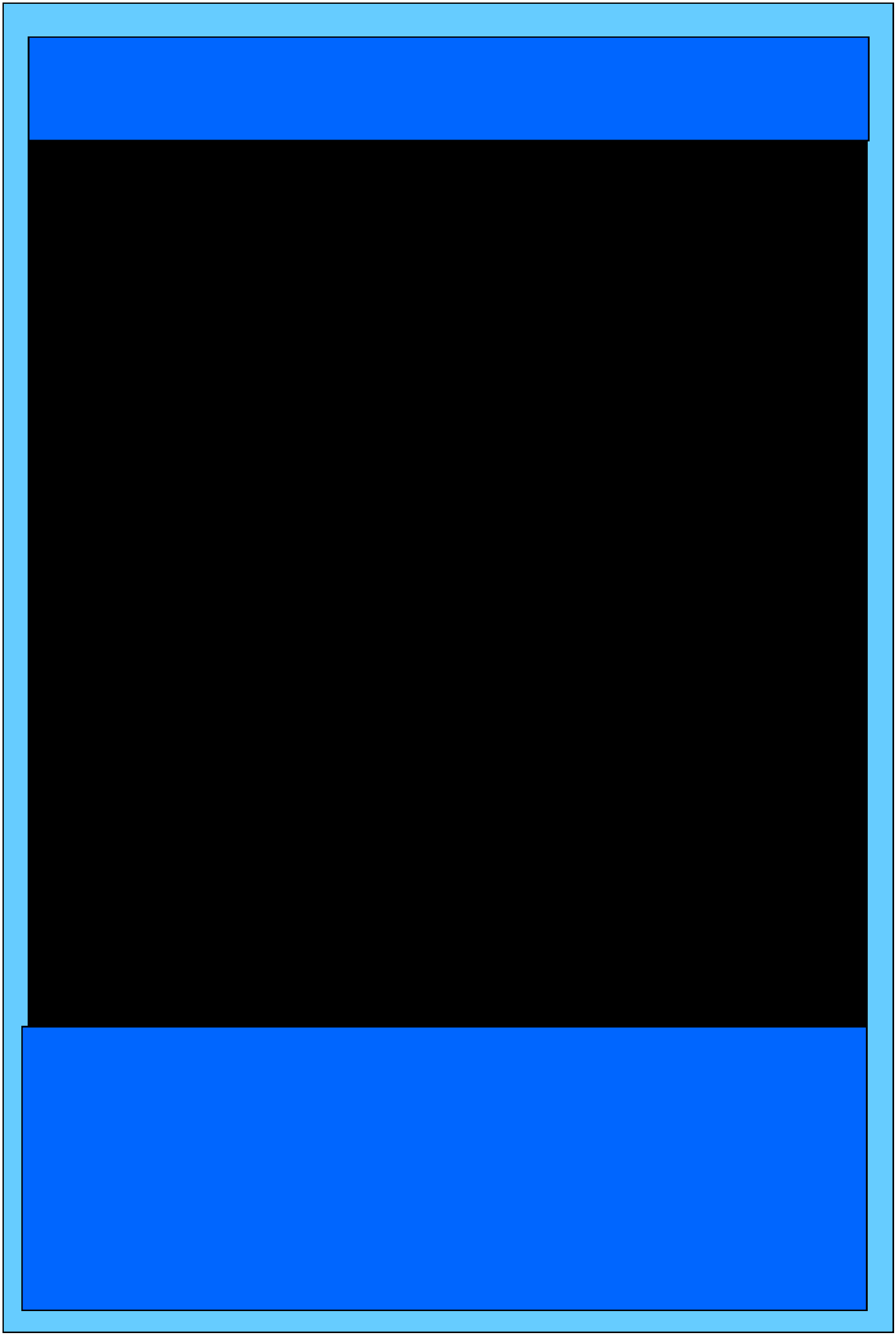


Contents

Message from the Principal

This booklet contains information to assist students and parents in making an informed decision as to which courses to study for the next two years. All students must study the core courses of English, Mathematics, Science, Personal Development, Health, and Physical Education, History and Australian Geography. Additionally, students choose elective courses to study during these two years. These electives are offered as a two year pattern of study.

Society is changing rapidly. Many of the traditional careers and occupations available ten years ago do not exist now and there are occupations being created that we know little about today. What is known about the future is the requirement for students leaving school, to experience an education that equips them with the capabilities to be a worthwhile and flexible citizen in society, ready to have a number of different careers in their lifetime.

A student should study a range of courses. When selecting electives, a student needs to be guided by her interests and abilities and be flexible in her choices. Each student should carefully decide what is best for her.

So what should a student do to make a sensible decision?

She should:

- read this booklet carefully
- attend any talk on the RoSA requirements and the course content
- ask questions of teachers, the Year Adviser and the Careers Adviser
- talk with her parents about possible choices
- speak to students who are currently studying the course
- make a choice guided by her interests and abilities, and remain flexible.

Students are asked to list three (3) choices and two (2) reserves .After students have made their choices, the school has to place the courses in groups to create a timetable. In doing so, some students may find that the courses they would like to do will be taught at the same time. Also, it may not be possible to run a course if too few students choose to study it. In these cases, the students will be allocated.

Course selection is an important time for students and one that needs the advice and support of parents and teachers. Please feel free to contact the school if any further advice is required.

We wish each student well in her Stage 5 years.

G. Cluff
Principal

Stage 5 Requirements

Your daughter is now commencing her studies towards gaining the Record of School Achievement (RoSA). In Years 7 and 8, she has studied a set curriculum, which acts as a basis for her further studies over the next two to four years at High School and hopefully beyond school at University, TAFE or elsewhere. The studies for the RoSA are initially over the two years of Year 9 and 10. It is important for students and parents to know their responsibilities during these two years and to make sure that all requirements are met.

To be eligible for a RoSA each student must:

- satisfactorily complete the mandatory curriculum requirements of the Board of Studies. Therefore, all Stage 5 (Years 9 and 10) students must study:
  - English
  - Mathematics
  - Science
  - History
  - Australian Geography
  - Personal Development, Health, Physical Education (PDHPE) and Sport
- attend school until the final day of Year 10 as determined by the school system concerned, and
- ensure satisfactory completion of every Course. A student will be considered to have satisfactorily completed a course if, the student has:
  (a) **followed** the course developed or endorsed by the Board;
  (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  (c) **achieved** some or all of the course outcomes.

In addition to the core curriculum, students at Macarthur Girls High School are required to study three (3) elective courses. Details of the courses offered to students are contained in this booklet. It is vital for students to make careful and sensible choices of electives as the courses are studied for the next two years.

Important Note: Sport is a DEC mandatory requirement for students in Years 9 and 10. All students must demonstrate satisfactory involvement in sport to meet this requirement.

attendance. As a result of absence, the course completion criteria might not be met and therefore the student may place their RoSA in jeopardy. This is based on the level of diligence in class and commitment to the completion of set tasks. If these requirements are not met a student may not be eligible for the award of a RoSA when they leave school.

Students in Year 9 and Year 10 are also required to complete a schedule of assessment tasks. In Year 10, these tasks assist teachers in determining the grade to be awarded to students for each course at the completion of the course. Failure to do the assessment tasks could mean that a student may not be eligible for a school grade in that subject and she may not be eligible for a RoSA.

Where a student has not met all mandatory requirements by the end of Year 10, the student will not receive a RoSA in that year. In this case, the student will receive a
determinations (listed as
This may hinder progress and enrolment into Stage 6.

Record of School Achievement.

A Record of School Achievement shows all Stage 5 (Years 9 and 10) courses. It includes, where appropriate:

- the Stage 5 courses that a student has completed and the grade A-E (and for Mathematics, the grades A10 E2), awarded by the student's school for each course. The Course Performance Descriptors describe typical performance by students in each grade at the end of Stage 5
- the mandatory Stage 4 courses in all core subjects, and requirements in Languages, Technology (Mandatory), Music, Visual Arts, and Personal Development, Health and Physical Education. Mandatory requirements are reported as 'Completed', or, 'Not Completed'

The next two years should be enjoyable years and students should gain a sense of achievement and success as they meet the Board of Studies requirements.

Literacy and Numeracy Program

Macarthur Girls High School has developed a continuing literacy and numeracy program for students in Year 9 and Year 10. Literacy and numeracy skills underpin learning outcomes in every subject and it is vital that these skills are explicitly taught across all subjects. To supplement this, an online enrichment program has been developed that allows students to further develop their skills.

This series of weekly, mandatory activities are interactive and engaging, and include all aspects of literacy (Reading, Language and Writing) and numeracy (Data Measurement, Space and Geometry, Number Patterns and Algebra). Student progress will be closely monitored by teachers and extra assistance will be given when required.

Best Wishes

Mr Karl Berthold
Stage 4 Leader

Year 9 and Year 10 Curriculum Pattern

The school timetable is over a two week period, Week A and Week B.

In Year 9 and 10, students will have a total of 39 x 70 minute periods over their 2 week cycle. Students have 4 periods each day (The day starts at 9:00am with Roll Call plus PRIDE Time sessions).

For example, in English, in Year 10, that means that you study 5 x 70 minute periods.

YEAR 9

Subject	No of Periods / Cycles	
English	6	
Mathematics	6	
Science	6	
History or Geography (Semesterised)	Semester 1 4	Semester 2 4
PD/H/PE	3	
Sport (Monday afternoons)	2	
Elective 1	4	
Elective 2	4	
Elective 3	4	
	39 periods in Total	

YEAR 10

Subject	No of Periods / Cycles
English	5
Mathematics	5
Science	5
History	3
Geography	3
PD/H/PE	3
Sport (Monday afternoons)	2
Elective 1	4
Elective 2	4
Elective 3	4
Careers Education	1
	39 periods in Total

Wednesday Period 4 Week B is an early finish.
Please remember students must be at school by 8.55am for the warning bell.

English

Course Outline
Years 9 and
Writing, Viewing and Representing. They **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become increasingly sophisticated as students move through the course.

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

- Fiction - At least two works
- Poetry - A variety drawn from different anthologies and/or study of one or two poets
- Film, (or DVD) - At least two works
- Non fiction - At least two works
- Drama - At least two works

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
- Media and multimedia, which could include texts drawn from radio, television, newspapers, the internet and CD-ROMs.

The selection of texts **must** give students experience of:
- Texts which are widely regarded as quality literature
- A widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- A wide range of literacy texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- Texts written about intercultural experiences
- Texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- Every day and workplace texts
- A wide range of cultural, social and gender perspectives, popular and youth cultures
- Texts that include aspects of environmental and social sustainability
- Nonfiction, picture books, graphic novels
- An appropriate range of digital texts, including film, media and multimedia

Assessment

Year 9
Year 9 is assessed within the class through a variety of class activities, tests and home assignments. As well as this, Year 9 will sit whole Year tasks during Semester 1 and 2.

Year 10
As well as continuous class assessment as outlined for Year 9, Year 10 will sit whole Year tasks during Semester 1 and 2.

Reporting
Reports will provide information on how well each student is meeting course outcomes. Teachers will offer suggestions for areas that will need more attention and methods for achieving improvement.

Materials Contribution
There is no materials contribution for this course.

Mathematics

Course Outline
There are three main pathways of study in Years 9 and 10 Mathematics

- Course 3 (Stage 5.1, 5.2, 5.3 outcomes)
- Course 2 (Stage 5.1, 5.2 outcomes)
- Course 1 (Stage 5.1 outcomes)

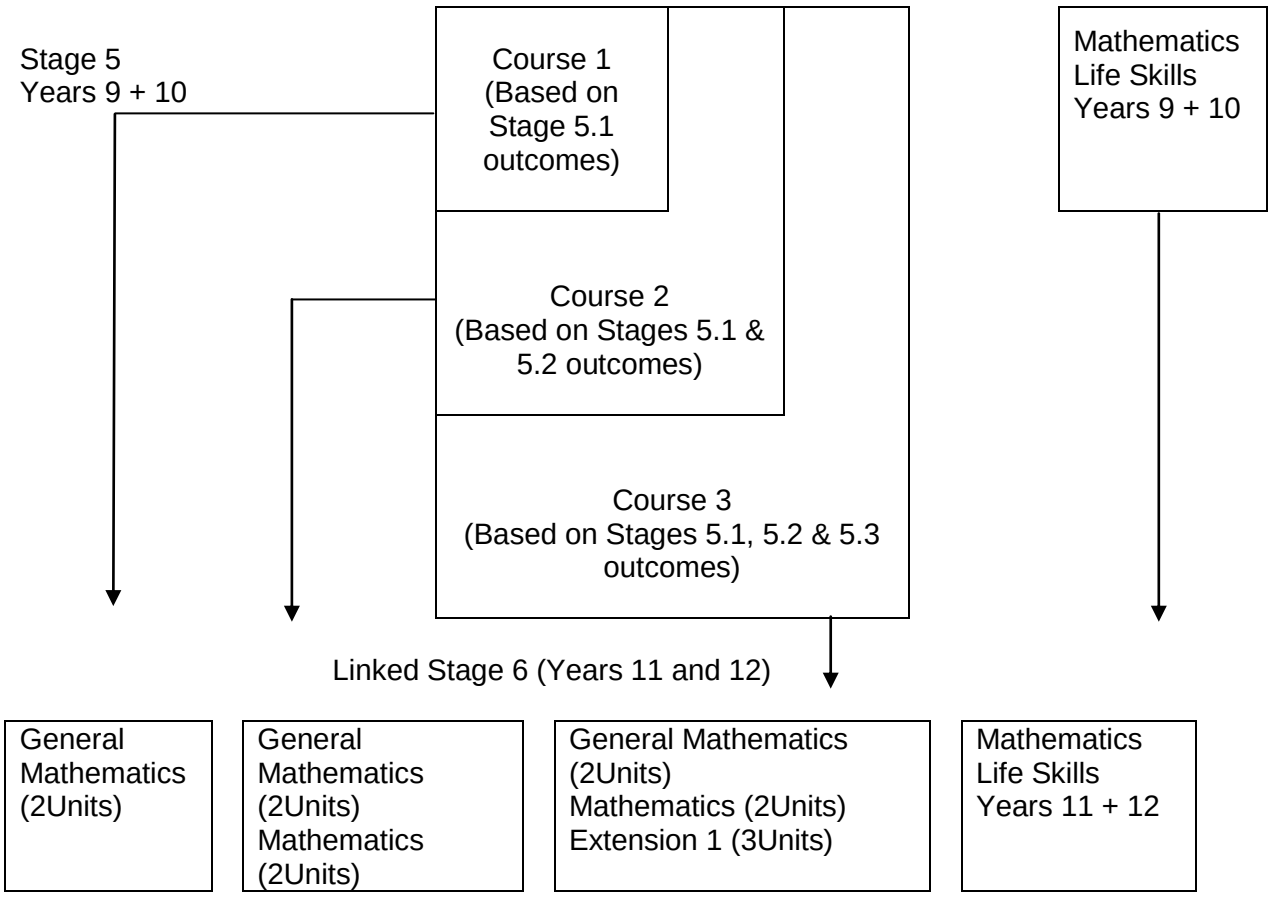
The courses are completely embedded so that students who complete the outcomes for Course 3, by the end of Year 10, will have also completed all outcomes for Course 1 and Course 2. Students who complete the outcomes for Course 2 will have also completed the outcomes for Course 1. The less able students in Mathematics will have completed the outcomes for Course 1 alone with some possible Course 2 extensions.
All courses are designed to contain the knowledge, skills and understanding of five main content strands

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

All courses are structured to contain a process strand Working Mathematically.

Mathematics Life Skills
A fourth course, Mathematics Life Skills, is designed to provide a relevant and meaningful program of study for a very small percentage of students with special educational needs for whom the above pathways are not appropriate.

The diagram below shows the connection between the four pathways available in Years 9 and 10 Mathematics with their links to Years 11 and 12 Mathematics.



Assessment
Students will be assessed within their course via common tests that are held regularly. Common components that occur in all three courses are used to determine the overall student assessment for Stage 5 Mathematics.

Materials Contribution
There is no materials contribution for this course.

Equipment
All students will be provided with a textbook and in some cases an accompanying CD after consultation with the teacher. A replacement fee will be levied if the CD and/or textbook are lost. All students will need a scientific calculator. The school will bulk buy a supply of suitable calculators and students may purchase them from the school cashier. Approximate price $27.

Science

Course Outline
An understanding of Science equips students to meet the challenges of life and work in the 21st century. There are many complex issues, such as global warming, in vitro fertilisation, water and energy resources, that are based in Science. Scientifically literate students will become young people and adults with the knowledge to actively participate in decision making about their own lives, the future of Australia and the rest of the world.

Knowledge and Understanding
The syllabus outcomes cover:
- 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 and laws, and 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

Skills
Students will develop skills in working scientifically through:
- planning investigations
- conducting investigations
- communicating information and understanding
- developing scientific thinking and problem-solving techniques
- working individually and in teams

Values and Attitudes
Students will be encouraged to develop positive values and attitudes towards themselves and others, and to see learning as a lifelong process.

Assessment
Students will be assessed on their:
- knowledge and understanding of Science
- ability to plan and conduct investigations in Science
- problem solving skills
- ability to communicate scientifically

Assessment procedures used in this course will include: formal examinations, topic tests, in-class exercises, home-based assignments, group work, participation in classroom discussions and routine bookwork.

Overall reporting will consist of 50% formal assessment and 50% informal assessment from a variety of class activities.

Students will be informed in advance of the days, times and requirements for each assessment task and feedback will be provided to students to assist their learning.

Materials contribution
There is no materials contribution for this course.

Australian Geography

Course Outline
Geography involves the study of people, cultures, societies and environments in different places and at different times. The study of Geography prepares students for adult life by developing an informed perspective on local and global issues. In so doing, it forms a basis for active participation in community life and a commitment towards ensuring that the environment is appreciated, enhanced and protected.
Civics
physical and human geography.

The Australian Geography course in Years 9 and 10 is mandatory. At the end of Year 10 students will sit for a two-hour Australian Geography and History Civics and Citizenship RoSA examination.

The Stage 5 Australian Geography mandatory course has four focus areas:

-
- Changing Australian Communities
- Issues in Australian Environments
- Australia in Its Regional and Global Context

Students engage with a variety of Information and Communication Technologies applications when undertaking learning activities.

Throughout the course there is an emphasis on geographical tools, geographical skills, values and attitudes and focus areas. In their learning each student will work towards the following outcomes:

- Identifies, gathers and evaluates geographical information
- Analyses, organises and synthesises geographical information
- Selects and uses appropriate written, oral and graphic forms to communicate geographical information
- Demonstrates a sense of place about Australian environments
- Explains the geographical processes that form and transform Australian environments
- Analyses the impact of different perspectives on geographical issues at local, national and global scales
-
- Accounts for differences within and between Australian communities
- Applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship

All students MUST undertake a field study activity.

Assessment
Assessment procedures used in this course will include:
formal examinations, topic tests, in-class exercises, home-based assignments, group work, participation in classroom discussions and routine bookwork.

Materials Contribution
There is no materials contribution for this course.

History

The aim of H ment of exploring the past, to develop a critical understanding of the past and to enable them to participate as active, informed and responsible citizens.

Students undertake 100 hours of History Mandatory in Stage 5.

History Mandatory Stage 5 (Years 9 & 10) has been designed to provide students with an understanding of Australian history and civics and citizenship. Students will also develop the skills required for the effective study of History.

The content is divided into topics. Most topics have internal choice to allow for studies in more depth. Inquiry questions are provided to define the scope of inquiry for each area of study.

- Topic 1: Making of the Modern World
- Topic 2 Making a better World
- Topic 3: Making a Nation
- Topic 3: Australians at War (world War 1 & World War II)
- Topic 4: Rights and Freedoms (1945 to present)
- Topic 5: The Globalising World
- Topic 6: Optional depth study e.g. Australia in the Vietnam War Era

All students must complete a site study in Stage 5.

Assessment
Assessment procedures will include: topic tests, research assignments, source studies, essays and a final ROSA examination in Year 10.

Material Contributions
There will be no material contribution for this course.

Personal Development, Health and Physical Education

Course outline
PDHPE is one of the eight key learning areas in the NSW secondary curriculum, which their personal health and well being, enjoy an active life style, maximise movement potential and advocate long life and physical activity.

The course content is divided into four strands:

1. *Self & Relationships*
   Students enhance their sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships.
2. *Movement Skills & Performance*
   Students move with confidence and competence and contribute to the satisfying and skilled performance of others.
3. *Individual & Community Health*
   Students take actions to protect, promote and restore individual and community health.
4. *Life Long Physical Activity*
   Students participate in and promote enjoyable lifelong physical activity.

During the course, the students will develop and apply skills that enable them to adopt and promote a healthy and active lifestyle. These skills include the ability to:

- communicate effectively
- make informed decisions
- interact positively with others
- move with competence and confidence
- devise & implement plans to achieve goals
- solve problems creatively.

Assessment
Students will be assessed across all course content strands in year 9 & 10.
Assessment techniques in PDHPE include:
- presentations
- group work
- written reports
- diaries and journals
- tests
- research projects
- movement tasks
- peer and self-assessment.

Materials Contribution
There is a materials contribution for this course. See the Subject Materials Contribution sheet at the end of this booklet.

Agricultural Technology

Course outline

Knowledge, understanding and skills
Students will develop:

- knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
- knowledge and understanding of the local and global interaction of agriculture

- knowledge of and skills in the effective and responsible production and marketing of agricultural products
- an understanding of sustainable and ethical practices that support productive and profitable agriculture
- skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
- knowledge and skills in implementing cooperative and safe work practices in agricultural contexts

The agricultural units and enterprises studied may include:

- Vegetable Production
- Horticulture
- Fruit Growing
- Sheep Production 1: The animal and its management
- Sheep Production 2: Meat and/or Wool
- Poultry Production Layers and/or Broilers

Assessment
Assessment procedures in this course will include:

- Practical skills
- Written reports and assignments
- Independent Research Project
- Half yearly and yearly examinations
- Oral and visual presentations

Materials Contribution
There is a materials contribution for this course. See the Subject Materials Contribution sheet at the end of this booklet.

Commerce

Course Outline:
Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.

It develops in students an understanding of commercial and legal processes and competencies for personal financial management. This course has been developed to produce aware, involved and competent members of society.

The course has a core that is in two parts and is essential learning:

Part 1(Year 9)	Part 2(Year 10)
Consumer Choice	Law and Society
Personal Finance	Employment Issues

In addition students will study a minimum of five options. They will be drawn from the following list:

1. Investing
2. Promoting and Selling
3. E-commerce
4. Global Links
5. Towards Independence
6. Political Involvement
7. Travel
8. Law in Action
9. Our Economy
10. Community Participation
11. Running a Business

Students engage with a variety of Information and Communication Technologies applications when undertaking research to support their class work. These will include word processing, databases, spreadsheets, multimedia applications, graphics and electronic communication.

Assessment
Assessment procedures in this course will include:

- Inquiry-based research assignments and projects
- Problem solving and simulation activities
-

Child Studies

Course Outline
The Child Studies syllabus requirements are designed to provide educational opportunities to have the students develop :

- knowledge and understanding of child development from preconception through to and including the early years
- knowledge, understanding and skills required to positively influence the growth development and wellbeing of children
- knowledge and understanding of external factors that support the growth development and wellbeing of children
- skills in researching, communicating and evaluating issues related to child development

The content is organised into the following modules (not all modules will be covered):

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
-

Dance

Course Outline

Dance in Years 9 and 10 comprises 3 major areas. These include:

1. *Performance*
In Performance students will study dance skills and techniques and apply the principles of anatomy, physiology and kinesiology to movements in dance. This section aims to develop basic dance skills in performance, self-direction, self-confidence and a sense of satisfaction and enjoyment in dance through the study of contemporary dance, hip hop and musical theatre.

2. *Composition*
In Composition students will study movement concepts and their application to dance composition and choreography. They will be given the chance to develop their expressive potential and communicate ideas and feelings through dance.

3. *Appreciation*
The students will observe and assess the relationship between history, culture and particular dance styles and evaluate their own dance and the dance of others in context.

Assessment
There is continuous assessment throughout the course, including both performance and theoretical knowledge. Areas to be assessed will include:

- Participation: satisfactory participation in all aspects of the course
- Performance: demonstrated knowledge of correct body alignment and competence when executing dance skills from a modern contemporary style.
- Composition: understanding of, and ability to use, elements of dance composition to choreograph solo and group dances.
- Appreciation: a general knowledge of dance in its historical perspective and ability to describe and analyse dance.

Materials Contribution
There are materials contribution fees for this course. See the Subject Materials Contribution sheet at the end of this booklet. In addition, students are required to purchase an A4 exercise book for use throughout the course.
It is compulsory for all students to wear a plain black leotard and plain black dance leggings. These may be purchased from the school through the front office. See Subject Materials Contribution Sheet at the end of this booklet of details.
Students will participate in performances and may be required to attend excursions to support their learning experiences. All students will be expected to pay any costs related to these experiences.

Design and Technology

Course Outline
Design and Technology in Years 9 and 10 develops and extends those skills and concepts developed in the Technology course in Years 7 and 8. The course involves designing, producing and evaluating quality design solutions Students engage in a range of practical activities during the development of a design project.

Students will develop:
- Knowledge and understanding of design concepts and processes
- Understanding and appreciation of the impact of past, current and emerging technologies on the individual, society and environments
- Knowledge and understanding of the work of designers and the issues and trends that influence their work
- Knowledge and understanding of and skills in innovation, creativity and enterprise
- Skills in communicating design ideas and solutions
- Knowledge and understanding of and skills in managing resources and producing quality design solutions

Computer technology is integrated into the course. The Design Projects will provide students with skills and challenges in the areas of problem solving, designing, constructing, and evaluating.

Areas of study may include the focus areas of:

Food	Interior	Fashion
Information Systems	Landscape	Communication System
Digital Media	Agriculture	Engineering
Accessories	Packaging	Promotional
Graphical	Environmental	Student negotiated focus area

This subject will involve industry excursions to see how design and technology are used in the workplace.

The aim of the course is to enable students to make informed choices between competing technologies, be innovative, creative and flexible, be technologically aware, literate, capable and responsible.

Assessment
Assessment will be based on the extent to which the students have achieved the outcomes of the course.

Projects will be assessed by:
- practical work - progressively
- graphical reports and evaluations (folio development)

Class participation will be assessed by:
- research
- skill in making
- experimentation
- presentations

Materials Contribution
There is a fee to cover all equipment and materials used in the course. Some additional materials may need to be provided by students for individual projects but these will be kept to a minimum.
See the Subject Materials Contribution sheet at the end of this booklet.

Drama

Course Outline
Drama is a subject approved by the Department of Education and Training for study in all years K - 12.

The aims of the Drama program include:
- to help students gain self-confidence
- to prepare students for public performances
- to generate tolerance in each individual
- to offer an environment where students can communicate with each other and act as a cohesive unit.
- to gain an understanding and appreciation for various performance styles and traditions
- to provide a vehicle for self-expression, creativity, self-reflection and development

Topics and skills covered throughout the course will include:
- Studies of established theatre practitioners
- Play building
- Movement
- Improvisation
- Comedy
- Mask
- Studies of texts (plays)
- Developing communication skills
- Performance
- Technical skills required in the theatre, lighting sound, etc.
- Visits to theatre, visits from Theatre in Education companies.

Students will grow in confidence both in group work sessions in the classroom as well as gaining valuable experience before public audiences. Students will become heavily involved in preparing and presenting public dramatic performances.

The Use and Study of Technology in Drama
The study of technology is an integral part of programs in Drama. All students are expected to acquire the necessary skills in production design (set, costume, lighting and sound).

Assessment
There is continuous assessment throughout the course, including both performance and theoretical knowledge. Areas to be assessed will include:

- Improvisation
- Play building
- Group Performance
- Individual Tasks

Materials Contribution
A fee is charged to cover the cost of workbooks and contribution towards props and set materials. See the Subject Materials Contribution sheet at the end of this booklet.
Students may be required to attend excursions to support their learning experiences. All students will be expected to pay any costs related to these experiences.

Food Technology

Course Outline

Food Technology in Years 9 and 10 actively engages students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food. Food Technology encourages students to be proactive, team workers and reflective learners and will provide a sound grounding for studying Food Technology at Higher RoSA and tertiary levels if these options are pursued.

Students will develop:

- Knowledge, understanding and skills related to food hygiene, safety and the provision of quality food
- Knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food
- Knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health
- Skills in researching, evaluating and communicating issues in relation to food
- Skills in designing, producing and evaluating solutions for specific food purposes
- Knowledge, understanding and appreciation of the significant role of food in society

Focus areas include:

Food in Australia
Food for special needs
Food selection and health
Food service and catering
Food for special occasions
Food trends

Practical projects will include:

Food experiments
Comparison activities
Practical food preparation and presentation
Specific recipes to test food science principles

Assessment

Students' progress is assessed by use of a range of procedures, which cater for different students' learning styles. Over the two years of the course, students will be assessed on their knowledge, investigation, analysis, communication and practical skills. Assessment will be derived from practical tasks and theory exercises including tests and assignments.

Materials Contributions

A materials fee per year is used to cover the cost of food and materials used in practical sessions. See the Subject Materials Contribution sheet at the end of this booklet.

Students may also be required to supply additional materials but this will be kept to a minimum.

French

Course Outline
In Years 9 - 10 the main emphasis is on understanding spoken and written French and on acquiring the confidence to speak and write the language.

These skills (listening, speaking, reading, writing) are gradually developed within the framework of the following topics:

- Personal Description
- Shopping
- School
- Travel, Transport, Sightseeing
- A Typical Day
- The Weather
- Leisure
- Celebrations
- Work and the Future
- Health and Fitness
- The Home
- Technology

This course takes a cyclical approach, where learners begin to communicate by using the most basic structures and vocabulary. As the course progresses they are encouraged to use these structures, as well as more complex ones, so they can communicate at higher levels.

Cultural and technological information is integrated into the language work by means of the language study itself, dvds, CDs, magazines, posters, correspondence with penfriends, newspaper articles, research assignments, computer software & the Internet, songs and celebrations.

Within a range of topics and as a result of their language study, students should be able to:

- understand spoken French
- express ideas orally in French
- read and understand materials in French
- write French
- show basic knowledge and understanding of the French way of life
- show an increased understanding of how language works
- gain personal satisfaction and enjoyment from the study of French

Assessment
Assessment is made using a variety of procedures. These mainly take the form of oral, aural and written tasks, assignments, class work and bookwork.

Materials Contribution
Students will use Quoi De Neuf 2 Workbook (Quoi De Neuf book 3/ 4 in year 10).
See the Subject Materials Contribution sheet at the end of this booklet.

Geography (Elective)

Course Outline
The Geography (Elective) course provides students with an interest in Geography to achieve a broader understanding of the discipline of Geography and the processes of geographical inquiry. It enables in-depth studies of focus areas, which are important to our world. Through the study of Geography, students will develop interest in, and informed and responsible attitudes towards people, cultures, societies and environments at local, national, regional and global scales.

This course should appeal to students who have an interest in and enjoyment of Geography who would like more opportunity and time than is allowed in the 100 hour mandatory course. Geography (Elective) in Stage 5 is a 200 hour course.

The focus areas of the course from which studies will be taken are:

- Physical Geography
- Oceanography
- Geography of Primary Production
- Development Geography
-
- Political Geography
- Interactions and Patterns along a Continental Transect.

These focus areas are not studied in depth in the mandatory Australian Geography Civics and Citizenship course.

Students will be able to more effectively develop their use of geographical tools and skills and identify and clarify values and attitudes, which promote a socially just society.

Assessment
Assessment procedures used in this course will include:

- In-class exercises
- Research assignments
- Participation in classroom discussions
- Group work
- Topic tests

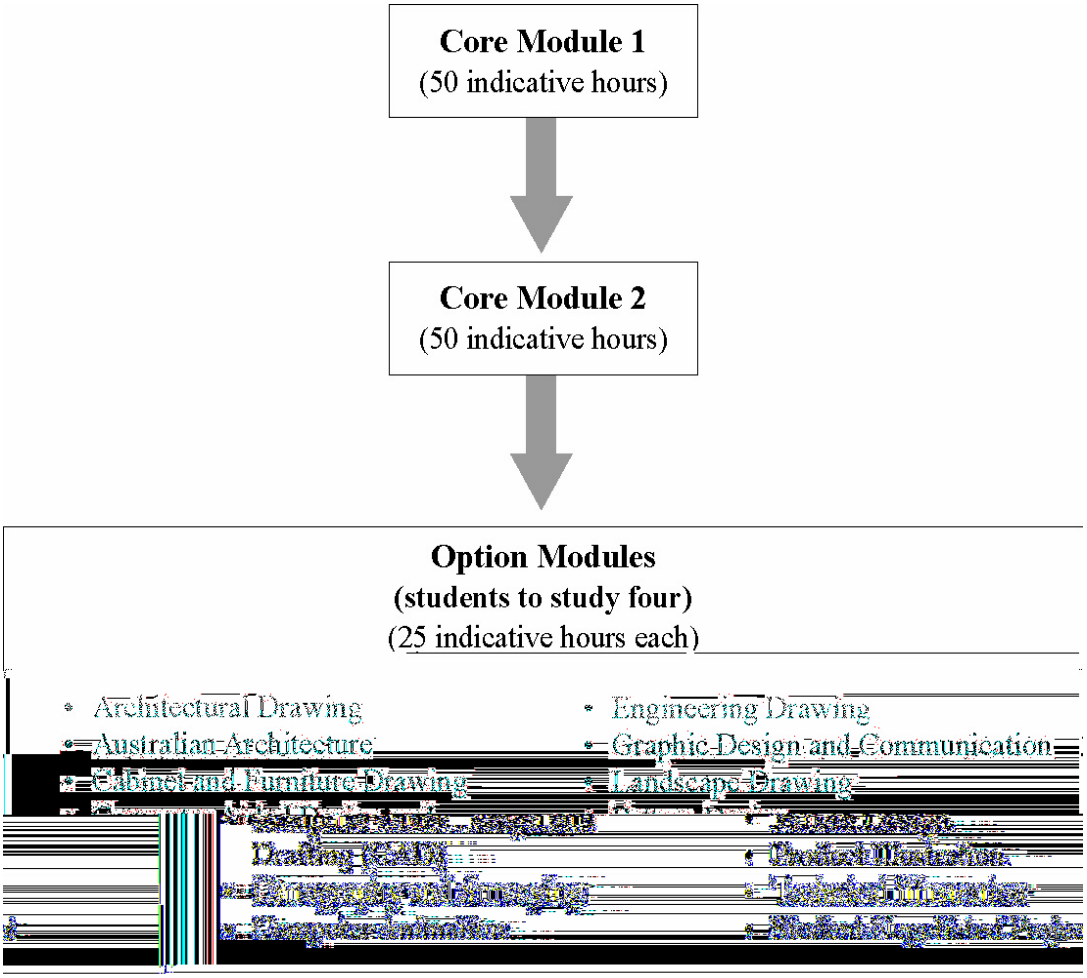
Materials Contribution
There is no materials contribution for this course.

Graphics Technology

Course Outline
Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of drawing and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations.

equipping them for participation in a technological world.

Course Outline
Students will complete Core Modules 1 and 2 in conjunction with 4 of the Option Modules. The study of Core and Options is integrated.



Assessment

- Sketching and Rendering
- CAD and engineering drawings
- Architecture and 3D Home design
- Animation and Game design
- Photoshop and Image manipulation

Materials Contributions
A material fee is charged each year to cover the costs of drawing equipment, associated consumables, network storage and computer printing materials. See the Subject Materials Contribution sheet at the end of this booklet.

History Elective

Course Outline

enjoyment of exploring the past. In addition, students will learn to develop a critical understanding of the past which will enable them to participate as active, informed and responsible citizens throughout society.

Stage 5 Elective History has been designed to allow students to explore aspects of world history including the contribution of past societies to our understanding of the present and the nature of significant issues of the modern world. The new syllabus also adds an exciting new element where students examine how History is constructed.

This course would appeal to students who have an interest in and enjoyment of History who would like more opportunity and time than is allowed in the 100 hour mandatory course.

Skills
Students will to develop skills in:

- A knowledge and understanding of history and historical inquiry
- A knowledge and understanding of past societies and historical periods
- Skills to undertake the processes of historical inquiry
- Skills to communicate their understanding of history
- Critical thinking

Topics

Year 9 "Bad, burnt, betrayed and beheaded: a social history of why girls couldn't have fun"

- Constructing History - Museum Studies
- Women in Ancient Times Athens, Sparta and Rome
- - Film as History, Historical Reconstructions

Year 10 "Today's Global Village: Understanding the New World Order"

- Civil rights in South Africa and the USA
- Genocides and the Holocaust
- Terrorism & its impact on the modern world

Assessment
Assessment procedures will include: topic tests, research assignments, source studies, and essays, multimedia and oral presentations

Material Contributions
There is no materials contribution for this course.

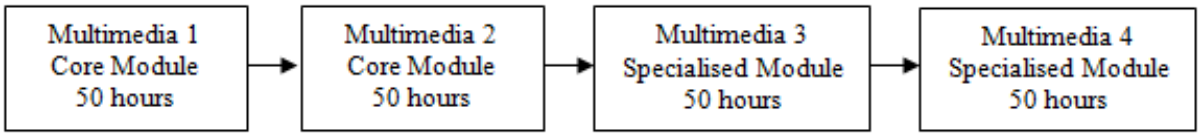
Industrial Technology - Multimedia

Course Outline
Through the study of Industrial Technology Years 7 10 students develop knowledge relating to current and emerging technologies in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in a variety of settings and develop skills through hands-on interaction with these in the design, planning and production of practical projects.

The study of Industrial Technology Years 7 10 develops in students an understanding of related work environments and Occupational Health and Safety (OHS) matters, while developing a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways or future learning in the technology field.

All study undertaken is in the form of Project Work, The course focuses on building knowledge through the development of a broad range of practical skills. Students will use a range of computer hardware/software and other materials in the design and construction of multimedia based products.

The course consists of 2 Core Units (Multimedia 1 & 2) and 2 Specialisation Units (Multimedia 3&4).



Assessment
Students will be required to undertake a major practical assessment task each semester, as well as written and practical skills tests.

Materials Contributions

See the Subject Materials Contribution sheet at the end of this booklet.

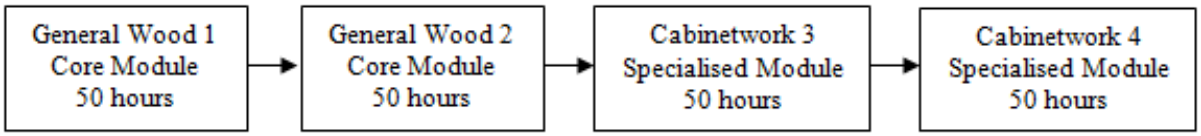
Industrial Technology - Wood

Course Outline
Through the study of Industrial Technology Years 7 10 students develop knowledge relating to current and emerging technologies in industrial and domestic settings. Students study the interrelationship of technologies, equipment and materials used in a variety of settings and develop skills through hands-on interaction with these in the design, planning and production of practical projects.

The study of Industrial Technology Years 7 10 develops in students an understanding of related work environments and Occupational Health and Safety (OHS) matters, while developing a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways or future learning in the technology field.

All study undertaken is in the form of Project Work, The course focuses on building knowledge through the development of a broad range of practical skills. Students will use a range of hand and power tools to create products using timber.

The course consists of 2 Core Units (General Wood 1 & 2) and 2 Specialisation Units (Cabinetwork 3&4).



Assessment
Students will be required to undertake a major practical assessment task each semester, as well as written and practical skills tests.

Materials Contributions
A material fee is charged each year for the supply of timber and hardware required for the construction of student projects. Student work booklet is also supplied as part of the fee.

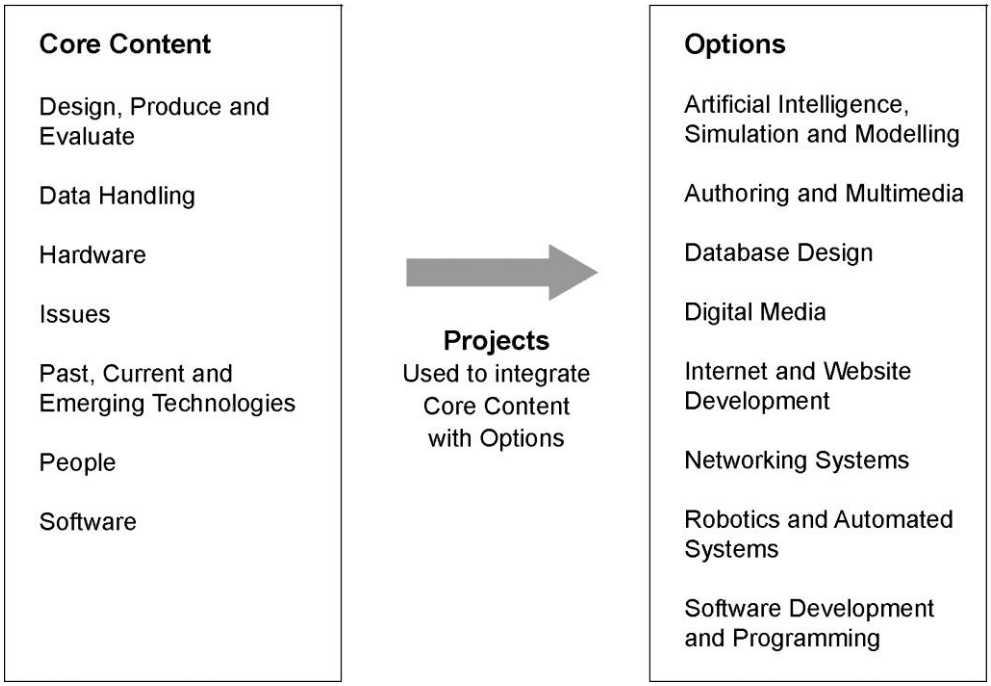
See the Subject Materials Contribution sheet at the end of this booklet.

Information & Software Technology

Course Outline
The study of Information and Software Technology Years 9-10 enables students to develop skills in the use of a range of hardware and software technologies. In modern society it is important that students have the skills to use such technologies as they will assist them in future study and their chosen careers. Students develop skills to solve problems in real life contexts. Through practical tasks involving the use of computers and software, students will analyse, design, produce, test and document software technology-based solutions.

All study undertaken is in the form of Project Work, both individual and group. The course focuses on building knowledge through the development of a broad range of practical skills. A wide range of computer hardware and software will be used by students in order to develop this knowledge.

The course consists of Core and Option Units. The core content is integrated into option units to ensure students develop a complete understanding of both the theoretical and practical aspects of Information and Software Technology.



Assessment

- Desktop publishing and Graphic design
- Image editing
- Sound and video editing
- Website design
- Animation
- Database design and data collection skills
- Game design
- Robotics

Materials Contributions
A material fee is charged each year for network storage, printing and associated materials. See the Subject Materials Contribution sheet at the end of this booklet.

Japanese

Course Outline
In Years 9 - 10 the main emphasis is on understanding spoken and written Japanese and on acquiring the confidence to speak the language.

These skills (listening, speaking, reading, writing) are gradually developed within the framework of the following topics:

- Personal Description
- Eating and Drinking
- Shopping
- School
- Travel, Transport, Sightseeing
- A Typical Day
- The Weather
- Leisure
- Celebrations
- Youth Culture
- Healthy Lifestyles
- The Home
- Technology

This course takes a cyclical approach, where learners begin to communicate by using the most basic structures and vocabulary. As the course progresses they are encouraged to use these structures as well as more complex ones, so they can communicate at higher levels.

Cultural and technological information is integrated into the language work by means of the language study itself, videos, computer work, cassettes, magazines, posters, correspondence with penfriends, newspaper articles, research assignments, songs and celebrations.

Within the range of topics and as a result of their language study, students, should be able to:

- understand spoken Japanese
- express ideas orally in Japanese
- read and understand materials in Japanese
- read and write specified Kana and Kanji
- show basic knowledge and understanding of the Japanese way of life
- show an increased understanding of how language works
- gain personal satisfaction and enjoyment from the study of Japanese

Assessment
Assessment is made using a variety of procedures. In Years 9 and 10 these mainly take the form of aural, oral and written tests for each unit, assessment tasks, class work and bookwork.

Materials Contributions
Students will have access to resources and other equipment but they will be required to purchase the Workbook. See the Subject Materials Contribution sheet at the end of this booklet.

Music

All students should have the opportunity to develop their musical abilities and potential. As an art-form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. It uses a unique symbol system that uses sound to imply meaning and convey information, and has the capacity to cross cultural and societal boundaries. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The study of music fosters knowledge, understanding and skills that contribute to lifelong processes of learning and to the appreciation and enjoyment of music.

Course Outline

This course is for those students who wish to develop their musical experiences and learning. The knowledge, understanding and skills gained in the course provide a firm foundation for the study of Music in Years 11 and 12.

Areas of study will include:

- the concepts of music
- through the learning experiences of performing, composing and listening
- within the context of a range of styles, periods and genres

Performance

Each student needs to be able to play a musical instrument (including voice) or be willing to learn one. Participating in any form of practical music making in solo and/or ensemble situations is strongly encouraged. The development of performance skills is enhanced by opportunities to perform in a variety of media, styles and genres according to individual needs, interests, abilities and school resources.

Composition

Composing refers to organising sound. The development of skills in composing results from a continued involvement in a wide range of experiences in classroom activities including both individual and group work. The concepts of music which include duration, pitch, dynamics and expressive techniques, tone colour, texture and structure are studied in depth. All students will learn to use the computer as a composing, sequencing and publishing tool.

Aural

Aural refers to the ability to hear, understand and respond to a wide range of musical styles, periods and genres. Students work towards being able to recognise pitch, rhythm, tone colour, structure and other musical concepts. In elective music, listening also involves studying sound in relation to musical scores to understand how composers have used and manipulated the concepts of music in their works.

Extra Curricula:

- Choir
- Various instrumental ensembles i.e. rock, jazz and vocal groups
- Performance opportunities outside the classroom e.g. Celebrating The Arts concert, annual school concert, school assemblies, Presentation Day etc.

Assessment

Students will be assessed in each of the following areas:

- Performance as a means of self-expression, , interpreting musical symbols and
- developing solo and/or ensemble techniques
- Composition - as a means of self-expression, musical creation and problem solving
- Aural based on dictation of melodies, rhythm, tone colour, expressive techniques from a variety of sources and includes responding to a wide range of musical styles,
- periods and genres.

Materials Contributions

See the Subject Materials Contribution sheet at the end of this booklet. Students may be required to attend excursions to support their learning experiences. All students will be expected to pay any costs related to these experiences.

Photographic and Digital Media

Course Outline
Photographic and Digital Media explores the traditional and contemporary applications of photography and digital technologies. It helps students to develop an understanding of what photography and digital works are and gives them skills in the production of photographic and digital works developing artistic and technical proficiency.
Students investigate:

- how photographic and digital works are developed artistically, conceptually and technologically,
- the role of the photographer and multi - media artist
- the value and meaning of photographic and digital media in society,
- the role of the audience in these contexts.

The course offers students a broad range of opportunities to develop particular and personal interests and be independent life - long learners.

Students may learn about:

Wet photography
- photograms
- developing film (black and white film)
- specialist techniques (eg: sepia toning)
- printing negatives and making enlargements
- using the darkroom
- the SLR camera

Digital Media
- using the digital camera
- scanning images
- manipulating images
- computer generated images
- animation

Assessment
Assessment tasks used in this course include;

- Completed Photographic and Digital works
- Photographic and Digital Diary/Journal (the recording of the exploration and development of Photographic and Digital works)
- Assignment/Class task (the study of photographers and multimedia artists and their works)
- The break up for assessment is Making 60% Historical/Critical 40%

Material Contribution
There is a fee per year to cover all materials needed, such as black and white film, chemicals, plasticine, props and computer printing ink. See the Subject Materials Contribution sheet at the end of this booklet. Students may be required to attend excursions to support their learning experiences. All students will be expected to pay any costs related to these experiences.

Physical Activity and Sports Studies (PASS)

Course outline

physical activity leading to improved quality of life for themselves and others.

The school program selects modules from each of the following three areas of study:
1. Foundations of physical activity.
2. Physical activity and sport in society.
3. Participation and performance.

Areas of study	Foundations of physical activity	Physical activity and sport in society	Enhancing participation and performance
M O D U L E S	Body systems and energy for physical activity Physical activity for health Physical fitness Fundamentals of movement skill development Nutrition and physical activity Participating with safety	identity Lifestyle, leisure and recreation Physical activity and sport specific groups Opportunities and pathways in physical activity and sport Issues in physical activity and sport	Promoting active lifestyles Coaching Enhancing performance strategies and techniques Technology, participation and performance Event management

The course has a strong focus on learning through movement. Categories of movement through which students learn may include: aerobics, fitness, aquatics, athletics, games, dance, gymnastics, recreational pursuits, and outdoor education.

Assessment
Students will be assessed on their knowledge, understandings and skills across all areas of study. Assessment techniques may include:

- presentations
- group work
- written reports
- diaries and journals
- tests
- research projects
- movement tasks
- peer and self-assessment

Materials Contribution
There is a materials contribution for this course. See the Subject Materials Contribution sheet at the end of this booklet. Students may gain experience in specific areas of study via excursions or workshops. It is expected that students pay any costs related to these experiences.

Revolution of Thought

Course Outline
The course provides an invaluable opportunity to ensure that students learn to become critical thinkers and problem solvers using a wide range of technologies, processes and strategies. Students gain a greater understanding and self-awareness of how they learn and form their sense of self. It is designed to enhance the development of critical and reflective thinking skills essential for effective participation in work, higher learning and the broader community. The course fosters the ability of students to approach complex tasks flexibly, to analyse and synthesise data from new situations, to develop considered responses. These experiences are of particular value to those students intending to undertake tertiary study.

Students will:

- study both theoretically and experientially a wide range of historical, philosophical, ethical and current affair issues.
- develop an understanding of their own learning styles and discover how other people through the ages have considered the world.
- utilise current technologies to devise projects to explore the motivations of themselves and topics set for study in particular schools of thought
- engage with critical thinking and problem solving strategies.

The content of the course is divided into modules which allow for internal choice.

- Module 1: The Way We Learn
- Module 2: Individuals of Influence
- Module 3: Study of the Ancient World
- Module 4: Futures Study
- Module 5: Study of the Near East
- Module 6: Study of the Renaissance
- Module 7: Who Am I?
- Module 8: Text Study
- Module 9: Research Project

The aim of the course is to challenge students to broaden their ability to understand and reflect upon the world around them in imaginative, interpretive and critical ways.

Assessment
Students will be assessed on their knowledge, understandings and skills across all areas of study. Assessment techniques will include:

- Individual projects
- Group projects
- Learning log
- Text related project
- Self-interest projects

Materials Contribution
There is no fee to cover materials used in the course. Some additional materials may need to be provided by students for individual projects but these will be kept to a minimum.

Textiles Technology

Course Outline

Textiles Technology gives students the opportunity to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. Project Based Learning encourages students to be proactive, competent, creative, responsible and reflective learners. This course will provide a sound grounding for studying Textiles and Design at HSC and tertiary levels.

Students will develop:

- Knowledge and understanding of the properties and performance of textiles
- Knowledge and understanding of and skills in design for a range of textile applications
- Knowledge, understanding and appreciation of the significant role of textiles for the individual consumer and for society
- Skills in the creative documentation, communication and presentation of design ideas
- Skills in the selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items.

Project Work will include investigation and experimentation allowing students to discriminate in their choices of textiles for particular uses.

Students will document and communicate their design ideas and experiences and make use of contemporary technologies in both their folio work and practical items.

Specific areas of study include:

- Project Work incorporating designing, producing and evaluating and folio presentation
- Design incorporating the practice of textile designers
- Properties and performance of textiles incorporating fabrics, yarn and fibre studies and their related properties
- Textiles and Society incorporating the historical, cultural and contemporary perspectives of textiles.

Assessment

different students' learning styles. Over the two years of the course, the students will be assessed on their knowledge, investigation and analysis skills, communication and practical skills.
The tasks used to assess these components are tests, assignments, practical work, research and experiment reports and sample work.

Materials Contribution

A fee is charged to cover the cost of samples, dyes, printing materials etc. Students must purchase fabrics, pattern and notions as required that they produce during the course. See the Subject Materials Contribution sheet at the end of this booklet.

Visual Arts

Course Outline
This course is designed for students wishing to extend their experience of the Visual Arts. There are three main components of the course: Making, Critical and Historical Study.
The main emphasis in the course is on Making activities where students will learn to make images and objects to represent their ideas, experiences and feelings about their world.
Students will have opportunities to develop individual approaches based on their interests, abilities and media preferences.

Media areas and artmaking activities may include:

- Drawing: learning to draw faces, people and objects
- Painting: self portraits, interiors, landscapes
- Ceramics: teapots, cups and mugs, pot forms functional/non-functional, clay heads
- Sculpture: papier mache, vessels, assemblages, found objects
- Computer graphics: digital camera, digitising, scanning and manipulating images
- Printmaking: lino printing, collagraphs and silk screening
- Fabric decoration: riso printing, 'drawing' with the sewing machine
- Wearables and jewellery: ceramic jewellery, enamelling, perspex and making other accessories such as hats, bags, belts and shoes.

Students learn about the wider world of art through the study of Australian and overseas artists. There is an emphasis on the integration of Making with Critical and Historical study. This makes the study of artists relevant to the practical work the students are undertaking.

Assessment
Assessment procedures used in this course will include:

- Artmaking: comprising of one or a series of artworks
- Visual Arts Diary: recording ideas, experiments and processes in the development of student's artmaking.
- Assignment/Class task: critical and historical study
- The break up for assessment is Making 60% Historical/Critical 40%

Materials Contributions
There is a materials contribution to cover all materials needed such as paper, pencils, crayons, fabrics, inks, clay, papier mache, paint, etc. See the Subject Materials Contribution sheet at the end of this booklet. Students may be required to attend excursions to support their learning experiences. All students will be expected to pay any costs related to these experiences.

Visual Design

Course Outline
Visual Design explores the nature of Design in an artistic context. Students develop artistic practice in the areas of print media (eg; posters, logos and computer generated images) and object design (eg; jewellery and production ceramics). They explore Design from its traditional boundaries to the changing nature of Design with the help of new technologies

Students investigate:

- how design works are developed artistically, conceptually and technologically,
- the role of the designer,
- the value and meaning of design works in society,
- the role of the audience in these contexts.

The course offers students a broad range of opportunities to develop particular and personal interests and be independent life - long learners.

Students may learn about:

- Logos, posters and advertising
- Jewellery and wearables
- Cartooning
- Ceramic ware production techniques
- Fabric design
- The computer as a design tool
- Design and Graphics programs
- Scanning and manipulating images
- Design website
- Multimedia as a form of Visual Design
- Conventions of video/animation
- Interior/exterior design

Assessment
Assessment procedures used in this course include:

- Completed Design works
- Visual Design Journal (the recording of the exploration and development of design works)
- Assignment/Class Task (the study of designers and their works)
- The break up for assessment is Making 60% Historical/Critical 40%

Material Contribution
There is a materials contribution to cover all materials needed such as paper, pencils, crayons, fabrics, inks, clay, paint, etc. See the Subject Materials Contribution sheet at the end of this booklet. Students may be required to attend excursions to support their learning experiences. All students will be expected to pay any costs related to these experiences.

Subject Materials Contribution

Some subjects require a contribution for students to study them. Other subjects are more expensive to run due to the nature of the course content. The school sets a subject contribution for these courses to offset the costs of materials used and consumed by students in the course of their study.

Below are listed core and elective subjects, their related costs, and the way in which the money is spent to help your daughter, should she choose the course.

The costs indicated will be maintained in each of Year 9 and Year 10.

Contributions can be made in instalments - each term, month or week. The school can provide some help through the *Student Assistance Scheme* and those students over 15 years of age needing financial support may be able to access this through Centrelink. This support is provided to help students to continue their education.

To discuss options for the payment of the contributions by instalments please contact the Principal. Please choose your elective subjects carefully.

Thank you for supporting your daughter's education.

Subject Material Costs (per annum)

Subject List:	**Cost:**	**For:**
Agricultural Technology	$15	Seedlings, fertilisers, pesticides and other consumables used by students for their group vegetable plots and experiments.
Child Studies	$15	Workbook and course material
Dance	$20 $25 approx. $25 approx. $30 approx.	Workbook/Photocopy/costume Black Leotard (if not already purchased) Black ¾ leggings (if not already purchased) or Black long leggings (if not already purchased)
Design & Technology	$50	Raw materials and accessories. Project supplies and various materials used in the construction of design projects (acrylic, wood, printing)
Drama	$20	Contribution towards props and set materials.
Food Technology	$100	Food supplies for both experimental and practical work.
French	$30 per year	Workbooks for use in Years 9 & 10

Subject List:	Cost:	For:
Graphics Technology	Year 9 $50	Drawing Kit, Network Storage, printing of digital works and consumables (paper, pencils, markers and other art supplies)
	Year10 $10	Printing of digital works, displays and consumables (paper, pencils, markers and other art supplies)
Industrial Technology - Multimedia	$20	Network Storage (Stop Motion Animation Supplies model material)
Industrial Technology - Wood	$50	Timber & Hardware/Consumables for practical projects
Information and Software Technology	$10	Printing, and Vinyl Sticker Printing
Japanese	$30 per year	Workbooks for use in Years 9 & 10
Music	$15	Contribution towards musical instrument maintenance and workbooks. Optional hiring fee
Physical Activity and Sports Studies (PASS)	$15	Workbook/Photocopying plus coaching sessions by outside providers
Personal Development, Health and Physical Education	$15	Workbook and equipment
Photographic and Digital Media	$40	This includes Photography Process Diary, photography paper, all chemicals, film and use of equipment and Electronic Printing of digital works.
Textiles Technology	$30	Haberdashery and printed materials
Visual Arts	$40	This includes a Visual Arts Diary, paint, paper, pencils, clay, fabric, sculpture materials, printing materials etc.
Visual Design	$40	This includes a Visual Design Journal, printing materials, paints, pencils, video equipment, jewellery equipment, paper and other consumables.

The following courses do not have a fee component. However, they may have excursions, which are an essential part of the course. Excursions may incur some cost, which will be indicated on the excursion permission form.

Australian Geography	Geography Elective	English
History	History Elective	Mathematics
Commerce	Science	