



Glenwood High School



Subject Selection

Year 9 2024
Year 10 2025

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Deputy Principal's Address

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 exercise their 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 Standards 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!

Rachael Powter
Deputy Principal (Rel.)



“Students 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.”

Introduction

This handbook has been prepared to provide students in Year 8 and their parents/ carers with information about the curriculum offerings 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 Year 8 students

You are advised to select your elective subjects carefully after reading this handbook thoroughly, talking to your teachers and having 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 the 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. Whilst 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 and carers

Parents have the pivotal role in the subject selection process as 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 preparing for a specific career.

Stage 5 Credentialing General Information

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 classwork contribute 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, their results will be impacted and could prevent them from moving through to Stage 6 studies.

What is the RoSA?

The Record of School Achievement (RoSA) is the **default credential** awarded to students once they have successfully completed their studies in either Year 10, Year 11 or Year 12.

Students who successfully complete Year 10, 11 or 12 will be issued their RoSA by NESA via their Students Online account once they leave school. The RoSA will display the grades that students were awarded for their Stage 5 curriculum subjects including English, Mathematics, Science, History, Geography, PDHPE and their elective subjects.

Students who are planning to leave school after completing Year 10, but before completing Year 12, will have the option of completing the HSC minimum standard test, for which they will receive a test report and feedback report. The RoSA will also record extra-curricular activities that students have participated in to enable students to show this document to potential employers and other education providers. Students are required to log their extra-curricular activities on the NESA website, Up2Now - <https://up2now.net.au/people/login>. It is the student's responsibility to set up and maintain their account.

What is the HSC minimum standard test?

As of 2020, students will need to meet the minimum standard in NESA online testing in reading, writing and numeracy to receive the award of HSC. This is separate to the NAPLAN external examinations students will complete during Year 9. Students will have the opportunity to undertake these online tests from Year 10. Achievement of the minimum standards in these tests will result in students receiving the award of the HSC credential rather than a RoSA following their Stage 6 studies. These tests enable students to have a supplementary assessment of these key areas which they can demonstrate to employers, further educational training providers, etc.

The standard is set at Level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and numeracy skills needed for everyday tasks and future learning after school. It includes skills for tasks such as following safety instructions in equipment manuals, understanding a mobile phone plan, creating a personal weekly budget and writing a job application.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Satisfactory Completion Requirements

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 and demonstrate a sustained record of application or effort.

Students must follow and successfully 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.

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 reflective of a serious attempt.

Outlined in [NESA ACE 4016](#), to satisfactorily complete Stage 5, a student has:

1. followed the course developed or endorsed by NESA
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes

In instances where students have not been able to demonstrate satisfactory completion of their Stage 5 studies, they are at risk of receiving an **N-Award Warning**. If they continue to not meet requirements, they may be N-Determined in a course. This means they have not successfully completed a course and will not be eligible for their RoSA, and will be unable to progress to any post-Stage 5 options.

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.

School leaving age

Students **must** stay at school until they complete Year 10. Following this, 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.

Any student looking at participation outside of continued education should seek support from the Careers Advisor.

What is an N-Award Warning?

An N-Award Warning Letter will be issued for a subject where a student is *failing to meet NESA requirements throughout Years 9 and/or 10*. This can relate to the student's noncompletion of assessment tasks and/or coursework. If an N-Award Warning is issued, it is the student's responsibility to redeem the relevant assessment task/s and/or coursework. Students who do not do so will face further penalty.

If the Principal determines that a student is in danger of not completing a course satisfactorily, they and their parents will be advised in writing of the possibility of a **Non-Completion of Course Determination** (N-Determination) in time for the problem to be corrected, and satisfactory completion to be achieved.

A student may receive an N-Determination for a course or courses if they have not satisfactorily completed their Stage 5 studies as outlined in **ACE 4016**, meaning they:

1. do not follow the course developed or endorsed by NESA
2. do not apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. do not achieve some or all of the course outcomes

A student may appeal against an N-Determination if one is issued. 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 Stage 5, the RoSA will indicate that they have not successfully completed the relevant Stage 5 curriculum for the respective subject/s.

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.

More information on the N-Award Warning process can be found in the Year 9 Assessment Policy which will be issued at the commencement of Year 9.

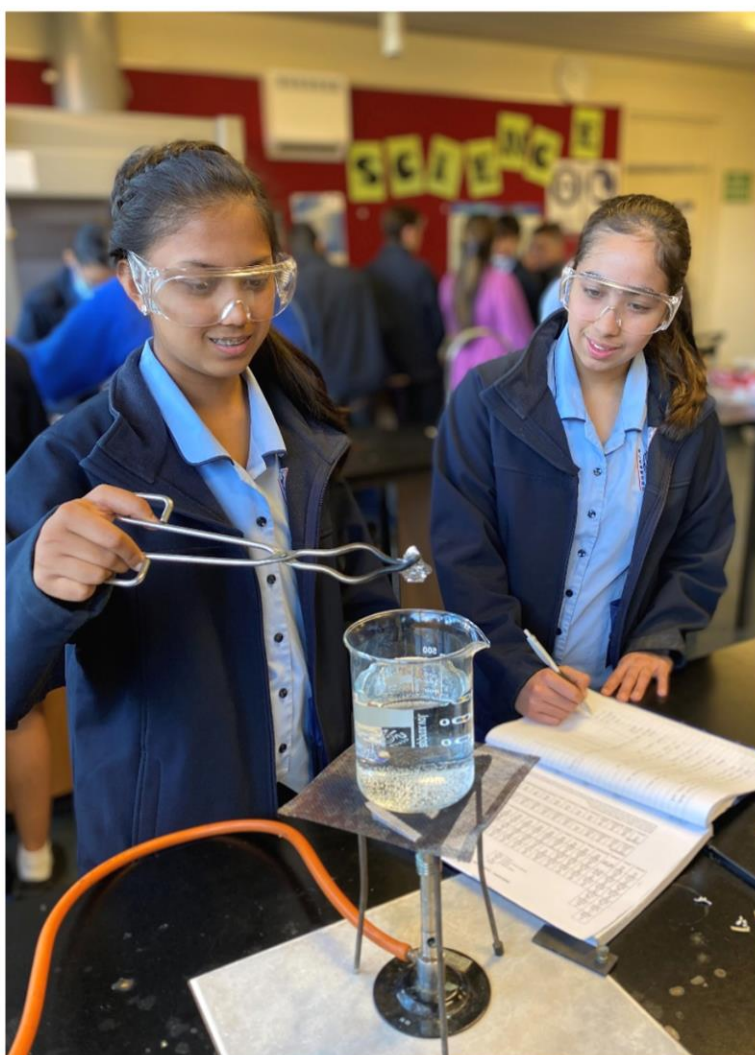


Progression to Stage 6 and the HSC

The Higher School Certificate (HSC) recognises thirteen years of schooling and the achievement of the minimum literacy and numeracy standards. 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 including:

- 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 courses count towards the HSC and also lead to qualifications recognised across a range of industries and tertiary education providers;
- stage 6 includes Life Skills courses for students with special needs;
- stage 6 assesses each student's knowledge and skills fairly, through the provision of both internal and external assessments.

On the completion of Year 12 and sitting the external HSC examinations, students who have met the minimum standards in literacy and numeracy will receive the credential of the HSC and, if selected, an Australian Tertiary Admission Rank (ATAR), which is determined by their pattern of study and final results. NOTE: Those who do not achieve the minimum standards in the NESA literacy and numeracy tests will be awarded a RoSA credential. This is the only difference.



Stage 5 Studies

Throughout Stage 5, the **core or compulsory curriculum** consists of:

- English
- Geography
- History
- Mathematics
- PDHPE
- Science

In addition, students at Glenwood High School are required to study **three (3)** elective subjects; two courses of 200 hour duration and two courses of 100 hour duration across Stage 5. Students will also receive **careers lessons** at different stages throughout Year 10. Please also note that sport remains compulsory.

Subject selection process and course availability

Whilst 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 process is undertaken online. Once they have made their online selections, students will be required to print off a copy of their choices, complete the survey at the bottom, which both they and their parents need to sign, and return to the front office by the respective due date. This process requires students to select **seven subjects – two priority 200 hour courses and one priority 100 hour course, along with two reserve courses for both the 200 hour and 100 hour categories.**

Please note that Ceramics and International Studies will not appear on the RoSA for students that study the 100 or 200 hour course. Students are only able to study a maximum of 200 hours of Ceramics or International Studies, or 100 hours of each course.

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 (where applicable). Course contributions will need to be paid to cover the consumable items required and which are not provided by the Department of Education. When selecting these courses, parents are committing to paying the elective course contributions. Placements are offered based on this. Whilst 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 health and safety 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 these requirements.

What Courses Can I Select?

There are a range of courses that can be selected both within the 200 hour and 100 hour streams.

A 200 hour course is one that will be completed over both Years 9 and 10, whilst a 100 hour course will be studied for only one of these years. You will be able to select two 200 hour courses to undertake over both years of your Stage 5 studies, along with two 100 hour courses; one to complete during Year 9 and the other during Year 10. You will select your 100 hour course for Year 10 next year.

These three electives will be studied in conjunction with the mandatory subjects, which also need to be completed throughout your Stage 5 studies.

A list of courses that can be selected are detailed in the table below.

MANDATORY COURSES		
Course	Faculty	Head Teacher
English	English	Mrs Pearce
Geography	HSIE	Mr Hall
History	HSIE	Mr Hall
Mathematics	Mathematics	Mrs Nand
PDHPE	PDHPE	Ms Southall
Science	Science	Mrs Diamond

ELECTIVE COURSES				
Course	Faculty	Head Teacher	200 hour	100 hour
Ceramics*	CAPA	Mrs McDonald	✓	✓
Child Studies	Home Economics	Mrs Pidgeon	✓	✓
Commerce	HSIE	Mr Hall	✓	✓
Computing Technology	TAS	Mr Nichols	✓	✓
Dance	CAPA	Mrs McDonald	✓	✓
Design and Technology	TAS	Mr Nichols	✓	✓
Drama	CAPA	Mrs McDonald	✓	✓
French	Languages	Mrs Fleurant	✓	
Food Technology	Home Economics	Mrs Pidgeon	✓	✓
Geography (Elective)	HSIE	Mr Hall	✓	✓
History (Elective)	HSIE	Mr Hall	✓	✓
International Studies*	HSIE	Mr Hall		✓
Industrial Technology – Engineering	TAS	Mr Nichols	✓	✓
Industrial Technology – Multimedia	TAS	Mr Nichols	✓	✓
Industrial Technology – Timber	TAS	Mr Nichols	✓	✓
Music	CAPA	Mrs McDonald	✓	✓
Photographic and Digital Media	CAPA	Mrs McDonald	✓	✓
Physical Activity and Sports Studies (PASS)	PDHPE	Ms Southall	✓	✓
Textiles Technology	Home Economics	Mrs Pidgeon	✓	✓
Visual Arts	CAPA	Mrs McDonald	✓	✓
Visual Design	CAPA	Mrs McDonald	✓	✓

** Please note that Ceramics and International Studies will not appear on the RoSA for students that study the 100 or 200 hour course. Students are only able to study a maximum of 200 hours of Ceramics or International Studies, or 100 hours of each course.*

Some points to note in regard to elective courses:

- Selection of the Year 10 100 hour course will be made in Term 3 of Year 9 studies.
- If students wish to continue their Year 9 100 hour course into Year 10, making it a 200 hour course, students will need to apply to the Deputy Principal who will assess the request and check availability. Please note, there are restrictions placed on some subjects.
- If a student has been offered, and accepted, a place in the Mathematics Accelerated course, this will replace one of their 200 hour elective subject selections, pending line availability.
- * You are **ONLY** permitted to undertake **TWO** Industrial Technology courses during your Stage 5 studies. You may select more than two during your selection process between your priority and reserve courses, however, you will only be permitted to study two Industrial Technology courses over the two years.



Mandatory Courses

ENGLISH

Course Description

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 NSW Education Standards Authority (NESA). As with Stage 4, developing skills in reading, writing, listening, speaking, viewing and representing will continue to be the focus in the classroom. Knowledge and understanding of language forms and features remains important, and students learn to apply this knowledge through their developing skill base. In accordance with the 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 television, digital texts 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 texts.

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, viewing and representing tasks and formal examinations. Additionally, participation and performance in class is regularly evaluated, and this, along with the mandatory coursework examined, forms part of the assessment mark.

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.



Course Contribution

Nil

GEOGRAPHY

Course Description

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:

- **Sustainable Biomes:** what are the main characteristics of the world's biomes and how can they sustainably feed the world?
- **Changing Places:** why has the world become more urbanised and what impacts does this have?
- **Environmental Change and Management:** how do environments function and how can the impacts of humans be managed?
- **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 assessment tasks. They may range from extended responses to how well students are able to research and then apply their findings.



Course Contribution

Nil

Course Description

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.

Australia and Asia

- Making a Nation
- Asia and the World

Australians at War (World Wars I and II)

Rights and Freedoms (1945–present)

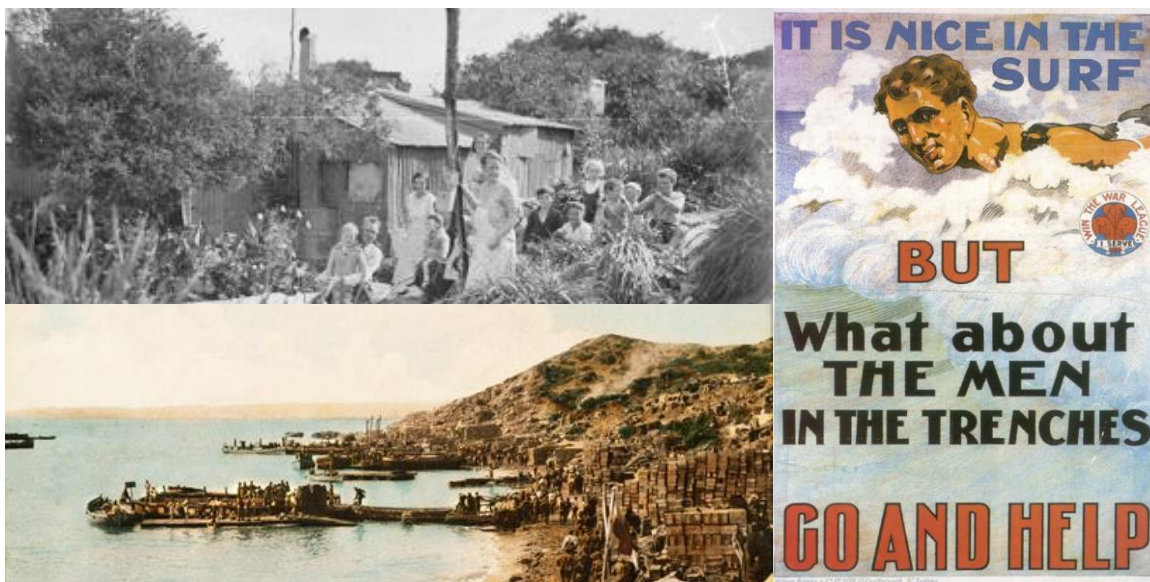
The Globalising World

- Popular culture

School Developed Topic:

- Australians in the Vietnam War Era

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



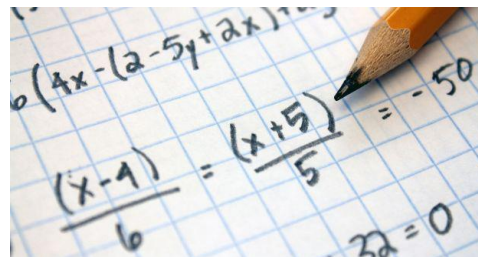
Course Contribution

Nil

Course Description

In Year 9 and 10, Glenwood High School students will be studying the following strands in Stage 5 Mathematics:

- Number and Algebra
- Measurement and Space
- Statistics and Probability



Students will develop understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, communicating their thinking and reasoning coherently and clearly. The aim of the Mathematics course is to enable students to make connections within mathematics and connect mathematical concepts with the world around them.

The new Core-Paths structure of the Year 7 to 10 Syllabus is designed to encourage aspiration in students and provide the flexibility needed to create pathways for students working towards Stage 6. The aim for most students is to demonstrate achievement of the Core and as many Path outcomes as possible by the end of Stage 5. The Core outcomes provide students with the foundation for Mathematics Standard 2 in Stage 6. Pathways in Stage 5 are carefully planned to ensure students have the opportunity to engage with outcomes which enable students to progress towards Advanced and Extension courses in Stage 6.

All students will be exposed to the Core outcomes. Students will be exposed to varied Path outcomes appropriate to their ability level.

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.

Course Contribution

Nil

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Course Description

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 co-operate with fellow students through various physical activities and classroom workshops.

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.

Course Contribution

Nil

Stage 5 Science builds on the skills of Stage 4 as well as prepare students to select more specialised areas of study in Stage 6. 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 builds upon all students existing understanding of science.

By engaging students in a range of learning experiences, set in meaningful and relevant contexts, 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 the study of science as an evolving body of knowledge, the 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 collaboration skills, computer competency and in undertaking first-hand investigations. A large proportion of course time will include a range of practical and hands-on experiences working in the school's science laboratories. Students will also be asked to conduct research projects, 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 Contribution

Nil

Elective Courses

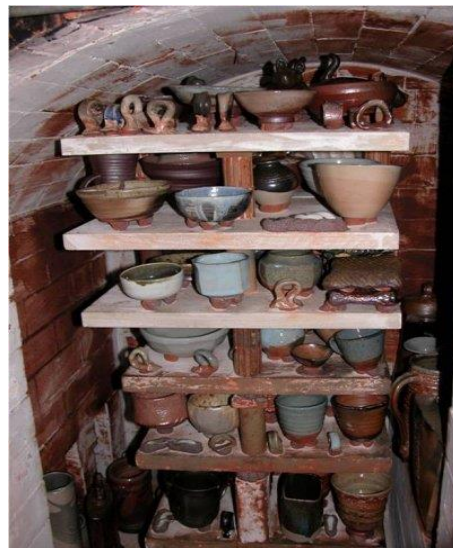
CERAMICS

Course Description

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 including vases, dinnerware and bowls, as well as sculptural pieces and decorative items. 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.

Please note: Ceramics is a Department-approved elective course, however will not appear on the student's RoSA.

Course Contribution

\$70 per year

In addition, students will need to provide/purchase an A4 Visual Arts Process Diary.

CHILD STUDIES

Course Description

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 culture and childhood
- The diverse needs of children
- Childcare services and career opportunities



RealCare Baby makes it possible for students to practise caring for an infant overnight. Baby's computer tracks its care and safe handling. Detailed assessment data is downloaded post-simulation

The following units will be studied during the course:

- Meet the Parents
- A New Life
- Surprise Package
- Aboriginal Culture and Childhood
- Play Days
- Children and the Media
- Safe and Sound
- Working with Children



This course will involve many practical activities such as craft, bathing a baby, changing a nappy, toy making, designing a nursery and also caring for the baby simulators.

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

Course Contribution

\$10 per year

COMMERCE

Course Description

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 and Financial Decisions – learning to make sure you make smart informed decisions when you shop and how to manage your money wisely

The Economic and Business Environment – teaching you about markets and the role businesses in a globalised world

Law, Society and Political Involvement – knowing your rights and responsibilities

Employment and Work Futures – 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
- Investing
- Running a business
- Political involvement
- Moving towards independence
- Travelling and planning a holiday
- Further study of law

Course Contribution

There is no set contribution involved, but there may be small charges for any field work activity undertaken during the course.

COMPUTING TECHNOLOGY

Course Description

Computing Technology is an elective course that builds on the knowledge, skills and experiences developed in the *Technology 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 practical topics chosen by 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 topics to be studied within this course include:

- Analysing Data and Cyber Security
- Developing Apps and Web Software
- Designing for User Experience
- Building Mechatronics and Automated Systems
- Creating Games and Simulations

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.



Course Contribution

\$25 per year

DANCE

Course Description

This 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%



Course Contribution

\$30 per year

In addition, students will need to provide/purchase an A4 Dance Process Diary and are required to wear appropriate dance attire.

DESIGN AND TECHNOLOGY

Course Description

Design and Technology is an elective course that builds on the knowledge, skills and experiences developed in the *Technology Years 7 – 8 Syllabus*.

Course Description

The study of Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-world needs and situations. Students investigate existing solutions, analyse data and information, and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.



What will students learn about?

Design and Technology is a practical subject focused on learning about the design process through a number of context areas. Each of these contexts will be supported by a practical project.

The context areas that could be studied in this course include:

- Agriculture
- Digital Technologies
- Engineering Systems
- Food Technologies
- Information and Communication Technologies
- Materials Technologies



What will students learn to do?

Students will learn how to apply innovative thinking to developing solutions within the above context areas. Students will develop a deep understanding of project management and how to apply this to the development and manufacture of a range of products.

Course Contribution

\$30 per year

DRAMA

Course Description

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, 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 MADDness night. 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.

Course 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

Course Description



Food Technology is an elective course that builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7 – 8 Syllabus*. Students will also develop knowledge and skills in literacy and numeracy, intercultural understanding ethics and sustainability.

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.

Course Contribution

\$120 per year for food ingredients

GEOGRAPHY (ELECTIVE)

Course Description

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.



Course Contribution

Nil

HISTORY (ELECTIVE)

Course Description

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

Course Contribution

There is no set contribution involved, but there may be small charges for any field work activity undertaken during the course.

Course Description

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, 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.

Please note: International Studies is a Department-approved elective course, however will not appear on the student's RoSA.

Course Contribution

There is no set contribution involved, but there may be small charges for any field work activity undertaken during the course.

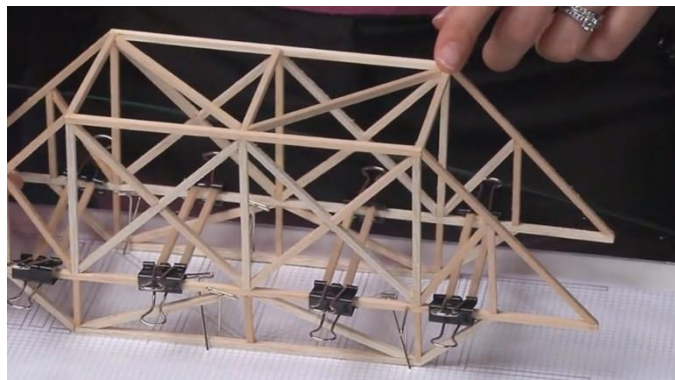
Course Description

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:

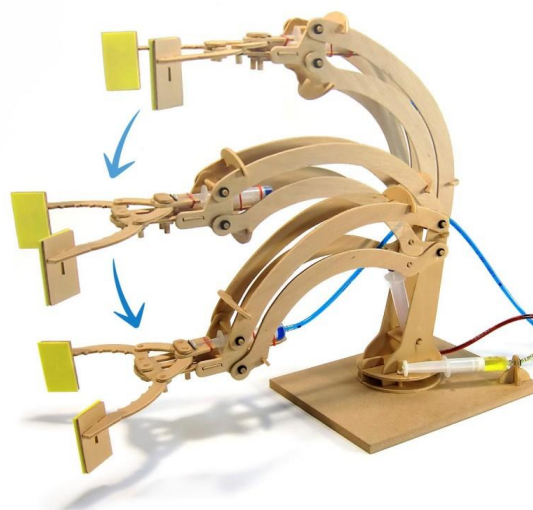
- Control Systems
- School Based - Aeronautics



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.



Students may undertake no more than **two courses** in Industrial Technology

- | | |
|---------------|---------------|
| • Electronics | • Engineering |
| • Multimedia | • Timber |

Course Contribution

\$70 per year

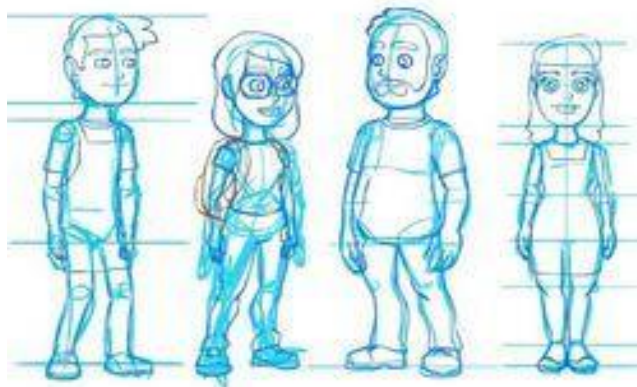
INDUSTRIAL TECHNOLOGY – MULTIMEDIA

Course Description

Multimedia is an elective subject within which students design, produce and evaluate quality media design solutions.

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 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.

Students may undertake no more than **two courses** in Industrial Technology

- Electronics
- Engineering
- Multimedia
- Timber



Course Contribution

\$50 per year

INDUSTRIAL TECHNOLOGY – TIMBER

Course Description

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.

Students may undertake no more than **two courses** in Industrial Technology

- Electronics
- Engineering
- Multimedia
- Timber



Course Contribution

\$80 per year

Course Description

Glenwood High School has a strong and dynamic language faculty that advocates the benefits of language learning for all students. Learning a language provides students with a skill that can open up doors to new opportunities and adventures in life.



What are the benefits of language learning?

Foreign language learners develop stronger vocabulary skills in English, a better understanding of language patterns and improved literacy in general. The brain is a muscle and research shows that language learning improves brain function and efficiency.

Many university courses combine Languages study with other disciplines for example, business, science, project-management, hospitality, environmental studies, international development and many others. These courses often offer students the opportunity to complete a semester abroad in a country where the target language is spoken.

Language learning can open doors to a wide range of employment in areas of government, education, business, travel, tourism, hospitality, technology, translating and interpreting, the military and defence force, medicine, law, engineering and journalism. It allows learners to experience an appreciation of the richness and diversity of the art, cuisine, literature, film and music of other countries.

Glenwood High School offers Indonesian and French as Stage 5 electives. In Stage 5 Language Courses students will cover themes that are relevant to young learners, including family and friends, home and neighbourhood, sport and leisure, cultural celebrations, holidays and travel.

Communicative and inter-cultural understanding are developed through a variety of activities such as role-plays, paired activities, communicative games, films, cuisine lessons, online activities, language competitions and songs. As languages are about patterns and how words fit together to make meaning, every lesson students need to solve problems and therefore become more creative and develop higher-order thinking skills.

Why Indonesian?

Indonesia is the national language of the Republic of Indonesia; however, it is also closely related to Malay which is the national language of Malaysia. More than 300 million people in Indonesia, Malaysia, Singapore, Brunei and Southern Thailand speak Indonesian and Malaysian. Indonesia is Australia's nearest Asian neighbour and therefore of strategic importance to Australia in terms of trade, travel and diplomacy. In fact, there are approximately 400 Australian companies operating in Indonesia. Indonesia is an affordable and popular holiday destination for Australian travellers. The ability to communicate in Indonesian enriches this experience.

Why French?

French is one of the most widely used languages in the world. Forty-nine countries throughout the world use French as their official, second or priority language. French is an official language of the United Nations and of more than 50 international organisations such as Red Cross, UNESCO and Médecins Sans Frontières (Doctors without Borders), thus providing a range of employment opportunities for speakers of French. France is one of the leading destinations for Australian travellers. Many other French-speaking countries such as New Caledonia are popular holiday choices. The ability to communicate in French enriches this experience.

Course Contribution

\$25 approximately for use of the Language Perfect Online Learning Platform. Students in Year 9 French will also need to purchase a student workbook at the beginning of Semester 2 for \$28 approximately.

MUSIC

Course Description

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 explore 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.



Course Contribution

\$40 per year

PHOTOGRAPHIC AND DIGITAL MEDIA

Course Description

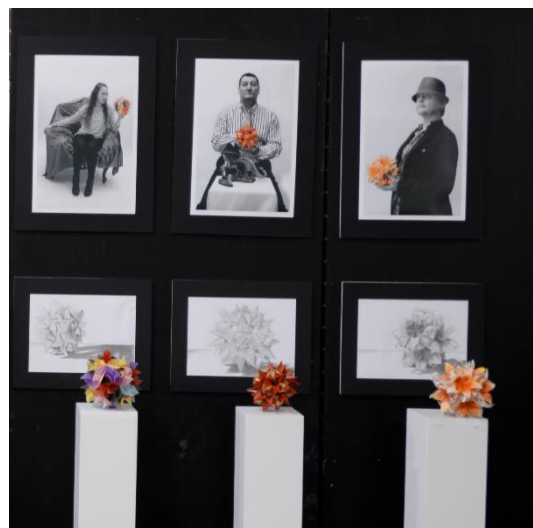
Fancy yourself as a photographer for a well-known magazine, television journalist, film editor, photographic restorer, camera operator, motion picture photographer, graphic artist, cinematographer, a professional photographer, or interested in taking better shots for yourself.

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 the development of a body of work based on a particular theme for each unit.

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

Please note - students must have their own device with the full version of Adobe Photoshop downloaded.



Course Contribution

\$70 per year.

In addition, students will need to provide/purchase an A4 Photographic Process Diary with alternating black and white pages. These are available for \$15 from the front office.

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Course Description

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.

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
M O D U L E S	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance-strategies and techniques • Technology, participation and performance • Event management

Course Contribution

Nil

TEXTILES TECHNOLOGY

Course Description

Textiles Technology builds on the knowledge, skills and experiences developed in the Technology Mandatory in Years 7 and 8.

The Textiles Technology course allows you to experiment with your ideas and work as a designer to create functional and aesthetic products. This will allow you to extend your use of fabric decoration techniques as a pathway for self-expression in completing mini projects throughout the course. Coursework will be hands on and occupy the majority of class time.



Students will:

- Design, research and construct a variety of textiles products inspired by a specific focus
- Present ideas through sketching and colouring (by hand or computer).
- Experiment and investigate a variety of resources and technologies.
- Examine sustainability and the environmental impact of textiles.

Project ideas - can include costumes such as Capes and Masks, Pyjamas, a tie dye clothes, Soft Toys, Shorts, Fabric Art, Pet Fashion, Changing rooms/furnishings, Jeans, Op Shop Fashion and more with your input.

Researching ideas - To gain experience and inspiration some excursions may be organised to assist students to develop their projects. These could include relevant exhibitions to the Powerhouse Museum, Art Gallery, inspiration from the Zoo or Sydney Botanical Gardens, shopping centres to assess current trends, guest demonstrator showing new trends in fabric decorative techniques, check out reverse garbage to save the environment and more!



Course Contribution

\$50 per year.
Some projects will require students to provide/purchase additional fabric or haberdashery items of their own choice to complete their designs.

VISUAL ARTS

Course Description

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 is 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.

Through the study of Visual Arts in our well-equipped studios you will gain experience in a variety of expressive forms and explore artmaking practices that include Painting, Drawing, Sculpture, Ceramics, Installation and Printmaking.

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, and keeping abreast of current art events, including visiting galleries and exhibitions.



Course Contribution

\$70 per year.

In addition, students will need to provide/purchase an 11x14 inch Visual Arts Process Diary, available for \$12 from the front office.

VISUAL DESIGN

Course Description

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?

Then 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 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
- Architecture and the Built Environment

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.

Please note - students must have their own device with Adobe Photoshop downloaded.

Course Contribution

\$70 per year.

In addition, students will need to provide/purchase an 11x14 inch Visual Arts Process Diary, available for \$12 from the front office.

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