CONDELL PARK HIGH SCHOOL

SUBJECT SELECTION

INFORMATION
BOOKLET
Year 9 2015 / Year 10 2016

Our purpose is to prepare all students for their future learning, vocations and lifestyles
PRINCIPAL'S MESSAGE

Up until now you have had little choice in the subjects you have studied at school. You now have to choose three subjects. Your choices should be made on the basis of your interests, abilities, and future plans.

You should not select subjects just because you like a particular teacher or because your friends are taking the subject. The choice should be made by you and your parents after advice from your teachers, Student Adviser, and the Careers Adviser. Take full advantage of all advice you get!

Speak to students already in Years 9 and 10 about the subjects they are doing. Choose carefully; you may find that some of the subjects you choose will not be able to be offered due to lack of numbers. If this occurs you need to choose another subject.

Your efforts in Years 9 and 10 will determine whether or not you receive a Record of School Achievement (RoSA). This means that your attendance, behaviour, attitude and progress must be satisfactory. The standard of effort and commitment required of students in Years 9 and 10 is greater than that required of Years 7 and 8.

I am sure that if you select your subjects wisely and make a genuine effort you will find your studies in the next two years to be both enjoyable and rewarding.

S. Mobayed
PRINCIPAL
INTRODUCTION
During Years 7 and 8 students at Condell Park High School follow a common course of study, with all students gaining experience in a number of subject areas.

Through the remaining years of High School, students are able to study a number of elective subjects on the basis of interest, ability, and/or career goals.

In Year 9 students will be able to select THREE such ELECTIVES, in addition to studying the COMPULSORY subjects. These 3 electives will also be studied in Year 10, so choose carefully!

THE RECORD of SCHOOL ACHIEVEMENT (RoSA)
The RoSA is awarded to Year 10 students who have met all these requirements:

- satisfactory completion of English, Maths and Science courses.
- satisfactory completion of one Social Studies course (at Condell Park High, this means satisfactory completion of Australian Studies 1 and 2).
- satisfactory completion of at least one of two RoSA ELECTIVE courses.
- application with diligence and sustained effort to the set tasks and experiences provided in the subject.
- achievement of some or all of the course outcomes.
- satisfactory attendance - if there is poor attendance the Principal may determine that course completion conditions have not been met

AVAILABILITY OF COURSES
When selecting courses students and parents should be aware that it might not be possible for all requests to be met.

Whether a course can operate, or whether all students can be catered for by any particular course, will depend mainly on the number of students who elect to study that course.
### THE YEAR 9 PATTERN OF COURSES

<table>
<thead>
<tr>
<th>YOU MUST DO:</th>
<th>YOU MAY CHOOSE 3 OF THESE ELECTIVES:</th>
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<tbody>
<tr>
<td>▪ English</td>
<td>▪ Arabic</td>
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<tr>
<td>▪ Mathematics</td>
<td>▪ Child Studies</td>
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<tr>
<td>▪ Science</td>
<td>▪ Commerce</td>
</tr>
<tr>
<td>▪ Australian Studies/Civics &amp; Citizenship 1</td>
<td>▪ Computer Art/Animation (Visual Design)</td>
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<tr>
<td>▪ Australian Studies/Civics &amp; Citizenship 2</td>
<td>▪ Crime Through Time</td>
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<tr>
<td>▪ Personal Development/Health/Physical Education</td>
<td>▪ Drama</td>
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<td>▪ Food Technology</td>
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<td>▪ French</td>
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<td>▪ Geography-World Geography</td>
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<td>▪ Graphics Technology</td>
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<td></td>
<td>▪ History-World History</td>
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<tr>
<td></td>
<td>▪ Industrial Technology-Building Construction (2 yrs)</td>
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<td>▪ Industrial Technology-Electronics (2 yrs)</td>
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<td></td>
<td>▪ Industrial Technology-Woodwork (2 yrs)</td>
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<td></td>
<td>▪ Industrial Technology-Metalwork (2 yrs)</td>
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<td></td>
<td>▪ Industrial Technology-Wood/Metal (1 yr each)</td>
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<td></td>
<td>▪ Information &amp; Software Technology</td>
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<td></td>
<td>▪ Music</td>
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<td></td>
<td>▪ Photography &amp; Visual Imaging</td>
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<td>▪ Sports Coaching</td>
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<td>▪ Textiles Technology</td>
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<td>▪ Visual Arts Elective</td>
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### PLEASE NOTE:

- It is possible to select 2 Industrial Technology Courses.
Elective subjects have a Student Learning Charge which **MUST BE PAID IF A STUDENT SELECTS THE SUBJECT.** This STUDENT LEARNING CHARGE covers the cost of specialised consumable materials used by students. These STUDENT LEARNING CHARGES are different to VOLUNTARY CONTRIBUTION. **STUDENT LEARNING CHARGES are COMPULSORY PAYMENTS,** and are payable in both Year 9 and Year 10.

<table>
<thead>
<tr>
<th>ELECTIVE</th>
<th>Student Learning Charge/Year</th>
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<tr>
<td>Arabic</td>
<td>10</td>
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<td>Child Studies</td>
<td>20</td>
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<tr>
<td>Commerce</td>
<td>10</td>
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<tr>
<td>Computer Art/Animation (Visual Design)</td>
<td>30</td>
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<tr>
<td>Crime Through Time</td>
<td>10</td>
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<td>Drama</td>
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<td>Food Technology</td>
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<td>French</td>
<td>10</td>
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<tr>
<td>Geography-World Geography</td>
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<td>Graphics Technology</td>
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<td>History-World History</td>
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<td>Industrial Technology</td>
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<tr>
<td>Information &amp; Software Technology</td>
<td>50</td>
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<tr>
<td>Music</td>
<td>20</td>
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<td>- instrument hire/term</td>
<td>10</td>
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<tr>
<td>Photography &amp; Visual Imaging</td>
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<td>- chemicals</td>
<td>60</td>
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<td>- paper</td>
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<td>Sports Coaching</td>
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<td>Visual Arts Elective</td>
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COMPULSORY

SUBJECTS
AIM: The aim of learning English in Year 9 and 10 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.

SUBJECT INFORMATION: Students will undertake the essential content and work towards course outcomes through close reading, listening to or viewing following:

<table>
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<tr>
<th>In Stage 5</th>
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<tr>
<td>Fiction</td>
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<tr>
<td>Poetry</td>
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<td>Film, or film on video or DVD</td>
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<tr>
<td>Non fiction</td>
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<tr>
<td>Drama</td>
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The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In each Year students, must study examples of:

- spoken texts;
- print texts;
- visual texts; and
- media and multimedia which should, over Stages 4 and 5, include texts drawn from radio, television, newspapers, the internet and CD-ROMs.

The selection of texts must give students experience of:

- a widely defined Australian literature and other Australian texts including those that give insight into Aboriginal experiences and multicultural experiences in Australia;
- literature from other countries and times;
- Shakespearean drama;
- cultural heritages, popular cultures and youth cultures;
- picture books;
- everyday and workplace texts; and
- a range of social, gender and cultural perspectives.

ASSESSMENTS:

- Year 9 NAPLAN (National Assessment Program Literacy and Numeracy) Test; and
- class tests, assignments.

HOMEWORK: Homework is embedded in all essential content. There is an additional Language Homework Booklet for Year 9 students.
AIM: To further the students' studies as set down in Years 7 and 8.

SUBJECT INFORMATION: In Years 9 and 10 all students must study Mathematics, just as they had in Years 7 and 8. Students are placed in pathways based on their performance in Year 8.

In Year 9 students start a Mathematical Pathway. Your pathway will affect the Mathematics course you may choose in Years 11 and 12.

5.1 Pathways - into General Mathematics in Year 11/12
5.2 Pathways - into Mathematics/General Mathematics in Year 11/12
5.3 Pathways - into General Mathematics/Mathematics Extension 1 in Year 11/12

It is in students' interests to be placed in the class wherein they are capable of success so that their mathematical education can be maximised, and so that their options are widened in the senior school, as well as life outside school.

Even though Mathematics is compulsory at this level, students have indicated that they gained much from it and enjoyed the work.

ASSESSMENT: Class Tests, assignments

HOMEWORK: Regularly given (almost every lesson) and it is expected that this will be completed.

SPECIAL REQUIREMENTS: Scientific calculator required, which may be purchased at the school. Geometry set.
AIM: The aim of Science is to provide learning experiences through which students will:
- acquire scientific knowledge and skills and develop understanding about phenomena within and beyond their experience;
- develop an appreciation of science as a human activity and apply their understanding to their everyday life; and
- develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment.

SUBJECT INFORMATION: Students will show an understanding of structures, systems and interactions of the physical, chemical, geological and biological world. They will apply models, theories and laws to explain phenomena, and recognise and acknowledge the limitations of each in explaining occurrences and events. Students will identify, describe and analyse the impacts of the use of resources and discuss the need for and methods of ensuring the conservation, protection and maintenance of the Earth’s resources.

Through the study of science, students investigate phenomena that occur over a range of scales, from the subatomic to the cosmological, from events that take place almost instantaneously to processes occurring over billions of years, from the origins of the universe to contemporary phenomena. As an important part of their science education students examine the historical and ongoing contributions of Australian scientists to international scientific research.

The study of science provides opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem-solving processes. Students work individually and in teams in planning and conducting investigations. They are encouraged to critically analyse data and information, evaluate issues and problems, develop questions for inquiry and investigation, and draw evidence-based conclusions. Students are called on to apply and communicate their findings, understanding and viewpoints in a scientifically literate way when making decisions about the environment, the natural and technological world.

ASSESSMENT: Assessment tasks can include tests, examinations, enquiry based research assignments and projects, field work activities, practical work, teamwork, presentations, peer assessment and self assessment.

HOMEWORK: Students will be given a range of activities to complete on a regular basis.
SUBJECT: AUSTRALIAN STUDIES-CIVICS & CITIZENSHIP 1

YEAR: 9 and 10

KEY LEARNING AREA: Human Society & Its Environments (History)

AIM: To enable students to acquire the knowledge and understanding, historical skills, values and attitudes essential to an appreciation of World and Australian History. To prepare students for informed and active citizenship in a changing world.

SUBJECT INFORMATION:

Skills:
- Interpretation, analysis and empathy
- Information finding skills
- Communicating ideas in writing
- Effective speaking

Knowledge & Understanding: Students will develop knowledge & understanding of Australian History, incorporating aspects of civics and citizenship from 1901 to the present.

The content is divided into seven topics:

1. Australia to 1914
2. Australia & World War I
3. Australia between the Wars
4. Australia and World War II
5. Australia in the Vietnam War era
6. Changing Rights & Freedoms
7. People power and politics in the post-war period
8. Australia’s social & cultural history in the post-war period

Students should have a broad understanding of each of the five focus issues as they relate to Australian History from 1901 to the present, namely:

1. What has been the nature of the relationship between Australia and the rest of the world?
2. What have been the significant developments in Australia’s political history?
3. What have been the significant developments in Australia’s social and cultural history?
4. What has been the changing nature of Aboriginal and non-Aboriginal relations in Australia?
5. How have the rights and freedoms of various genders, cultural, social and economic groups changed?

All students must complete a site study.

Values & Attitudes:
These are an integral component of the subject. They result from learning experiences that promote a democratic and just society, and a commitment to lifelong learning.

ASSESSMENT: There will be a program of assessment, which includes:

- class activities
- public examination
- home assignments
- self evaluation
- tests
- teacher observation

HOMEWORK: Each student will compile a regular program of homework geared to provide the study and writing skills needed to succeed in the senior school.

SPECIAL REQUIREMENTS: Excursions will be offered to enhance the students understanding wherever possible.
SUBJECT: AUSTRALIAN STUDIES-CIVICS & CITIZENSHIP 2

YEAR: 9 and 10

KEY LEARNING AREA: Human Society & Its Environment

AIM: To prepare students for adult life, by developing in them an informed perspective on local, regional, national and global geographical issues. By developing students' knowledge, understandings, skills, attitudes and values about the distribution of human and natural phenomena and their spatial interactions, we will promote active and informed citizenship.

SUBJECT INFORMATION:

Investigating Australia's Identity (20%)
1. Australia, the Asia-Pacific region and the world
2. What makes Australia unique?
3. Australian communities

Changing Australian Environments (30%)
1. The physical environment and people’s activities
2. Effects of people on the physical environment
3. Changing Australian communities

Issues in Australian Environments (20%)
1. Contemporary issues and physical environments
2. Coastal management
3. Contemporary issues and human environments
4. Tourism and Australia

Australia in its Regional and Global Context (30%)
1. Australia's regional and global context
2. Regional and global links
3. Australia - moving to a better future

- In particular, the course will focus on Contemporary geographical issues e.g. air quality, fieldwork e.g. observation, recording, mapping, literacy and civics and citizenship education.

- Students will be examined by formal State-wide tests

ASSESSMENT: A variety of assessment techniques will be used, including objective tests, Internet and library research, oral presentations, fieldwork reports, oral reports and interview skills.

SPECIAL REQUIREMENTS: There will be several excursions over the two years with costs being kept to a minimum.
AIM: The aim of PD/H/PE is to develop students’ capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

SUBJECT INFORMATION: PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that have the potential to appear in later life are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students’ lives.

The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges in managing their own health. Through learning in PDHPE, students have opportunities to develop personal coping strategies for everyday life.

PDHPE plays a key role in promoting physical activity and developing competency in movement skills. It provides opportunities for students to develop, adapt and improvise their movement skills in a wide variety of challenging contexts and environments that appeal to their needs and interests, enhance enjoyment and excitement in their lives, and ultimately increase the likelihood of lifelong physical activity. The knowledge, understanding and skills developed provide a foundation for a wide range of study pathways beyond school and also have applications in a number of vocational areas.

ASSESSMENT: Assessment tasks include tests, examinations (written and practical), movement tasks, presentations, group work, written reports, diaries, journals, logbooks, research projects, self assessment and peer assessment.

HOMEWORK: Students will be given a range of activities to complete on a regular basis.
SUBJECT: ARABIC

YEAR: 9 and 10

KEY LEARNING AREA: Languages Other Than English

SUBJECT INFORMATION:

- This is an Arabic course for students who have already some knowledge of Arabic.
- It is expected that students will:
  - learn to listen, speak, read and write in Arabic;
  - extend their knowledge and understanding of English through comparison with another language;
  - increase their understanding and ability to analyse the function and structure of languages; and
  - develop and extend their language skills for effective communication with users of the language.

Why learn Arabic?

- to appreciate and respect their own cultural heritage
- to use language skills in a variety of situations and for a variety of purposes
- enhance future employment possibilities

ASSESSMENT: Students will be assessed in the four main areas of reading, listening, speaking and writing

HOMEWORK: Regular homework will be given
**AIM:** To fulfil the needs and interests of students who are prospective parents and/or who are interested in entering a career in childcare or child education. It is intended that students will develop confidence and skills in areas of childcare and broaden knowledge of child development.

**SUBJECT INFORMATION:** Topics covered in this course include:

Parenthood, Setting up a Nursery, The Newborn Baby, Stages of Development in the Child, Infant Nutrition, Clothing, Play, The Child's World and Role within the family, and Childcare facilities (Pre-Schools, Playgroups, Schools) and safety. Students are involved in caring for a Virtual Reality Infant Doll which will allow students to discover the realities of child rearing.

**ASSESSMENT:** Methods of assessment include:

Practicals - food; research assignments; designing a nursery, designing and making a quilt and/or cushion for a nursery, designing a clothing article for a pregnant women and information pamphlet, case studies, tests, journals.

**SPECIAL REQUIREMENTS:** You will be expected to purchase consumable materials for practical tasks (such as fabrics and recipe ingredients) and bring them in to complete the tasks in class.
SUBJECT: COMMERCE

YEAR: 9 and 10

KEY LEARNING AREA: HUMAN SOCIETY AND ITS ENVIRONMENT

FACULTY: HSIE

AIM: To guide individual development towards personal competence and responsible participation in the changing commercial environment of Australia. Commerce is changing and developing skills to keep pace with this change, are facilitated by continuously involving students in the learning process through relevant activities.

SUBJECT INFORMATION:
Commerce develops in students an understanding of commercial and legal processes and enables students to:

- develop financial literacy and participate in the financial system in an informed way
- to be able to function as an effective citizen, students need to develop the ability to research information and use communication technologies.
- All students will study Consumer Choice and Personal Finance in Year 9, while compulsory units in Year 10 will include Law & Society and Employment Issues.
- An exciting innovation in the new syllabus is the range of Options, which teachers and students might select from to extend core learning. They include:
  - Investing
  - Global Links
  - Law in action
  - Promoting & Selling
  - Political Involvement
  - E-Commerce
  - Travel
  - Running a business
- The new syllabus also allows schools to develop their own option.

The study of commerce is about preparing ourselves to make the best decisions we can. Commerce is about understanding our rights and responsibilities, and managing our personal and financial resources to everyone’s benefit. We all live in a commercial world!

ASSESSMENT will include:
- Inquiry-based research assignments and projects
- Problem-solving e.g. role plays
- Practical activities e.g. devising personal budgets
- Fieldwork e.g. running a student business
- Presentations e.g. poster presentations
- Peer assessment
- Self assessment

Students with special needs are catered for with special Life Skills outcomes

HOMEWORK: Is given on a regular basis and includes assignments, excursion reports and surveys.

SPECIAL REQUIREMENTS: It is likely that relevant excursions will be organised and costs will be kept as low as possible.
SUBJECT: COMPUTER ART/ANIMATION (Visual Design)

YEAR: 9 & 10

KEY LEARNING AREA: Creative Arts

FACULTY: Visual Arts

AIM:
- Give students an active engagement with the emerging forms of multimedia technology that will increasingly affect their lives.
- Develop a knowledge and understanding of the processes involved in the production of multimedia/computer art, both still and animated, video generated, etc.
- Develop knowledge and understanding of how both still and video digital media imagery is "constructed" and to be able to interpret its meaning and impact upon the individual and the community.
- Explore the creative, aesthetic and communicative potential of computer and video media.

SUBJECT INFORMATION:
This elective course is designed to provide students with practical experience, knowledge and understanding of computer art and media. Students will learn about the multimedia approach to art, graphic design, animation and mass-media by making multimedia artwork and animation projects.

By making multimedia projects students will learn about computer hardware, operating systems, graphics, paint and animation/multimedia software. Students will develop skills in communicating visually and in written form: presenting information and images both expressively and informatively using computer media. Students will develop problem solving and creative skills while working co-operatively in teams and individually throughout the course.

Students will also develop the ability to analyse media imagery; e.g. T.V., magazines, etc. and learn how media images/information is manipulated and interpreted. Work will be completed in workbook and on computer disk.

Students will have several computer artworks, animations and multimedia projects at the end of the course.

EQUIPMENT: A4 Binder/Folder to make notes and plan computer arts projects.

ASSESSMENT:
Year 9 - School reports based on a accumulated marks from ranked class exercise.
Year 10 - School reports and based on ranked set exercises.

HOMEWORK: Homework is set - for planning work and projects and analysing mass media e.g. T.V., magazines, internet, CD-ROMS etc.
AIM: Crime through time is an exciting course which aims to develop students’ abilities and interests in history and historical inquiry. Through the study of Crime Through Time, students will participate in learning targeted at enhancing their skills to communicate their understanding of history as related to crime through the ages. As part of their experiences in this subject, students will also develop an appreciation of the contribution of past and present peoples to our shared heritage and have the opportunity to contribute to a just society through informed citizenship.

SUBJECT INFORMATION: The course includes the study of some of the following topics:
- Cold War Crimes and the assassination of JFK
- Organised crime: eg the Mafia
- Witchcraft in the 19th century
- Famous Australian Killer: Martyn Bryant, Ivan Milat
- Terrorism: IRA Case Study
- Infamous Criminals: Jack the Ripper, Vlad the Impaler
- Forensics and DNA
- Africa: the Slave Trade
- Crime & Punishment: Legal Systems and the law; medieval laws and punishments (eg the Tower of London).

ASSESSMENT: 30% class task, 40% common tasks/major tasks, 30% exams

SPECIAL REQUIREMENTS: This course also involves excursions (e.g. Police & Justice Museum)
SUBJECT: DRAMA

YEAR: 9 AND 10

KEY LEARNING AREA: English

FACULTY: English

AIM: To provide students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection.

SUBJECT INFORMATION: In junior secondary years Drama provides a particularly valuable means of increasing self confidence and social awareness. Students are involved physically as well as emotionally and intellectually: students learn through doing. Drama is, moreover, a co-operative process through which students develop their ability to share and communicate.

The course will focus upon the following areas with major emphasis upon dramatic performance.

A  Improvisation
B  Understanding, performing & analysing roles using the Elements of Drama
C  Different dramatic styles eg comedy, creative movement, mime
D  Preparing scripts using scene structure and/or play building
E  Technical aspects of production - directory, lighting, sound, set design, costume & make-up
F  Dramatic performance - seeing a range of plays and live performances
G  Discussion, reading and writing about drama and theatre
H  Exploring a range of dramatists & participating in experimental learning of their styles
I  Participating in a dramatic performance with a live audience

ASSESSMENT: Students will be assessed by individual performances and class assignments

HOMEWORK: Regular homework will be given in assignments and performances.
AIM: To provide opportunities for students to evaluate the impact of food technologies on the individual, society and the environment. Also, to develop knowledge, skills and attitudes about the production, processing, properties, marketing, nutritive value and consumption of food.

SUBJECT INFORMATION: The new Food Technology course focuses on the study of food technology as applied to domestic, community, commercial and industrial settings.

Features of the course are:

- Food for special occasions
- Food service & catering
- Food in Australia
- Food equity
- Food product development
- Food selection & health
- Food for special needs
- Food trends

ASSESSMENT: A range of activities will be used, including:

Food practicals, audiovisual presentations, case studies, tests, computer exercises, design projects, experiments, graphic presentations, interviews.
SUBJECT: FRENCH

YEAR: 9 and 10

KEY LEARNING AREA: Languages Other Than English

SUBJECT INFORMATION: It is expected that students will:

- learn to listen, speak, read and write in French
- learn to communicate in real-life and simulated situations
- gain enjoyment from the study of another language
- gain an understanding of French cultural background from those situations and topics through which the language is acquired
- build on previously acquired language skills

Why learn another language?

- provides students with language and cultural information relevant to their interests and their experience
- provides students with stimulating communicative exercises and activities which offer the chance to reach a high level of competence
- offers students the chance to broaden their cultural horizons and career prospects
- gives students the opportunity to experience the French culture first hand through school excursions and perhaps the sampling of some French cuisine!

ASSESSMENT: Students will be assessed in the four main areas of Reading, Listening, Speaking and Writing.

HOMEWORK: Regular homework will be given
**SUBJECT:** GEOGRAPHY – WORLD GEOGRAPHY

**YEAR:** 9 and 10

**KEY LEARNING AREA:** Human Society & Its Environment  
**FACULTY:** HSIE

**AIM:** To enable students who have a keen interest in contemporary geographical issues, the opportunity to pursue extra studies in this traditional discipline.

**SUBJECT INFORMATION:** The content of the Elective course comprises:

- Geographical Tools
- Geographical Skills
- Values and Attitudes
- Focus Areas

- **Geographical Tools:** Students in both the Compulsory and Elective courses in Geography will learn about - atlases, maps, graphs and statistics, photographs and, of course, use these skills in the field, as they develop their skills of enquiry.

- **Geographical Skills:** Students will become proficient in the understanding and application of a range of geographical skills so that they can become critical and creative thinkers about the world and its environments. Specifically, students will learn to acquire, process and communicate geographical information.

- **Values and Attitudes:** Geography students will develop values and attitudes that promote a democratic and socially just society in a sustainable environment. It is expected that students will develop interest in, and informed responsible attitudes towards people, cultures, societies and environments, at local, national, regional and global scales.

- **Focus Areas:** the Elective Geography course comprises five focus areas from which at least TWO must be selected for study:

  - **Environments at Risk:** e.g. Greenhouse Effect, Climate changes, erosion, deposition, weathering
  - **Australia's Neighbours:** understanding the environments of our neighbours and examining specific geographical issues within the Asia-Pacific region.
  - **World Political Geography:** understanding the nature and distribution of political tensions - and conflicts, and investigating strategies towards effective resolutions.
  - **Communities, Work and Settlement:** understanding the complex inter-relationships between communities, work and settlement.
  - **Development Geography:** understanding the spatial patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life.

(Contd) WORLD GEOGRAPHY
**ASSESSMENT:** Will include enquiry-based research assignments and projects; fieldwork activities; oral presentations; performance activities e.g. role-play.

In addition - teacher observation; self-assessment processes; peer assessment might also be used.

Grades will be awarded using Course Performance Descriptors.

**COST:** Some fieldwork involved - costs to be kept to a minimum.
AIM: To develop the student's abilities to read, understand and make drawings as a means of communicating technical and aesthetic information.

SUBJECT INFORMATION: Graphics involves work at all levels from simple sketches to engineering drawings, and from graphic design to computer drafted drawings. The subject is suitable for both girls and boys and will give all students valuable insight into the careers available in the drawing and related advertising industries. In addition, Graphics will be of benefit to any student intending to undertake a trade course at T.A.F.E. where project plans are used, as well as senior students taking Design and Technology or Industrial Technology and it will be of great assistance to senior students studying Engineering Science.

This subject is essentially a practical subject where the majority of class time is devoted to the completion of a wide array of drawings. However a smaller but still significant part of the course deals with the design of projects and their construction.

ASSESSMENT: The majority of the assessment will be based on the practical class exercises with class tests, exams and assignments included to a lesser degree.

HOMEWORK: A small amount of homework can be expected each week in the form of completing the class exercises.

SPECIAL REQUIREMENTS: Students are expected to have their own drawing equipment which may be purchased at the School and their own DER Laptop.
AIM: The History course in Year 9 and 10 gives students the opportunity to explore both the Early, Ancient, Medieval and Modern Worlds. It is a fascinating study of Europe, Asia, Africa and the Americas' most unusual and influential personalities, groups, events, places, societies and cultures.

SUBJECT INFORMATION: The course includes the study of some of the following topics:
- *Introduction to Archaeology*
- *Forensic Archaeology, Death and Burial through the Ages*
- *Genocide* - Hitler's Nazi Holocaust in Germany and Pol Pot and the Khmer Rouge's Killing Field of Cambodia
- *Ancient Societies* e.g. Rome, Greece, the Assyrian and Persian Empires, the Celts
- *Crime, Law and Punishment throughout the Ages* e.g. infamous criminals such as Vlad the Impaler, Genghis Khan; Witchcraft and the Inquisition; slavery; capital punishment
- *Revolutions in the Modern world* e.g. France, Russia, America, China, Cuba
- *Terrorism and Assassinations* e.g. Middle East's Hezbollah and Ireland's I.R.A.; the assassinations of John F Kennedy, Martin Luther King Jnr., Malcolm X, Gandhi, Rasputin, Caesar, Yitzhak Rabin.
- *Famous Rulers, Rogues and the Rest* e.g. Henry VIII, Saladin, Catherine the Great, Mao Zedong, Stalin, Hitler, Idi Amin, Cleopatra, Alexander the Great

This is an excellent preparation course for Senior History, or those who are just interested in learning about past and present people, places and events.

History enables students to develop essential skills in:
- interpretation of sources
- analysis and empathy
- historical investigation through research
- communication (effective writing and speaking)
- awareness and appreciation of world cultures and national histories

ASSESSMENT: includes class activities, home assignments, tests, self-evaluation and teacher observation

SPECIAL REQUIREMENTS: The course also involves excursions to places such as the Jewish Holocaust Museum, Sydney University’s Nicholson Museum, Susannah Place at the Rocks, Hyde Park Barracks Archaeological Dig.
AIM: To develop the student’s confidence and skills in the designing, planning and construction of practical projects.

SUBJECT INFORMATION: Industrial Technology is available in a wide range of courses at this school. These courses are Woodwork, Metalwork, Building Construction & Electronics. All courses cater for both girls and boys and are listed below. It is also possible to elect 2 different Industrial Technology courses.

Next year Industrial Technology will also be available in a “Girls Only” class in areas of interest to the class; i.e. the class will decide to work with projects in one or several area, e.g. Wood then Electronics, etc.

Industrial Technology, with its emphasis on construction techniques, will give students valuable knowledge, skills and understanding of the various trades related to their course, and so it is an excellent forerunner to Trade courses at T.A.F.E. It can provide the basics for leisure time hobbies as well as the ability to undertake cost saving projects around the home.

The Industrial Technology courses available will be:
- 2 years of woodwork
- 2 years of metalwork
- 2 years of Building Construction
- 2 years of Electronics

ASSESSMENT: Design and Planning Folios together with the constructed projects will comprise the bulk of the assessment.

Assignments, bookwork and theory tests will also be used but to a lesser degree.

HOMEWORK: A small amount of homework can be expected each week. This may simply be the completion of work which had been undertaken in class.

DETAILS OF INDUSTRIAL TECHNOLOGY COURSES:

Woodwork: The woodworking course emphasises Cabinetmaking but includes Wood Machining. In Year 9 students will use mainly hand tools to construct a small bowl, a C.D. or book rack and a small box (such as a jewellery box, tool box or documents case). Some machines will also be used in the Year 9 program; these are the drilling machine, disc sander, scroll saw, wood lathe, and some portable power tools such as drills and sanders.

In Year 10 students will learn to use more machines such as the bandsaw, thicknesser and bench grinder and also more portable power tools like the router, belt sander, biscuit jointer and jig saw. The Year 10 projects are larger than in Year 9 and allow the student to have much more influence over the design of the project. Typical projects are coffee tables & bedside cabinets.
**Metalwork:** Students who participate in metalwork can expect to learn the skills that will allow them to operate, with confidence, a wide range of workshop equipment. They will also gain the skills necessary to construct and fabricate a number of minor and major projects.

Students will learn to safely and efficiently operate the following equipment and machinery; Metal Lathe, Magnabend, Grinder, Spot welder, MIG welder, Oxy-Acetylene welder.

The projects that students will attempt range from sheet metal toolboxes through machined hammers to metal furniture for outdoor and indoor use.

**Electronics:** This course is designed for the beginner in electronics and will give the student the basic concepts required to understand how electrical appliances work. The course will also develop the skills necessary to design and construct, safely, a number of electronic projects. The range of projects to be attempted includes a continuity tester, electronic buzzer, electric siren and crystal radio set.

Theory work will cover safety essentials as well as all components, their use and function, and the analysis and design of electrical circuitry.

**Building Construction:** This is an elementary course in Building. During Semester 1 in Year 9, students will meet the requirements of the course through bench work for tool usage and basic skills acquisition. During 2nd Semester, emphasis will be to build on basic skills acquired through elementary building work and home maintenance. Students will also gain insight into basic plan reading.

In Year 10, students will learn to use more power tools and machines such as the router, bandsaw and bench grinder. Students will gain knowledge of basic building materials. They should be able to undertake projects such as the construction and installation of picnic tables, basic bricklaying and concrete work.
AIM: This course is designed to develop students’ knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions.

This is an elective subject in Years 9 and 10.

It covers such topics as data handling; hardware; past, present and future technologies; software and people, with a strong emphasis on practical experience. Much time is spent working on computers, developing knowledge and confidence at the same time as acquiring computing skills.

ASSESSMENT: Project work (folio and solution), exams, classwork.

HOMEWORK: Regularly given and inspected.

SPECIAL REQUIREMENTS: USB, Portfolio folder
AIM: That students emerge as musically sensitive individuals with the capacity and desire for music to play a meaningful and a continually developing role in their future.

SUBJECT INFORMATION: The course is divided into 3 strands:

1 - Performance
2 - Composition
3 - Listening

- In years 7 and 8 students have had an opportunity to play guitar and keyboard. In the elective music course they may elect to continue on one of these instruments or learn the electric lead or bass guitar. Drums can be played in class or singing/vocals, but another instrument must be learnt.

- In the creative strand students are encouraged to express their own musical ideas based on observations of music studied in the areas of rock, jazz, the media, Australian music to name a few units.

ASSESSMENT:
Year 9 – ongoing class, and homework, accumulated marks
Year 10 – ongoing class, homework and Assessment Tasks

HOMEWORK: Daily practice on chosen instrument. Assignments related to selected units.

SPECIAL REQUIREMENTS: If an instrument needs to be taken home, a $5 per term fee for instrument hire may also apply.
SUBJECT: PHOTOGRAPHY & DIGITAL IMAGING

YEAR: 9 and 10

KEY LEARNING AREA: Creative Arts

FACULTY: Visual Arts

AIM:
- To give students awareness of the use photography has as a means of visual communication and to provide them with the opportunity to record their experiences and communicate their feelings in a visual manner.

- To enable students to develop skills that can be pursued after they leave school, either in their future careers or in their leisure time.

- To provide students with visual literacy skills that will allow them to interpret, analyse and discriminate amongst the visual symbols presented to them daily in the new media, advertising and other visual statements.

SUBJECT INFORMATION: This course allows students to express themselves artistically. It is also designed for students who may wish to pursue a career in commercial, industrial and fashion areas of photography and journalism. It provides technical expertise and creative knowledge for students to improve the recording of their leisure activities.

EQUIPMENT: A Single Lens Reflex camera or access to the use of a S.L.R. camera in the past has greatly assisted students. Also a digital camera may be useful.

ASSESSMENT:
- Year 9 - school report based on accumulated marks from Ranked assignments.

- Year 10 - school report and based on marks from Ranked set exercises.

HOMEWORK: The taking of photographs and the undertaking of related assignments.
AIM: The aim of Sports Coaching is to enhance students’ capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

SUBJECT INFORMATION: Students in Sports Coaching build on the experiences and understanding developed through the mandatory PDHPE course. Students develop a foundation for participation and performance in a range of physical activity and sport movement applications. They develop an understanding of the factors that limit and enhance the capacity to move and perform efficiently in a variety of contexts and also the broad range of benefits provided by participation and performance in physical activity and sport.

Students show a broad understanding of the historical, social and cultural factors that have shaped contemporary views of physical activity and sport in Australia. They describe the contribution of physical activity and sport to individual, community and societal wellbeing. They explore the benefits of participation in leisure and recreation and investigate how it can be incorporated into daily life.

Students establish a repertoire of strategies and techniques for developing movement skills and enhancing their capacity to participate and perform. They analyse how effective and appropriate these strategies are in preparing themselves and others for particular physical activity and sport opportunities. Students perform with skill and confidence in selected activities, demonstrating sound technique and tactics that maximise their effectiveness. Students also analyse and appraise performances and design programs to achieve performance goals.

ASSESSMENT: Assessment tasks include tests, examinations (written and practical), movement tasks, presentations, group work, written reports, diaries, journals, logbooks, research projects, self assessment and peer assessment.

HOMEWORK: Students will be given a range of activities to complete on a regular basis.
AIM: This course aims to give students skills in creating their own designs and garments. Students will explore fabric decoration, pattern making, costume design and mask making.

SUBJECT INFORMATION: This is a PRACTICAL subject, where students will produce a finished project of their own choice in each of the following units:

- **Apparel:** Clothing, shoes, hats, belts, jewellery, bags
- **Costume:** Theatre costume, masks, headdress, folk and traditional costumes, dance costumes and fancy dress costumes
- **Textile Art:** Wall hangings, fabric based artwork embroidery
- **Non Apparel:** Toys, umbrellas, sleeping bags, book covers, back packs

ASSESSMENT:

- Practical projects
- Folio Developments showing designs and ideas
- Research Assignments
- Class/Homework activities with an emphasis on practical work

HOMEWORK: There will be a small component of homework.

SPECIAL REQUIREMENTS: You will be expected to purchase fabric and basic materials for the different projects.
SUBJECT: VISUAL ARTS ELECTIVE

YEAR: 9 and 10

KEY LEARNING AREA: CREATIVE ARTS
FACULTY: VISUAL ARTS

AIM:
- Develop visual expression and communication by making artworks.
- Develop sensory awareness and imagination by looking and seeing.
- Develop an understanding and appreciation of artworks, images and objects of the past and present.
- Develop the ability to think and act creatively
- Develop a positive self concept

SUBJECT INFORMATION: The syllabus is structured around three main practices:
- Making
- Critical Study
- Historical Study

The emphasis of the course is on making art.

Through increased levels of understanding and continued exposure to the visual arts, students should become more aware of the ways in which works in the Visual Arts function at various levels of meaning.

Students learn to make images and objects to represent ideas, experiences, feelings and understandings about areas of interest in the world. By exploring the potential of materials, methods, stylistic qualities and techniques, students give form and meaning to their ideas.

Students are required to keep a Visual Arts Process Diary.

EQUIPMENT:
A large scrapbook, a protective shirt when using messy equipment. Pencils 2B, 4B, 6B, sharpener, rubber and ruler.

ASSESSMENT:
Year 9 - School reports based on Profiles.
Year 10 - School reports and based on Ranked set exercises.