPHY

Embark on a 13.7 billion year journey through the history of the Universe and humans. An adventure that will challenge you to think about life and the Universe like never before!

This two year (200 hour) Philosophy course is designed to reflect the Big History Project. It weaves evidence and insights from many scientific and historical disciplines across 13.7 billion years into a single, cohesive, science-based origin story. The concept arose from a desire to go beyond specialised and self-contained fields of study to grasp history and philosophy as a whole. Big history explores how we are connected to everything around us and where we may be heading. The Philosophy course offers cutting-edge software and online learning opportunities, providing approachable, media-rich materials that can be used in different ways.

Students will have the opportunity to study a combination of the following options:

SECTION 1 –Theories and evidence of origins of the universe, planet formations, elements and early life

- **The Big Bang** - The Big Bang is where our Philosophy course begins. Everything that's ever existed, including you, traces back to this unimaginably profound event.
- **Stars and Elements** - With the birth of the first stars, a fantastic chain of events occurred that made possible a diversity of elements and chemistry. Anything was possible.
- **Our Solar System and Earth** - Earth formed from the leftovers of the Sun accumulating over time. Despite its violent and unstable beginning. Earth slowly, very slowly becomes the world we know today.
- **Life** – The young Earth was a dangerous and unfriendly place. Deep in the oceans, though, conditions were perfect for the emergence of life.

SECTION 2 – The Development of humans, civilizations, key milestones in our progress.

- **Early Humans** – Our talent for preserving and sharing information, passing it from one generation to the next, has made us the most powerful species on the planet.
- **Agriculture and Civilisation** – Foraging was a way of life for thousands of years, but a very difficult one. Once humans discovered agriculture, they were able to stay in one place and feed many more people than ever before.
- **Expansion and Interconnection** – As people started to move across longer distances, they met others whose lives, food and ideas were different from their own. This began the process of interconnectedness that continues through to today.
- **Acceleration** – In the last 500 years, our world has undergone a transformation. Connecting four world zones fostered astounding innovation and pushed our species into the modern era.
- **The Future** – The study of Philosophy inevitable leads to looking at the future and its possibilities.



SECTION 3 – Project Based Learning

The Little Big History is a problem-based historical investigation. Students conduct an historical investigation across time before human and after human history and that employs at least one other approach to knowledge such as cosmology, chemistry, biology, archaeology, anthropology, sociology, paleontology. To complete this sustained research project students conduct a targeted investigation and present their work in a new medium.

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 GEOGRAPHY

This exciting course has been designed to suit the needs and interests of the student. Elective Geography allows the student to explore areas of physical and human geography that are very interesting, topical and not studied in the mandatory Geography course.

The Elective Geography course provides students with the opportunity for additional learning through the engagement with interesting and relevant content. It provides students with a broader understanding of the discipline of Geography.

Students will be able to undertake five of the following units of work:

- The Forces of Nature – an explanation of the geographical processes that form and transform our earth
- The Blue Planet - Oceanography – explores the secrets of the deep and the main issues of concern
- Development Geography – involves the detailed study of China or India, examining issues such as the caste system (India) and the one child policy (China)
- Political Geography- examining the political tensions and conflict that exists today. Case Study of Syria, Afghanistan & Iraq
- Journey across a continent - a Continental Transect – Students select a continent that they wish to examine, travelling across /and studying physical and human aspects
- School-developed Option based on student interest – a detailed research project developing the student's interest on a major geographical issue.

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

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 BOSTES subjects available as it studies many historical subjects that the other 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 and research skills that will help them in the senior school and can be used in any occupation including analytical thinking, problem solving, decision-making, oral and written communication skills.

Students will study three main topics:

- Topic 1: Constructing History, which may involve the study of family history, biography film as history or historical fiction
- Topic 2: Ancient, Medieval and Early Modern Societies, involving a study of Asia, the Americas, the Pacific or Africa
- Topic 3: Thematic Studies, which may include a study of heroes and villains, crime and punishment, slavery, terrorism or world myths and legends

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



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 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 up 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 \$35.00) 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.

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

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

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 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.



The Forest^{HIGH SCHOOL}

Students will be supplied with notebooks which will be used during theory sessions of Fitness Leader.

Course Fee: The Fitness Leader course has an annual fee of \$275.00. This covers all excursions outside the school. It **does not cover** the Year 10 Ski Trip where additional fees of approximately \$670 (based on 2016 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

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

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)

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.

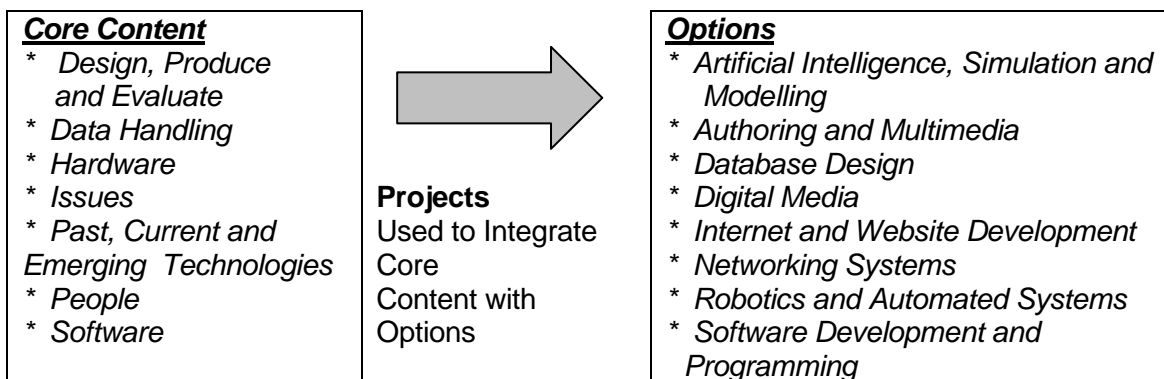
The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Creative, critical and cognitive thinking skills are developed through students' practical involvement in projects and various tasks.

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.

Course Fee: \$30 per year



FOOD TECHNOLOGY

The study of Food Technology provides students with the opportunity to gain an understanding of food preparation, management and principles of nutrition. It will enable them to make creative and effective decisions about food.

This is a practical subject.

Core

- Food Preparation and Processing
- Nutrition and consumption

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

The practical component of this course will make up 60% of this course. The remaining 40% will be based on exams, class assessments and special assignments.

Course Fee: \$150 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.**

TEXTILES TECHNOLOGY

Areas of Study

- Design
- Properties and Performance of Textiles
- Textiles and Society

This is a practical subject that integrates the knowledge of textile fibres and fabrics with the challenge and fun of garment/item designing and construction. Students work with the medium of textiles as they experience:

- Colour and design
- Practical construction techniques
- Fabric decoration

Throughout the two years students will make a variety of items, from the following focus areas:

- costume
- apparel
- textile arts
- non-apparel (eg. Toys)
- furnishings

From the fees students will be supplied with an equipment kit in Year 9, as well as experimental fabrics, dyes, etc. for samples throughout the two years.

Students are expected to provide their own fabric and notions etc. for practical projects.

Course Fee: \$45 per year



DESIGN AND TECHNOLOGY

This course continues from Years 7 and 8. Students will attempt more advanced design projects such as furniture items, clocks, mirrors and a variety of other options.

As the need arises, students will learn to use wood and metal turning lathes, metal cutting saw, electric arc and gas welding equipment as well as a range of hand held power tools such as orbital and belt sanders, routers, etc.

Materials such as timber, plywood, particle board, leather, sheet plastics, fibreglass, sheet and bar metals will all be available as well as special materials as necessary to satisfy design requirements.

This course continues into the senior Higher School Certificate course "Design and Technology".

Course Fee: \$55.00 per year

GRAPHICS TECHNOLOGY

The Graphics course concentrates on:

- 2 core modules developing skills in appropriate standards of presentation
- Communication to a particular audience
- Design
- Student negotiated elective modules
- Pictorial presentations of a variety of consumer products
- Architectural and building products
- Engineering drawing
- CAD (Computer Aided Drawing)

Commercial drawing standards (AS1100) are emphasised to maintain industry relevance.

Experience gained in this course is through the use of different graphic papers, colour rendering pencils, spirit pens, airbrush, photocopiers for enlarging and reduction printing, computer drawing and graphics packages such as Adobe Illustrator, Photoshop, InDesign and AutoCAD.

This course may be continued on to the Higher School Certificate in the Design and Technology course.

No previous experience is necessary in this course.

Course Fee: \$50.00 per year



INDUSTRIAL TECHNOLOGY – Engineering, Metal & Timber

Courses offered are:

a) **Engineering Technology**

Engineering students will study the theoretical and practical aspects of a range of engineering applications such as structures, vehicles, appliances, robotics and control systems.

Practical experimentation will involve designing, constructing and testing models and materials.

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

Course Fee: \$45.00 per year.

b) **Metal Technology**

Students may choose to specialise in the design and construction of a series of projects in predominantly metal materials. Project possibilities include workshop equipment, tools, toolboxes, exercise machines, coffee tables, stools, trolleys.

Students will learn to use a range of fixed and portable power tools such as metal turning lathes, drills, grinders, guillotines, bending machines, power saws, oxy and M.I.G. welding machines and other items of equipment, as necessary.

Materials available include sheet, bar and tubular steel, brass and aluminium sheet and rod, etc. and other materials if necessary.

Students may choose to continue this speciality up to HSC level in Industrial Technology.

No previous experience is necessary in this course.

Course Fee: \$50.00 per year

c) **Timber Technology**

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.

Course Fee: \$55.00 per year



INDUSTRIAL TECHNOLOGY – Multimedia

The Industrial Technology - 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 will include but not be 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 – Industrial Technology – Multimedia.

Course fee: \$50.00 per year

