

# **GREAT LAKES COLLEGE**

Tuncurry Campus

## **Year 9-10 Elective Booklet 2020-2021**

**Great Lakes College is a learning community striving for responsible attitudes,  
respect for and tolerance of others, and the achievement of personal best.**

**The College upholds the core values of:**

**Personal Best, Respect & Responsibility**

***One College  
Three Campuses  
Unlimited Opportunities***

# COURSE SELECTIONS YEAR 9 2020 - YEAR 10 2021

## INTRODUCTION:

Please read this booklet with your child and assist them in their selection of courses for 2020/2021. In doing so, remember that the selection of electives should be based on:

- Courses that have been enjoyed in Years 7 and 8
- Courses that have provided success in Years 7 and 8
- Consideration of future career paths

## NOTE:

- Some courses require necessary materials and consumable items to be paid for by students.
- Students in Year 9 will study two 200 hour courses. In Year 10, they will continue to study the same two 200 hour courses.
- It may not be possible for students to be given their first choice courses, and not all courses will operate. Students must select wisely as courses may not be changed.
  
- **Please ensure that the sheet is completed correctly and signed by both student and parent. These selections are not based on a first come basis, therefore students and parents should take up the opportunity to make considered selections as changes may not be possible. Parents/caregivers understand that by signing the form that elective fees must be paid.**

**Selection sheets are to be returned to front office no later than Wednesday 21 August 2019.**

Courses for Year 9 and Year 10 are divided into two groups:

**1. MANDATORY COURSES**

<u><b>Year 9</b></u>
English
Mathematics
Science
Geography
History
PDHPE

<u><b>Year 10</b></u>
English
Mathematics
Science
Geography
History
PDHPE

**2. ELECTIVE COURSES:**

Possible 200 HOUR ELECTIVE COURSES: These courses must be studied over the two years for accreditation towards the RoSA.

Child Studies	iSTEM (Science, Technology, Engineering, Mathematics)
Commerce	Japanese
Countries, Cultures and Oceans	Marine and Aquaculture Technology
Dance	Music
Drama	Photographic and Digital Media
Elective History	Physical Activity and Sports Studies
Food Technology	Textiles Technology
Information and Software Technology - Computing	Visual Arts
Industrial Technology - Metal	
Industrial Technology - Timber	

## HSC minimum standard

### What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in NSW will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a RoSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for Stage 5 or Stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in Stage 5 or 6.

**Practice tests** are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to five years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

**Disability provisions and exemptions:** Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills Mathematics will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

## CHILD STUDIES

### **Course Description:**

Child Studies provides students with opportunities to develop their knowledge and understanding of child development from preconception through to eight years of age. It develops the skills required to positively influence the growth, development and wellbeing of children while also acknowledging the external factors that can play a part in the child's development. Child studies can form a basis for Community and Family Studies (CAFS) by introducing basic concepts embedded within the HSC course.

### **Course Content:**

#### **Year 9 and 10:**

#### **Areas of Study:**

The content is organised into the following modules:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities.

### **Who is this course for:**

Child Studies provides students with opportunities to explore their interest in the developing child by learning, creating, applying and evaluating throughout the course. There are many practical experiences for the creative person involving the development of resources for children that are age specific. If you are wanting a career involving children then this course is essential for building the foundations of knowledge and understanding.

**Course Fees:** \$40 per year. Fees cover resources needed for practical application.

**Contact Person:** Mr Belic

**Career Link:** For students interested in jobs/careers such as: Teaching, Pre School Teaching, Support worker, Sports coaching, Family/community health worker, Childcare worker.

**Further study links:** Community and Family Studies HSC course, Exploring Early Childhood CEC syllabuses, TAFE, University, private providers

## COMMERCE

### **Course Description:**

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions in a commercial world. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way. Students can expect to work individually and in groups to develop their understanding of Commerce. It is also intended that students will participate in the ASX Share Market game, Law Society of New South Wales Mock Trial and attend excursions to police stations, court houses, gaols and local businesses. Guest speakers will also address the students on the topics studied.

### **Course Content:**

#### **Year 9 and Year 10:**

The content is organised into essential and additional content.

**Core- Part 1 (40 hours):**      Consumer Choice                  Personal Finance

**Core- Part 2 (40 hours):**      Law and Society                  Employment Issues

#### **Options- (15–25 indicative hours each):**

- |                         |                             |
|-------------------------|-----------------------------|
| 1. Investing            | 2. Promoting and Selling    |
| 3. E-commerce           | 4. Global Links             |
| 5. Towards Independence | 6. Political Involvement    |
| 7. Travel               | 8. Law in Action            |
| 9. Our Economy          | 10. Community Participation |
| 11. Running a Business  |                             |

Options studied are driven by student choice in Year 10

### **Who is this course for:**

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. It emphasises the potential use of information and communication technologies. Students gain greater competence in problem-solving and decision-making by evaluating the range of consumer, financial, business, legal and employment strategies. In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

**Course Fees:** Nil

**Contact Person:** Mrs Lawton

**Career Link:** For students interested in jobs/careers such as finance, business, employment officer, financial planning, self-employed, law, banking, journalism, real estate, politics, industrial relations officer, hotel/motel manager, tax agent, purchasing officer, public relations officer, investment analyst, statistician, town planner

**Further study links:** HSC course (Aboriginal Studies, Business Studies, Economics, Legal Studies, Society and Culture), TAFE, University

## COUNTRIES, CULTURES AND OCEANS

### **Course Description:**

Countries, Cultures and Oceans develops student knowledge of case studies from around the world. Individually and in groups students will learn how unique ecosystems are created and managed. Through the investigation of case studies students will learn about the traditions, languages and foods of other nations. Through the investigation of countries and cultures which are different from our own students develop enhanced cultural sensitivity and an appreciation for global differences. The studies of oceans develops student understanding of the impact of oceans on weather and climate as well as developing an appreciation of their importance as a global resource. Documentaries which highlight characteristics of both the human and natural world will be used in this course to develop an appreciation of the world around us.

### **Course Content:**

#### **Year 9 and Year 10:**

Students complete a minimum of five of the following eight units of study:

1. Physical geography – major factors which shape our earth
2. Oceanography – the importance of oceans and their ownership
3. The Geography of Primary Production – human uses of environments including agriculture, mining, fishing and forestry
4. Australia's Neighbours – country study from the Asia-Pacific (e.g. PNG or Indonesia)
5. Political Geography – country borders, conflict and peace keeping
6. Interactions and patterns along a Continental Transect (e.g. the Nile from North to South)
7. Global citizenship – global challenges and action
8. Fieldwork study – ecosystem study and data collection

### **Who is this course for:**

This elective is for students who are keen to learn more about the way our world works and the way in which people use it. Students develop an understanding of place, space, scale and interconnections and how this is central to the idea of developing management strategies which ensure resources are maintained for future generations. This course covers both aspects of the physical (natural) world and the cultural (human) world.

### **Course Fees:** Nil

### **Contact Person:** Mrs Lawton

### **Career Link:**

This course is for students who are interested in the growing range of careers which involve an understanding of people, societies, geospatial technologies and natural environments.

This includes occupations of environmental engineering, environmental scientists, marine ecologists, travel, tourism, national parks, town planning, journalism and many more

**Further study links:** HSC Geography, Society and Culture, University, TAFE

## DANCE

### **Course Description:**

The study of dance as an art form centres on the three practices of performance, composition and appreciation of dance as works of art. Equal emphasis is placed on the processes of experience and end products. Students learn both movement principles and stylised techniques, and they learn through both problem solving and directed teaching. The development of creativity, imagination and individuality is emphasised equally with knowledge of theatre dance. Dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding.

### **Course Content:**

#### **Year 9 and Year 10:**

**Dance as an Art form:** Is the overarching philosophy of the syllabus and it defines the students' artistic, aesthetic and cultural education through dance. Students develop knowledge, understanding, skills, values and attitudes 'through' and 'about' the interrelated experiences of performing, composing and appreciating their own dances, the dances of others, and dances as works of art in the public domain. Experience with the elements of dance and the language of dance (i.e. terminology) enables students to communicate physically, verbally and in written forms in all aspects of performance, composition and appreciation.

#### **Practices:**

**Performance:** Refers to the application of dance technique and performance quality to a dance that communicates an idea. Students develop an articulate body as they perform non-locomotor and locomotor combinations, sequences and choreographed dances of increasing complexity. They perform turns, falls, balance and elevation with increasing control. They perform a range of dances, individually and with others, in a variety of styles (performance/choreographic/theatrical). **Composition-** dance expresses ideas, feelings and experiences, and is developed through the creative methods of dance composition. Students engage in problem-solving tasks and manipulate the elements of dance as they explore, devise, select, refine and structure movement in a personal response to various stimuli to communicate ideas.

**Appreciation:** Dance provides opportunities for students to gain understanding of people, culture and society; study and analyse dance; observe and describe performances, compositions and dance works of art through the elements of dance.

### **Who is this course for:**

Learning in dance and learning through dance enables students to apply their own experiences to their study of dance. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement. It caters for students with a high level of prior knowledge, skills and experience in dance as well as those without prior knowledge and experience.

**Course Fees:** Nil - Possible excursion and workshop costs

**Contact Person:** Ms Roe and Mr Pelley

**Career Link:**For students interested in jobs/careers such as dance performance- ballet and dance companies, choreographer, theatre/ film/ acting, PDHPE/Dance teacher, dance therapy, dance project manager.

**Further study links:** HSC course, University, various private providers.



## DRAMA

### **Course Description:**

Learning experiences in Drama engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works. This syllabus draws on the contemporary drama and theatre practices of making, performing and appreciating drama. Participants in drama processes create meaning by interacting actively, creatively and imaginatively through improvised and rehearsal performances.

### **Course Content:**

#### **Year 9 and Year 10:**

**Practices:** Students develop and explore imagining and creating fictional situations in both dramatic and theatrical environments. Improvisation and play building are key methods of making, which involve a group of students collaborating to devise their own work.

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

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

**Elements of drama:** The features that give drama unique shape and form.

### **Who is this course for:**

Drama is a dynamic learning experience that caters for a diverse range of students and prepares them for effective and responsible participation in society, taking account of moral, ethical and social considerations. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

**Course Fees:** \$25 per year

**Contact Person:** Mr Pelley and Mrs Williams

**Career Link:** For students interested in jobs/careers such as theatre/screen/stage- acting, props, set-making, makeup, sound/audio engineering, lighting, scriptwriting, stage manager/ producer, animator, film critic

**Further study links:** HSC course, TAFE, University, private provider including NIDA

**Work related skills:** Teamwork, creativity, confidence and communication.

## ELECTIVE HISTORY

### **Course Description:**

The aim of History (Elective) is to enable students to acquire the historical skills, knowledge and understanding, values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

### **Course Content:**

Thematic study – 1960s USA: The Cold War, Kennedy and Beyond (which can include)

- Capitalism vs Communism
- The Cold War & nuclear arms race
- McCarthyism, including a cross-curricular study of 'The Crucible'
- Assassination of JFK
- The space race and moon landing
- Popular culture
- Revisionism, contestability and conspiracy theories

### **Assessment:**

Assessment will be outcome based. Students will undertake a variety of tasks including assignments, textual analysis, research tasks, virtual site study, oral presentations, in class written tasks and examinations. Each of these will be marked according to the level of outcome achieved.

### **Who is this course for:**

Students who have an inquisitive mind and would enjoy investigative study of past societies. Students should be willing to undertake research into aspects of history both independently and collaboratively.

**Course Fees:** Nil

**Contact Person:** Mrs Streeting

### **Career Link/Further study links:**

HSC course, TAFE, University, private providers.

## FOOD TECHNOLOGY

### **Course Description:**

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation, nutritional considerations and consumption patterns. It addresses the importance of hygienic and safe working practices and legislation in the production of food, provides students with a context through which to explore the richness, pleasure and variety food adds to life. This knowledge and understanding is fundamental to the development of food-specific skills, which can be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

### **Course Content:**

To satisfy the requirements of the syllabus students must undertake a range of practical experiences which occupy approximately 50% of course time.

### **Year 9 and Year 10:**

#### **Essential content:**

**Food preparation and processing:** Food is processed to varying degrees. Students will explore safety and hygiene practices relating to food, and changes that occur in the functional properties of food. They will also examine the social, economic and environmental impact of food processing technology, and the role packaging plays in the distribution of food from the point of production to consumption.

**Nutrition and consumption:** Knowledge of nutrition is integral to making healthy food choices. Students will examine the nutritional components of food and food developments aimed at enhancing health, the impact of food consumption on nutrition and explore ways of meeting nutritional requirements to maintain optimum nutrition or manage nutritional issues.

#### **Additional content:**

**Focus Areas:** Provide a context through which the core will be studied. There are eight focus areas:

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

### **Who is this course for:**

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts that students may encounter.

**Course Fees:** \$80 per year + Apron and Hat for each practical. The one from Year 7/8 can be used. New ones are \$13 a set from the admin office.

**Contact Person:** Mrs Balaam

**Career Link:** For students interested in jobs/careers such as: nutritionist/dietician, hospitality, cook, chef, baker, food science testing, food service manager, catering officer, food stylist, food demonstrator

**Further Study Links:** HSC Course, TAFE, University, private providers.

## INFORMATION AND SOFTWARE TECHNOLOGY (Computing)

### **Course Description:**

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students.

Development of technology skills and information about career opportunities within this area are important aspects of the course.

### **Course Content:**

#### **Year 9 and Year 10:**

**Core:** The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Internet and Website Development
- Robotics and Automated Systems
- Authoring and Multimedia
- Software Development and Programming

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

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

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

### **Who is this course for:**

Participation in Information and Software Technology in Years 7–10 appeals to students through practical activities and their enjoyment of learning about and using computers. As a result of studying this 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. Students will be prepared for future developments and directions in the exciting and challenging field of Information and Software Technology. They can develop interest in, enjoyment of and critical reflection about Information and Software Technology as an integral part of modern society.

**Course Fees:** \$10 per year

**Contact Person:** Mrs Balaam

**Career Link:** For students interested in jobs/careers such as: software design, computing, robotics, engineering, programming, web design, networking, information technology, data/ word processing operator, computer service technician, systems analyst/engineer

**Further study links:** HSC course, TAFE, University

## INDUSTRIAL TECHNOLOGY- METAL

### **Course Description:**

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This includes study in the areas of Metal. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes.

### **Course Content:**

The major emphasis of the Industrial Technology-Metal is on students being actively involved in the planning, development and construction of quality practical projects. Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A project report is required for each practical project completed and will form part of the overall assessment of each module.

### **Year 9 and Year 10:**

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication

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

- Sheet Metal Products
- Metal Machining Projects
- Fabricated Projects

### **Who is this course for:**

Industrial Technology leads students to an awareness of the relationship between technology, industry, society and the environment, and develops their ability to make value judgements about issues, decisions and consequences arising from this interaction. The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WH&S) matters, while developing a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways or future learning in the technology field.

**Course Fees:** Year 9 - \$80, Year 10 - \$100

**Contact Person:** Mrs Balaam

**Career Link:** For students interested in jobs/careers such as: welding, metal fabrication, boiler maker, metallurgist, mechanical trades/engineering, vehicle detailer/smash repairer, metal trades.

**Further study links:** HSC course, TAFE, University

## INDUSTRIAL TECHNOLOGY - TIMBER

### **Course Description:**

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This includes study in the areas of Wood. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes.

### **Course Content:**

The major emphasis of Industrial Technology - Timber is on students being actively involved in the planning, development and construction of quality practical projects. Students should be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected focus area. A project report is required for each practical project completed and will form part of the overall assessment of each module.

### **Year 9 and Year 10:**

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinet work
- Wood Machining

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

- Furniture items
- Decorative timber products
- Storage and transportation products
- Small stepladders or similar
- Storage and display units

### **Who is this course for:**

Industrial Technology leads students to an awareness of the relationship between technology, industry, society and the environment, and develops their ability to make value judgements about issues, decisions and consequences arising from this interaction. The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WH&S) matters, while developing a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways or future learning in the technology field.

**Course Fees:** Year 9 - \$80, Year 10 - \$100

**Contact Person:** Mrs Balaam

**Career Link:** For students interested in jobs/careers such as: cabinet making, building industry, furniture making, carpentry, hardware, timber mill/shop, toymaker, wood machinist, musical instrument maker, defence forces

**Further study links:** HSC course, TAFE, University

## iSTEM (Science, Technology, Engineering, Mathematics)

### **Course Description:**

This Stage 5 iSTEM School Developed Board Endorsed Course is our attempt to provide an innovative and imaginative curriculum. The aim of the iSTEM course is to promote the areas of science, technology, engineering and mathematics through the study of technology, engineering, skills and mechanics.

Science, technology, engineering and mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades and the skills of a technologically based workforce. The iSTEM program utilises these knowledge sources in application to Skills, Technology Engineering and Mechanics.

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.

### **Course Content:**

There are six course modules: STEM Fundamentals, Mechatronics, Motion, Aerodynamics, 3D CAD/CAM and a Research Project.

Individual modules provide specific content related to CNC, mechatronics, aerodynamics, computer controlled machining, 3D printing, computer integrated manufacture, product modelling and testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics.

To satisfy the requirements of the course students must undertake a range of inquiry-based learning activities which occupy the majority of course time. Inquiry-based learning assists students to actively pursue and use technological knowledge rather than experience it as pre-packaged and complete – to be accepted and practised. Thus in the course structure there are many points at which students raise questions and explore ideas.

### **Who is this course for:**

This course is suitable for students who enjoy or are interested in coding, learning with technology, programming and robotics and applying these tools to problem solving situations.

### **Course Fees:** \$80 per year.

In Year 10 students undertake specialised personal projects and may be required to provide their own specialist materials.

### **Contact Person:** Mrs Balaam

### **Career Link:**

The iSTEM course is designed to inspire students to take up the challenge of a career in Technology or Engineering.

### **Further study links:**

One of the aims of the iSTEM course is to increase the number of students studying physics, chemistry, engineering, design and technology, computing and mathematics subjects at the upper secondary school level. This is to be achieved through an integrative technology and engineering course structure, which give practical relevance to scientific and mathematical concepts.

## JAPANESE

### **Course Description:**

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community. The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. It also introduces students to an important part of the rich cultural tradition of East Asia. Through experience of the Japanese language system and cultural history, students gain valuable perspectives on art, music, customs, beliefs and the ways of thinking of Japanese people.

### **Course Content:**

#### **Year 9 and Year 10:**

The outcomes described for Stage 5 should be regarded as the basis for the further development of knowledge, understanding and skills in Japanese in Stage 6.

In this course students study a range of topics including: All About Me, School Life, My Day, Places To Go, Things To Do, Seasons and Festivals, Families, Animals and Pets, Food, Animation and Anime, Culture and Customs.

All course work is assessed according to the following outcomes.

#### **Using Language: (Listening and Responding, Reading and Responding, Speaking & Writing)**

- Selects, summarises and analyses information and ideas in spoken texts and responds appropriately.
- Selects, summarises and analyses information and ideas in written texts and responds appropriately.
- Uses Japanese by incorporating diverse structures and features to express own ideas.
- Experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas.

#### **Making Linguistic Connections**

- Demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
- Uses linguistic resources to support the study and production of texts in Japanese
- Explores the interdependence of language and culture in a range of texts and contexts

#### **Moving Between Cultures**

- Identifies and explains aspects of the culture of Japanese-speaking communities in texts.

### **Who is this course for:**

Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. There are sister city agreements between the two governments, providing Australian students with opportunities to host Japanese students, and to visit and study in Japan. Both Australia and Japan are members of the Asia Pacific Economic Community. Japan is one of Australia's leading trading partners. It is therefore important for Australia's long-term economic and social future that its relationship with Japan continues to be enhanced.

### **Course Fees: NIL**

### **Contact person: Mr Pelley and Ms Jones**



## MARINE AND AQUACULTURE TECHNOLOGY

### **Course Description:**

The aim of the Marine and Aquaculture Technology Years 7–10 Syllabus is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water related environments.

Students will develop:

- Knowledge, understanding and appreciation of marine and aquatic environments
- Knowledge, understanding and appreciation of the economical sustainability of aquaculture
- Knowledge, understanding and appreciation of the role of aquaculture in the preservation of wild seafood stocks and the marine environment
- Knowledge, understanding, skills and attitudes that promote ethical and sustainable
- Practices in the use, management and protection of the marine environment
- Knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities
- Knowledge, understanding and appreciation of the industries and organisations using, managing and regulating aquaculture and the marine environment
- Knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts.

### **Course Content:**

The course structure is as follows: -

Students must study, in the 200 hour course,

**Core I** – Introduction to Marine and Aquaculture Technology

**Core II** – Skills Management and Employment

Followed by a study of a minimum of 11 of the 48 options from the focus modules listed:

- Biology Focus Area
- Employment Focus Area
- Ecology Focus Area
- Management Focus Area
- Leisure Focus Area
- General Interest Focus Area
- Aquaculture Focus Area

Students will be provided the opportunity to extend their learning through activities inside and outside of the school environment. There will be incursions and excursions offered to link the course with relevant, local and realistic examples of content covered.

**Assessment:** There are four assessment tasks in Year 9 and four in Year 10 for students to complete. Assessment tasks are a combination of assignments, written tests and practical skill demonstrations.

**Who is this course for:** The aim of the Marine and Aquaculture Technology elective is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water related environments. This elective is for students who are passionate about marine conservation, are frequent users of our marine environment, and are looking towards a career either in marine science or a vocational career on marine waterways.

**Course Fees:** \$100 per year plus other excursion opportunities

**Contact Person:** Mr Patterson

**Career Link:** For students interested in jobs/careers such as: aquaculture, marine biology, parks and wildlife, fisheries, aquatic activities/tourism, horticulture, marine industry-boat building, fishing etc., ecologist, microbiologist, marine scientist

**Further study links:** HSC course, TAFE, University, private providers

## MUSIC

### Course Description:

The Year 9/10 Elective Music course will build on the learning experiences from the Year 7 Mandatory course. Students will develop an understanding of the concepts of music through activities in the areas of:

- **Performing** – as a soloist and member of an ensemble (group).
- **Composing** – arranging / writing own compositions using various methods (may include the use of computer software), as well as notating music.
- **Listening** – exploring a wide range of musical styles. Will include musical theory, aural skills and analysis.

Students will study music from a **wide range** of styles, periods and genres.

Students will be *encouraged* to develop skills in the area of instrumental and/or vocal performance.

### Course Content:

Across the **Year 9 and 10 Course**, topics may include:

Music for Film, Television and Multimedia	Music for Small Ensembles	Rock Music	Music of Other Cultures
Jazz	Music and Technology	Classical Music	Popular Music

**Australian Music** – a topic visited throughout the two year course.

### Who is this course for:

Elective music is recommended for anyone who:

- Enjoys **playing** and **listening** to music (including those who have played an instrument in the past).
- Likes **exploring** and **organising** sounds and working with others.
- Is **willing to develop** their instrumental and/or vocal skills.

Students *may* wish to undertake private instrumental or vocal tuition outside of school, but this is *not mandatory* for success in this course.

Much research indicates that the study of music enhances students' ability to perform better in many areas of school, as well as improve social, organisational and problem-solving skills.

### Course Fees: \$50 per year

This fee covers consumables such as recorded and sheet music, guitar strings and computer software, as well as repairs/maintenance of instruments.

### Contact Person: Mr Pelley and Mr Ruprecht

**Career Link:** For students interested in jobs/careers such as: singer/musician/ performer, composing, sound/audio engineer, music-copyist, critic, librarian, publisher, teacher, director, therapist, orchestra conductor

**Further study links:** HSC course, TAFE, University, private providers

## PHOTOGRAPHIC AND DIGITAL MEDIA

### **Course Description:**

Photographic and Digital Media provides specialised learning opportunities for students to understand and explore photographic and digital media practices. Students use traditional darkroom and current digital technologies to create a diverse collection of photographic imagery that is presented in a variety of exhibition contexts and that includes the ongoing development of their personal photography portfolio.

### **Course Content:**

#### **Year 9 and Year 10:**

Students learn about the role of the photographer, the use of photographic and digital forms in society, and the intended audiences for these forms in critical analysis and historical studies. Students undertake practical and written tasks related to the world of traditional and contemporary forms of photography. Content of the course is organised into three main areas:

**Practice:** Making photographic images, Critical & Historical studies

**The Frames:** The making and studying of photography from different points of view

**The Conceptual Framework:** The relationship between the photographer, the photograph, the world of photographic/art ideas and technologies, and audiences of photographic and digital media works

### **Who this course is for:**

- Anyone who has an interest in learning about and improving their photographic techniques both in digital and paper formats
- Is interested in developing their visual literacy skills necessary to navigate their way through the increasingly complex 21<sup>st</sup> Century
- Wants to build a professional portfolio of work for further study or professional aspirations
- Wants to express their creativity through photographic and digital means

### **Course Fees:** \$90 per year

This fee includes provision of the photography diary, and all materials and equipment. Students are not required to own a digital camera.

### **Contact Person:** Mr Pelley and Ms Dorahy

**Career Link:** For students interested in jobs/careers such as: artist- using a variety of mediums, photographer, jeweller, art gallery curator/buyer, art critic, teaching, art historian, designer, illustrator, set designer, ticket writer, graphic/interior/set design, advertising.

**Further study links:** HSC course, TAFE, University, private providers

## PHYSICAL ACTIVITY AND SPORTS STUDIES

### **Course Description:**

Physical Activity and Sports Studies provides for a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals. PASS represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities, and the use of activity for therapy and remediation. This course could also form a basis for Year 12 PDHPE by introducing some basic concepts of the HSC subject.

### **Course Content:**

#### **Year 9 and 10:**

#### **Areas of Study:**

The content is organised in modules within the following Areas of Study:

**Foundations of physical activity:** Body systems and energy for physical activity; Physical activity for health; Physical fitness; Fundamentals of motor skill development; Nutrition and physical activity; Participating with safety

**Physical activity and sport in society:** Australia's sporting identity; Lifestyle, leisure and recreation; Physical activity and sport for specific groups; Opportunities and pathways in physical activity; Issues in physical activity and sport;

**Participation and performance:** Promoting active lifestyles; Coaching and leading; Enhancing performance strategies and techniques; Technology, participation and performance; Event management;

**Movement Applications can include such diverse activities as:** Archery; Aerobics and fitness; Games; Martial arts; Aquatics; Dance; Outdoor education; Athletics; Gymnastics; and Recreational pursuits

### **Who is this course for:**

Physical Activity and Sports Studies provides students with opportunities to develop their level of skill, analyse performance and assist the performance of others. Effective and enjoyable participation in physical activity is supported by factors such as the application of sound nutrition, physical and psychological preparation, awareness of safety matters, and the development of good planning and time management skills participants, spectators and officials appreciate the traditions and special characteristics associated with various activities and value the qualities of skilled performance and determined effort. The acquisition and application of fundamental movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle.

**Course Fees:** \$50 plus some excursion costs

**Contact Person:** Mr Belic

**Career Link:** For students interested in jobs/careers such as: professional sportsperson, personal trainer, coach, sports medicine, nutrition, event management, sport publicity/ journalism, education, sports administration, instructors, naturopath

**Further study links:** PDHPE HSC course, TAFE, University, private providers

## TEXTILES TECHNOLOGY

### **Course Description:**

A 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. Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques. Students will investigate the work of textile designers and from this research make judgments about the appropriateness of design ideas, the selection of materials and of tools and the quality of textile items.

### **Course Content:**

#### **Year 9 and 10:**

**Areas of Study:** There are three areas of study:

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

#### **Focus Areas**

Focus areas are recognised fields of textiles that will direct the choice of student projects.

The focus areas are

- Apparel – includes clothing and accessories such as shoes, hats, jewellery and belts.
- Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, and beanbags.
- Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes.
- Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable designs.
- Non-apparel – includes book covers, toys, bags, tents, backpacks, sleeping bags.

Focus areas are intended to encourage students to engage with a range of textile items and cater for a variety of student interests. They provide options for students to refine and enhance their knowledge and understanding of textiles using a variety of materials, tools and techniques.

### **Who is this course for:**

Textiles Technology will contribute to the overall education of students by enabling them to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. The course encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study, work or training. Textiles have played a significant role throughout human history, satisfying both functional and aesthetic needs. Textiles continue to satisfy needs in society by being a means of self-expression, by having social meaning and cultural significance, and by performing specific functions in commercial, industrial and personal settings.

**Course Fees:** \$40 per year which includes a sewing kit and basic haberdashery materials. Students provide their own Fabrics, patterns etc for each project

**Contact Person:** Mrs Balaam

**Career Link:** For students interested in jobs/careers such as: fashion design, dress making, costume design/making, milliner, textile art, soft furnishings, interior decorator, clothing pattern maker, buyer, fashion accessories design/maker, wardrobe supervisor, upholsterer

**Further study links:** HSC course, TAFE, University, private providers

## VISUAL ARTS

### **Course Description:**

The content of the Visual Arts course provides opportunities for students to investigate the field of visual arts in complex and rich ways. Students are provided with opportunities to investigate 2D (drawing, design, painting and printmaking), 3D (sculpture) and 4D (digital media) practices and artforms throughout a variety of activities and approaches to artmaking.

### **Course Content:**

#### **Year 9 and Year 10:**

In the elective course, students make artworks that build a body of work, developed over time, using an extended range of materials and techniques as they investigate the world of art from a variety of current and historical perspectives.

Students continue to use their visual arts diary, as they explore ideas and interests in the world and experiment with new materials and techniques for making artworks. These opportunities lead to greater understanding of the field of art through critical analysis of artworks and historical investigations of artistic practice. Content of the course is organised into three main areas:

**Practice:** Making artworks, Critical & Historical studies

**The Frames:** The making and studying of artworks from different points of view

**The Conceptual Framework:** The relationship between the artist, the artwork, the world of art ideas and technologies, and audiences of art.

### **Who this course is for:**

The Visual Arts course offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings. Such a focus also offers practical and theoretical insights into some of the post-schooling opportunities available to students in tertiary, vocational work settings that require an array of creative, hands on and problem solving skills.

### **Course Fees:** \$60 per year

This includes the cost of materials, and the visual arts diary.

### **Contact Person:** Mr Pelley and Ms Dorahy

**Career Link:** For students interested in jobs/careers such as: artist- using a variety of mediums, photographer, jeweller, art gallery curator/buyer, art critic, teaching, art historian, designer, illustrator, set designer, ticket writer, graphic/interior/set design, advertising.

**Further study links:** HSC course, TAFE, University, private providers