Dear Parents/Carers,
Next year will be the start of a whole new learning experience for your child. Whilst some curriculum areas will continue to be studied throughout Years 9 and 10, students will be able to choose three additional courses to study, as elective subjects. This will give them the opportunity to broaden their experiences and follow areas in which they have a passion.

The process of choosing the right course is a personal one. Students are encouraged to be responsible and realistic when they use this freedom to choose. They are advised to select subjects that tap into their aspirations and interests, where they can utilise their enthusiasm and strengths to achieve to their potential and become self-motivated, life-long learners.

This decision should not be made lightly. It is hoped that participation in their elected studies will inform their choices for study in the senior years, as many Stage 5 courses (Years 9 and 10) serve as a good introduction to Stage 6 courses.

This booklet contains advice on how best to go about choosing the right subject, NSW Education Standard Authority (NESA) requirements and credentialing, as well as mandatory and elective course information, including course contributions. Please take the time to read through this booklet carefully before making your considered choices.

Good luck, Year 8. Choose wisely!

Ms Young
Deputy Principal
Glenwood High School

Year Adviser Subject Selection,

The time of year has arrived where Year 8 face the exciting task of selecting their Stage 5 electives. It is a wonderful opportunity for you to choose subjects that you are interested in and wish to explore in-depth. This is an important decision as you will study your 3 elective choices for the duration of Year 9 and Year 10.

Think carefully before choosing your courses. Find out as much information as you can about the subjects that you may wish to elect. I encourage you all to choose subjects that you are interested in and what is best for you. Remember, the decision you make is an individual choice and should be made by you, independent of what your friends select. It is important to discuss your options with your parents/caregivers and teachers.

Please do not hesitate to come and speak to me if you have any further questions or require further guidance in selecting the subjects that are right for you.

Good luck in your subject selections, Year 8!

Miss Votano
Year 8 Year Adviser
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Introduction

This handbook has been prepared to provide students in Year 8 and their parents/caregivers with information about the curriculum on offer at Glenwood 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).

Unlike Stage 4 (Years 7 and 8), where the curriculum is compulsory and determined by the NSW Education Standards Authority 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 are allowed to select three elective subjects from a comprehensive list.

In the following pages, each of the subjects on offer (including the core subjects) have information provided to assist in the selection process. In addition to a brief outline of the course content, information is provided on subject contributions (if any) and assessment processes.

Students are encouraged to talk to their various teachers about the subjects on offer so they are able to make a fully informed selection.

A Message to Students

You are advised to select your elective subjects carefully after reading this handbook thoroughly, talking to your teachers and discussions with your parents. It is very unwise to choose a subject just because your friend has chosen it or you like the teacher. A friend’s interests and abilities may be quite different to your own and the teacher may not be the one taking your class next year.

What you should consider before selecting a subject is whether you liked the subject in year 7 and/or 8, whether you are good at that subject and whether it matches your general interests. While some subjects can lead you towards a career (for example, a future carpenter may want to study Industrial Technology - Timber), at this stage of your schooling it would be unwise to focus too much on a subject’s suitability for employment. All subjects will give you knowledge and skills that will benefit you in a future career.

A Message to Parents

Parents have the pivotal role in the subject selection process of an adviser to their children. While you are aware of your child’s many talents and abilities and may be tempted to dictate their subject choice, this is generally not advised as it may lead to problems at a later date.

Your child should be encouraged to seek as much information about the various subjects on offer as is possible and then discuss this with you as their parent/carer. Guidance through the process should certainly be given by parents/carers with an emphasis being placed on directing your child to subjects that reflect their interests and which are likely to develop their innate talents.

It is best that you discourage them following a friend into a subject that is obviously unsuitable. It is also important to reinforce that subjects at this stage of secondary school are more about developing general skills rather than preparation for a specific career.
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 accumulate 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” of a course. 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, where coursework and assessments have not been completed to the required standard, 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 a course depends upon a student’s attendance, level of effort and participation in class activities, the completion of assessments 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 sustained effort and achievement.

HSC Reforms – Stronger HSC Standards

The New South Wales Higher School Certificate (HSC) is a highly valued credential in Australia and internationally. NESA identified key areas for reform through extensive consideration of issues relating to the HSC at board level and in consultation with major stakeholders over the previous three years.

At the heart of the HSC reforms is the establishment of a minimum standard in literacy and numeracy for the award of the HSC. The minimum standard reform underpins the two other areas of reform – Curriculum and Assessment – through revised course structure and content, as well as streamlined assessment. Those who do not achieve the minimum standard are awarded the, ROSA (Record of School Achievement).

These changes provide a flexible HSC that caters for the needs of all students, with options to extend students in their studies.

The Reforms

The reforms will be implemented in two phases. These will come into effect over the next four years, along with new Year 11 and 12 syllabuses in English, Mathematics, Science and History. They include:

Students sitting their HSC exams in or after 2020 will need to meet a minimum standard of literacy and numeracy to receive their Higher School Certificate.

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

• redesign HSC examination questions to assess depth of knowledge and application of skills

• apply a common scale for Mathematics, to encourage students to study the maths course best suited to their level of ability.

“N” Warning Letter

A student may receive an ‘N’ Determination for a course or courses if they:

• do not follow the course developed by NESA:
• do not apply themselves with diligence and sustained effort in the set tasks;
• do not achieve some or all of the course outcomes.

Warning letters will be issued where any student is failing to meet NESA requirements throughout Years 9 and 10. It is the student’s responsibility to redeem all coursework and assessment tasks. Students who do not redeem all coursework and assessment tasks will have penalties applied.

If the Principal determines that a student is in danger of not completing a course satisfactorily, they and their parents will be warned in writing in time for the problem to be corrected and satisfactory completion to be achieved.

A student may appeal against an ‘N’ Determination. A form can be obtained from the Deputy Principal and the appeal is lodged with the Principal. If the outcome of the appeal at school is not satisfactory, then a further appeal may be made to NESA.

If a student is deemed to have not completed a course in Year 10, the Record of School Achievement (RoSA) will indicate that they have not successfully completed the Stage Five curriculum.

Stage 5 must be completed satisfactorily and all NESA requirements met before a student is eligible to proceed to Stage 6. Students who fail to meet course requirements may be deemed non-serious students and may be required to repeat Year 10.

School Leaving Age

Students must stay at school until they complete Year 10. A participation phase then applies until the student reaches the age of 17. There are a number of options for the participation phase. They could be:

• continued education at secondary school in order to complete Year 12 studies
• undertaking a full time training course at TAFE NSW
• undertaking an apprenticeship or traineeship
• enrolled in a training course with a private training organisation, or in some cases a combination of the above
• undertaking full time employment
Students who, after completing Year 10, decide to leave school before completing Year 12 and the Higher School Certificate will receive a RoSA.

**KEY FEATURES OF THE RECORD of SCHOOL ACHIEVEMENT:**

**The Record of School Achievement (RoSA)**

Some of the key elements of the RoSA are:

- It will be cumulative, showing a student’s achievement until the time they leave school prior to successfully completing their HSC.
- It will be awarded on moderated school-based assessment.
- It will be able to be reliably compared between students across NSW.
- It will give students the option of taking online literacy and numeracy tests.
- It will offer a means of recording extra-curricular achievements.

**Optional Literacy and Numeracy Tests:**

- These tests are the same as the minimum standard literacy and numeracy tests.
- Optional literacy and numeracy tests will be available for school leavers.
- The tests will be taken online and will be available to students twice a year.
- The tests will not be available as whole cohort tests.
- They will be designed to provide schools leavers with a current supplementary assessment of these key skills.
- Arrangements should be made with the school to sit the optional literacy and numeracy tests.

The RoSA is awarded to students who complete Year 10, leave school before completing Year 12 or have not achieved the minimum standards in Year 9 NAPLAN or in further testing opportunities (2 per year). Students who complete Year 10 and have achieved the minimum literacy and numeracy standards successfully complete Year 11 and Year 12, will not receive a RoSA. Instead, they will be eligible for the award of the HSC.

**NSW Higher School Certificate**

The Higher School Certificate recognises thirteen years of schooling and the achievement of the minimum literacy and numeracy. In the interests of greater career choices and increased opportunities at university and TAFE, it offers students a full range of study areas matching individual abilities, interests and goals.

- Courses within Stage 6 are linked to further education and training.
- Extension courses enable students to undertake more in-depth study in areas of special interests.
- Vocational guidance courses count towards the HSC and also lead to qualifications recognised across a range of industries.
- Stage 6 includes Life Skills courses for students with special needs.
- Stage 6 assesses each student’s knowledge and skills fairly.

On the completion of Year 12 and sitting the external HSC examination, students will receive a Higher School certificate and ATAR (Australian Tertiary Admission Rank), determined by their pattern of study and final results.
The Curriculum

The core or compulsory curriculum for Stage 5; Years 9 and 10 consists of:

- English
- History and Geography
- Mathematics
- PD/H/PE
- Science

In addition, students at Glenwood High School are required to study THREE elective subjects. Students will also receive careers lessons at different stages throughout Year 10. Please note that sport is compulsory.

The range of subjects offered as electives is included in this booklet.

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.

The subject selection sheet must be returned by the due date, as indicated on the form. This form requires students to select six 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. Students will be placed into three subjects as a result of this process, 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 Glenwood High School can offer curriculum options that reflect student needs.

Course Contributions

Each course offered in this booklet has a short summary of the content covered as well as listing the course contribution which is charged. Course contributions will to cover the consumable items required and which are not provided by the Department of Education. While every attempt is made to keep such contributions to a minimum, they are required to be paid if a student is to participate fully in the subject. Students generally get to keep the products that they make from these consumable items. Arrangements can be made to pay in instalments. Please note that not all courses charge a contribution.

Work Health and Safety

In addition to Glenwood High School's Positive Behaviour for Learning (PBL) expectations, some subjects will have further H& S requirements. These regulations must be adhered to by all, to ensure a productive and safe learning environment for all participants. Students may be removed from courses if they are unable to comply with WHS requirements.
Course Descriptions

Stage 5 – Year 9 and 10

Mandatory Courses
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.

In Years 9 and 10, Glenwood High students will be offered 8 sessions of English per fortnight, a mandatory requirement of the Board of Studies. As with Stage 4, developing skills in reading, writing, listening, speaking, viewing and representing will continue to be the focus in the classroom. In accordance with the new Australian Curriculum, students will participate in project-based learning initiatives, designed to develop and extend their 21st century skills.

A selection of texts appropriate to students’ needs, interests and abilities will be offered and will include fiction, poetry, film, non-fiction and drama. Students will engage with spoken, printed and visual texts, as well as media and multimedia, including radio, television, newspapers and websites.

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.

From this, it can be seen that the Years 7 - 10 Syllabus is both enriching and challenging!

Homework, especially wide reading, will be given regularly. Students will be expected to become accustomed to healthy home-study programs in preparation for the rigour of senior English in Stage 6.

Assessment of language, literacy and literature will be completed in reading, writing, speaking, listening, viewing and representing tasks and formal examinations. Additionally, participation and performance in class is regularly evaluated, and mandatory coursework examined.

As always, English students will be encouraged to participate in cultural activities, such as debating and public speaking, drama, and visits to a variety of performances and workshops.
The study of Geography is compulsory in Years 9 and 10. 2017 saw the Australian Curriculum for this subject being formally introduced into NSW schools and a shift in focus from Australian Geography to a global perspective. At the completion of this course, students will have a better understanding of the changing world around them. They will undertake geographical inquiry to extend their knowledge and understanding about people, places and environments.

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.
The study of History is compulsory in Years 9 and 10.

History is the process of inquiry into questions of human affairs in their time and place. In Years 9 and 10, students will be encouraged to consider the different viewpoints held by the many cultural, ethnic, geopolitical, social and economic groups in modern Australian society. As part of their coursework, all students will engage in a site study. A virtual site study may be used if appropriate.

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

School Developed Topic:
- Australians in the Vietnam War Era

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

Mathematics is compulsory in Years 9 and 10. 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 - standard, intermediate and advanced, respectively.

The three sub-stages are designed to cater for students with different abilities in Mathematics.

- All students study Stage 5.1 content.
- Majority of students will also study Stage 5.2 content that builds on the knowledge and skills from Stage 5.1.
- High performing students will be studying the Stage 5.3 content as well that builds on the knowledge and skills from Stage 5.2.

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.

It is important that students realise that their performance in Stage 5 (Year 9 and 10) will define their future studies and subject selection in Stage 6.

- Stages 5.1 and 5.2 prepares students for Stage 6 Mathematics Standard pathways.
- Stage 5.3 prepares students for Stage 6 Mathematics Advanced and Mathematics Extension courses.
- Students are invited into this course.

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

It is important that students under take the appropriate course for their ability as well as the level they wish to study in Stage 6.
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 once they leave school. By developing positive attitudes to personal health and physical activity, positive behaviour should follow.

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

- Nutrition
- Drug Education
- Sexuality Education
- Lifestyle Diseases
- Child Protection
- Safe Living
- Interpersonal Relationships
- Body Image
- Decision Making and Problem Solving
- Games and Sport Skills
- Physical Fitness
- Cross Country Running
- Athletics
- Swimming and Lifesaving
- Gymnastics
- Dance

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.

ASSESSMENT

Students will be assessed by way of research projects, individual and/or group presentations, participation in group activities, observation of skill application, knowledge tests and examinations, skills tests, workbooks and/or worksheets.
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. Year 9 then provides a key foundation and will seek to build upon all students existing understanding of Science.

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 endeavour, 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, Geology, and Earth and Environmental Science) presented in such a way as to also develop skills in team-work, computer competency and in undertaking first-hand investigations. Course time will be divided equally, with 50% allocated to a range of practical and hands-on experiences that will include working in the school’s science and computer laboratories. Students will also be asked to conduct research projects at home, in groups and individually, providing opportunity for further development and application of the skills of working scientifically.

Student Research Project

The work of scientists involves planning and carrying out investigations, communicating ideas and findings and seeking constructive evaluation by peers. The student research project provides opportunities for students to engage in similar processes during the course of their learning.

All students are required to undertake at least one substantial research project during Stage 5.
Course Descriptions

Stage 5 – Year 9 and 10

Elective Courses
The Australian Aboriginal and Torres Strait Islander peoples can lay claim to having the oldest surviving culture of any group of people on the planet! For their culture to survive over 70,000 years it has had to be both strong and adaptable.

Aboriginal society and culture is diverse, complex and intriguing. Aboriginal Studies allows students to explore the Australian Indigenous identity, lifestyles and experience.

Students have the opportunity to develop an appreciation of the unique value of Aboriginal Peoples and their cultures to Australian identity. They can also gain knowledge about contemporary issues affecting Aboriginal communities across Australia.

Course Content:

- **Diversity**: Focussing on developing a knowledge and understanding of the similarities and diversity in Aboriginal identities, communities and cultural expression
- **Society**: Developing an understanding of Aboriginal Peoples’ ongoing contribution to the wider Australian society
- **Attitudes**: Developing an understanding of the factors influencing attitudes towards Aboriginal Peoples and cultures and the effects of these attitudes.

By the end of the course you should be able to:

Students will value and appreciate:

- The diversity of Aboriginal cultures, experiences and perspectives
- The dynamic nature of Aboriginal cultures
- The importance of social justice and equity
- Ethical practices

Optional Aboriginal Case Studies that can be investigated in this course cover areas as diverse as:

- Visual Arts
- Performing Arts
- Peoples and the Media
- Film and Television
- Technologies and the Environment
- Peoples and Sport

Subject Contribution: There is no set contribution involved but there may be small charges for any field work activity undertaken during the course.
In Ceramics students will explore the art and technology of making, decorating and firing clay to make a range of products. Clay, the basic material used in this process, is inexpensive, abundant and found in many locations throughout the world.

The Ceramics course will allow students to explore their creative, expressive and problem solving skills. The practical nature of the Ceramics course allows students of all abilities to experience success and enjoyment in the classroom.

Students will learn a variety of ways of building with clay to create functional items like vases, dinnerware and bowls, etc as well as sculptural pieces and decorative items like jewellery and wall pieces. Students will be given the opportunity to develop understanding and experience in hand building techniques, throwing on the potter’s wheel and other forms of making. They will also explore many different ways to decorate and finish each piece they make. Students will learn about the kiln and how to pack and fire their ceramic ware.

Students will study the cultural and historical uses and significance of Ceramics and its place as an important tool in understanding life in ancient and modern cultures.

Ceramics provides challenging work opportunities for students with knowledge, skills and understanding in areas including studio and industrial ceramics, ceramic research, engineering and product design.

Subject Contribution: $70 per year

In addition, students will need to provide / purchase an A4 Visual Arts Process Diary.
The Child Studies Course aims to develop knowledge and a deep understanding of the needs of young children, as well as developing the skills required in caring for a young child. Such knowledge and skills may be later utilised in careers focussing on care giving and future responsibilities of parenting.

The main aims of the course are:

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

The following units will be studied during the course:

- Pregnancy and Childbirth
- Child Growth and Development
- Playtime
- Children’s Literature
- Children from other Cultures
- Working with Children
- Children and the family
- Child Health and Safety

RealCare Baby makes it possible for students to practise caring for an infant 24 hours a day, seven days a week. Baby’s computer tracks its care and safe handling. Detailed assessment data is downloaded post-simulation

This course will involve many practical activities such as craft, cooking, story writing, designing a nursery and also caring for the baby simulators.

This course is ideal for any student wishing to pursue a career in Early Child Care or to acquire practical parenting skills for later in life.

Subject Contribution: $10 per year
Commerce is all about guiding you towards personal competence and responsible participation in today’s changing commercial environment. If you shop, intend buying and driving a car, plan on living in your own home, have a job or are planning on working and you want a head start, you should think seriously about undertaking this elective subject.

Course Content:

- **Consumer choice** – learning to make sure you make smart informed decisions when you shop
- **Personal Finance** – teaching you how to make the most of what you have
- **Law and Society** – knowing your rights and responsibilities
- **Employment Issues** – knowing/understanding how you will be affected when you join the workforce

By the end of this course, you should be able to:

- save, spend and budget wisely
- understand how to run a small business and make a profit
- complete a range of forms and documents, such as enrolling to vote forms, ballot slips, cheques, job applications, health insurance, car insurance, etc.
- have a strong knowledge of your rights under both civil and criminal law
- make informed decisions about your future.

Optional case studies investigated in this course include:

- Promoting and selling products
- Running a business
- Political involvement
- Moving towards independence
- Travelling and planning a holiday
- Further study of law

**Subject Contribution: There is no set contribution involved but there may be small charges for any field work activity undertaken during the course.**
Students will identify opportunities to strengthen the culture of the school by leading ‘Glenwood TV’ through new forms of digital media. Students will explore new forms of live media coverage, television, and social media to capture events and student learning opportunities at Glenwood High School. They will digitally represent the school by sharing the views and opinions of all students.

Students will complete an assessible e-Portfolio that documents their learning progress throughout the course.

All students will learn about Digital Citizenship, Digital Communities, Screen Studies and Media Literacies. This will be supported with an industry study that will provide real life examples of how to use new media’s successfully. Collectively, this will provide students with industry knowledge and practical experience of how to operate television and live event coverage and social media in the 21st Century.

Students will develop and lead news stories via Glenwood TV, YouTube, Facebook Live, Instagram and twitter. They will produce a media strategy for the school that will raise its profile as well as the successes of all of its students.

This subject will require students to commit to completing projects that take place out of school hours.

**Subject Contribution: $50 per year**
The course focuses on three areas of study in relation to dance as an art form - namely Performance, Composition and Appreciation of dance.

**Performance** – refers to the application of technique and performance quality to a dance that communicates an idea.

**Composition** – Students will engage in problem solving tasks and manipulate the elements of dance as they devise and explore the art of choreography in their own individual style.

**Appreciation** – Provides opportunity for students to gain an understanding of people, culture and society through dance history and analysis of dance works of art (professional choreography).

Through studying this subject students will learn to express ideas creatively as they make, perform and analyse dance of different stylised techniques.

The students will participate in dance of the following techniques:

Ballet, Lyrical, Hip Hop, Jazz, Musical Theatre, Modern Dance.

**ASSESSMENT**

Performance 50%
Composition 25%
Appreciation 25%

**Subject Contribution:** $25.00 per year
Design and Technology is an elective subject which builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.

Course Description
The study of Design and Technology develops students’ knowledge and understanding of materials and processes in a range of technologies. They will develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of projects.

The development of functional and aesthetic design solutions allows students to be innovative and creative in their thinking and application. Students will develop the skills necessary for the safe use and maintenance of a variety of technologies in the production of their design projects. Information and communication Technologies (ICT) are vital tools for this course. They are used to develop, communicate and research design solutions, communicate students’ design ideas and facilitate interactions with the wider community.

What will the students learn about?
All students will learn about the properties and applications of materials associated with design and making. They will study a range of tools, machines and processes. Students will learn about safe practices for working in a practical workshop. They will also learn about design and designing including the communication of ideas.

What will students learn to do?
The major emphasis of Design and Technology is on the students actively planning and constructing quality projects. Students will learn to select and use a range of materials for individual projects. Students will use material such as Timber, Metal and Plastics to construct a variety of projects.

Subject Contribution: $70.00 per year
In Drama students have the opportunity to develop their creative, expressive and communication skills while participating in a variety of workshops that concentrate on improvisation, acting and performance. The practical nature of the Drama course allows students of all abilities to experience success and enjoyment in the classroom. Drama relies heavily on the ability to work cooperatively and creatively with others, enabling students to build self confidence and leadership in a group situation.

Course content focuses on the exploration of the Elements of Drama through playbuilding and practical experience in a variety of dramatic forms and performance styles. These include Comedy / Mime / Physical / Mask / Musical Theatre / Ritual / Commedia Dell’Arte, Melodrama and Shakespearean Drama. Students experience and analyse scripts from the past and present, gaining an insight into the concept of taking a dramatic work from “page to stage”.

During the course, students are involved in a variety of theatrical productions including the school Showcase night, the Sydney West Drama Festival and the school musicals. This experience builds knowledge and skills in acting, directing, playbuilding, lighting, sound, set / costume design, front of house promotion and film production.

Students interested in performing on stage and studying acting techniques and styles, as well as aspects of theatrical production, would be well suited to Drama. Similarly, students wishing to increase their confidence and communication skills will benefit from the activities undertaken in Drama.

Subject Contribution: $20 per year

In addition, students will need to provide / purchase a set of “theatre blacks” for performance assessments. This is simply a black t-shirt and black pants.
Food Technology is an elective course that builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.

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

What will students learn about?
Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food Preparation and Processing, Nutrition and Consumption) will be studied.

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

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

Subject Contribution: $120 per year for food ingredients
$20 for a customised E Book
Geography (Elective) provides students with a broader understanding of the discipline of Geography and the processes of geographical inquiry, and enables depth studies.

A study of Geography builds on students’ knowledge and experience to enable them to explain patterns, evaluate consequences.

This course equips students with the ability to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. In so doing it forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning.

Students will also have the opportunity to develop their geographical skills and tools. ICT is integrated into the teaching and learning activities.

**Topics in Geography (Elective) include:**

- **Physical Geography** – The geographical processes that form and transform the physical world.
- **Oceanography** – The features and importance of the world’s oceans and issues associated with them.
- **Geography of Primary Production** – The patterns, functions and issues associated with Primary Production.
- **Development Geography** - The spatial patterns and causes of global inequality and the need for appropriate development strategies to improve the quality of life.
- **Australia’s Neighbours** – The environments of Australia’s Neighbours and specific geographical issues within the Asia – Pacific Region.
- **Political Geography** – The nature and distribution of political tensions and conflicts and strategies towards effective resolutions.
- **Interactions and Patterns along a Continental Transect** – The factors responsible for causing variation in spatial patterns across a continent from one specific location to another.
- **School developed option** – Ways in which the spatial and ecological dimensions interact and the role of informed and active citizenship in the interaction.
Graphics Technology is an elective course to build on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.

Course Description

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What will students learn about?

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual drafting and computer-aided drawing (CAD).

Students undertaking Graphics Technology may also study a range of options that focus on specific areas of graphics including:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Cartography and Surveying
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration

What will students learn to do?

The major emphasis of the Graphics Technology syllabus is on student's actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic applications.

Subject Contribution: $30.00 per year
What do the Titanic, Jack the Ripper, Gladiator and graffiti all have in common? They’re history!!!

Movies, museums, murderers; history can be found all around us, in many different forms which break the traditional form of inquiry. Your objective during this course is to begin questioning these ‘chroniclers’ of history, and judge for yourself whether they are doing a good job of it.

The elective unit of History aims to foster a life-long interest and enthusiasm for the subject, through the study of past societies, periods and events.

Course Content:

- **Constructing History** – An investigation of the history embedded within families, film, media, heritage, and museums.
- **Ancient, Medieval and Early Modern Societies** – An in depth study of society, looking at the factors contributing to continuity and change.
- **Thematic Studies** – Selected research relating to topics which inspire students.

**By the end of the course you should be able to:**

- Understand history and historical inquiry.
- Understand past societies and historical periods.
- Use historical skills to undertake inquiry.
- Use historical skills to communicate your understanding of history.

Optional case studies investigated in this course include:

- Crime and Punishment
- War and Peace
- Terrorism
- History and the Media
- World Myths and Legends
- Slavery
- Graffiti
- Sport and Recreation in History
- Music through History
- History through Film
- Archaeology
- Heroes and Villains

Subject Contribution: There is no set contribution involved but there may be small charges for any field work activity undertaken during the course.
International Studies

International Studies is a 100 and 200 hour-course offered over Years 9 and 10. It is a Board Endorses Course for Stage 5.

This course aims for students to know and understand the significance of culture in their own lives, and appreciate the culturally diverse yet interconnected world in which they live. It also allows students to develop skills and values to view their own and other’s cultures from different perspectives. The aim of the course is essentially then to provide all students with the opportunity to widen their knowledge and understanding of people from cultures different to their own, so they can become active and productive members of all the communities they belong to, now and in the future.

International Studies allows students to explore the food, traditions, clothing, businesses, laws, sport and the heritage of countries within Australia and around the world. There is a focus on our Asian neighbours and on relationships between countries on a global scale.

In this course, both as a 100 and 200 hour course, students will study the Core topic – Understanding Culture and Diversity in Today’s World. Following this, students will have the opportunity to study from a range of modules, including…

- Culture and the Media
- Culture on the Move
- Culture and Gender
- Culture and Sport
- Culture and Travel
- Culture and Family Life
- Culture and Food
- …and more

Students will engage in class opportunities and events to further their knowledge of culture and international communities (e.g. Harmony Day), as well as a range of local events to broaden their awareness and understanding of culture and its role in society.

With an increasingly globalised world, it is important that we understand how to interact and communicate when traveling and talking to others. This subject is a great opportunity for students to learn how to live, work and travel in an ever-changing world.
The main purpose of this course is to engage students in science, technology engineering and mathematics. It involves many 21st century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing. Students are introduced to STEM concepts after they have explored phenomena rather than simply being told the answers.

iSTEM presents engineering, maths and sciences to students in ways that challenge not only their understanding of these key subjects but also their ability to manage projects and work in teams.

Students will use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems relating to their present and future needs and aspirations. Technology will be used throughout the course to document trials, collect and analyse data, to publish findings and present completed units.

The core and elective modules of study over the course may include:

- STEM Fundamentals
- Mechatronics
- Aerodynamics
- Motion
- 3DCAD/CAM
- STEM Projects
- Surveying
- Design for Space
- Statistics in Action
- Biomedical innovation

Subject contribution $50 per year
Industrial Technology is an elective subject within which students may undertake no more than two courses. The course builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.

Course Description

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

Students may undertake no more than two courses in Industrial Technology

- Electronics
- Metal
- Multimedia
- Engineering
- Timber
- Automotive

Within these courses students may elect to study one of eleven focus areas. These focus areas are based on a range of technologies of industrial and domestic significance.

Students wishing to study the Engineering course in Stage 5 should be preferentially studying the 5.3 Mathematics Course or be confident in Mathematics and Science. Students in this course will also require an approved calculator.

What will students learn about?

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

What will students learn to do?

The major emphasis of the Industrial Technology syllabus is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools, computers, cameras, video equipment and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Subject Contributions: per year

$70.00 - Timber, Metal, Electronics, Engineering, Automotive
$50.00 - Multimedia
The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Course Description

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining.

What will students learn about?

Practical projects undertaken will reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units.

Projects will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Subject Contribution:
$70.00 per year
The Automotive focus area provides opportunities for students to develop knowledge, understanding and skills in relation to automotive and associated industries.

What will students learn about?

Core modules develop knowledge and skills in the use of materials, tools and techniques related to automotive maintenance and repair which are enhanced and further developed through the study of specialist modules in automotive technologies.

What will students learn to do?

Practical projects reflect the nature of the automotive focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to automotive-related technologies. These may include:

- maintenance and repair of small engines
- automotive restorations
- building a small powered vehicle
- work undertaken on isolated automotive components.

Students will learn about engines through the practical task of creating a sectional motor. This will provide students with a variety of practical experiences with metal working tools and machinery to produce the engine section.

Subject Contributions: $70 per year
INDUSTRIAL TECHNOLOGY- ELECTRONICS

Electronics is an elective subject within which students design, produce and evaluate quality electronic circuits and products. The subject builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.

Subject Description

In Industrial Technology Electronics, students learn to design and produce electronic circuits and systems. Students in this subject will develop skills in soldering, circuit analysis and testing, robotics, and microprocessor programming. As a project-based subject, all of the learning in Industrial Technology Electronics is based around practical projects, where students design and produce products to satisfy set briefs.

What will students learn about?

Students in Industrial Technology Electronics learn about key areas in the electronics industry. They learn about the tools and techniques used to manipulate electrical energy, workplace communication, and industry standards in the following industries:

- Circuit design and production
- Electronic control systems
- Power generation
- Robotics

What will students learn to do?

The focus of Industrial Technology Electronics is the design, management and production of practical projects. Through these projects, students will learn skills from the electronics production industry. The products that students create in this subject include circuits, control systems, and robots.

Subject Contribution: $70 per year
The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries (STEM – Science, Technology, Engineering and Mathematics)

What will students learn about?

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

- Control Systems
- Alternative Energy.

What will students learn about?

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

- small structures
- small vehicles
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems.

Subject Contributions: $70 per year
The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Course Description

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal or art metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication

What will students learn about?

Practical projects will reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These may include:

- sheet metal products
- metal machining projects
- fabricated projects
- artistic metal projects
- jewellery and accessories.

Subject Contribution: $70.00 per year
Multimedia is an elective subject within which students design, produce and evaluate quality media design solutions. The subject builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.

Subject Description

In Industrial Technology Multimedia, students learn to manipulate data to create media presentations. Students in this subject will develop skills in photography and photo manipulation, film and motion graphics, animation, and interactive media design. As a project-based subject, all of the learning in Industrial Technology Multimedia is based around practical projects, where students design creative solutions to set briefs.

What will students learn about?

Students in Industrial Technology Multimedia learn about key areas in the multimedia industry. They learn about the tools and techniques used to manipulate data, workplace communication, and industry standards in the following industries:

- Still image and print media
- Motion graphics and film composition
- 3D modelling and animation
- Web and game development

What will students learn to do?

The focus of Industrial Technology Multimedia is the design, management and production of practical projects. Through these projects, students will learn skills from the multimedia focus area. The products that students create in this subject include graphical presentations, short films, advertisements, web sites, 3D objects and animations, and video games.

Subject Contribution: $50 per year
Information and Software Technology is an elective course that builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.

**Course Description**
People will require developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

**What will students learn about?**
The core content to be covered in this course is integrated into the options chosen within the school. The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

The option topics to be studies within this course include:

- Introduction to Computing
- Database design
- Authoring and Multimedia
- Internet and Website Development

- Software Development and Programming
- Robotics and Automated Systems

**What will students learn to do?**
Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem solving strategies over the chosen topics.

**Subject Contribution:** $25 per year
Have you ever thought.....

Well, think again!

Did you know that over 75% of the world's population does NOT speak English. Therefore to only speak ONE language is to stunt your educational development, to restrict your communication and thinking abilities, and to deny yourself the ability to fully appreciate and understand the world in which you live. Learning another language opens up new opportunities and gives you perspectives that you might never have encountered otherwise.

Research shows that knowledge of other languages boosts students’ understanding of languages in general and enables students to use their native language more effectively. Foreign language learners have stronger vocabulary skills in English, a better understanding of the language, and improved literacy in general.

Language learners learn to deal with unfamiliar cultural ideas, they are much better equipped to adapt and cope in a fast-changing world. They also learn to effectively handle new situations. Businesses that intend to compete internationally need employees who can competently communicate in the locales where they do business.

Looking at different cultures leads to tolerance of diverse lifestyles and customs. It improves the learner’s ability to understand and communicate with people from different walks of life. If your résumé shows that you can speak more than one language you will be chosen over other prospective employees that speak only one language.

Glenwood High School offers Indonesian and French as Stage 5 electives. Students will continue to build on the communicative skills acquired in Year 7 and 8. Skills in listening; speaking, reading and writing will be enhanced, while at the same time in depth intercultural understandings and linguistic competence will develop. Creative use of language will be encouraged through experiences such as, singing, role-play, language competitions, paired activities, communicative games, films, cuisine lessons, interactive computer software activities and internet research activities.

Why French?

- French is a major international language, as well as being the official language of the Olympic Movement, it is also the official language of several United Nations Organisations.
- It is the official, second or priority language in 49 countries across the world.
• Allows learners to experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities.
• French is the language of cycling and soccer, music and the arts, fashion and cuisine.
• France is one of the leading destinations for Australian travellers. The ability to communicate in French enriches this experience.
• It provides students with opportunities for continued learning and for future employment in areas such as commerce, tourism, hospitality and international relations.

Why Indonesian?

• Indonesia is Australia’s nearest Asian neighbour and therefore of strategic importance to Australia in terms of trade, travel and diplomacy.
• Many Australian businesses are setting up companies in Indonesia.
• With over 300 culturally diverse ethnic groups Indonesia provides a fascinating springboard for inter-cultural studies.
• The study of the Indonesian language provides access to an important part of the rich cultural tradition of South-East Asia.
• It provides insights into the art, music, customs, beliefs and ways of thinking of the people of the Indonesian archipelago.
• Indonesia is an affordable and popular holiday destination for Australian travellers. The ability to communicate in Indonesian enriches this experience.
• Learning Indonesian provides students with opportunities for future employment in areas such as commerce, tourism, hospitality and international relations.
• Communication is achieved quickly in Indonesian due to its Romanised script, logical phonetic sound system and its simple grammar.
• It is a priority Asian language and Australia needs future citizens who can communicate with their neighbours.

STOP PRESS: The Asian Century
The Australian government has realized the importance of having Australian workers with capacity to communicate with our near neighbours. Indonesia will be the world’s 7th largest economy by 2020, therefore the job opportunities for people who combine knowledge of Indonesian language and culture with other skills will be rapidly increasing.
Go for it now and be ready!

FEES: $30 – Language Perfect Website
Elective Music is an extension of the Mandatory Music course studied in Years 7 and 8. It offers students a chance to further develop their skills and interest in Music.

The course is divided into four areas: Performance, Composition, Musicology and Aural. Students will study a range of topics including popular styles and classical styles of Music.

Students will have the option to focus on an instrument of their choosing or continue to taste different instruments. They will enhance their understanding of performance through solo and ensemble tasks, which will form part of their assessment for the year.

Composition is integrated throughout the course. Students will have the opportunity to explore song-writing, computer production, audio-recording and notation software. Students will work as an individual and in groups.

The final two areas of study are Musicology and Aural. Through these two disciplines students study music theory, score analysis, notation and listening skills.

Elective Music is designed as an effective two-year stand-alone course and as a preparation for HSC Music. Students considering studying Music for the HSC are strongly encouraged to consider Elective Music in Stage 5.

**Subject Contribution: $40**
Vibrant, noisy, energetic and exciting describes the Musical Theatre course.

Musical Theatre in Stage 5 provides students with the opportunity to investigate the razzle-dazzle of musical theatre in greater depth and breadth.

The aim of the Musical Theatre course is to maximise students' opportunity to develop performance skills in movement, music and acting in combination with each other, appreciate and understand the development of the form and build students' confidence through performing and ensemble cooperation.

Students will explore the development and various styles of Musical Theatre, and performance techniques specific to Musical Theatre. The course also explores stage design, costuming, the business of Broadway and directorial aspects of Musical Theatre.

Throughout the course students will perform scenes from various musicals and develop their own cabaret show. The course has a focus on the dramatic voice, however, students do not need to be proficient singers. At the end of the course students will have the option of choosing production, costuming, business or performance as their final assessment.

This course is suitable for anyone who is interested in musical theatre performance or in production. Students need not have participated in the school musical nor participate in the school musical to choose this elective.

Subject Contribution: $40
Fancy yourself as a photographer for a well-known magazine, television journalist, film editor, photographic restorer, camera operator, motion picture photographer, graphic artist, cinematographer or just a professional photographer.

Photography is a versatile course consisting of three strands – Wet Photography, Digital Photography and Film making. This course allows for students to develop skills in the latest techniques in digital and also darkroom photography including composition, film processing and printing along with digital photographic manipulation.

Students will develop skills in analysis, art language and writing about Photography, along with exploring developing a body of work based on a particular theme each unit.

Students studying this course will, use specialist photographic materials, and experience a wide variety of themes and photographic applications relevant to their contemporary worlds.

*Prior to beginning the course students must have their own device with Adobe Photoshop downloaded.

Subject Contribution: $70 per year

In addition, students will need to provide / purchase an A4 Photographic Process Diary with alternating black and white pages – available for $12 from the front office.
Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

Course content will include a selection of topics from each of the modules shown below.

<table>
<thead>
<tr>
<th>Areas of Study</th>
<th>Foundations of Physical Activity</th>
<th>Physical Activity and Sport in Society</th>
<th>Enhancing Participation and Performance</th>
</tr>
</thead>
</table>
| 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 | • Australia’s sporting identity  
• Lifestyle, leisure and recreation  
• Physical activity and sport for 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 |

Subject Contribution: $35
Textiles Technology builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 – 8 Syllabus.

Course Description

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

What will students learn about?

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Costumes
- Textile arts
- Non-Apparel

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

What will students learn to do?

By examining the work of designers, students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.

Subject Contribution: $40 per year

In addition, students will need to provide / purchase additional fabric and associated consumables for their individual projects.
Do you consider yourself to be a creative individual?

Maybe you dream of one day working in a creative field as: an artist, art historian, art critic, architect, art director, film-maker, advertising creative, graphic designer, fashion designer, textile designer, curator, gallery assistant, animator, web designer, illustrator, video game animator, interior architect, landscape architect, set designer, costume designer, film designer, promotional designer, record designer, cartoonist, product or toy designer, furniture designer or book designer (just to name a few!)?

It’s worth noting that the business world is looking for creative people more now than ever before as they offer a new and fresh dimension to our world. The new jobs of the future will almost certainly be creative roles, dealing with ever-changing visual technologies and creative approaches to all kinds of problem solving.

Visual Arts is an exciting and challenging course with opportunities to learn about yourself as an artist, other artists, artworks, audiences and the amazing world in which they practice artmaking. In Visual Arts we foster creativity, problem-solving, independent learning, development of critical thinking and the ability to think outside the square.

Studying Visual Arts in our well-equipped Studios you will gain experience in expressive forms and explore artmaking practices that include: traditional expressive forms: Painting, Drawing, Sculpture, Ceramics, Installation, traditional darkroom photography, as well as digital photography, film making and animation.

In Critical and Historical practices, students will develop skills in analysis, art language and engage with critical and historical writing about the arts, while exploring the history of art, the practice of artists, art critics and art historians keeping abreast of current art events, including visiting galleries and exhibitions.

Subject Contribution: $70 per year

In addition, students will need to provide / purchase an 11 x 14 inch Visual Arts Process Diary – available for $12 from the front office.
VISUAL DESIGN

Do you dream of becoming a designer of some kind – web designer, illustrator, video game animator, interior designer, landscape designer, set and film designer, art director, graphic designer, art therapist, fashion illustrator or designer, fabric designer, animator, promotional designer, record designer, cartoonist, product or toy designer, furniture designer, book designer or costume designer?

Choose Visual Design as your elective.

Students will be given the opportunity to make art and design in the form of sculpture, fashion design, jewellery making and graphic design such as working in Photoshop. Students will present work in their design portfolio and process diary. Students studying this course will, use specialist graphic design materials, and experience activities from within the units of:

- Product design
- Jewellery making
- Visual Merchandising
- Fashion design
- Graphic design
- Illustration and cartooning
- Public Art design

Students will develop skills in analysis, art language and writing about Design, along with exploring developing a body of work based on a particular theme each unit.

*Prior to beginning the course students must have their own device with Adobe Photoshop downloaded.

Subject Contribution: $70 per year

In addition, students will need to provide / purchase an 11 x 14 inch Visual Arts Process Diary – available for $12 from the front office.