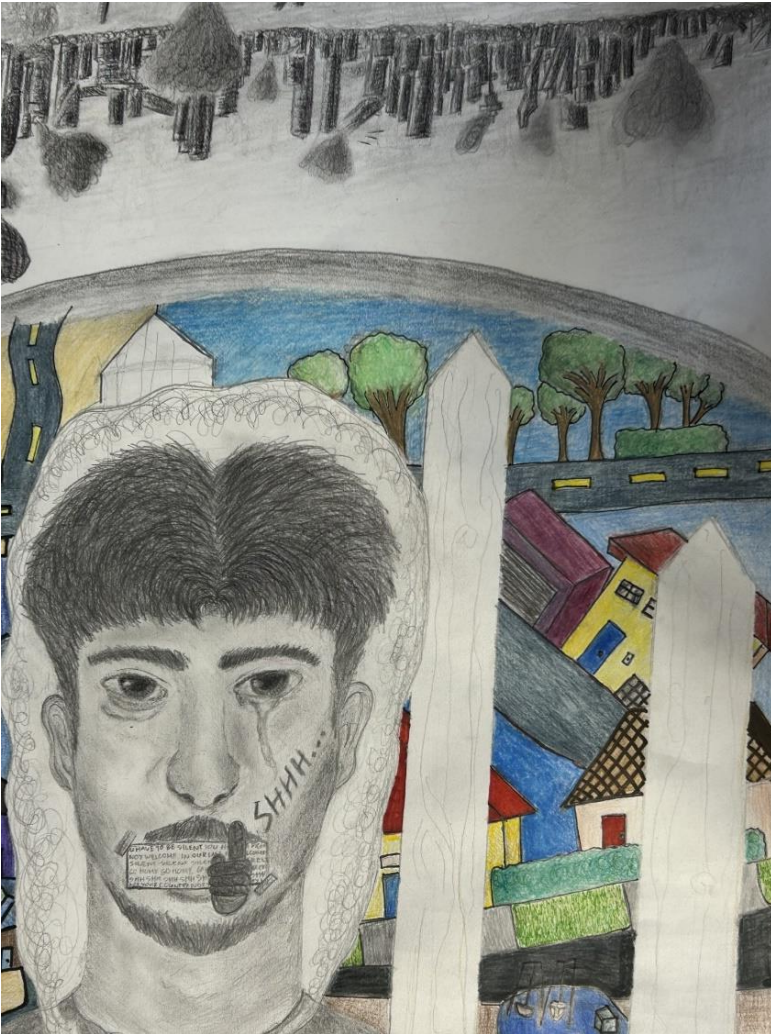


JUNIOR SUBJECT SELECTION HANDBOOK – YEAR 9 (2025)



Artwork by Rehan Reddy Year 9, 2024





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JUNIOR SUBJECT SELECTION

General Information

This handbook provides information for:

Year 8 (2024) students progressing to Year 9 in (2025).

Hunters Hill High School has produced this handbook to provide assistance to students in selecting courses to be studied in Years 9 and 10.

It is important that you make an informed decision. You should read the subject information provided on both the compulsory and elective subjects and the rules that relate to Stage 5.

Students will receive more information and have the opportunity to ask questions of their class teachers.

In starting to plan for Years 9 and 10, you are thinking, maybe for the first time, about the future directions of your life. You are therefore going to make important decisions. You should make them carefully and determine how you are going to succeed in all your courses of study.

Hunters Hill High School will assist you in making the best of every opportunity in an environment that encourages you to enjoy your schooling.

This booklet is also available on the school's website:

<http://www.huntershd-h.schools.nsw.edu.au/>

Handbooks – Subject Selections 2025

JUNIOR SUBJECT FEES

Read the below information before selecting your subjects

Subject Fees (approx):

School Contribution (per child) These funds are used to assist the school's educational programs, including faculty resourcing, photocopying, library resources and provision of student awards, student diaries and <i>Moocooboola</i> magazine	\$150.00
Textbook Renewal Charge	\$150.00
Subject Material Charges	
Visual Arts	\$ 80.00
Music	\$ 60.00
Food Technology	\$100.00
Industrial Technology – Wood	\$110.00
ICT (Cross-curricula technology) – ALL STUDENTS	\$ 30.00
Physical Activity & Sport Science (PASS)	\$ 40.00
Dance	\$ 50.00
Drama	\$ 50.00
Engineering Technology	\$ 90.00
Design and Technology	\$ 95.00
Textiles Technology	\$ 80.00
Sports Fee – ALL STUDENTS (Funding of the school's sport program)	\$ 40.00
P&C Contribution (per child)	\$110.00
Donation to the Hunters Hill High School Building Fund – This fund is directed to the school's building program. All donations to the building fund are tax deductible.	\$ 50.00 \$100.00 \$200.00 Other

- Other expenses may occur during the year for such things as excursions, photographs, fares and sports' entry fees.
- Provision is available for progressive payments of these amounts throughout the year.

METHODS OF PAYING SUBJECT/SCHOOL FEES

All fees are payable using the School Bytes Finance System and the School Bytes payment portal for parents.

It is strongly encouraged that parents who have the primary email contact with the school register for the School Bytes Parent Portal and bookmark the link for future reference. Please register via the below link:

[School Bytes Parent Portal](#)

The portal provides access to the following:

Statement of Account which displays outstanding school contributions.

Activities which displays events where permission and payment are given

Payment History where all payments made can be viewed and if clicked on, a receipt can be downloaded.

RECORD OF SCHOOL ACHIEVEMENT (RoSA) AWARD NSW Education Standards Authority (NESAS)

The Record of School Achievement (RoSA) is granted by the NSW Education Standards Authority (NESAS) to students who:

- Have attended a Department of Education (DoE) school or a registered alternative
- Have participated, to the Authority's satisfaction, in courses of study which have been determined in The Education Act 1990 as appropriate to be undertaken by candidates for the award of a RoSA
- Satisfactorily complete the mandatory curriculum requirements from the NSW Education Standards Authority (NESAS)
- Attend school until the final day of Year 10 as determined by the Department of Education.
- Make a serious attempt at all school assessment tasks and examinations and receive no 'N' Determinations. A RoSA may be issued to students who wish to leave school after completing Year 10 prior to finishing the Higher School Certificate (HSC)
- Students who have satisfied the above requirements and leave school to employment (25 hours or more per week), enrol at TAFE (full time), or turn 17 before achieving the HSC are eligible to apply for a RoSA.

Mandatory Curriculum Requirements

- **English:** 400 hours 7 - 10
- **Mathematics:** 400 hours 7 - 10
- **Science:** 400 hours 7 - 10
- **Personal Development, Health and Physical Education (PDHPE):** 300 hours by the end of Year 10 The physical education component is to be studied over Years 7 - 10
- **HSIE (Human Society and Its Environment):** 100 hours of both Geography and History in Years 7 and 8 and 100 hours of both Australian History and Geography in Years 9 and 10
- **Technological and Applied Studies:** 200 hours by the end of Year 10
- **Languages other than English:** 100 hours (preferably in Years 7 and 8)
- **Creative and Performing Arts:** 100 hours of both Art and Music (preferably in Years 7 & 8)

RECORD OF SCHOOL ACHIEVEMENT (RoSA) AWARD NSW Education Standards Authority (NESA)

The minimum requirement for the award of a Record of Achievement (RoSA) is the satisfactory completion of these courses:

- English
- Mathematics
- Science
- Geography
- History
- Personal Development, Health and Physical Education (PDHPE)

In addition, students must satisfactorily complete compulsory studies in Visual Arts, Design and Technology, Music and Languages. These are completed in Years 7 and 8.

Electives

Hunters Hill High School provides 240 hours of each elective studied throughout Years 9 and 10. Students study **TWO** electives from a wide range of electives in Years 9 and 10 and every attempt is made to give students the electives that they have indicated as their high priorities. **This will not always be possible** and then the students' other priorities are looked at.

Additional information on the Record of School Achievement (RoSA) and subjects are available on the NSW Education Standards Authority (NESA) Website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

What this curriculum pattern of study will look like at Hunters Hill High School

Year 9	
Subject	No. of Periods/fortnight
English	7
Maths	7
Science	7
History	3
Geography	4
PDHPE	4
Sport (Mandatory)	4
Elective X	6
Elective Y	6

Year 10	
Subject	No. of Periods/fortnight
English	7
Maths	7
Science	7
History	4
Geography	3
PDHPE	4
Sport (Mandatory)	4
Elective X	6
Elective Y	6

MINIMAL LITERACY AND NUMERACY STANDARDS

If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

- Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.
- Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.
- Students master basic skills at different stages so there are multiple opportunities available for students to understand what to expect and pass the minimum standard online tests, from Year 10 until a few years after Year 12.
- Some students will be eligible for disability provisions for the minimum standard tests, or an exemption from the HSC minimum standard requirement.

UNSATISFACTORY COMPLETION OF COURSES

Where a principal determines that a student is in danger of not satisfactorily completing any course over Years 7 to 10 that is part of the mandatory curriculum requirements the student will be issued with an **Official Warning Letter** of the consequences in sufficient time to allow him / her to satisfy the requirements of the course.

Where a student has not met all mandatory requirements by the end of Year 10, the student **will not** be deemed to have completed that year. Such students may not be eligible to progress to Year 11.

Attendance: If a student's attendance **falls below 85%** of a school's programmed lesson time for a course, the principal may determine that, as a result of absence, the above course completion criteria may not be met. An '**N**' **Determination** may be issued or if this occurs across a number of subjects the school may move towards expulsion of the student.

Assessment: You will be assessed over Years 9 and 10 on Syllabus outcomes. Course performance descriptors will be used to determine your achievement. Grades will be issued from A to E. There will be an additional information book distributed later with details about assessment.

Important points for students to remember:

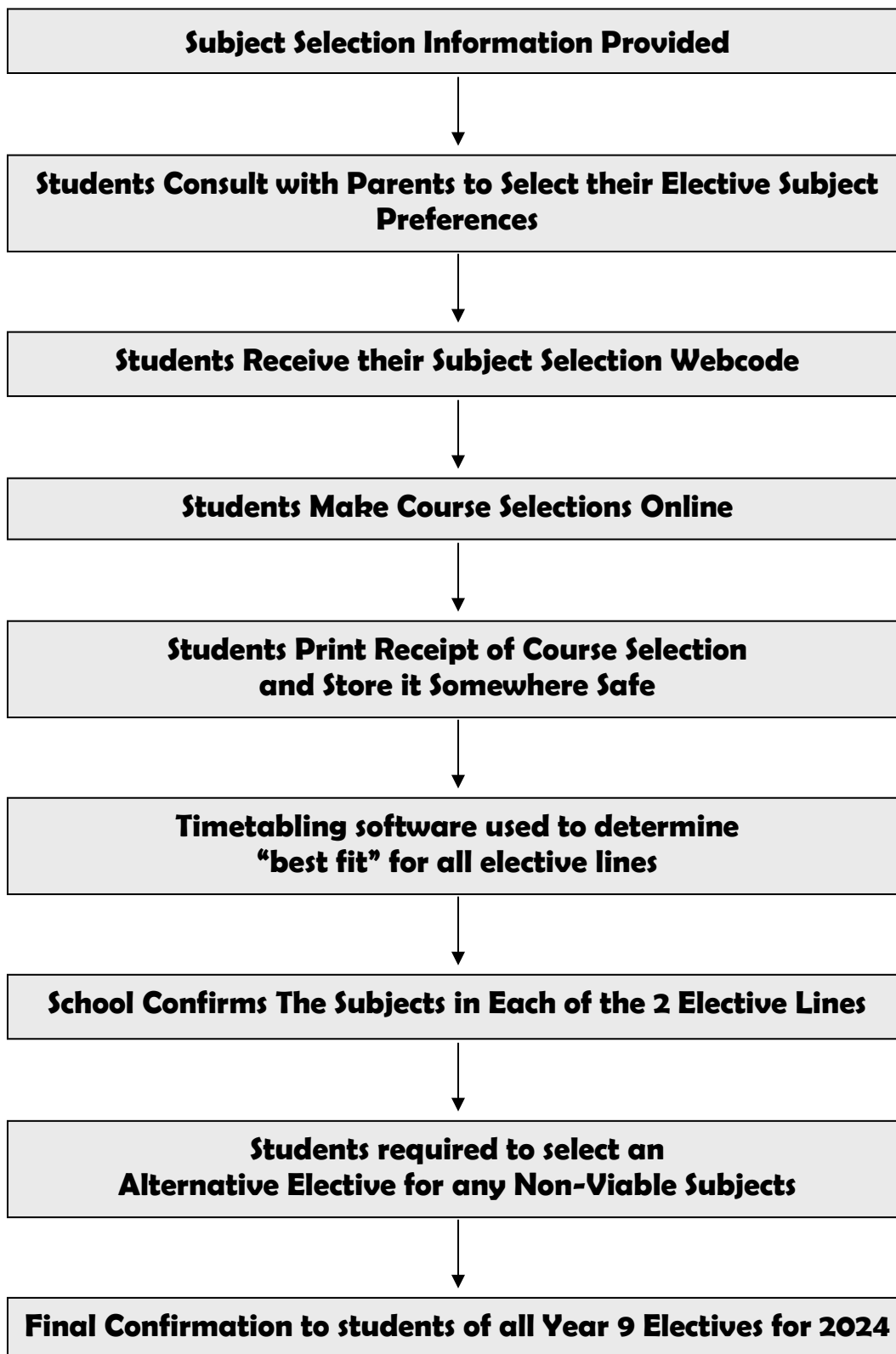
- You should seek advice
- Study the choices with the help of your parents
- Talk to teachers and Head Teachers of the faculties concerned
- Remember that courses change and the advice from older students can sometimes be inaccurate or misleading
- Do not choose a subject because you like that teacher. They may not be taking your class
- Do not choose a subject because an older sister or brother has done the subject

Best of luck with your subject selections!

Mr Greg Lill **Principal**
Ms Deanne Sawyer **Deputy Principal (Years 8,10,12)**

PROCESS OF CHOOSING ELECTIVES AT HHHS

This diagram is designed to show the processes in Year 9 Elective Line Selection:



LODGEMENT OF PREFERENCE FORMS

CONSTRUCTION OF ELECTIVE LINES

A subject must have sufficient student demand to make the course viable before the school can confirm that it will 'run' for Year 9 in 2025. In situations where too few students indicate their preference for a particular subject, it may be necessary for the school to 'cull' it from the elective lines for 2025.

The timetabler uses timetabling software to compile the students' elective preferences. All lines will be determined by grouping electives from a 'line of best fit'. This process is done to minimise the number of clashes based on the choices the students have made. Inevitably, some students will find that their preferred choices now fall in the same line. The Edval algorithm will endeavour to maximise a student's ranked choices and the student will receive a lower ranked option.

In situations where a course has more student demand than can be met due to class sizes, Edval will aim to provide the fairest spread so that each student receives two electives from their preferences. In situations where a student is given only one elective (this usually occurs when student choices clash or are non-viable due to interest or staffing), students will be asked to choose an alternative course from the line structures.

During the subject selection process, students will make 5 choices and must end up with ONE elective subject from each of the TWO DIFFERENT ELECTIVE LINES. Students will maintain the same pattern of electives, without change, in both Years 9 & 10 at Hunters Hill High School. The timetabler endeavours to maximise a student's choices based upon course rankings.

SOME IMPORTANT DATES TO REMEMBER

Event	Date
Commencement of Subject Selections online	Friday, 23 August 2024 at 4:00pm
Closing Date for Subject Selections online	Friday, 30 August 2024 at 11:59pm
Last Day for Course Changes for HHHS Year 9 in 2025	Friday, Week 5 Term 1, 2025

Please Note:

- An indicator of a student successfully making the transition to his/her Stage 5 studies is the meeting of deadlines. This is one of the most important deadlines.
- If a student has not submitted his/her online subject selection, it can affect his/her course choices as the school uses student numbers as the main criterion for determining which courses are viable and which courses are not viable. A course may be cancelled due to insufficient indicated support from students.
- Late submission of subject selection beyond the closing date above must be done in writing. Late entries will not be used to determine Elective Lines and will be the first nominated for reselection in the case of oversubscribed subjects.
- The ranking of a student's preferences is essential as there is a multiplier tool used in the Edval computer program; lower ranked choices are given a lesser status.

ABORIGINAL STUDIES

What is it?

The *Aboriginal Studies Years 7–10 Syllabus* provides students with the opportunity to develop knowledge and understanding of Aboriginal Peoples, histories and cultures. This syllabus is designed to be inclusive of all students in NSW schools and of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

The aim of the Aboriginal Studies Years 7–10 Syllabus is to develop knowledge and understanding of Aboriginal identities, communities, autonomy, roles and the range of relationships between Aboriginal Peoples and non-Aboriginal people. The development of a range of consultation and research skills enable students to engage respectfully and responsibly with Aboriginal communities and become active and informed advocates for a just and inclusive world.

What will you study?

Core study

Each core study topic should be a minimum of 30 indicative hours

1. Aboriginal Identities
2. Aboriginal Self-Determination and Autonomy.

Options

Each option should be between 15 and 25 indicative hours

1. Aboriginal Enterprises and Organisations
2. Aboriginal Peoples and the Visual Arts
3. Aboriginal Peoples and the Performing Arts
4. Aboriginal Peoples and the Media
5. Aboriginal Peoples and Oral and Written Expression
6. Aboriginal Peoples and Film and Television
7. Aboriginal Peoples and Technologies
8. Aboriginal Peoples and Sport
9. Aboriginal Peoples' Interaction with Legal and Political Systems
10. School-developed Option.

Case studies

Each core and option topic includes a case study. This case study can be the basis through which the core or option is studied. Alternatively, it can be undertaken separately at any point throughout the core or option. A case study is a research methodology, often used in the social sciences and involves description and analysis of a person, group or event using a range of research methods.

How will it be evaluated?

Assessment is an integral part of teaching and learning. Students will complete a range of assessments that focus on individual case studies which could be either oral or written tasks.

Subject fee

Nil

Where can you get further information?

HSIE

Mr A. Skinner, R/HT HSIE

COMMERCE

What is it?

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 you study?

Some of the things you may do in Commerce.

- Consumer and financial decisions
- The economic and business environment
- Employment and work futures
- Law, society and political involvement
- Running a business
- Promoting and selling

Some of the contemporary issues we can look at include:

- the impact of COVID-19 on the Australian economy
- housing affordability and the impact on savings
- artificial intelligence and/or robotic technology and its impact on the workforce
- access to the law and why people may have difficulties in doing so
- the consequences of poor or inaccurate financial advice

Opportunities to visit businesses and the Law Courts as well as to have guest speakers are taken where appropriate.

How will it help you?

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.

How will it be evaluated?

Commerce is evaluated through a variety of interesting assessment activities, excursions and examinations.

Subject fee

Nil

Where can you get further information?

HSIE Staffroom
Mr A. Skinner, R/HT HSIE

DESIGN & TECHNOLOGY

What is it?

Design and Technology develops a student’s ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, experiment with tools, materials and techniques to manage and produce design projects using modern technologies like laser cutter, 3D printers, vinyl cutters and other computer aided manufacturing machines.

What will you study?

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

Students will complete design activities that include.

Year 9 Units	Chocolate Egg Packaging LED Night Light Graphic Cushion	Card Illustrator package and laser cutter Vinyl cutter and textiles
Year 10 Units	Toy Project Digital Technology Project One plank project	Target market analysis and development Coding OnShape and timber project

How will it help you?

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

How will it be evaluated?

Assignments, homework, practical work, folios, examinations and other group class activities are integral components of student assessment.

Subject fee

\$95.00

Where can you get further information?

TAS Staffroom
Mr W. Pickles, HT TAS

DANCE

What is it?

The study of dance as an art form is the philosophical base of the Year 9-10 Dance Syllabus. Dance involves the development of physical skill as well as aesthetic and artistic understanding. The dance curriculum aims to develop physical, cognitive, creative and performance skills, and knowledge in all students regardless of previous experience or level of skill.

Students learn to develop ideas and to express them creatively as they make and perform dances and analyse and interpret dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas, themes and feelings through movement.

What will you study?

The study of dance as an art form is based on the study of three interrelated components:

- Performance (practical)
- Composition (practical)
- Appreciation (theory)

How will it help you?

During Year 9 and 10, your study in Dance will allow you to:

- Perform a range of dances, in a variety of styles (modern, ballet, contemporary, jazz, musical theatre).
- Improve your dance technique based on the fundamentals of classical ballet and modern dance.
- Improve your strength, flexibility, coordination, endurance and dance skills.
- Learn about the basic physiology of the human body, causes and prevention of injury.
- Learn to express your ideas, feelings and experiences by developing methods of dance composition.
- Gain a better understanding of people, culture and society.
- View live/filmed dance performances, learn to deconstruct their meanings.
- Use technology to create dance for film.

Note: Students need to provide their own suitable, black dancewear or sport uniform to rehearse in during practical classes. All students are welcome to participate in this subject. Both the beginner and experienced dancer, whether male or female, will be catered for.

How will it be evaluated?

Assessment in Dance is an on-going process. Students will be assessed on their participation in classes, workshops, rehearsals and their performances both in class and on-stage in front of an audience. Students will also be expected to write extended responses.

Subject fee

\$50.00

Where can you get further information?

English Staffroom

Ms Julia Brierty, R/HT English

DRAMA

What is it?

Drama is a course that encourages a cooperative and collaborative approach to exploring the world through enactment. Students portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Students in Drama create meaning by interacting actively, creatively and imaginatively through improvised, spontaneous and structured responses. Students will learn the basics of acting skills and all the associated roles needed to participate in a production. The study of Drama engages and challenges students to maximize their individual abilities through imaginative, dramatic experiences created in cooperation with others.

What will you study?

The content of the course is covered through comprehensive workshops which are approached through topic studies, each of approximately five weeks duration.

Examples of possible topics are listed below (these are subject to periodic change):

- Introduction to Drama - Improvisation
- Mime
- Play building
- Puppetry
- Origins of Theatre: Mask, Elizabethan Theatre & Shakespeare
- Character/Role & Character Study
- Scripting
- Clowning/Comedy
- Australian Theatre
- Theatre in Education
- Realism- Emphasis on Non-Australian
- Introduction to Video Drama
- Acting techniques

How will it help you?

Students learn different acting styles and presentation skills that give them the confidence to be better performers. They also develop an advantage as public speakers and presenters in their other school subjects. Students who choose Drama develop skills such as self confidence, higher self-esteem levels, expressive skills-both vocal and movement, as well allowing you to become more comfortable in situations where 'all eyes are on you!'

How will it be evaluated?

Assessment in Drama is an on-going process. Students will be assessed on their participation in classes, workshops, rehearsals and their performances both in class and on-stage in front of an audience. Students will also keep a logbook in which they record their response to lessons, rehearsals and workshops. Practical and written examinations will also be used to assess students in this course.

Subject fee

\$50.00

Where can you get further information?

CAPA Staffroom – Ms Sarah Cross HT CAPA

ENGINEERING

What is it?

Engineering provides students with the opportunity to develop their knowledge and understanding of various engineering industries and its related technologies. Through a process of observing and analysing industry practice and through personal practical experiences, students develop a broad range of skills and knowledge related to the Engineering industry. The course highlights the importance of design, management and production through the production of practical projects.

What will you study?

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules.

Practical projects would reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These include:

Year 9	Structures, models of bridges, trusses Mechanisms. Levers, Cams	Spaghetti Bridge Challenge Mouse trap car,
Year 10	Control Mechanisms Sustainability Engineering	Robotic Arm Wind Turbine

Projects would promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. Students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences should be used to develop knowledge and understanding of and skills in designing, producing and evaluating

How will it help you?

Students studying Engineering will develop problem solving skills and develop useful understanding of how things are made and why. It is an interesting and eye-opening look at the built environment and future environmental innovations that can be developed and will provide food for inquisitive minds. It also helps 21st Century learners understand and appreciate that Engineers design computer games, sports equipment, bridges, spacecraft, weapons, food packaging, robots and vital medical equipment. Engineers are constantly changing the world with inventions and solutions that affect everyone's lives.

How will it be evaluated?

Assignments, homework, practical work, folios, examinations and other group class activities are integral components of student assessment

Subject fee

\$90.00

Where can you get further information?

TAS

Mr W. Pickles, HT TAS

FOOD TECHNOLOGY

What is it?

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. Students will undertake regular practical experiences involving a range of different foods, equipment and practical skills.

Projects will promote practical skills in preparing and presenting food that enable students to select and use appropriate ingredients, methods and equipment. Recipes and activities will foster opportunities to learn through a variety of practical experiences and project based learning.

What will you study?

There are 8 core modules students will study which have a variety of topics developing knowledge, skills and attitudes about food preparation and processing, nutrition and consumption. Students develop a body of knowledge, skills, values and attitudes and apply these in a practical manner.

The core modules studied will be:

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

How will it help you?

This course aims to provide the student with cooking skills, nutritional knowledge and opportunity to develop greater interest in the Australian food and catering industry. The course focuses on assisting students to develop their knowledge and interests in food trends, nutritional needs, catering for specific purposes and other related industries that make Australia one of the global leaders in the modern food industry. Students will develop skills and knowledge that will help them prepare for occupations such as Catering Officer, Cook / Chef, Food Technologist, Nutritionist, Food Photography, Health and Fitness Industry, Product Development, Scientific Food Nutritionist, Kitchen Hand, Tour Guide, Environmental Health Officer, Dietitian and many more.

How will it be evaluated?

Assignments, homework, practical work, folios, examinations and other group class activities are integral components of student assessment.

Subject fee

\$100.00

Where can you get further information?

TAS Staff-room

Mr W. Pickles, HT TAS

GEOGRAPHY ELECTIVE

What is it?

Geography Elective emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry, including understanding and observing ethical practices.

What will you study?

The 200 hour Geography Elective course requires students to study a minimum of FIVE topics from the following options (25-40 indicative hours each):

1. **Physical Geography**
2. **Oceanography**
3. **Primary Production**
4. **Global Citizenship**
5. **Australia's Neighbours**
6. **Political Geography**
7. **Interactions and Patterns along a Transcontinental Transect**
8. School-developed Option

How will it help you?

The study of Geography Elective enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

How will it be evaluated?

The course outcomes will be assessed using a combination of formal assessment tasks and exams as well as evaluation of learning through classwork, topic quizzes and active participation in the class.

Subject fee

Nil

Where can you get further information?

HSIE Staffroom

Mr A. Skinner, R/HT HSIE

HISTORY ELECTIVE

What is it?

This course will focus upon a range of historical topics and skills that will be examined and developed in depth. This course is invaluable for students who are interested in studying Modern and/or Ancient History at HSC level.

The Elective History Course involves:

- asking questions
- seeking solutions
- answering problems
- information about fascinating people, places and events
- responding to change
- information about you and me
- an enjoyable activity and learning experience

What will you study?

Possible topics include:

Topic 1: Constructing History

- (a) Film as History
- (b) History and the Media
- (c) Biography
- (d) Historical Reconstruction

Topic 2: Ancient, Medieval and Early modern Societies

- (a) Archaeology of the Ancient World
- (b) Medieval and Early Modern Europe
- (c) A 19th Century Study e.g. “Jack the Ripper”
- (d) A 20th Century Study e.g. JFK assassination

Topic 3: Thematic Studies

- (a) Heroes and Villians e.g. Ned Kelly
- (b) War and Peace
- (c) World of Myths and Legends e.g. “Big Foot”, UFO’s, “Loch Ness Monster”
- (d) History of Surgery
- (e) School-Developed Study

How will it help you?

Students studying Science, History, English and more may find History Elective provides a useful overview of common concepts and enables the acquisition of investigatory skills. It is an interesting and eye-opening look at our existence and will provide food for inquisitive minds. It can also help 21st Century learners understand and appreciate their place in our big bold universe and encourages students to think of themselves as active members of the ‘global village’.

How will it be evaluated?

The course outcomes will be assessed using a combination of formal assessment tasks and exams as well as evaluation of learning through classwork, topic quizzes and active participation in the class.

Subject fee

Nil

Where can you get further information?

HSIE Staffroom

Mr A. Skinner, R/HT HSIE

INDUSTRIAL TECHNOLOGY TIMBER

What is it?

Wood offers students the opportunity to design and make projects using timber. Students will learn about the qualities and character of different timbers and joining processes that will give the student opportunity to develop the skills needed to make useful and interesting products from wood. By working with materials and using a range of equipment and tools they will be involved in a variety of problem solving situations. Students will have the opportunity to develop graphic (CAD) skills and incorporate modern industrial techniques in the form of laser cutting and CNC Milling to enhance their learning

What will you study?

There are two core modules students will undertake, completing a number of projects. As students develop skills and knowledge, they will be introduced to machinery that is more complex. They will have the opportunity to complete projects, which incorporate cabinet work, lathe work and other specialised wood skills.

Year 9	Core Module 1	Bread Board Serving Tray Small Stool Small Table
Year 10	Core Module 2	Side Table Turned Bowl Jewellery Box

How will it help you?

The projects will incorporate a variety of joints and woodwork techniques that develop knowledge, skills and attitudes about the understanding of the various tools and an ability to safely operate woodworking machines. Through the building of timber products students will become competent in their development of CAD plans and architectural drawings. Students will be required to develop a design portfolio, thus developing time management skills, implement mathematical calculations in the form of cutting and costing list and incorporate veneers through the use of the laser cutter.

How will it be evaluated?

Practical project, assignments, homework, design portfolio, CAD drawings and examinations are integral components of student assessment.

Subject fee

\$110.00

Where can you get further information?

TAS Staffroom
Mr W. Pickles, HT TAS

LANGUAGES: FRENCH

What is it?

French is offered as an elective in Year 9 and 10. This language course seeks to develop in students:

- An ability to communicate with increased skill and confidence
- The acquisition of valuable learning skills
- An appreciation and understanding of another culture

What will you study?

In Years 9 and 10, students develop their ability to handle basic communication in French. A considerable amount of class time is spent developing the speaking and listening skills to deal with everyday situations. These skills are consolidated through the development of their skills to read and write French.

How will it help you?

French continues to be a world language and is spoken by 92 million people in many countries. French is spoken in the United Nations and throughout the Olympic Games Ceremonies. Whether in the world of fashion, dancing, International Relations, Diplomacy or fine food, French is invaluable. Tapis Volant is an exciting French course which develops strong communication skills and covers various topics such as school, hobbies, food, daily life, shopping, describing people, part time work and media.

How will it be evaluated?

Continuous assessment which may include listening exercises, class worksheets, bookwork, speaking tasks (repetition and conversation with teacher), reading comprehension and writing short texts in the foreign language.

Subject fee

Nil

Where can you get further information?

Mr Centurion
Languages Staffroom

LANGUAGES: SPANISH

What is it?

This course is intended for students with no prior knowledge or experience of the Spanish language, either spoken or written. The aim of the Spanish Syllabus is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture.

What will you study?

In Years 9 and 10, students develop their ability to handle basic communication in Spanish. Students will also gain an awareness and appreciation of another culture. The four key skills of Reading, Writing, Listening and Speaking will be covered.

Learning will be topic based and topics may include hobbies and sports, planning and discussing a holiday, family (personal relationships) and school life. Students will be required to have an interest in, and an enthusiasm for, language learning. A willingness to communicate orally is important as well as a curiosity for developing intercultural understanding.

How will it help you?

Spanish is spoken in over 20 countries and is fun and expressive to learn. Students will develop conversational skills whilst developing strong grammatical tools enabling successful language acquisition. Students will learn about the significance of cultural awareness in language use and ways in which language and behaviour reflect important aspects of the culture and traditions in the Spanish speaking world.

The study of Spanish provides students with wider opportunities in areas such as commerce, hospitality, education, marketing, tourism and international relations. Studies also show that learning another language enhances the academic skills of students, increasing their abilities in reading, writing and mathematics. Knowledge of, and confidence in, the linguistic patterns and grammatical systems of a foreign language can be of immense benefit to a student's understanding of English, and can assist greatly with overall literacy

How will it be evaluated?

Continuous assessment which may include listening exercises, class worksheets, bookwork, speaking tasks (repetition and conversation with teacher), reading comprehension and writing short texts in the foreign language.

Subject fee

Nil

Where can you get further information?

Mr Centurion
Languages Staffroom

LANGUAGES: CHINESE

What is it?

The aim of the Chinese K–10 Syllabus is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits

What will you study?

The language is explored through key and related concepts, such as Communication, Connections, Creativity and Culture. These concepts allow students to develop the language and skills necessary to communicate about the themes of Self and Identity, Family Relationships, Healthy Lifestyles, Roles and Responsibility, Travel and Celebrations. The course aims to involve and extend students' knowledge and ability to communicate in Chinese, as well as to understand ideas and customs of Chinese-speaking nations. Students who are interested and motivated will have every chance to develop their skills and knowledge in a sustained manner.

How will it help you?

China plays a leading role in economic, political and cultural developments, both globally and, in particular, in the Asia-Pacific region. Australia enjoys a strong connection through government trade, political and cultural contacts with both the People's Republic of China and other nations where Chinese communities are important contributors to their growth and diversity. The ability to communicate in Chinese contributes significantly to the sociocultural and economic understanding between Australia and Chinese-speaking countries and enables students to gain insights into the contributions that have been made by Chinese-speaking communities to Australian, and indeed, to global society.

The study of Chinese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

How will it be evaluated?

Continuous assessment which may include listening exercises, class worksheets, bookwork, speaking tasks (repetition and conversation with teacher), reading comprehension and writing short texts in the foreign language.

Subject fee

Nil

Where can you get further information?

Ms Guo

Languages Staffroom

MUSIC

What is it?

The aim of this course is to develop in students the skills and knowledge necessary for:

- active participation in performing, composing and listening
- increased aural awareness
- an understanding of music
- awareness and appreciation of cultural traditions, past music traditions and present practices
- responding to music in an individual way
- increased enjoyment of music

What will you study?

Performance is a compulsory component of this elective course, as such, students are required to learn a musical instrument or to sing.

Pupils will be involved in both solo and classroom performance using tuned and untuned percussion, keyboards, guitars and instruments that they already play. Regular performance opportunities will also be provided.

Students must study one compulsory topic : Australian Music, in addition to a range of topics which explore musical styles. To assist the composition process, students will use a range of technologies including sequencing and scoring programs.

How will it help you?

Students will be given experiences in performing, composing and listening to music.

Students taking this course are encouraged to become involved with a performance group within the school.

How will it be evaluated?

Evaluation is an ongoing process. Students will be assessed on the development of their performing ability, creative work in the form of writing and improvisation, and by their responses through listening, analysing and discussing an understanding of music in its various contexts.

Subject fee

\$60.00

Where can you get further information?

CAPA Staffroom

Ms Sarah Cross HT CAPA

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

What is it?

Physical Activity and Sports Studies is a course aimed at students who are interested in studying a range of sport and physical activity contexts. Students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.
- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society.

What will you study?

Physical Activities and Sports Studies consists of theory and practical lessons with a unique content, very different to the PDHPE curriculum. The practical components link readily to the content being explored in theory lessons. This course is recommended for students contemplating senior PDHPE and careers in such fields as health and fitness.

The major components of the program include:

Year 9

Skill acquisition

All the best athletes in the world have something in common, they know how to gain skills for success and improve their performance – this is how they win. You will examine the theory behind becoming great at developing new skills. You will compete in the ancient but extremely exciting sport of Fistball.

Performance nutrition

Is there any area of elite performance that is more controversial and confused than nutrition? Paleo, Low carbohydrate/High protein, and Plant based diets all have experts that say the best way to compete at your highest is to eat in a certain way. You will find out which is best for you while competing in an Athletic Decathlon.

Coaching

The Year 7 Gala Day is a sports competition held between the six schools in our zone during Term 3. You will coach our Year 7 students to greatness. Mental strength, tactics, coaching style and training session design are the key skills you will learn about to fulfil this important school-based role. You will also coach your classmates and compete in the modified sport of Viva Rugby 7s.

Australia's sporting identity

In 2020 our world is in a state of flux; changes in our society impact, and are played out publicly in sport. Issues of gender, culture and socioeconomic status all need to be understood to properly understand your world. You will also compete in the high energy sport of Spikeball.

Year 10

Sports journalism

Our world thrives on stories. Sporting stories in the form of journalism are a wonderful way to connect and engage with life. You will scour the sporting world around you to find stories that entertain and make meaning. Some of those stories may come from the class Flag football tournament – a safe and fun way of exploring the highly tactical sport of gridiron football.

Anatomy and physiology

Your body is complex and fascinating. You will need to fire up your brain to travel beneath the skin to explore the nature and function of your core body systems that generate sporting movement. You will also test your body and it's capacity in an Extreme Ninja Challenge.

Event management

Creating and running sporting tournaments offer a wonderful chance to build connection and joy for your community. With your class you will take the lead and run the OzTag tournament at the zone level Year 7 Gala Day. You will also decide on a class based tournament to compete in through the unit.

Student led sports adventure

As you mature and earn respect you gain autonomy and control in your learning. The final unit of PASS allows each class to guide their own learning on the topics of active lifestyles and safe participation. You will also compete in a wide ranging Frisbee Golf tournament.

How will it help you?

The course would be of great benefit to anyone wishing to take up a career in any of the sport sciences, nursing, coaching or physical education teaching.

How will it be evaluated?

This course is evaluated throughout the year with both formal and informal assessment. This may include examinations, assignments, practical applications, and research.

Subject fee

\$40.00

Where can you get further information?

PDHPE Staffroom

Mr D Habbouchi, R/HT PDHPE

TEXTILES TECHNOLOGY

What is it?

Textiles Technology is a predominantly practical course. Students will be involved in constructing a range of articles and garments e.g. skirt, shirts, dresses, jackets, accessories, handbags, quilts, wall hangings, cushions, toy making and more.

What will you study?

Year 9 Clothing and Fabrics builds on the skills that the student has learnt in previous years while providing opportunity for students who have had no prior experience in sewing to be able to learn key skills. The student should develop a wide range of sewing skills including the use of patterns and sewing machines to make fashionable garments. They will sew articles in Year 9 such as a Tote Bag and Pyjamas, and in Year 10 a Hoodie and Formal Attire, and will also explore the key elements and principles of design, commercial pattern use and fibre classification. Students will be expected to purchase materials, patterns and other items specific to their chosen garments. Specific fabric requirements for each individual task will be given to students prior to the commencement of each task

How will it help you?

Students studying Textiles will develop problem solving skills and develop useful understanding of how textiles products are manufactured using natural and synthetic fibres. It is an interesting and eye-opening look at the Textiles industry and environmental innovations in sustainability. It also helps 21st Century learners understand and appreciate fashion designers and the processes they follow to complete a item of clothing.

It would be a suitable course for students interested in careers in the fashion industry and interior design. It is also useful as a way of learning leisure activities for the future.

How will it be evaluated?

You will be required to produce a Design Portfolio and Photographic portfolio and which will incorporate a Photographic journal.

Subject fee

\$80.00

Where can you get further information?

TAS Staffroom

Mr W. Pickles, HT TAS

VISUAL ARTS

What is it?

Today our society is requiring each individual to develop personal visual skills so they can fully participate in a community that is continually expanding communications which are visually expressed. The world is changing rapidly with knowledge, ideas and beliefs being presented in an increasingly visual way. It is therefore important that all students become by practice, and experience, visually literate.

The syllabus is entitled "The Visual Arts" –

'Visual' because we observe and
'Arts' because there are many areas of experience.

The Visual Arts course for Years 9 & 10 aims to foster visual literacy as well as artistic development and awareness through participation in a wide range of visual and tactile experiences. It encourages and challenges the students through the basic learning processes of perceiving, responding, manipulating, organising and evaluating.

What will you study?

Students engage with practice and the frames in artmaking and critical and historical studies. The frames, which include, subjective, structural, cultural and postmodern, are applied to the process of identifying, investigating, explaining, understanding, judging and expressing art works. The conceptual framework has been introduced as a way to understand and investigate the function of and relationships between artists, artworks, the world and the audience.

The Visual Arts course involves students in diverse creative activities. Students make artworks in a range of 2D, 3D and 4D forms, including painting, drawing, sculpture, ceramics, photography, graphic arts (etching, block and screen printing), digital, video, installation and other related creative experiences. Linked with these practical activities are the studies of our environment as well as master artworks in the areas of architecture, sculpture, painting and other visual art disciplines.

How will it help you?

Art education is important because it involves the development of the individual, their learning and understanding of visual language skills and processes. These processes extend the range of personal expression as well as introducing activities that could form the basis of a future vocation and/or productive as well as profitable leisure time.

How will it be evaluated?

A body of work concept has been introduced to provide opportunities for students to make artworks in a sustained way. Students will be assessed on their artmaking and their understanding of critical and historical studies.

Subject fee

\$80.00

Where can you get further information?

CAPA Staffroom

Ms Sarah Cross HT CAPA