



WOLLONDILLY ANGLICAN COLLEGE

YEAR 9
2023

SUBJECT INFORMATION BOOKLET

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YEAR 9, 2023 SUBJECT SELECTION

SOME IMPORTANT CONSIDERATIONS

This booklet has been prepared for both parents and students to provide information to assist decisions regarding Elective Subjects that may be studied throughout Years 9, 2023 and Year 10, 2023.

The selection of Electives needs careful consideration because once a subject has been selected, it needs to be studied for 200 hours, over two years.

For a student to satisfactorily complete a course, NESAs requires the Headmaster to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESAs; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

When considering elective choices, it is important to spend time weighing the consequences of the selection. Make the decision based on the **student's abilities and interests** and the possibility of use towards future studies or employment. Please **DO NOT** choose subjects for any lesser reason - such as to be with friends in classes, etc.

Please note:

The NESAs curriculum identifies Year 9 and Year 10 as Stage 5. Students then progress to Year 11 and Year 12 (Stage 6) which culminates in the Higher School Certificate (HSC).

Courses chosen for Year 9 should be undertaken for their own merit rather than as a prelude to Year 11 and Year 12. From experience, most students at this stage of their schooling have little idea of career paths for their future, and thus have difficulty choosing subjects.

Generally speaking, courses in Year 11 and Year 12 begin without a requirement for the subject to have been studied in Year 9 and Year 10. For example, Design and Technology in Stage 6 can be studied without a background in the Stage 5 course, and Economics can be studied in Stage 6 without Commerce being studied in Stage 5. The point also needs to be made, however, that in the case of some subjects, Stage 5 courses provide a background of information and the development of skills that can be of assistance in Stage 6.

It should also be noted that a student's Stage 5 performance, particularly in English, Mathematics and Science, will determine the levels at which students can study particular courses in Stage 6 for the HSC.



Mandatory or Compulsory Courses

Christian Studies, English, Mathematics, Science, History/Geography and PD/H/PE will be **compulsory courses for all students**.

Elective Subjects

Each student must elect to study two elective subjects.

Students must select two elective subjects from the following menu of possible subjects:

- Commerce
- Dance
- Drama
- Design and Technology
- Food Technology
- German
- Industrial Technology - Timber
- Information and Software Technology
- Music
- Physical Activity and Sport Studies (PASS)
- Textiles Technology
- Visual Arts

NOTE:

The current Year 8 students will need to select two subjects for 2023. These are two year courses. They will have up until the start of Term 1, 2023 to make a change in their selection but this will need to be based on strong educational reasons and it will be subject to student numbers in the class.

The listing of a subject in this booklet is no guarantee that the subject will be taught next year. All subjects are being offered to the students but only those attracting sufficient numbers will be able to go ahead and be timetabled. Should a subject be elected that is subsequently dropped because of insufficient numbers, every effort will be made to provide the next choice on the student's **Web Choice Selection**.

Class Sizes and Costs

Most elective classes are smaller than other classes because of their practical nature.

Some elective subjects use expendable material; however, these costs will be covered in the Year 9 and Year 10 Service Fee.

Changing Subjects

Once final selections are made, changes may be very difficult. Any change made during Term 1, 2023 may only be made with the approval of the Deputy Headmaster.



Christian Studies

The Stage 5 Christian Studies compulsory course continues to develop a central aim of the College, “...to encourage students to develop lives around an understanding of the Gospel message of Jesus Christ and the importance of serving God”, by building on the knowledge, skills and experiences developed in Year 7 and Year 8 through the study of God’s Word.

Course Description

We will continue to bring God’s Word to the students by teaching the relevant skills in background knowledge and interpretation and to facilitate individuals making their own informed choices with respect to the Gospel and the claims of the Bible.

Christian Studies provides students with links to the skills and knowledge gained during their time participating in the College sequential camping program. Christian Studies also provides students the opportunity to raise questions about faith, trust and believing. This is a focal point in the pastoral care of each student.

What will students learn?

The Stage 5 Christian Studies Course begins in Year 9 looking at the life of Jesus. Students will then look at what we can learn from Daniel living in captivity and finally how we pray and worship God through the book of Psalms. In Year 10, the program looks at Jesus’ Sermon on the Mount and then how this has shaped history through Christian missions of different forms. Year 10 will finish by looking at a Christian theology of Creation and the fall of mankind.

What will students learn to do?

- Observe, collect and record information, analyse and synthesise information gathered from a variety of sources.
- Communicate, analyse and explain the relations between lifestyles and expressions of Christian beliefs by asking questions about Christian matters and assessing the process of investigation.



English

At Wollondilly Anglican College, English is compulsory and is studied as a common course in each year from Years 7 to Year 10 with at least 400 hours to be completed by the end of Year 10. This is a requirement for eligibility for the award of the Record of School Achievement and to progress into Year 11 and Year 12.

Course Description

Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

What will students learn?

Students study fiction, poetry, films, podcasts, television, news mediavans and a range of digital and visual texts. The texts give students experience of Australian literature, insights into Aboriginal experiences, Asian perspectives in texts, and multicultural experiences in Australia along with literature from other countries and times.

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

What will students learn to do?

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world. They reflect on their learning in English.

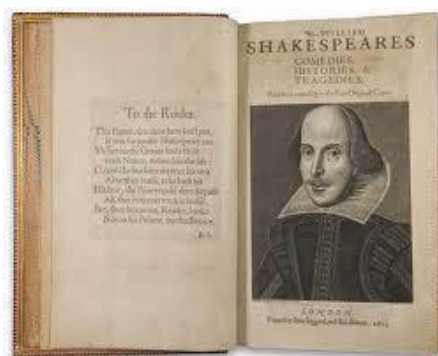
Course Requirements

The study of English in Stage 4 (Year 7 and Year 8) requires experience of at least two works of each of fiction, film, non-fiction and drama and a wide range of types of poems. In Stage 5 (Year 9 and Year 10) it requires experience of at least two works of each of fiction, film, non-fiction and drama, and a variety of poetry drawn from different anthologies or from particular poets.

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

Record of School Achievement (RoSA)

Satisfactory completion of the mandatory study of English during Stage 5 (Year 9 and Year 10) will be recorded with a grade on the student's Record of School Achievement Part A.



Mathematics

Mathematics is a mandatory course studied from Year 7 to Year 10. To be eligible for the award of the School Record of Achievement and progression to Year 11 and Year 12, at least 400 hours is to be completed by the end of Year 10.

Course Description

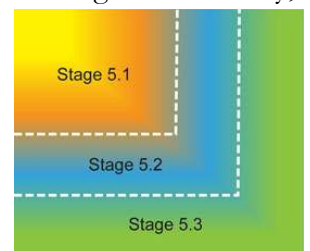
Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond Mathematics. In addition to its practical applications, the study of Mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure. Mathematics reflects our Creator's design and care.

The aim of Mathematics in K-10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics by the time they reach the end of Year 8. Three substages of Stage 5 (Stages 5.1, 5.2 and 5.3) have been identified and made explicit in the syllabus:

- Stage 5.1 is designed to assist in meeting the needs of students who are continuing to work towards the achievement of Stage 4 outcomes when they enter Year 9
- Stage 5.2 builds on the content of Stage 5.1 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes, generally by the end of Year 8
- Stage 5.3 builds on the content of Stage 5.2 and is designed to assist in meeting the needs of students who have achieved Stage 4 outcomes before the end of Year 8.

Students studying some or all of the content of Stage 5.2 also study all of the content of Stage 5.1. Similarly, students studying some or all of the content of Stage 5.3 also study all of the content of Stage 5.1 and Stage 5.2. Content written in different substages within Stage 5 may be studied continuously. For example, students may study the content of the Linear Relationships sub strand in Stage 5.1, followed immediately by the content of the Linear Relationships sub strand in Stage 5.2, or by the content of the Linear Relationships sub strand in Stage 5.2 and the Linear Relationships sub strand in Stage 5.3. The diagram illustrates the relationship between the substages in Stage 5.



A large variety of 'endpoints' is possible in Stage 5. For example, some students may achieve all of the Stage 5.2 outcomes and a selection of the Stage 5.3 outcomes by the end of Year 10.

What will students learn?

Students study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within each of these strands they will cover a range of topics including:

Number and Algebra

Financial Mathematics
Ratios and Rates
Indices and Surds
Equations
Linear Relationships
Non-Linear Relationships
Polynomials
Logarithms
Functions and Other
Graphs

Measurement and Geometry

Area and Surface Area
Volume
Numbers of Any
Magnitude
Trigonometry and
Pythagoras' Theorem
Properties of Geometrical
Figures
Circle Geometry

Statistics and Probability

Single Variable Data
Analysis Bivariate Data
Analysis Probability

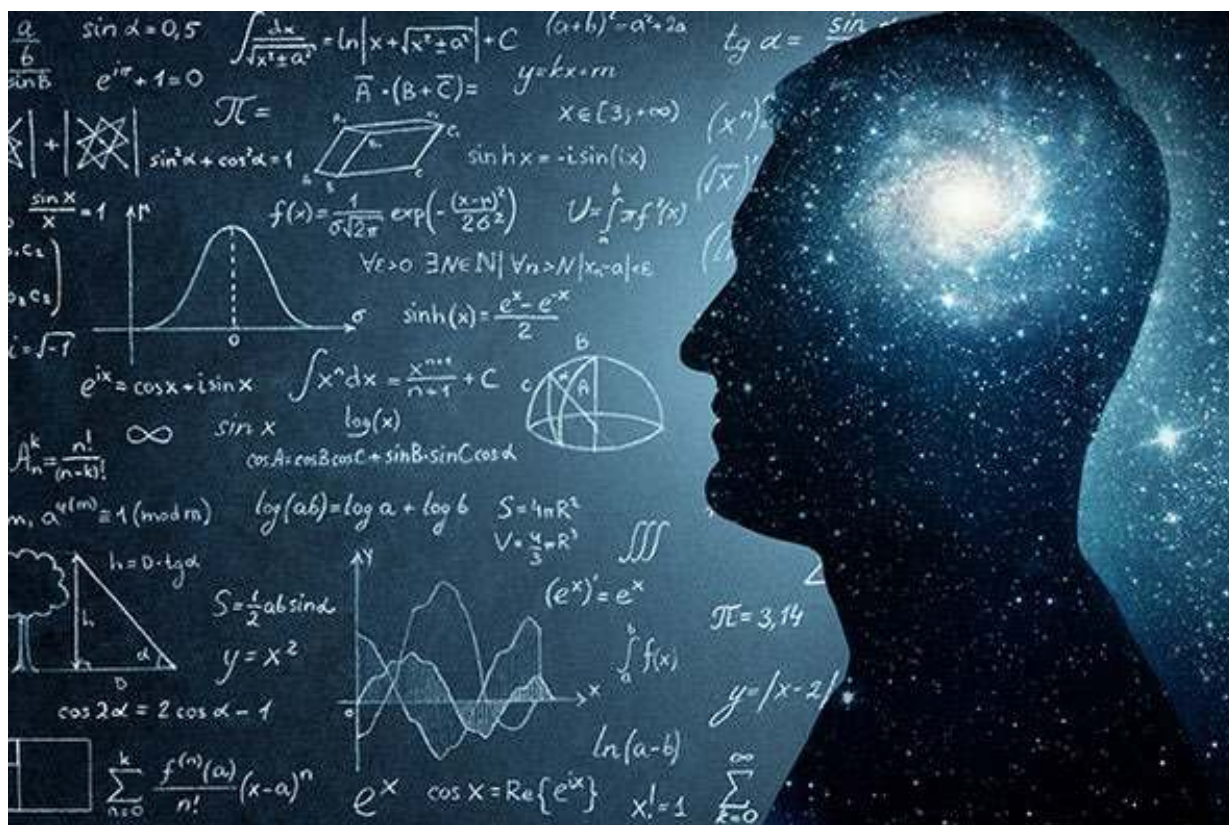


What will students learn to do?

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

Record of School Achievement (RoSA)

Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Year 9 and Year 10) will be recorded with a grade on the student's School Record of Achievement.



Science

Science is a mandatory course studied from Year 7 to Year 10. To be eligible for the award of the Record of School Achievement and progression to Year 11 and Year 12, at least 400 hours are to be completed by the end of Year 10.

Course Description

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

What will students learn?

Through their study of Science, in the major disciplines of Biology, Chemistry, Geology and Physics, students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

What will students learn to do?

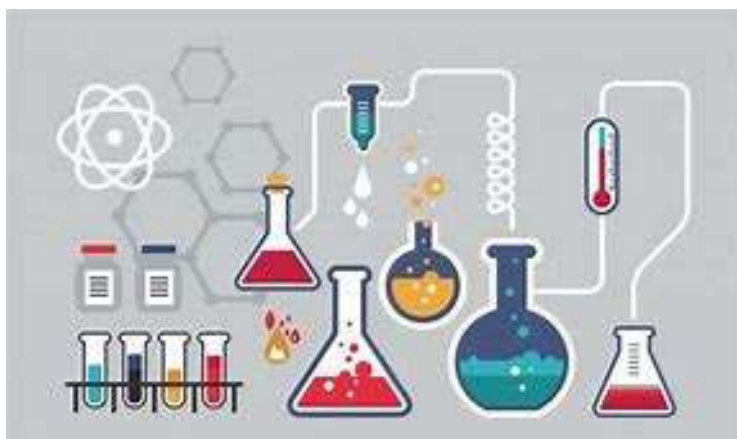
Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

Course Requirements

Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during Stage 5, as in Stage 4. At least one project will involve 'hands-on' practical investigation. At least one project will be an individual task.

Record of School Achievement (RoSA)

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



Personal Development Health and Physical Education

Course Description

The general aim of the PDHPE program at Wollondilly Anglican College is to educate the whole person, giving students the opportunity to develop in spiritual, moral, intellectual, physical, emotional and social areas; believing that people were made in the image of God. We seek to develop young people with skills, knowledge, moral and spiritual values, so that they might become constructive, dynamic and purposeful citizens in Australian Society.

What will students learn?

The content of the program provides students with a wide variety of learning experiences, encouraging students to develop communication skills, to think critically about health and life issues, to develop a value system, solve problems and interact appropriately with others. In doing so, it is desired that students take responsibility for their own wellbeing and healthy lifestyle. Issues such as physical and spiritual fitness, relationship development, safety, nutrition, conflict resolution and human sexuality contribute to a student's understanding of health and life. It is hoped that at the end of the course students will choose to live in a way that resembles what they have learned, developing their own self-esteem, physical, social and spiritual wellbeing. It is desired that they will have the knowledge and skills necessary to make informed health decisions, incorporating a focus on personal and spiritual fitness.

Course Requirements

Students will cover units of work related to three areas of study:

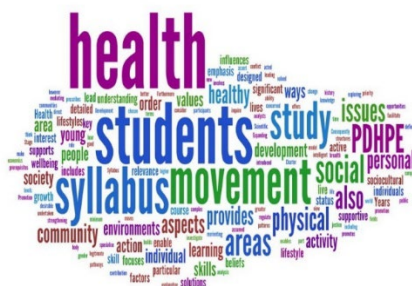
- Health, wellbeing and relationships.
- Movement skill and performance
- Healthy, safe and active lifestyles

Students will participate in two physical education lessons per cycle (two weeks) and two theoretical lessons per cycle (two weeks).

Students will be assessed on both theoretical and practical components of the course in a variety of ways, such as practical demonstrations/performances, creating plans and strategies, analysis of scenarios, presentations, reports, group work activities, research projects, self/peer assessment and examinations.

Record of School Achievement (RoSA)

Satisfactory completion of the mandatory study of PDHPE during Stage 5 (Year 9 and Year 10) will be recorded with a grade on the student's Record of School Achievement.



Physical Activity and Sport Studies (PASS)

Course Description

Physical Activity and Sport Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

What will students learn?

PASS promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. Students will appreciate the traditions and special characteristics associated with various physical activities and also the artistic and aesthetic qualities of skilled performance and determined effort.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multi-faceted nature of these fields.

Course Requirements

Students will study a range of different modules (shown in the table) that focus on:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance

Body Systems and Energy for Activity	Sports Medicine (Participating with Safety)
Physical Activity for Specific Groups	Fundamental Movement Skills
Physical Fitness	Coaching
Technology, Participation and Performance	Promoting Active Lifestyle, Leisure and Recreation
Nutrition and Physical Activity	Australia's Sporting Identity
World Games	Enhancing Performance

There is a significant practical component within the course where theoretical concepts are practically applied in a range of movement contexts. Students will be assessed both on theoretical and practical components of the course. The practical assessment will focus on the application of movement skills, ability to critique their own and others movement and planning for improved performance in physical activity.

Record of School Achievement (RoSA)

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



KEY LEARNING AREA

Human Society In Its Environment (HSIE)

Geography

History

Commerce



Geography (Mandatory)

The Geography (Mandatory) course requires students to complete:

1. 100 hours of Global Geography in Stage 4
2. 100 hours of Australian Geography in Stage 5

These are mandatory curriculum requirements for the award of the Record of School Achievement and progression to Year 11 and Year 12.

Course Description

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

What will students learn?

The following geographical concepts are integrated throughout Stage 5:

Place: the significance of places and what they are like	Change: explaining geographical phenomena by investigating how they have developed over time
Space: the significance of location and spatial distribution, and ways people organise and manage spaces that we live in	Scale: the way that geographical phenomena and problems can be examined at different spatial levels
Environment: the significance of the environment in human life, and the important interrelationships between humans and the environment	Sustainability: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future
Interconnection: no object of geographical study can be viewed in isolation	



Years 9 and 10 Focus Areas:

Sustainable Biomes <ul style="list-style-type: none">• What are the main characteristics that differentiate the world's biomes?• How do people use and alter biomes for food production?• Can the world's biomes sustainably feed the world's population?• What strategies can be used to increase global food security?	Changing Places <ul style="list-style-type: none">• Why has the world become more urbanised?• How does migration impact on the concentration of people into urban places?• How does urbanisation change environments and places?• What strategies are used to manage environmental change in urban places to enhance sustainability?
Environmental Change and Management <ul style="list-style-type: none">• How do environments function?• How do people's worldviews affect their attitudes to and use of environments?• What are the causes and consequences of change in environments and how can this change be managed?• Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?	Human Wellbeing <ul style="list-style-type: none">• What makes human wellbeing a geographical issue?• How can the spatial variations in human wellbeing and development be measured and explained?• What are the economic, social and environmental impacts of variations in development and human wellbeing?• How do governments, groups and individuals respond to inequalities in development and human wellbeing for a sustainable future?

What will students learn to do?

The following geographical inquiry skills are integrated throughout Stage 5:

- Acquiring geographical information
- Processing geographical information
- Communicating geographical information

The following geographical tools are integrated throughout Stage 5:

- Maps (eg topographic maps, choropleth maps, flowline maps)
- Fieldwork (eg observing, measuring, collecting and recording data)
- Graphs and statistics (eg line graphs, scatter graphs, climate graphs)
- Spatial technologies (eg virtual maps, satellite images, global positioning systems (GPS))
- Visual representations (eg illustrations, flow charts, annotated diagrams)

Course Requirements

Fieldwork is an integral and mandatory part of the study of Geography as it facilitates an understanding of geographical processes and geographical inquiry. Students participate in fieldwork to collect primary data and develop their personal capabilities and workplace skills. The enjoyable experience of active engagement in fieldwork helps to create and nurture a lifelong interest in and enthusiasm for the world students live in.

Record of School Achievement (RoSA)

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



History (Mandatory)

The History (Mandatory) course requires students to complete:

1. 100 hours of History in Stage 4
2. 100 hours of History – The Making of the Modern World and Australia in Stage 5

This is a requirement for eligibility for the award of the Record of School Achievement and progression into Year 11 and Year 12.

Course Description

History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth century Australia.

What will students learn?

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. Students will study industrialisation and rapid changes in the ways people lived, worked and thought. They will learn about Nationalism and Imperialism and the colonisation of Australia which was part of the expansion of European power. The period culminated in World War I and World War II which are significant Depth Studies that will be covered. In Year 10 students will move on to a study of the modern world and Australia from 1945 with an emphasis on popular culture and the struggle for rights and freedoms by Aboriginal and Torres Strait Islanders. The Year 10 curriculum also includes an analysis of the Nazi Holocaust and Australia's involvement in the Vietnam War.

Year 9 and Year 10 Focus Areas:

- The Making of the Modern World
- Making a Better World
- Australia and Asia
- Australians at War – World War I and World War II
- The Modern World and Australia
- Rights and Freedoms
- Popular Culture
- The Holocaust
- Australia and the Vietnam War

What will students learn to do?

Students learn to apply the skills of investigating History including analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints. Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past to different audiences.

Particular Course Requirements

All students must complete a site study in Stage 4 and Stage 5.

Record of School Achievement (RoSA)

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



Commerce

Commerce is an elective course that can be studied for 100 or 200 hours at any time during Year 7 to Year 10. The College delivers the course to Year 9 and 10 students in the 200-hour format.

Course Description

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

What will students learn?

In the 200-hour course format, students will undertake all four (4) Core Study topics and typically four (4) or five (5) selected Options.

The four Core Study topics are:

- **Consumer and Financial Decisions:** Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.
- **The Economic and Business Environment:** Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses.
- **Employment and Work Futures:** Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.
- **Law, Society and Political Involvement:** Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.

The list of Options includes:

- | | |
|--------------------------|----------------------------|
| 1. Our Economy | 1. Law in Action |
| 2. Investing | 2. Travel |
| 3. Promoting and Selling | 3. Towards Independence |
| 4. Running a Business | 4. School-developed Option |

What will students learn to do?

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

Developing skills of research, evaluation and collaborative decision-making through the study of Commerce enables students to contribute to our democratic and pluralistic society as well as develop the skills to become self-directed lifelong learners.

Record of School Achievement (RoSA)

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



KEY LEARNING AREA

Technology & Applied Science

Design and Technology

Food Technology

Industrial Technology – Timber

Information & Software Technology

Textiles Technology



Design and Technology

Design and Technology is a practical subject which develops a student's ability to use the design process in a range of projects with a STEM focus.

Course Description

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

What will student learn about?

Students will learn about the design, production and evaluation of designed solutions, processes and the interrelationship of the design with the other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of the past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students will engage in a variety of design projects, where students work on the creation and documentation of designed solutions with the following core content integrated:

- A Holistic approach
- Design processes
- Activity of Designers

During the study of each unit students are required to undertake practical activities designed to refine and enhance student knowledge, understanding and skills.

Some projects that could be completed include:

- Balloon Car
- Gameboy Electronics Project
- EV3 Lego Robotics and Robot War
- Bottle Rocket Project
- Aeroplane Design using Skylap
- Drone Programming Project
- Hydraulics Project.

Record of School Achievement (ROSA)

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



Food Technology

Food Technology builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Stage 4 course.

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations, and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of areas enabling students to produce quality food products. It also provides students with a context through which to explore how food adds to life and how it contributes to both vocational and general life experiences.

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status, and the quality of life. The following focus areas provide a context through which the practical components and project-based learning will be studied.

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

What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Record of School Achievement (RoSA)

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



Industrial Technology - Timber

Industrial Technology – Timber is a practical subject that focuses on developing sound knowledge and skills in working with timber.

Who should study Industrial Technology - Timber?

1. Students with an interest in woodworking.
2. Students who enjoyed the Technology (Mandatory) course.
3. Students who may be considering a career pathway in the timber industry.

Why choose Industrial Technology - Timber?

Industrial Technology – Timber develops students' knowledge and skills when working with timber products. Students have the opportunity to plan and produce quality practical projects, providing experiences in the selection, use and application of materials, tools, machines and processes.

What will students learn about?

- The properties and applications of timber products.
- The range of tools, machines and processes available in both industrial and domestic settings for working with timber products.
- Safe practices for practical work environments, including risk identification and minimisation strategies.
- Design and designing including the communication of ideas and processes.
- Industrial manufacturing techniques.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects.

Students will learn to:

- Select and use a range of materials for individual projects.
- Competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects.
- Produce drawings and written reports to develop and communicate ideas and information relating to projects.

Record of School Achievement (RoSA)

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



Information and Software Technology

Information and Software Technology is an elective course that may be studied for 100 hours for each year of Year 9 and Year 10. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Stage 4 course.

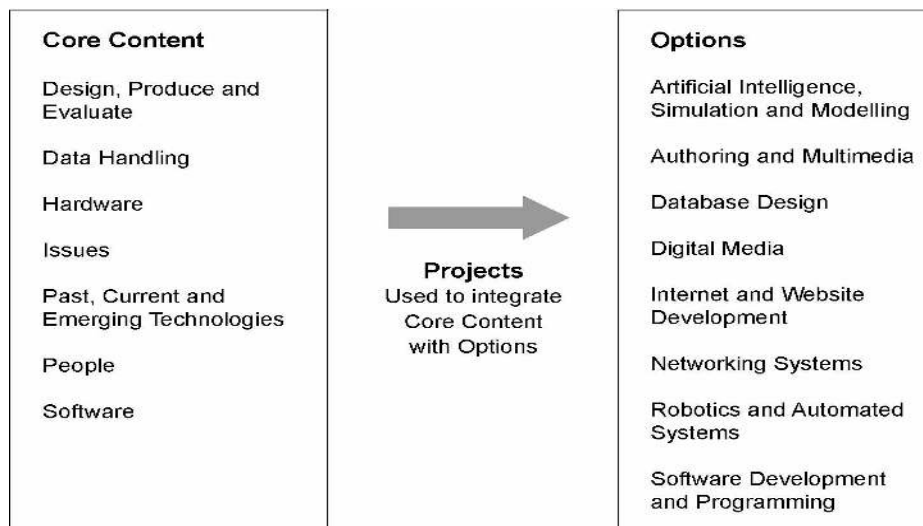
Course Description

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.

What will students learn?

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.

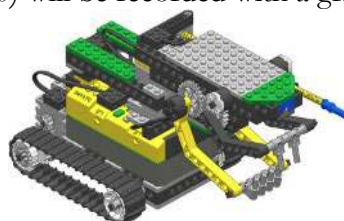


What will students learn to do?

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.

Record of School Achievement (RoSA)

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



Textiles Technology

Textiles Technology is a creative subject that allows students to perceive, design and produce their own ideas and work with a range of different fabrics, colouration, yarns and fibres.

Who should study Textiles Technology?

- Students who enjoy practical activities/projects.
- Students who enjoy problem solving.
- Students wanting to develop a range of designing and textile workshop skills.
- Students who enjoyed the Technology (Mandatory) course.

Why choose Textiles Technology?

Textiles Technology develops a student's ability for innovative and creative thought. 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 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.

What will students learn about?

- The properties and performance of textiles.
- Design for a range of textile applications in areas of apparel, non-apparel, textile art, costuming and furnishings.
- The significant role of textiles for the individual, consumer and for society.
- Ethical and responsible design, preferred futures and innovation.

What will students learn to do?

- design for a range of textile applications
- create documentation, communication and presentation of design ideas
- critically select, be proficient and creative in the use of textile materials, equipment and techniques to produce quality textile items
- evaluate quality in the design and construction of textile items.

Record of School Achievement (RoSA)

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



KEY LEARNING AREA

Creative Arts and Languages

Dance

Drama

Music

Visual Arts

German



Dance

Course Description

This course will introduce students to dance through practical dance classes with an emphasis on dance technique and performance quality. Through mainly contemporary and modern dance technique styles, the student will perform dance sequences as well as learn about composing movement and how to analyse movement in a range of contexts.

What will students learn about?

Year 9 students will study	Year 10 students will study
<ul style="list-style-type: none">• The Elements of Dance• Safe Dance Practice• The Anatomical Body• Jazz/Vernacular Dance• Relationships in Dance	<ul style="list-style-type: none">• Composition – Motif into Phrase• Cultural Dances• Dance on Film• Modern Dance – Skills and Analysis

What will students learn to do?

Students will learn to:

- Build confidence
- Improve dance technique, style and performance quality
- Perform in front of peers and small and large audiences
- Develop compositional style
- Perform different styles and dance choreography
- Analyse and critique the work and performances of themselves, peers and other professional dance works

Who should study Dance?

Dance is a subject which caters to the needs and interests of a wide variety of students. Any student who has an interest or passion in Dance, or who has training in dance - contemporary, classical, jazz or any other genre, will find the course worthwhile. In the area of performing arts, this subject will extend, challenge and provide interest for any student who loves to dance.

Record of School Achievement (RoSA)

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



Drama

Course Description

Drama is a creative learning experience. Students will explore dramatic techniques and theatrical conventions, performance styles and dramatic forms through regular, workshop – style lessons.

What will students learn about?

- Approaches to Acting
- Cultural Drama and Dramatic Traditions
- Performance Styles
- Group Performance
- Individual Projects (film, performance, design, critical analysis, scriptwriting)

What will students learn to do?

Students will learn to:

- Build confidence
- Manage nerves
- Quickly react to changing environments and stimulus
- Speak and perform in front of small and large audiences
- Develop interpersonal skills which will be a valuable asset to future employees in many different fields.

Who should study Drama?

Drama is a subject which caters the needs and interests of a wide variety of students. Any student who would like to build their personal confidence, develop valuable interpersonal skills or work in the wide and varied realm of performing arts should study drama.

Record of School Achievement (RoSA)

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



Music

Music is an enjoyable subject, which requires discipline, motivation and hard work.

Who should study Music?

- Any student who is currently learning an instrument or intending to start
- Any student who enjoyed music in Stage 4 Music

Why Choose Music?

Students have the opportunity to develop their musical abilities and potential. Music plays an important role in the social, cultural and spiritual lives of all people.

At an individual level, music is a medium of personal expression, which is vital to adolescent children. The nature of musical study allows students to develop their capacity to manage their own learning and practice, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?

In the Elective music course, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through learning experiences of performing, composing and listening.

The topics available for study are Rock Music, Popular Music, Classical Music, Music from Other Cultures etc. The course requires the study of the compulsory topic of Australian Music

Record of School Achievement (RoSA)

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



Visual Arts

Visual Arts is an expressive outlet where students apply the techniques and skills of a variety of artistic mediums, and appreciate the work of a range of artists.

Who should study Visual Arts?

- Students who enjoy being creative
- Students wanting to develop skills in a range of artistic mediums
- Students who enjoyed the Visual Arts Stage 4 course

Why choose Visual Arts?

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will students learn about?

- the enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms
- how artists make artworks
- how art is shaped by different beliefs, values and meanings
- artists and artworks from different times and places
- relationships in the artworld between the artist – artwork – world – audience
- how their own lives and experiences can influence their artmaking and critical and historical studies

What will students learn to do?

- make artworks using a range of materials and techniques in 2D, 3D and 4D forms
- develop their research skills, approaches to experimentation and how to make informed personal choices and judgements
- record their artmaking practice in their Visual Arts Process Diary
- investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies

Record of School Achievement (RoSA)

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



German

German builds on the knowledge, skills and experiences developed in the Year 7 and Year 8 mandatory course.

Course Description

In the 100 hour elective German course, students will further develop listening, speaking, reading and writing skills, necessary for effective communication in German.

What will students learn?

Students will continue to use the *Genau* series, which they utilized in Year 7 and Year 8. Topics that will be studied include German-style houses, chores, your dream home, money, shopping, free-time activities, holiday plans, music and television, Berlin, problems and giving advice.

What will students learn to do?

Students will learn to communicate in German at a more sophisticated level, with increased emphasis on speaking skills. They will be encouraged to participate in discussions with speakers of German eg by using email. Students will continue to access websites to gain up-to-date information about Germany.

Who should study German?

You should consider choosing German as an elective if you have enjoyed German in Year 7 and Year 8, and experienced success in the mandatory German course.

Why choose German?

Studying any language helps you to reflect on attitudes and cultural practices that differ from your own. Learning German specifically can provide later opportunities for travel and employment in many of the German companies based in Australia

Record of School Achievement (RoSA)

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

