



YOUNG HIGH SCHOOL

YR 9 SUBJECT GUIDE

2024-2025

A guide to selecting subjects for Year 8 students moving into Yr 9



YOUNG HIGH SCHOOL

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REACH FOR THE STARS

Growth Resilience Empathy Acceptance Team-

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COURSES OF STUDY

MANDATORY COURSES

These courses will be studied by all students in Years 9 and 10. All of these courses are two year courses.

Included are:

- English
- Mathematics
- Science
- History
- Geography
- Personal Development Health and Physical Education
- Sport.

ELECTIVE COURSES – NESAS COURSES

These are courses written by National Educational Standards Authority (NESA). Each student will have to choose two NESA elective courses and these will be studied for two (2) years (Years 9 and 10).

The NESA courses and Board Endorsed courses offered are listed in the following pages and tables of this book.

SUBJECT CHOICES SUMMARY TABLE

	Year 9 and 10 Courses	Year 9 only	Both 9 & 10
Mandatory Courses	English		✓
	Geography		✓
	History		✓
	Mathematics		✓
	Personal Development, Health and Physical Education		✓
	Science		✓
NESA Elective Courses	Aboriginal Language		✓
	Aboriginal Studies		✓
	Agricultural Technology		✓
	Commerce		✓
	Drama		✓
	Elective Geography		✓
	Food Technology		✓
	Graphics Technology		✓
	Industrial Technology - Metals		✓
	Industrial Technology - Multimedia		✓
	Industrial Technology - Timber		✓
	Information and Software Design (IST)		✓
	Music		✓
	Mysteries of History		✓
	Physical Activity and Sport Studies (PASS)		✓
	Textiles Technology		✓
Visual Arts		✓	

1. Mandatory courses all student study for Years 9 and 10
2. Students will study two (2) NESA Elective courses
3. Students will study one (1) Interest Elective (School Based Course) in Year 9 and a different Interest Elective (School Based Course) in Year 10. See the separate booklet for Interest electives

SUBJECT SELECTION ADVICE CHECKLIST

Students and parents are encouraged to read the following pages carefully. Some hints and reminders:

- Students are most likely to succeed when they pick courses which align to their interests and abilities. Picking a course that does not match your interests and abilities will not usually equate to high achievement, interest or engagement in that course.
- Do your subjects complement one another? Do the skills or concepts covered in one course relate to content in another course?
- Friends can be a good sounding board for your thoughts about your pattern of study. However - Picking a course because a friend is doing it is not a guarantee that you will be in the same class, nor does it have a direct bearing on your academic success or engagement.
- Consider any additional course requirements listed and expectations. These requirements may include volunteering, work experience, working with in groups, engaging with outside community members, major projects or performances.
- If you would like career advice or advice in subject selection with purpose of a career/employment area speak with the careers advisor.
- Be honest with yourself in terms of both your ability to understand a particular subject and your ability to apply yourself to a subject.
- Ask Ask ASK! Everyone wants you to make the best choice for you and your education. There are a range of places you can get more specific information to support your preference listing:

- Information Session provided by YHS Staff.
- The Parent Information Evening.
- Your teachers, Head Teachers, teachers of that subject.
- Ask about the types of assessments and activities you may be expected to complete.
- Look up the NESAs syllabus online (for NESAs courses).
- Students currently doing the course in Year 9 or 10.
- For school based courses speak to the staff responsible for each course (listed in the booklet)
- Careers Adviser for advice
- Deputy Principal for your Year Group regarding curriculum requirements and subject combinations.
- Year Advisor for assistance in working through the process and discussing your areas of strength
- Ask your parents.

HOW TO CHOOSE YOUR SUBJECT IN EDVAL

This book outlines the procedures which will be followed to allow the organisation of course selections for those students transitioning to Year 9.

Each student will be issued with a copy of this book. The book contains a brief outline of the organisation for Year 9 and the courses of study offered at the school.

Students will be given an opportunity to discuss with teachers representing each subject area any matters relating to course selection. Parents/Carers and students are invited to attend a Subject Information Evening at the school.

Each student will be emailed in regards to making their subject selections.

Students moving into Yr 9

STEP 1.

Check your email for your Edval subject selection web-code and follow the link.

STEP 2.

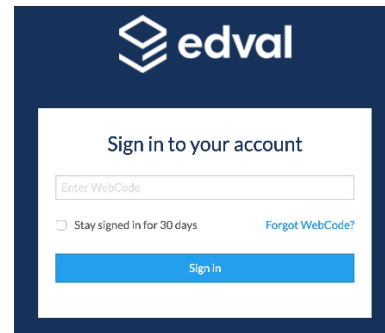
Enter your web-code in the link.

STEP 1: Click: spring.edval.education/login

STEP 2: Enter the following WebCode:

STEP 3: Select subjects you want, in order of your PREFERENCE (Important).

STEP 4: Click [Submit].



STEP 3.

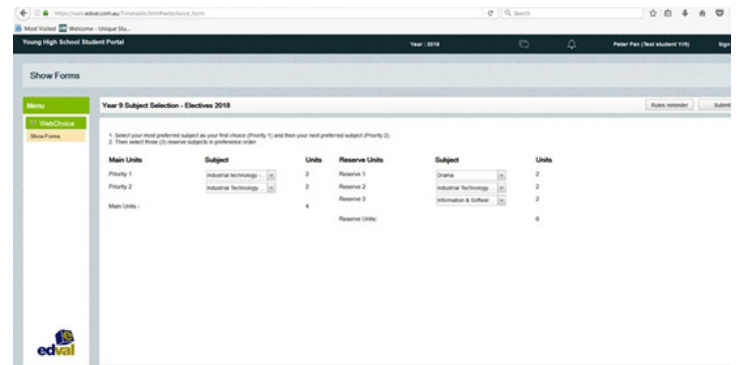
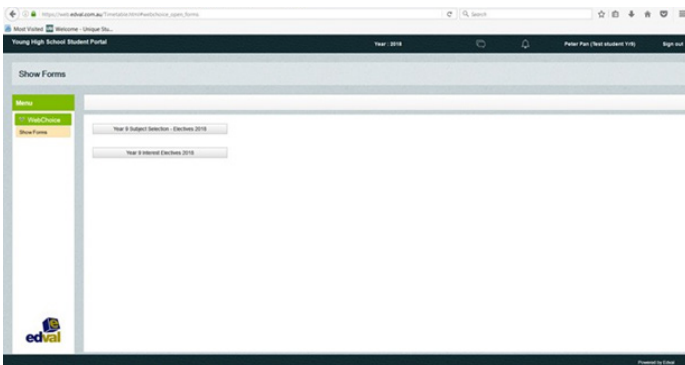
Students need to complete both sections:

- Year 9 Subject Selection - Electives
- Year 9 Interest Electives

STEP 4.

Year 9 subject selection – Electives

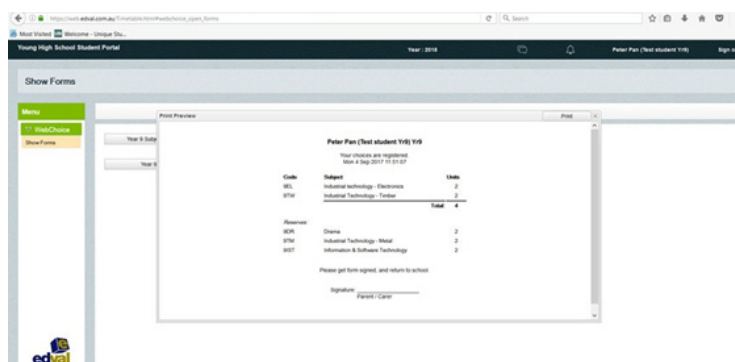
Students are to select their two electives in order. They are also to choose three (3) reserve electives.



Main Units	Subject	Units	Reserve Units	Subject	Units
Priority 1	Industrial Technology	2	Reserve 1	Drama	2
Priority 2	Industrial Technology	2	Reserve 2	Industrial Technology	2
Main Units:		4	Reserve 3	Information & Software Technology	2
			Reserve Units:		6

STEP 5.

Click submit and your receipt will come up on the screen. Print the receipt and sign it.



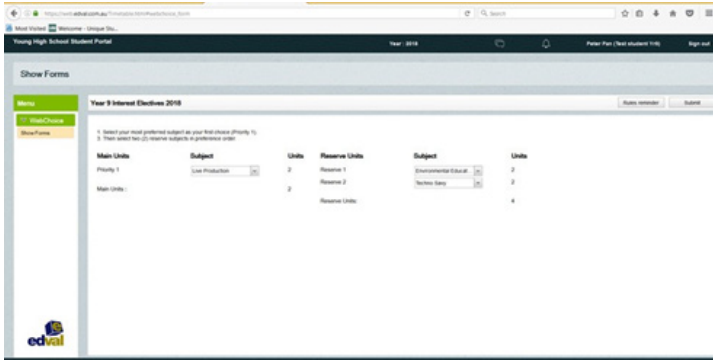
Code	Subject	Units
ISE	Industrial Technology - Electronics	2
ITW	Industrial Technology - Timber	2
Reserve:		
IDS	Drama	2
ITM	Industrial Technology - Metal	2
ISST	Information & Software Technology	2

Please get form signed, and return to school.

Signature: _____
Parent / Carer

STEP 7.

Year 9 Interest Electives

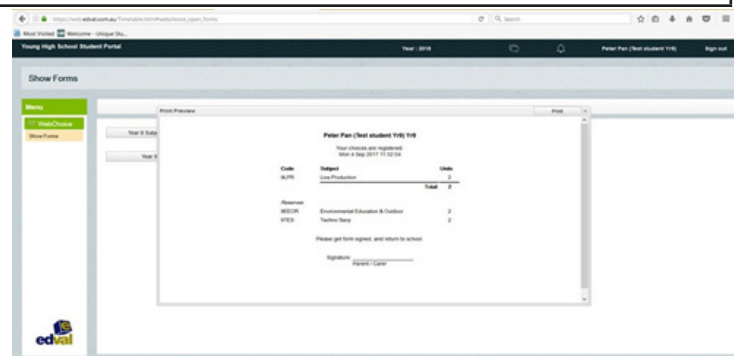


The screenshot shows a web interface for selecting Year 9 Interest Electives. It features a table with columns for Main Units, Subject, Units, Reserve Units, Subject, and Units. The table lists three main units: Priority 1, Main Units, and Reserve Units. Each main unit has associated subjects and their respective unit values.

Main Units	Subject	Units	Reserve Units	Subject	Units
Priority 1	Law Production	2	Reserve 1	Environmental Education	2
			Reserve 2	Technical Skills	2
Main Units		2	Reserve Units		4

STEP 8.

Click submit and your receipt will come up on the screen.



The screenshot shows a receipt preview window titled 'Peter Pan (Student Y9S Y9S)'. It displays the student's choices and a summary table. The summary table shows the following details:

Code	Subject	Units
SLP1	Law Production	2
RES1	Reserve 1	2
RES2	Reserve 2	2
RES3	Reserve 3	2
RES4	Reserve 4	2
RES5	Reserve 5	2
RES6	Reserve 6	2
RES7	Reserve 7	2
RES8	Reserve 8	2
RES9	Reserve 9	2
RES10	Reserve 10	2
RES11	Reserve 11	2
RES12	Reserve 12	2
RES13	Reserve 13	2
RES14	Reserve 14	2
RES15	Reserve 15	2
RES16	Reserve 16	2
RES17	Reserve 17	2
RES18	Reserve 18	2
RES19	Reserve 19	2
RES20	Reserve 20	2
RES21	Reserve 21	2
RES22	Reserve 22	2
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RES25	Reserve 25	2
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RES90	Reserve 90	2
RES91	Reserve 91	2
RES92	Reserve 92	2
RES93	Reserve 93	2
RES94	Reserve 94	2
RES95	Reserve 95	2
RES96	Reserve 96	2
RES97	Reserve 97	2
RES98	Reserve 98	2
RES99	Reserve 99	2
RES100	Reserve 100	2

Please NOTE: Receipts are to be signed by the student and the Parent/Carer and given to the students Year Advisor.

Students whose forms are returned after the due date issued may not have their choices considered.

Each NESAs Elective course selected, runs over two years. Students are making course choices that will impact both Years 9 and 10. The Interest Elective (school based course) will only run for one year. Students will select a second interest elective for Year 10.

The initial choices will be checked with the objective of arranging the courses into groups. These groups of courses are known as Lines of Study. All the courses on a particular Line of Study operate on the school timetable at the same time during the week so it is not possible for a student to be in two classes on the same Line of Study. All Interest Electives (school based courses) are on one elective line.

Points taken into consideration when forming the lines are:

- Have enough students chosen a particular course for it to operate?
- Which groupings of courses will allow the most students to be able to study all the courses from their initial choices?

Timetabling is complex task which requires considerable time to check each different grouping of subjects. It's not unusual to consider seven or more variations for the Lines of Study in an attempt to find the most suitable.

The most suitable grouping may not allow all students to study all the courses they chose initially. Some students may find that in the most suitable grouping two of their chosen courses are in the same Line of Study. These students may then need to alter their choices. The most suitable Lines of Study are those which keep the number of such students to a minimum.

Once the most suitable Lines of Study arrangement is decided, another form will be issued to those students whose initial selections may not fit the pattern formed. Please note that reserves will be used in the first instance and if this is not possible the student will be issued with another form. These students will then have to make a second selection to fit these Lines of Study. After this stage is reached it is difficult, and sometimes not possible, to change courses.

COURSE OUTLINES
NESA Elective Lines

ABORIGINAL LANGUAGES - (WIRADJURI)

Contact Person: Mrs Nyree Job

COURSE DESCRIPTION

The Aboriginal Languages (Wiradjuri) course encourages all students, Aboriginal and non-Aboriginal, to develop a strong sense of identity and belonging through a deep appreciation of language, culture, identity and Country. The course helps students to develop productive language skills in an Aboriginal language and to gain knowledge and understanding that will contribute to the maintenance and revival of local Aboriginal languages in their communities. The study of Aboriginal Languages (Wiradjuri) ensures intellectual enrichment and improved literacy skills for Aboriginal and non-Aboriginal students.

COURSE TOPICS

YEAR 9

Language of Country

Protocols and Language

Country, Waterways and Sky Stories

Bush Tucker and Food

YEAR 10

Storytelling

Family and Kinship Connections

Language and Performance: Song and Dance

COURSE REQUIREMENTS

Excursions: Visits to significant local Aboriginal sites.

Course Costs: Nil

FUTURE PROSPECTS/EDUCATION

Employment and/or further study opportunities in the fields of tourism, linguistics, heritage, teaching, government, health, military and diplomacy.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is designed to benefit students of all backgrounds. Wiradjuri is studied as the language of Country, with further Aboriginal languages being studied comparatively.

The most challenging aspect about this course is:

There are always challenges in learning a new language. This course requires students to understand and apply grammatical patterns different to English.

The most rewarding aspect about this course is:

Studying an Aboriginal language creates positive attitudes and allows students to participate more effectively in a multicultural world. Language study improves analytical skills and creativity and enhances communication and problem-solving skills. Through the study of Aboriginal languages, students gain an understanding of the importance of language and culture to identity. Furthermore, developing skills in this Aboriginal languages course will give students an advantage in studying additional languages.

ABORIGINAL STUDIES

Contact Person: Mrs Nyree Job, Mrs Schiller, Mr Albaf

COURSE DESCRIPTION

The Australian Aboriginal and Torres Strait Islander peoples can lay claim to having the oldest surviving culture of any group of people on the planet! For their culture to survive over 90 000 years it has had to be both strong and adaptable. Aboriginal society and culture is diverse, complex and intriguing. Aboriginal Studies Years 9–10 provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students. Students have the opportunity to develop an appreciation of the unique value of Aboriginal Peoples and their cultures to Australian identity. They can also gain knowledge about contemporary issues affecting Aboriginal communities across Australia.

COURSE TOPICS

YEAR 9

Aboriginal Identities

Traditional and Contemporary Aboriginal Art Aboriginal Technologies and the Environment Aboriginal Peoples and the Media

YEAR 10

Aboriginal Autonomy

Aboriginal Enterprises and Organization's Aboriginal Oral and Written Expression Aboriginal Peoples and Sport

COURSE REQUIREMENTS

Students will need to provide a USB flash drive.

Excursions: The National Gallery in Canberra, AITIS and Wiradjuri cultural places.

Course Costs: Nil

FUTURE PROSPECTS/EDUCATION

This course provides knowledge in relation to our first nation's people. Students can choose Aboriginal Studies in Year 11 and 12. Students can pursue careers in Aboriginal Affairs, Law, Government sectors (Health and Education). Social work, police and Community Liaison officer to name just a few.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is designed to benefit students of all backgrounds.

The most challenging aspect about this course is:

This course can challenge stereotypes in relation to Aboriginal people and their history from a post-colonial perspective.

The most rewarding aspect about this course is:

Aboriginal students are empowered through exploring and celebrating their cultural and social heritage and its longevity. They gain pride and cultural affirmation through the study of their local/regional community and through the study of Aboriginal cultural diversity. Non Aboriginal students develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society.

AGRICULTURE TECHNOLOGY

Contact Person: Ms Rae, Mr McGrath

COURSE DESCRIPTION

The study of Agricultural Technology develops knowledge and understanding about a range of agricultural practices that apply to producing plant and animal products. It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products. Students develop the ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information.

COURSE TOPICS

YEAR 9

- Prime Lamb Production
- Vegetable Production
- Poultry Production
- Crop Production

YEAR 10

- Viticulture
- Wool Production
- Plant Propagation/Aquaculture
- Sustainable Farming

COURSE REQUIREMENTS

Practical experiences are a compulsory and important part of the course. These experiences include fieldwork, activities on the school farm, laboratory work, plant and animal husbandry activities and visits to commercial farms and other parts of the production and marketing chain.

Excursions: Local farms and businesses, Orange National Field Days.

Course Costs: A material cost of \$20 will apply for this course.

FUTURE PROSPECTS/EDUCATION

The knowledge and understanding developed over the two year course can be a good introduction for the senior school subjects of Primary Industries and Agriculture and for employment on the land or an agriculture related business.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in working with animals and plants, enjoy hands on practical experiences and solving problems in the farming sector.

The most challenging aspect about this course is:

Understanding and using industry terminology in Agriculture. Problem solving in everyday agricultural situations.

The most rewarding aspect about this course is:

Problem solving in an industry that is constantly changing in order to supply the food and fibre demand for an increasing world population.

COMMERCE

Contact Person: Mr Cooper

COURSE DESCRIPTION

Commerce is the course that teaches students to deal with businesses, employers, the law and governments so you know your rights and make informed decisions.

COURSE TOPICS

YEAR 9

Consumer and Financial Decisions – Students develop knowledge, understanding and skills that assist them to achieve financial independence by developing the ability to make informed judgements and to take effective decisions regarding the use and management of money.

Running a Business – Students become actively engaged in planning, organising and running a small business and develop strategies to address problems as they arise.

Consumer Choice – Students learn how to identify, research and evaluate options when making decisions related to solving those problems and issues that confront consumers.

Promoting and Selling – Students learn about strategies used by businesses to promote and sell products and services.

Investing – Students learn about the range of investment options and how to make wise investment decisions.

YEAR 10

Towards Independence – Students develop problem-solving and decision-making skills to assist them in relation to commercial and legal issues which may affect them when they leave home.

Law, Society and Political Involvement – Students develop an understanding of how laws affect individuals and groups and regulate society. Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes.

Employment and work work futures – Students learn about the commercial and legal aspects of employment issues by; focusing on their options, rights and responsibilities in the work environment.

Travel – Students learn how to plan for travel and how to solve problems encountered when travelling.

COURSE REQUIREMENTS

Excursions: This is a very practical course and students will be involved in local excursions to the business district. There will be visits to class by business managers, police and solicitors. Course Costs: Nil

FUTURE PROSPECTS/EDUCATION

Commerce is the course that will provide you with the skill to help you cope in life after you leave home, in our ever changing and complicated world. Studying Commerce in Year 9 and 10 will assist students who may wish to study Legal Studies, Business Studies, Economics or Retail in Year 11 and 12.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are interested in money, business, law/crime, government/politics. Students who want to set themselves up for life after school.

The most challenging aspect about this course is:

Commerce has some complicated concepts that are difficult to understand straight away but with perseverance you will master Commerce.

The most rewarding aspect about this course is:

In this subject you have the opportunity to run your own school based business, participate in a mock trial, create your own travel itinerary and organise a fundraiser.

DANCE

Contact Person: Ms Nibre

COURSE DESCRIPTION

Dance is a unique way of knowing. Dance, as a visual and performing art, can be presented and appreciated in a variety of ways. For students, dance provides a means of identifying and developing special talents.

Students will develop knowledge, understanding and skills about dance as an art form through:

- Dance performance as a means of developing dance technique and performance quality to communicate ideas.
- Dance composition as a means of creating and structuring movement to express and communicate ideas.
- Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural and historical context.

Students will have the opportunity to contribute as individuals, in small groups, and in class situations. At the end of some terms, students will present items for assessment which may include a given written task, an individual performance, and a group composition that has been worked on throughout the term.

Appropriate clothing also includes tights/track pants, a black T-shirt and soft, flexible 'jazz' type shoes or bare feet, no socks/ stockings.

COURSE TOPICS

YEAR 9

- Ballet
- Safe Dance Practices
- Dance Composition
- Elements Of Dance
- Musical Theatre
- Dance Analysis

YEAR 10

- Contemporary Dance
- Safe Dance Practices Indigenous Dance
- Dance Composition
- Popular Dance Styles

COURSE REQUIREMENTS

Satisfactory attempt all components of the course (both practical performance and theory)

Excursions: Possible excursions to performances (Eisteddfods, Dance Festivals, Southern Stars)

Course Costs: Nil

FUTURE PROSPECTS/EDUCATION

This course is beneficial for any student considering the selection of HSC Dance. Dance provides the foundation for study to become a professional dancer, dancer choreographer, dance teacher or owning a private studio.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Previous experience is not required but a passion for dance is necessary!

The most challenging aspect about this course is:

Building self confidence in order to perform in front of an audience.

The most rewarding aspect about this course is:

Developing your confidence and ability in a field you are passionate about.

DRAMA

Contact Person: Ms Allen

COURSE DESCRIPTION

The study of Drama includes the study of a whole range of elements, ranging from theoretical aspects such as theatre history, methods of acting and the conventions of the stage, to practical aspects such as performing, improvisation and characterisation.

Drama is particularly valuable in that it often enables students to increase their self-confidence and social awareness, teaching students the importance of cooperating and working as a team. In Drama, students are encouraged to express themselves and their opinions while at the same time being encouraged to listen to and respect the opinions of others.

Drama fosters an understanding of continuity and change, and of the connections between different times and cultures. It provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture.

COURSE TOPICS

YEAR 9

- Improvisation
- Play building
- Australian theatre
- Masks

YEAR 10

- Acting
- Voice
- Movement
- Theatre History
- Commedia Dell'arte

COURSE REQUIREMENTS

128 page exercise book, black t-shirt, black pants.

Excursions: N/A

Course Costs: N/A

FUTURE PROSPECTS/EDUCATION

Bachelor of Arts Drama

Drama Teacher

Director Theatre practitioner

Production staff Costume designers

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Anyone interested in the arts, performance, working collaboratively, history or cultural differences.

The most challenging aspect about this course is:

The challenge of the course is that students need to work in groups, act and commit to being part of a team. They need to be able to reflect on a performance and use this reflection to improve. Students need to also be confident in speaking and performing in front of each other and the classroom teacher.

The most rewarding aspect about this course is:

Allowing yourself to 'play' and let go of inhibitions in order to discover an outlet of confidence and enjoyment.

ELECTIVE GEOGRAPHY

Contact Person: Mr Cooper

COURSE DESCRIPTION

The Elective Geography course is an exciting and interesting course that enables you to discover how environments and communities interact. Elective Geography is the course that teaches students about the world around them and the geographical concepts that help shape the world. Elective Geography allows you to investigate concepts and issues associated with life on Earth in more detail compared to your Mandatory Geography. It provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry and enables depth studies through flexible programming. Elective Geography provides opportunities for fieldwork and opportunities to develop topographic mapping skills.

Elective Geography allows students to build on their geographical knowledge and skills. This course will assist students in Mandatory Geography and is recommended for students considering studying Geography in Year 11 and 12. Elective Geography provides skills that will assist students interested in careers in Environmental Management, Agriculture, Government and Town Planning, Business, and Law after school.

COURSE TOPICS

YEAR 9

- Physical Geography
- Oceanography
- Geography of Primary Production
- Political Geography

YEAR 10

- Development Geography
- Australia's Neighbour
- Interactions/ Patterns along a Continental Transit
- School-developed option

Course Costs: NIL

EXCURSIONS

Opportunities are available for students to attend excursions to reinforce content and skills being analysed in class.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who enjoy studying Geography now and want to build on their geographical knowledge and skills. Students who are interested in the world around them.

The most challenging aspect about this course is:

Elective Geography has some complicated concepts that are difficult to understand straight away but with perseverance you will master Elective Geography.

The most rewarding aspect about this course is:

Elective Geography provides students with a detailed understanding of the world around them and how our actions can shape a more sustainable world.

FOOD TECHNOLOGY

Contact Person: Mr MacIver, Mrs Brown

COURSE DESCRIPTION

Students will learn to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food.

Students learn practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.

COURSE TOPICS

YEAR 9

- Food equity
- Food in Australia
- Food selection and health
- Food for specific needs

YEAR 10

- Food service and catering
- Food product development
- Food trends
- Food for special occasion

COURSE REQUIREMENTS

It is a mandatory requirement that students undertake practical activities. Students will learn how to prepare, cook and present a variety of food items.

Enclosed leather shoes are required for practical lessons.

Excursions: N/A

Course Costs: A materials cost of \$100 per year has been set to cover the cost of foods consumed. Payment due at the start of the course.

FUTURE PROSPECTS/EDUCATION

Hospitality industry – Chef, waiter, barista, hotel management. food technologist, food scientist, food product development. nutritionist, dietitian.

Students who have completed Year 9 and 10 elective Food Technology may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 & 12

- Food Technology
- Hospitality

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in food; preparation & cooking, nutrition, availability or developing new products.

The most challenging aspect about this course is:

Using the developed skills to accurately produce meals and other food items by following recipes.

The most rewarding aspect about this course is:

The array of practical components and satisfaction of preparing and cooking safe and hygienic food to cater for a range of health concerns, events and social occasions.

GRAPHICS TECHNOLOGY

Contact Person: Mr Brown, Mr Sheppard

COURSE DESCRIPTION

Graphics Technology enables students to engage in both manual and computer-based forms of illustration and product modelling. Students develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations.

Students will develop knowledge, understanding and skills to:

- Visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences
- Interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques
- Use graphics conventions, standards and procedures in the design, production and interpretation of a wide range of manual and computer-based graphical presentations
- Select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information.
- Create 2D and 3D CAD representations of complex, compound shapes, scale models using 3D printing and laser cutting technologies.

COURSE TOPICS

<p>YEAR 9</p> <p>Core Modules consist of:</p> <ul style="list-style-type: none">• Instrument drawing• Computer Aided Design (CAD) <p>All modules provide content designed to develop knowledge, understanding and skills related to the four key areas of:</p> <ul style="list-style-type: none">• Graphics principles and techniques• Design in graphics• Planning and construction• Presentation	<p>YEAR 10</p> <p>Elective units consist 4-6 of the following;</p> <ul style="list-style-type: none">• Architectural Drawing• Australian Architecture• Cabinet and Furniture Drawing• Computer Aided Design (CAD)• Computer Animation• Engineering Drawing• Graphic Design and Communication• Product and Technical Illustration
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COURSE REQUIREMENTS

Excursions: Nil

Course Costs: Drawing Kits – approximately \$50.00 (not compulsory)

FUTURE PROSPECTS/EDUCATION

Architect, Graphic designer, Product designer, Engineer, Drafts-person, Educator

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have a great interest in developing skills in technical drawing and learning about various drawing types and techniques. Also they should have an interest in using computer software to create 3 dimensional models of real life products.

The most challenging aspect about this course is:

Understanding spatial concepts and being able to convert 2 dimensional drawings to 3 dimensional ones and vice versa. Also learning to use a variety of computer based drawing software to produce quality drawings.

The most rewarding aspect about this course is:

Learning how to draw objects in a variety of different styles using both manual techniques and computer based software. Being able to get a taste of product design, architecture, engineering drawing and 3 dimensional modelling.

INDUSTRIAL TECHNOLOGY (METAL)

Contact Person: Mr Brown

COURSE DESCRIPTION

Industrial Technology – Metal is a predominantly practical course which will be studied for two (2) years. The study of Industrial Technology Metal 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.

Industrial Technology Metal develops student's knowledge and understanding of materials and processes. Related knowledge and skills are developed through the practical use of tools, materials and techniques. These are applied in the planning, development, construction and evaluation of quality practical projects and processes.

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

COURSE TOPICS

YEAR 9 and 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 which are enhanced and further developed through the study of specialist modules in:

- Fabrication and Metal Machining

Practical projects will 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 (e.g., toolbox, etc)
- Metal machining projects (e.g., Machine vice, centre punch,
- Fabricated projects (e.g., nutcracker, scrolled projects, BBQ, occasional table, etc

COURSE REQUIREMENTS

Enclosed leather shoes for practical lessons, pens and pencils

Excursions: Nil

Course Costs: A fee of \$60 is set per year to cover the cost of consumables and materials.

FUTURE PROSPECTS/EDUCATION

Metal fabricator, welder, boiler maker, engineer, metal machinist, tool maker.

Students who have completed Year 9 and 10 elective Industrial Technology Metal may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 and 12 - VET Metal and Engineering

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students with a keen interest in working with metal and metalworking tools.

The most challenging aspect about this course is:

Taking the time to produce quality projects.

The most rewarding aspect about this course is:

Gaining skills in the use of metalworking tools and machines. Taking home quality, completed practical projects that you are proud of.

INDUSTRIAL TECHNOLOGY (MULTIMEDIA)

Contact Person: Mr Brown

COURSE DESCRIPTION

Industrial Technology Multimedia is a predominately practical course, which will be studied for two (2) years. The study of Industrial Technology Multimedia provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies.

Industrial Technology Multimedia develops student's knowledge and understanding of materials and processes. Related knowledge and skills are developed through the practical use of tools, materials and techniques. These are applied in the planning, development, construction and evaluation of quality practical projects and processes.

COURSE TOPICS

<p>YEAR 9 and 10</p> <p>The Multimedia focus area of Industrial Technology provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia and associated industries.</p> <p>Students will undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating. A variety of multimedia-based technologies and techniques will be used, including;</p> <ul style="list-style-type: none">• Multimedia computers• Digital cameras• Augmented reality (AR) or virtual reality (VR) equipment• 3D printers and laser cutting technologies• Desktop publishing• Sound creation for multimedia presentations• Video capture and production techniques.	<p>Practical projects will reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia-related technologies. These will include but not limited to:</p> <ul style="list-style-type: none">• Manipulation of digital images and photo journals• Brochures incorporating photographic images, including ePublications• Multimedia presentations and movie making.• 2D and 3D computer animations• Webpage design and Apps.• Augmented reality (AR) or virtual reality (VR) products• Computer Games
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COURSE REQUIREMENTS

Nil

Excursions: Nil

Course Costs: Nil

FUTURE PROSPECTS/EDUCATION

3D Animation or Graphic design, Programmer, Games developer, Programmer or Software developer, Webmaster or Web Designer.

Students who have completed Year 9 and 10 Industrial Technology Multimedia may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 & 12

- Industrial Technology (Multi Media)
- Software Design and Development
- Information and Digital Media Technology (Vocational Subject)

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in developing their skills and knowledge with computer related solutions.

The most challenging aspect about this course is:

Being patient when working with the various software packages and having an eye for detail.

The most rewarding aspect about this course is:

Creating a product that you can be proud of and learning new software packages.

INDUSTRIAL TECHNOLOGY (ELECTRONICS)

Contact Person: Mr Brown

COURSE DESCRIPTION

Industrial Technology Electronics is a predominately practical course, which will be studied for two (2) years. The study of Industrial Technology Electronics provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies.

Industrial Technology Electronics develops student's knowledge and understanding of materials and processes. Related knowledge and skills are developed through the practical use of tools, materials and techniques. These are applied in the planning, development, construction and evaluation of quality practical projects and processes.

COURSE TOPICS

YEAR 9 & 10

The Electronics focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries.

Practical projects will reflect the nature of the Electronics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies.

These may include:

- Electronic circuits and kits (e.g., siren, am radio, solar projects, LED torches, usb powered devices, etc)
- Electronic controlled devices – integrated circuits, motors and generators, sensing devices, switching devices
- Robotic projects and experimenting with control components
- Printed circuit board (PCB) production

COURSE REQUIREMENTS

Enclosed leather shoes for practical lessons.

Excursions: Nil

Course Costs: A fee of \$40 is set per year to cover the cost of consumables and materials.

FUTURE PROSPECTS/EDUCATION

Electronics Engineer, Electronics trade worker, technician, retail electronics, product assembler, Engineering draftspersons, building and construction - electrical trades.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in electronics, developing and working with their hands to build projects.

The most challenging aspect about this course is:

Being patient with the building of projects and learning component codes to find their values.

The most rewarding aspect about this course is:

Gaining a better understanding of electronics and circuits while creating exciting projects.

INDUSTRIAL TECHNOLOGY (TIMBER)

Contact Person: Mr Brown

COURSE DESCRIPTION

Industrial Technology Timber is predominately a practical course, which will be studied for two (2) years. 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.

Industrial Technology Timber develops student's knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques. These are applied in the planning, development, construction and evaluation of quality practical projects and processes.

COURSE TOPICS

YEAR 9 and 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:

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

- Furniture items (e.g. coffee table, bedside cabinet, hall, stand, seating, etc)
- Decorative timber products (e.g. mirror frame, turned bowl, lamp stand, etc)
- Storage and transportation products (e.g. jewellery box, etc)
- Storage and display units (e.g. kitchen rack, desktop box, etc)

COURSE REQUIREMENTS

Enclosed leather shoes for practical lessons, pens and pencils.

Excursions: Nil

Course Costs: A fee of \$60 is set to cover the cost of consumables and materials.

FUTURE PROSPECTS/EDUCATION

Cabinetmaker, builder, joiner, furniture maker, construction worker, architecture, forestry, furniture design.

Students who have completed Year 8 elective Industrial Technology Timber may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 & 12

- Industrial Technology (Timber)
- Construction

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students with a keen interest in working with timber and woodworking tools.

The most challenging aspect about this course is:

Being prepared to work consistently throughout the course. Taking the time to produce quality projects.

The most rewarding aspect about this course is:

Gaining skills in the use of woodworking tools and machines. Taking home quality, completed practical projects that you are proud of.

INFORMATION AND SOFTWARE TECHNOLOGY

Contact Person: Mr R Daniels

COURSE DESCRIPTION

Information Software and Technology is an exciting and challenging course, designed to develop students' knowledge, confidence and creativity in designing, analysing, developing and evaluating information technology solutions.

Information Software and Technology (IST) focuses on developing computer skills through the completion of a variety of projects. These projects form the basis for assessment and develop student's techniques and knowledge of computer graphics, web site development/multimedia, spreadsheets, databases, computer programming and video editing. IST aims to equip students with the ability to use computers as problem solving tools.

The course integrates the study of core within the context of option topics. The core content is completely integrated with content from the option topics and projects.

COURSE TOPICS

YEAR 9 and 10

Core Topics

- Current and emerging technologies
- Data Handling
- Hardware
- Issues
- People
- Software

The optional topics that can be that can be studied within this course include:

- The Internet & Website Development
- Authoring and Multimedia
- Networking Systems
- Hardware and Software
- Past, Current and Emerging Technologies
- Artificial Intelligence, Simulation and Modelling
- Robotics
- Software Development and Programming

COURSE REQUIREMENTS

Nil

Excursions: Nil

Course Costs: Nil

FUTURE PROSPECTS/EDUCATION

3D Animation or Graphic design, Programmer, Games developer, Customer Service Technician, Data Entry, Database Engineer, Electronics technician or engineer, Hardware Technician, Networking or System Administrator Programmer or Software developer, Webmaster or Web Designer

Students who have completed Year 9 and 10 elective Information and Software Technology may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 & 12

Software Design and Development

Information and Digital Media Technology (Vocational Subject)

Industrial Technology Multimedia

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest in developing their skills and knowledge with computer related solutions.

The most challenging aspect about this course is:

Being patient when working with the various software packages and having an eye for detail.

The most rewarding aspect about this course is:

Learning new software packages and working with computing technology.

MUSIC

Contact Person: Mrs Job, Ms Eyb

COURSE DESCRIPTION

Music in Year 9 and 10 builds on the knowledge and skills developed in Year 7 and 8. Students will be encouraged to choose one instrument to further increase their skills and technique through performance experiences within large ensembles, smaller ensembles and solo performances.

Students get to develop their enjoyment and knowledge of music through the topics by:

- Performing
- Composing
- Listening

Students will also be provided with an opportunity to experiment with a wide range of modern technologies such as music notation and production software. These technologies will provide a foundational understanding on how to produce music as an artist. A great aspect of the course is the provision of wonderful opportunities for students to exhibit their talents through various performances both in class and for school events such as: assemblies, Soiree, MADD week and various community performances.

COURSE TOPICS

YEAR 9

- Jazz/Blues music
- Classical music
- Australian music

YEAR 10

- Medieval music
- Music for another culture
- Music for television, film and multimedia
- Rock music

COURSE REQUIREMENTS

Prior knowledge of music theory from Year 7 & 8.

Excursions: Local concerts, Soiree, MADD week, Cherry Jam, Cherry Festival

Course Costs: Only applicable to those who have maintenance costs for their own instrument.

FUTURE PROSPECTS/EDUCATION

- Performing artist, singer/band member, member of an orchestra
- Composer, arranger, song writer
- Studio recording engineer, live sound engineer
- Music education
- Music producer/DJ

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is for both the serious musician looking for possible future career options and those who simply enjoy making music.

The most challenging aspect about this course is:

Performing in an ensemble requires copious amounts of teamwork when preparing pieces. Students are expected to rehearse performances outside of class at times when needed.

The most rewarding aspect about this course is:

Being part of concerts and performances such as Soiree and MADD week. Performing in an ensemble with peers is a rewarding aspect as you have been part of a concert.

MYSTERIES OF HISTORY

Contact Person: Ms Cooke

COURSE DESCRIPTION

Who murdered Oetzi the Iceman? Who was Jack the Ripper? What happened to the ghost ship the Mary Celeste? Did Atlantis really exist? What happened to the great civilisation of the Incas? And what's the deal with the Bermuda Triangle?

This elective History course offers students the opportunity to develop their detective skills and investigate some of the greatest historical mysteries, unsolved murders and unexplained occurrences of the Ancient, Medieval and Modern world.

COURSE TOPICS

YEAR 9

Term 1 - Myths and Legends – The Hero's Journey

Term 2 - Disasters – Land, Air and Sea

Term 3 – Assassinations, Murders and All Things Gruesome

Term 4 – Super HISTerious – Superstition, Witches and all things Spooky

YEAR 10

Term 1 - Constructing History – How to Use Evidence

Term 2 - Serial Killers – Jack the Ripper and Modern Day Mayhem

Term 3 - Terrorism

Term 4 - History and Film

COURSE REQUIREMENTS

This course will be studied through individualised units negotiated with the class teacher.

Excursions: Nil

Course Costs: N/A

FUTURE PROSPECTS/EDUCATION

Mysteries of History allows students to build on their historical knowledge and skills. This course will assist students in mandatory History and assists in preparing students for senior history study. Mysteries of History provides students with skills that will assist in developing careers in Journalism, Law, Museum Curator, Foreign Affairs, Law Enforcement and Teaching.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is excellent for students interested in History as it allows them to study a range of periods and events in depth. It also allows students to pursue their own area of interest in History.

The most challenging aspect about this course is:

Writing analytical extended responses, critical source analysis.

The most rewarding aspect about this course is:

A greater depth of knowledge of our world and Australia's place in it. As well as developing skills in independent learning, interpretation and analysis, research and communication.

PHYSICAL ACTIVITY AND SPORTS STUDIES

Contact Person: PDHPE Staff

COURSE DESCRIPTION

This course 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 a study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has focus on moving with skill in order to enjoy participation and to achieve performance goals.

This course presents a broad view of physical activity and 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 re-mediation.

Physical Activity and Sport Studies consists of three major areas of study; all of which are made up of five different content areas.

Area of Study 1 – Foundations of physical activity

Area of Study 2 – Physical Activity and Sport in Society

Area of Study 3 – Enhancing participation and performance

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity provides a major context for voluntary work across Australia.

COURSE TOPICS

YEAR 9

Fundamentals Of Movement Skill, Australian Sporting Identity, Physical Fitness, Technology, Participation and Performance, Games Sense, Australian Sports, Recreation Pursuits.

YEAR 10

Body Systems and Energy For Physical Activity, Sports Injuries, Sports Coaching, Event Management, Stick It, European Style, Let's Mix It Up.

COURSE REQUIREMENTS

Excursions: Possible visits to local sporting venues and primary schools

Course Costs: Nil

FUTURE PROSPECTS/EDUCATION

Those looking for employment in the fitness industry, become sports coaches, work within sport and recreation or those looking for careers in paramedics, exercise physiology.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who have an interest and passion in health and fitness, with a strong knowledge and understanding of the importance of physical activity and sport. Students with a passion for participation in physical activity.

The most challenging aspect about this course is:

Students will be required to speak regularly and participate in sports in front of class members when completing practical activities. They will also be required to assist in the coaching and training of junior classes and school sporting teams.

The most rewarding aspect about this course is:

Further developing and building knowledge and skills in an area of passion to you.

TEXTILES TECHNOLOGY

Contact Person: Mrs Brown

COURSE DESCRIPTION

In this course students will learn about modern Textiles and Design technology.

The course will concentrate on students' interests in design and fashion drawing, garment construction, and craft technology.

Students will be able to construct garments and textile articles as well as enjoying learning experiences with design, machine appliqué, and dyeing.

Practical projects undertaken will reflect the nature of textile technology and provide opportunities for students to develop skills related to textiles.

The course is predominately practical work where students will produce textile articles with the use of overlockers, sewing machines and computerised embroidery machines.

COURSE TOPICS

YEAR 9 and 10

The Textiles and Design focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the fashion and apparel industries.

There are three areas of study:

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

Practical projects undertaken will reflect the nature of textile technology and provide opportunities for students to develop skills related to textiles.

- Apparel: clothes/ fashion accessories, embroidered products and jewellery
- Furnishings: cushions, bed linen, chair covers, bean bags
- Textile arts: wall hangings, fabric art
- Costume: includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes.
- Non-apparel: toys, bags, backpacks, sleeping bags

COURSE REQUIREMENTS

Students will be required to purchase their own fabrics.

Excursions: Nil

Course Costs: There will be a materials cost of \$30 per year for this course. This covers overlocker thread, dyes and sample materials. Project material will need to be purchased throughout the course at student expense.

FUTURE PROSPECTS/EDUCATION

Design architects, industrial designers, graphic designers, interior designers, fashion designers, fashion marketing, product development, textile development, textile research.

Students who have completed Year 9 and 10 elective Textiles Technology may choose to continue studying in this area by electing from the subjects listed below in their proceeding years.

Year 11 & 12

Textiles Technology

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

This course is for students who enjoy being creative, and want to develop skills in designing, manipulating and experimenting with fabrics for an end use.

The most challenging aspect about this course is:

Being patient with the construction of garments and projects and learning how to use fabrics for different end uses.

The most rewarding aspect about this course is:

Gaining a better understanding of fashion design and garment making while creating projects you can be proud of.

VISUAL ARTS

Contact Person: Mrs Hughes

COURSE DESCRIPTION

Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. It teaches students how to interpret and organise such information. Visual Arts encourages creative and confident use of technologies. Students explore traditional and contemporary art forms as well as emerging digital media. Students make artworks developed over time that build a body of work. Students investigate the use of technologies in a range of artworks and in critical and historical studies of art. They interpret artworks using the language of the Frames (subjective, cultural, structural, and post- modern) and study the relationships between artist, artwork, world, and audience (the conceptual framework). This learning is also applied to their own art making. Students develop skills in a variety of art making activities chosen.

COURSE TOPICS

YEAR 9

This year gives an overlook at the how Visual Arts is used as a form of cultural expression.

These may include:

- Street Art as a subculture that reflects the views of the people. Stencilling and its use as a tool of mass culture is used by students to create their own merchandise.
- Exploring natural forms and botanical drawing using a range of mediums, such as pencil, printmedia, ceramics and biro.
- Anime plus Manga as a study of Eastern art.
- Art appreciation and critical analysis

YEAR 10

Students are introduced to more traditional mediums and subject matter that have historically been explored in art.

These may include:

- Surreal pen and ink drawing.
- Ceramic forms
- Sculpture foam carving or air dry clay.
- Students are also encouraged to extend their sense of conceptual expression by experimenting with ideas of surrealism in art. An ability to analyse artworks in-depth is developed through learning to use literary scaffolds to deepen evaluation.
- Urban streetscape painting, using complex colours and blending.
- Art Appreciation and critical analysis.

COURSE REQUIREMENTS

Students are required to keep a Visual Arts diary. This diary provides a vital link between the student and the teacher. It is used to document the stages of a student's art making practice and allows for reflection, evaluation, and assessment. Students will need to provide a USB flash drive.

Excursions: Excursions to local, regional and metropolitan art galleries.

Course Costs: \$30 including hardbound A4 Diary

FUTURE PROSPECTS/EDUCATION

Study in Visual Arts provides students not only with strong discipline based knowledge but with the fundamental skills, creative expertise and learning mindset recognised as essential capabilities for the 21st century.

Students can choose careers in teaching, art gallery management, designer, art lecturer, animation photographer or graphic designer to name a few.

FREQUENTLY ASKED QUESTIONS

Who should consider taking this course?

Students who are interested in art and have a creative flair.

The most challenging aspect about this course is:

There are no challenges, just new discoveries.

The most rewarding aspect about this course is:

Visual Arts is a creative and exciting subject that promotes experimentation and having fun while developing artistic skills and talents. Students' work express their experiences, interpretations and concerns about this world.



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