

Cumberland High School



Stage 5

Subject Selection Booklet



Information for Students and Parents

Year 9 2022 – Year 10 2023

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INTRODUCTION

This handbook has been prepared to provide students in Year 8 and their parents/guardians with information about the curriculum on offer at Cumberland High School for Stage 5 (Years 9 and 10). Stage 5 of secondary school prepares students for senior studies and achieving a Record of School Achievement (ROSA) or the award of a Higher School Certificate (HSC).

It is important for students to give their initial thoughts a lot of care. Students should select the subjects they enjoy the most as this will provide them with a positive attitude towards learning and develop the essential study skills and motivation required for success in the important Years of 11 and 12. Students should focus on selecting subjects that interest them, not what their friends are doing and not on the teacher who may take the class. Parents and students must note that students do not need to limit their elective choices in Stage 5 to areas they think they may wish to pursue in senior years. Almost all subjects in Years 11 and 12 do not need to have been taken in junior school.

Unlike Stage 4 (Years 7 and 8), where the curriculum is compulsory and determined by NESA for all schools, Stage 5 allows some flexibility for students to choose elective subjects. Although the “core” subjects of English, Mathematics, Science, History, Geography and PDHPE are still compulsory, students will be able to select **three elective subjects** from a comprehensive list.

Please note a maximum of two (2) Industrial Technology subjects are allowed.

SUBJECT SELECTION PROCESS AND COURSE AVAILABILITY

While we intend to offer the widest possible range of courses, students and parents should be aware that it may not be possible to run certain courses if too few students select them.

Subject selection will be completed online. Students must make sure that it is completed by the due date. Students are required to select five (5) subjects and place them in order of preference. Depending upon individual student choices, the school will then create a Year 9 curriculum structure that suits the greatest number of students. As a result of this process, students will be placed into three subjects, based on their preferences. This will then form the basis of the timetable.

If required, there will be follow up interviews with students (especially if there are clashes and some subjects do not run). This process ensures that Cumberland High School can offer curriculum options that reflect student needs.

The second section of this booklet presents a brief outline of the various subjects offered for study at Cumberland High School. If any further information is required, please contact the Head Teacher of the particular subject or the Careers Adviser.

SUBJECT LIST

In order to satisfy the minimum requirements for the RoSA at Cumberland High School, students will complete the following course of study throughout Years 9 and 10:

English
Mathematics
Science
Personal Development, Health & Physical Education - PD/H/PE
Geography
History
Sport

In Years 9 and 10 **three** more subjects must be chosen from the following Electives:

| | |
|--|---|
| ENGLISH: HT: Mr Duhigg | Drama |
| HSIE: HT: Mr Condell | Commerce Elective Geography Elective History |
| PDHPE: HT: Ms Hoppe | Child Studies Physical Activity and Sports Studies (PASS) |
| TAS: HT: Ms Czulowski | Design and Technology Food Technology Information and Software Technology Industrial Technology – Timber |
| FACULTY OF THE ARTS: HT: Mr Andrews | Japanese Music Photographic and Digital Media Visual Arts |

PLEASE NOTE: *No class will be formed for any elective subject unless a sufficient number of students choose that subject.*



Elective Subject Fees

Please note: some subjects have fees for equipment and consumables. Please consider these fees carefully in your selection of subjects for Years 9 and 10.

| Fees for Elective Subjects Per Year | |
|-------------------------------------|--------------------------|
| Subject | Fee |
| Design and Technology | \$70 |
| Food Technology | \$105 |
| Industrial Technology Timber | \$80 Year 9/\$90 Year 10 |
| Information and Software Technology | \$40 |
| Japanese | \$40 |
| Music | \$15 |
| Photographic and Digital Media | \$50 |
| Visual Arts | \$50 |





CREDENTIALING FOR STAGE 5 (Years 9 and 10) and onwards:

Years 9 and 10 are very important years that provide the grounding for senior studies. As such, students will be expected to complete assessment tasks and work diligently in all of their subjects. A student's results accumulative as all school assessments and class work count towards their final grades when they leave school. Therefore, it is very important that students apply themselves to all aspects of their school work from the very beginning of the year. If a student fails to complete set work, including assessment tasks, this will affect their results and could prevent them from moving through to Stage 6 studies.

ELIGIBILITY

NESA lays down a set of specific rules that list the requirements for and define "satisfactory completion". As well as taking the necessary combination of courses, students are expected to apply themselves satisfactorily to their studies demonstrating a sustained record of application or effort. Students must follow and complete the pattern of study determined by NESA for Stage 5 (Years 9 and 10) in order to be eligible to proceed into Stage 6 (Year 11 and 12). The Stage 5 years of schooling also provides a foundation of skills and knowledge for many of the HSC courses.

ATTENDANCE

Regular attendance at school is essential for effective learning as well as to ensure satisfactory completion of courses. The Principal may grant leave to a student for legitimate reasons such as illness or injury. If leave is granted, then the absence will have no effect on course completion, provided that all assessment tasks and missed work are completed. However, an extensive period of unapproved absence may result in a student being declared as not meeting the requirements for the completion of Stage 5 and ineligible to proceed into Stage 6. This includes deliberate truancy from class and/or school.

SATISFACTORY COMPLETION REQUIREMENTS

Satisfactory completion of courses depends upon a student's attendance, level of participation in class activities, the proportion of assignments completed and the level of achievement (a serious attempt).

To satisfactorily complete Stage 5, a student must:

- Complete ALL assigned work, including each assessment task, to the best of their ability;
- Ensure that any appeals about marks, grades or comments for a particular piece of work are resolved at the time the work is handed back by the teacher;
- Demonstrate they have met the course requirements through effort and achievement.

Course

Descriptions

Stage 5 – Years 9 and 10

Mandatory Subjects

The English Years 7 – 10 Syllabus takes into account the diverse needs of all students and assists them to strive towards personal excellence in using language.

Students work towards demonstrating these outcomes:

- Responding to and composing texts with increasing sophistication.
- Using critically assessing a range of processes to compose and respond to texts in different media and technologies.
- Selecting, using, describing and explaining the effect of different text structures and technologies and how these shape meaning.
- Using language appropriately for different audiences and purposes.
- Applying understanding of language concepts to new contexts.
- Using critically assessing a range of processes to compose and respond to texts in different media and technologies.
- Selecting, using, describing and explaining the effect of text structures and technologies and how these shape meaning.
- Experimenting with different ways of transforming ideas and experiences into texts.
- Thinking critically and interpretively to compose and respond to texts.
- Investigating the relationship between and among texts.
- Demonstrating the ways texts reflect personal and public worlds.
- Questioning, challenging and evaluating cultural assumptions in texts and their effects on meaning.
- Using, reflecting on and assessing their own learning process.

Students' understanding, values and attitudes will be further broadened through a range of cultural experiences presented in these texts: Australian literature (including Indigenous and multicultural experiences), literature from other countries and times, Shakespearean drama, workplace texts, picture books and digital narratives.

The program is based around themes or literary studies linked to a range of texts including novel, poetry, drama and multimedia. Thematic studies incorporate a variety of texts focusing on a central issue. All students are also involved in wide reading and writing activities. Students will work individually and in small groups strengthening literacy skills across a range of different text types. Developing students' confidence in a range of speaking tasks is also an important objective of the course, with opportunities for discussion, public speaking and debating provided. Assessment is based on class work, assignments and examinations. The class that a student is placed in will be determined by the student's progress in English, his or her achievement of outcomes and their consistent application.

Mathematics

The study of Mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems; calculate accurately both mentally and in written form; estimate and measure; and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic forms.

Students will be placed in Year 9 classes based on their Year 8 achievement. A students' position may be reviewed up until second semester Year 9 to allow students who need and wish to achieve at 5.3 level to be placed in the most appropriate level.

Students will be studying the following strands in Stage 5 Mathematics.

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Stage 5 of the K–10 Mathematics curriculum has been expressed in terms of the three pathways or sub-stages: Stage 5.1, Stage 5.2 and Stage 5.3.

Students are placed into these sub-stage courses based on their performance in Year 8. However, students performing above or below the course descriptions of the grades for the particular course may be moved into the appropriate course.

Advice on which pathway your child will be placed into, can be sought from your child's Mathematics classroom teacher or the Head Teacher of Mathematics.

It is important that students undertake the appropriate course for their ability, as well as the level they wish to study in Stage 6.



Science

Stage 5 Science builds on the skills of Stage 4 as well as prepare students to select Stage 6 more specialised areas of study. It is essential to note that the knowledge and skills developed over both years across stage 5 will be assessed during both formal and informal tasks at school.

By engaging students in a range of learning experiences that build on prior learning and are set in meaningful and relevant contexts, students will be led to a more scientific understanding of their world and the way scientists work. It is through this inquiry and investigation that students develop a deeper appreciation of scientific endeavor, of science as an evolving body of knowledge, of the provisional nature of scientific explanations and of the complex relationship between evidence and ideas.

These studies will involve topics from each of the traditional areas of Science (Chemistry, Biology, Physics, and Earth and Environmental Science) presented in such a way as to also develop skills in team-work, and undertaking first-hand investigations.

Science provides 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;
- develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment.

Students will also develop knowledge and understanding of:

- the history of science;
- the nature and practice of science;
- applications and uses of science;
- implications of science for society and the environment;
- current issues, research and development;
- models, theories, laws, structures and systems related to the physical world, matter, the living world and earth and space;
- interactions within the physical world, matter, the living world and earth and space. Students will develop skills in:
 - planning investigations;
 - conducting investigations;
 - communicating information and understanding;
 - developing scientific thinking and problem-solving techniques;
 - working individually and in teams.

PDHPE

PDHPE is a Key Learning Area that requires students to undertake a minimum of 300 hours indicative lesson time over Years 7 to 10.

The course aims to develop the knowledge, skills and attitudes needed to understand value and lead healthy and fulfilling lifestyles.

Through involvement in regular physical activity students develop physical fitness and acquire the movement skills necessary for participation in recreation and/or sporting activities that encourage lifelong physical activity. By developing positive attitudes to personal health and physical activity, positive behavior should follow.

PDHPE is an integrated course involving teaching and learning from all three learning domains. Outcomes are achieved through the study of the following content areas:

- Mental wellbeing
- Relationships (social and sexual)
- Balanced lifestyles
- Risk taking
- Diversity and inclusivity
- Movement Analysis
- Invasion Games
- Striking Games
- Cultural Games
- Fitness
- Athletics and Cross Country

Students will be required to critically analyse current health issues and make informed decisions which may have dramatic effects on their future well-being. They will also be required to communicate and cooperate with fellow students through various physical activities and classroom workshops.

Students will be assessed through a variety of theoretical and practical assessment tasks.

Geography

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

Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Throughout Years 9 and 10, students will study:

1. Sustainable Biomes: what are the main characteristics of the world's biomes and how can they sustainably feed the world?
2. Changing Places: why has the world become more urbanised and what impacts does this have?
3. Environmental Change and Management: how do environments function and how can the impacts of humans be managed?
4. Human Wellbeing: why do inequalities exist and how do governments respond to these?

Assessment incorporates compulsory tasks in the form of both take-home and in-class assignments. They may range from extended responses to how well students are able to research and then apply their findings.



History

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. History provides opportunities for students to explore human actions and achievements in a range of historical contexts. Students become aware that history is all around us and that historical information may be drawn from the physical remains of the past as well as written, visual and oral sources of evidence.

Throughout this two-year compulsory course, students will engage in a rich learning program, comprised of several areas of study as outlined below.

Making a Better World?

- The Industrial Revolution
- Movement of peoples
- Progressive ideas and Movements

Australia and Asia

- Making a nation
- Asia and the world

Australians at War (World Wars I and II)

Rights and Freedoms (1945–present)

The Globalising World

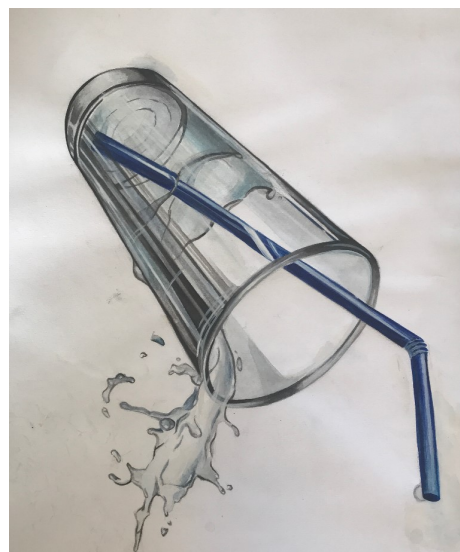
- Popular culture
- The environment movement
- Migration experiences

Assessment incorporates compulsory tasks in the form of assignments, essays, bookwork and examinations, which test how well students research, think and communicate.



Elective Course Descriptions

Stage 5 – Years 9 and 10



CHILD STUDIES

GENERAL DESCRIPTION: Child Studies reflects the multidimensional nature of child development and learning and the interconnectedness of the physical, social, emotional, personal, creative, spiritual, cognitive and linguistic domains. Students will have the opportunity to explore this interrelationship through each stage of development in the early years.

Child Studies also includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media. Students will learn to identify, create and evaluate solutions to enhance child wellbeing. This course will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments.

Child Studies will also support young people engaged or interested in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

MAIN TOPICS COVERED: *(EIGHT of the following modules will be studied)*

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

SUBJECT COST: Nil – there may be some excursions involving cost throughout the course

COMPULSORY REQUIREMENTS: Nil

COMMERCE

GENERAL DESCRIPTION: The Commerce course is designed to enable students to develop the skills to make sound decisions on consumer, financial, business, legal and employment issues. Making informed and responsible decisions provides students with the skills to function competently in our society.

Students will also undertake practical experiences in the form of excursions over the two years.

MAIN TOPICS COVERED:

The core areas of study include:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

Options (a minimum of 5 of these will be covered)

Investing

Promoting and Selling

E-commerce

Global Links

Towards Independence

Political Involvement

Travel

Law in Action

Our Economy

Community Participation

Running a Business

SUBJECT COST: Nil

COMPULSORY REQUIREMENTS: Nil

DESIGN AND TECHNOLOGY

GENERAL DESCRIPTION: What do the names Apple, Ikea, Amazon, Google and Instagram and Snapchat have in common? These are all innovative companies that design and produce goods and services for the new millennium. Design and Technology is an exciting course where students identify a need, research solutions and learn useful practical skills including drawing and design as well as manufacturing skills and processes using the latest in a range of technologies including a vacuum former, Computer Aided Design: 3D printer and Laser Engraver and Cutter.

MAIN TOPICS COVERED:

The emphasis of the course is upon students designing and making their own products to meet a range of identified needs. Learning through making is emphasised. Design focus areas will include jewellery design, graphic design, architectural and interior design, industrial design as well as communication and media design. Products that students may make will include architectural design, lighting products, graphic arts designs, furniture and household products as well as the use of promotional tools such as publishing software and web design.

Design and Technology is an enjoyable subject for both girls and boys and the students will gain valuable experiences which will provide insights into Architectural and Interior Design, Industrial Design, Communication and Media Design, Furniture Design and Event Management

SUBJECT COST: \$70 per year

Compulsory Requirements: Students must provide a USB Drive, A4 display folder and wear black leather school shoes in the workshop.



DRAMA

GENERAL DESCRIPTION: Drama engages and challenges students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works. The study of drama provides opportunities to challenge students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others. Drama allows students to increase self-confidence and social awareness, and develop communication skills.

Excursions and workshops are an important part of the Drama experience. This course provides a good background for Drama study in years 11 & 12.

In Drama, students will develop knowledge, understanding and skills, individually and collaboratively, through:

- 1 **Making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.
- 2 **Performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience.
- 3 **Appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience.

Students will learn to value and appreciate:

- The collaborative and diverse nature of drama and theatre
- The contribution of drama and theatre to enriching and sustaining cultures and societies.

MAIN TOPICS COVERED:

- Improvisation
- Play building
- Dramatic Forms
- Performing and writing scripted works
- Performance spaces and conventions of theatre
- Technical aspects of production (Lighting, film production and editing)
- Experience of dramatic performances.
- Discussing, reading and writing about theatre and drama

SUBJECT COST: Excursions to performances.

COMPULSORY REQUIREMENTS: Students will be expected to participate in organised excursions, workshops, and the annual Drama Night performance.

ELECTIVE GEOGRAPHY

GENERAL DESCRIPTION:

Elective Geography engages students in exploring possible sustainable futures and the role they can play in creating these futures. It helps students take an interdisciplinary approach to make sense of the wider world.

Elective Geography encourages students to develop research, critical thinking, analytical thinking and communication skills. Students are encouraged to take the initiative in examining different contemporary issues and their real world answers before applying their knowledge to design their own possible solutions. To ensure it remains relevant and interesting, subject content is driven by student interest but retains a focus on understanding positive, sustainable and even entrepreneurial ways of engaging with contemporary issues.

Elective Geography develops knowledge and skills that are a great preparation for senior study.

MAIN TOPICS COVERED:

- Students begin the course by examining sustainable development and developing an understanding of research methods and skills.
- Projects and content are then based on student interest and develop into a broad range of topics.
- Assessment is based on the project undertaken each term.

SUBJECT COST: Nil - although based on student interest there may be a cost for excursions and experiences.

COMPULSORY REQUIREMENTS: Nil

ELECTIVE HISTORY

GENERAL DESCRIPTION: Elective History is a subject which enables students to acquire historical skills, knowledge and understanding, and values and attitudes essential to an appreciation of the past and to prepare students for informed and active citizenship in a changing world.

Elective History is a subject which encourages the independent thought and enquiry of students with topics studied being based on the students own personal interests. Students are able to choose topics from Ancient, Medieval and Modern History from a range of societies and countries.

Elective History is a completely separate course from Mandatory History and differs mainly in that students study a wide variety of both Ancient and Modern History topics and it does not focus on Australian History.

The skills developed in Elective History will provide an excellent introduction to the senior courses of Ancient and Modern History.

MAIN TOPICS COVERED:

- ❖ Biography
- ❖ Family History
- ❖ Film As History
- ❖ Archaeology
- ❖ King Arthur
- ❖ Pompeii
- ❖ JFK
- ❖ Revolutions
- ❖ Heroes and Villains
- ❖ The Holocaust
- ❖ Jack The Ripper
- ❖ Slavery
- ❖ Terrorism
- ❖ Assassinations
- ❖ The Titanic

SUBJECT COST: Nil

COMPULSORY REQUIREMENTS: Nil

FOOD TECHNOLOGY

GENERAL DESCRIPTION: Food Technology enables you to understand the development of our food from the “paddock to the plate”. It is fun to learn in a practical way about how food undergoes changes through processing. This course enables students to gain knowledge, skills, and develop attitudes about the production, processing, properties, nutritive value, marketing and the consumption of food. Excursions during the course also help to give an insight into how the food industry is run in Australia.

MAIN TOPICS COVERED:

Much of the knowledge gained in Food Technology will enable you to not only prepare foods more skilfully but also to make wise decisions about food and diet in general. Students will study a variety of topics including:

- Food Preparation and Processing
- Nutrition and Consumption
- Food in Australia
- Food for Special Occasions
- Food Trends
- Food Selection and Health
- Food Service and Catering

SUBJECT COST: \$105 per year

COMPULSORY REQUIREMENTS:

- Black leather school shoes for all lessons
- Tea Towel
- Container



INDUSTRIAL TECHNOLOGY – TIMBER

GENERAL DESCRIPTION: Australian Red Cedar, Jarrah, Tasmanian Oak, Huon Pine, Kauri, Coachwood, Tasmanian Blackwood are all names synonymous with quality Australian cabinetwork and woodturning. In Industrial Technology - Timber students will be introduced to a wide range of woodworking knowledge and skills that will enable them to develop a lifelong appreciation of timber and the articles that can be produced from it.

MAIN TOPICS COVERED

In Industrial Technology - Timber the practical work involves using hand tools and portable power tools such as drills, routers, domino joiner, biscuit jointers and sanders. Fixed machinery includes woodturning lathes, mortising machine, scroll saws, thicknesser, Laser Engraver and Cutter. Decorative techniques include marquetry and inlay.

Students will learn to:

- demonstrate safe workshop practices
- use hand and power tools correctly
- determine the most suitable processes for working timber
- design and construct projects
- gain personal satisfaction through workshop experiences
- recognise good craftsmanship

The projects that may be undertaken in Industrial Technology - Timber include document and jewellery boxes, trays, turned platters and bowls, coffee tables, and upholstered stools. Industrial Technology - Timber provides an excellent background for students who may wish to pursue careers in Architecture, Interior Design, Industrial Design, Building, Carpentry or Cabinetmaking.

SUBJECT COST: Year 9 \$80 and Year 10 \$90 to cover the cost of consumable materials used in project construction.

COMPULSORY REQUIREMENTS: Students must provide an USB Drive, A4 display folder and wear black leather school shoes in the workshop.

Note: Students are only permitted to study a maximum of 2 Industrial Technology subjects in any calendar year

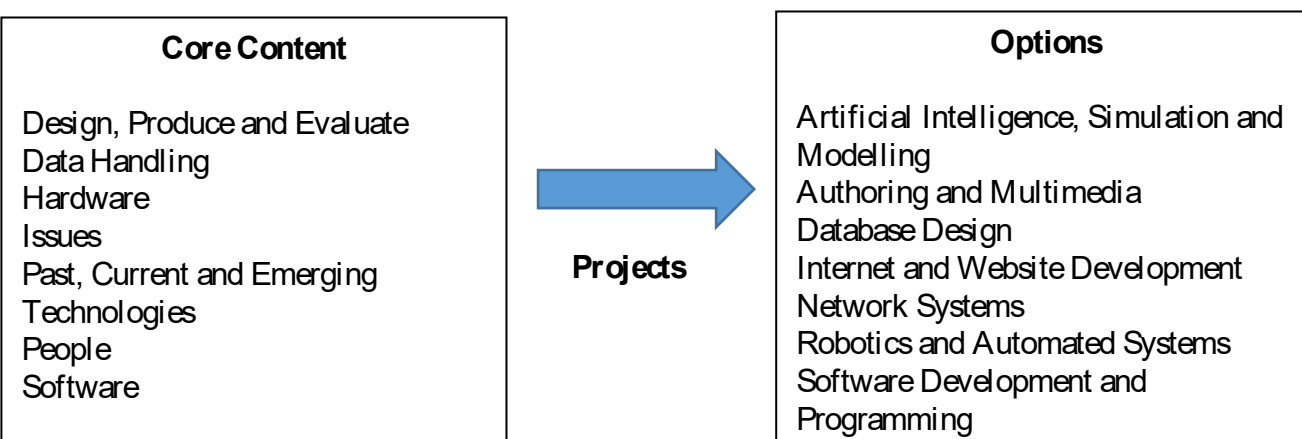
INFORMATION AND SOFTWARE TECHNOLOGY

GENERAL DESCRIPTION: When was the last time you went into a bank to withdraw money? What type of smart phone do you own? Do you only look in a book to research information for an assignment? People are expected to work and live in environments requiring highly developed levels of computing and technological literacy. This course is a dynamic subject involving hands on experience with a wide range of information technology. Students will learn about, choose and use appropriate hardware and software technology to produce specified projects.

MAIN TOPICS COVERED

Students will undertake projects that will put theory into practice. Students will learn to develop their expertise initially using common software such as word processors, spreadsheets, databases and desktop publishing before moving to selected options such as Internet and website development, digital media, multimedia, simulation and robotics as well as software development and programming.

Students will study the core content within the context of options delivered through projects.



SUBJECT COST: \$40 per year to cover the cost of consumable materials such as printing media and equipment.

COMPULSORY REQUIREMENTS: It is recommended that students have their own USB memory stick to save and transfer data between school and home.

JAPANESE

GENERAL DESCRIPTION: This course provides access to the language and culture of one of the most technologically advanced societies and economies in the world. Students will have a range of opportunities to engage with the rich Japanese cultural traditions, as well as various elements of modern Japan, including popular culture such as *anime*, *manga*, music and fashion. The ability to communicate in Japanese also provides incentives for travel and allows meaningful interactions with speakers of Japanese. Students will also develop an intercultural capability and an understanding of global citizenship, reflecting on their own cultural heritage, values and identity in an increasingly interconnected and interdependent world.

MAIN TOPICS COVERED:

Students will explore the relevant language and cultural content through topics related to their personal world and the wider community such as:

| <i>Personal World</i> | <i>Wide Community</i> |
|--|---|
| <ul style="list-style-type: none">• Meeting New Friends• Families in Japan• Celebrations• Leisure and Club Activities | <ul style="list-style-type: none">• Japanese Seasons• Living Abroad in Japan• Popular Youth Culture |

Students will participate in a range of interactive tasks to:

- Exchange ideas and opinions.
- Process information through spoken, written, digital/multimodal texts.
- Create spoken, written, bilingual and/or multimodal texts.
- Understand the language system including sound, writing, grammar text structure and how language changes over time and place.
- Consider how interaction shapes communication and identity.

SUBJECT COST: \$40 per year: Inc. workbook and with digital visual/audio files

COMPULSORY REQUIREMENTS: A4 sized notebook.

MUSIC

GENERAL DESCRIPTION: The aim of this course (Year 9-10) is to guide students to an understanding of music through a wide range of musical activities. The course provides students with an integrated experience in performing, creativity (composition), and listening (aural) skills. The course caters for both students who have practical skills on an instrument or singing. **Students who do not play an instrument can choose Music but they must be committed to learning an instrument as performance is a mandatory part of the course.** All students are expected to perform (sing or play their instrument) and regularly practise.

COURSE CONTENT:

PERFORMANCE

Instrumental/Vocal - students have the opportunity use their skills on keyboard, guitar, bass, drums and band instruments, and work as soloists and in groups in the context of specific topic areas. Students must be prepared to perform (play an instrument or sing) to satisfy the practical components and assessments in this course. Students will be involved in regular performance activities as a class ensemble.

LISTENING/AURAL

Exploration of the styles and genres of many contrasting types of music including Rock, Musical Theatre, Contemporary, Australian Music, Romantic and Music of other cultures. The students experience a wide range of listening through all music periods and analyse and respond to the musical concepts and their use. Students learn how to analyse music using the musical concepts as a framework.

COMPOSING

Students learn to compose and create music using conventional means and via computer software/online resources. This also involves improvising and creating individually and in groups. Students will learn how to write and notate their own songs.

Topics may include:

Austrian Music, Computer Game Music, 19th Century Music, Rock Music, The Blues & Musical Theatre.

SUBJECT COST: \$15 per year

COMPULSORY REQUIREMENTS: Display folder, music book with manuscript

PHOTOGRAPHIC AND DIGITAL MEDIA

GENERAL DESCRIPTION:

Students are provided with opportunities to build on the knowledge and understanding of practice, the conceptual framework and the frames established in the Visual Arts mandatory course. They undertake a more specialized investigation of the conventions, strategies and procedures of making photographic and digital works in at least one of the areas of still, interactive and moving forms.

Photographic and Digital Media fosters interest and enjoyment in the making and studying of the still and moving image. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

They learn to make images and videos in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist's practice. In critical and historical interpretations students are provided with opportunities to investigate how and why artists as photographers, videographers, computer/digital artists, filmmakers and performance artists make photographic and digital works, and how and why historians and critics write about photographic and digital works.

Photographic and Digital Media offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

MAIN TOPICS COVERED:

Creative learning experiences are designed to encourage students to understand photography and digital media, including the different kinds of creative works they and others, make. Such experiences provide opportunities for students to establish their intentions as photographers, videographers, computer/digital artists and to develop their artmaking practice.

A diverse range of ideas, interests and issues in the world are explored as a source of subject matter, including the work of other artists. Students develop skills in the different forms of art making, using a wide range of materials and techniques. Some of the forms include:

Still:

- ❖ camera based and non-camera based works
- ❖ manipulated images
- ❖ computer generated images
- ❖ digital images in a printed form

Moving:

- ❖ Video
- ❖ Installation works

An important component of Photographic and Digital Media is also the critical and historical study of artists and the art world.

SUBJECT COST: \$50 per year

Compulsory Requirements: A4 display folder, Visual Arts diary and SD card

Physical Activity and Sports Studies (PASS)

GENERAL DESCRIPTION: This elective course is designed for students interested in going beyond the core PDHPE course. Students will enhance their knowledge and skills in movement and fitness through structured practical and theory classes that explore sport, biomechanics and performance analysis in a variety of contexts.

There is an extensive practical component combined with the study of relevant theoretical concepts that will challenge all ability levels. Course delivery involves two practical classes and two theory classes per fortnightly cycle.

The PASS course is an excellent foundation for further study of either the PDHPE course or SLR (Sport, Lifestyle & Recreation) course in Years 11 and 12. This course is a must for any student considering a career in the health and fitness industry.

MAIN TOPICS COVERED:

Students study the following topics throughout the course:

- Body Systems and Energy for physical activity
- Physical Activity and Sport for Specific Groups
- Australia's Sporting Identity
- Opportunities and pathways in Physical Activity and Sport
- Technology, Participation and Performance
- Physical Activity for Health
- Coaching
- Event Management

SUBJECT COST: Nil – there may be some excursions involving cost throughout the course

COMPULSORY REQUIREMENTS: Full sports uniform for all practical classes



VISUAL ARTS

GENERAL DESCRIPTION:

Visual Arts fosters interest and enjoyment in the making and studying of art. Students learn to express themselves through creative activity and engage with the artistic, cultural and intellectual work of others.

They learn to make artworks in a sustained way and work toward the development of a body of work which shows the various ways the artist – artwork – world – audience have been understood in an artist's practice. They also develop skills to critically and historically interpret art and to make informed judgments about artists and the art world.

Visual Arts offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

MAIN TOPICS COVERED:

Creative learning experiences are designed to encourage students to understand the visual arts, including the different kinds of creative works they and others, make. Such experiences provide opportunities for students to establish their intentions as artists and to develop their artmaking practice.

A diverse range of ideas, interests and issues in the world are explored as a source of subject matter, including the work of other artists. Students develop skills in the different forms of art making, using a wide range of materials and techniques. Some of the forms include:

2D forms

Drawing and any of the following

- ❖ painting, including acrylic, oil, watercolour, and the use of mediums, gels and glazes
- ❖ printmaking including lino block printing, silk screen printing, collographs, etching
- ❖ photo and digital media
- ❖ graphics
- ❖ collage, frottage and montage
- ❖ other 2D forms may also be included

3D forms

Any of the following:

- ❖ ceramics
- ❖ sculpture including relief, in the round and conceptual works
- ❖ installations
- ❖ textiles
- ❖ designed images, objects and environments

4D

- ❖ computer based technologies

An important component of Visual Arts is also the critical and historical study of artists and the art world.

SUBJECT COST: \$50 per year

Compulsory Requirements: Visual Arts Diary (A4 or A3 - 120 pages)

NOTES

