

BRISBANE WATER SECONDARY COLLEGE



Year 9 2022

Subject Selection Booklet

Contains:

- Curriculum Overview
- Elective Subject Information Sheets
- Extra-Curricular Course Information Sheets



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Dear Year 8 students,

Moving from Year 8 into Year 9 marks the transition from Stage 4 (Years 7 and 8) into Stage 5 (Years 9 and 10). This is significant for you all as it provides you with the opportunity to make some subject choices based on your interests and skills. These are electives and extra-curricular courses that supplement the compulsory curriculum areas all Stage 5 students study in NSW.

The subjects and courses offered at BWSC Umina Campus provide you with a wide range of learning experiences and opportunities that may reflect your abilities, interests, motivation or career aspirations and needs.

You have access to detailed information in this booklet and online presentations accessed through the school website. I encourage you to be proactive in gathering information and understanding from the variety of sources in order to make informed decisions.

Please utilise the expertise and knowledge of the teachers, discuss your options with parents and carers and ask questions if you need further information or clarification. Remember, you can call the school office and request a call back if we are learning from home during the subject selection period, as seems likely.

Remember we are all here to help you.

Good luck with your choices.

Kerrie O'Heir

Principal



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STAGE 5 – YEARS 9 & 10 CURRICULUM

Year 9 is the time in their school career where students start to take more control of their educational pathway and where the compulsory elements of the school curriculum are supplemented by subject choices that are made based on individual interests and skills. For many students this provides an opportunity to try new things and broaden their knowledge and experiences, while building skills that will eventually take them into post-school employment, training or further study.

At the end of Stage 5 Grades are awarded for each eligible subject and submitted to the NSW Education Standards Authority to be included in their Record of School Achievement (RoSA).

It is mandatory in Department of Education schools for students to study Stage 5 courses in in:

- English
- Mathematics
- Science
- History
- Geography
- PD/H/PE
- 400 hours of approved Additional Studies (electives)

To support student enrichment, choice and engagement, Brisbane Water Secondary College is also providing students the opportunity to do an **additional** Extra-Curricular Course in each of Years 9 and 10. Extra-Curricular Courses are school-developed and **do not count towards mandatory hours** and they **do not appear on the RoSA**.

Students will choose two mandatory elective subjects in Year 9 (2 x 100 hour courses) and one Extra-Curricular Course (1 x 80 hours at Umina Campus). They will do the same in Year 10.

Some elective subjects will offer a second 100 hours at Woy Woy Campus and become two-year, 200 hour courses. However, **no course is guaranteed to run for two years** and course offerings are reviewed annually. Staffing, rooming resources and student choices all play a part in the annual course offerings.

In addition, students will choose **one Extra-Curricular Course** each year. This approach to electives gives students the opportunity to build a range of skills and to try a range of new subjects prior to their Stage 6 (Year 11 and 12) studies.

Students are encouraged to choose courses based on their:

- **Abilities** – choose subjects where you are capable of doing well and where you will be challenged to extend your knowledge and skills
- **Interests** – choose subjects which interest you
- **Motivation** – choose subject areas which you want to study
- **Career aspirations and needs** – set personal goals and choose electives that will help you to achieve them.

This booklet provides an outline of all the elective subjects and Extra-Curricular Courses that are being offered. All students are encouraged to discuss their options with their carers, teachers, subject Head Teachers and Team Leaders before making their final choices.

Making Your Choices for Electives

**** The elective process will be via an online forms. This booklet is for information only and to help to prepare you to fill in the online elective form. A link to the selection form will be posted separately.**

A key aim of the subject selection process is to ensure as many students as possible are placed in electives that they choose. **Not every elective subject in this booklet will run:** the popularity of courses will help to determine the final course offerings.

Elective subjects and the number of classes are **not pre-determined** but are primarily driven by **student choices**. **If too few students choose a particular course, it will not run.** School staffing and resources (such as specialist rooms) also play a part in determining how many classes of particular subjects can run.

To maximise successful placement into elective subjects, students should note the following:

- You must make **six** elective choices
- Place the elective choices in **ranked** order 1-6 on the selection form
- The subject selection process gives **priority to your higher preferences**, but this does not guarantee success, as sometimes two subjects that you want will run at the same time. Therefore, you must choose **six** electives that you are willing to do – **understanding that you could get any of them**
- Elective subjects are either NESAs developed or Department-Approved. You are able to do two NESAs courses, but only a maximum of one Department-Approved course
- You can put more than one Department-Approved course in your ranked selections (Big History, Outdoor Education and iSTEM), but you can only be placed into **one** of them
- In a small number of cases where two subjects cannot be matched from your six choices, you will be asked to choose again. This usually happens when a student chooses several courses that ultimately do not run due to lack of popularity.

Do not be someone who says, “I didn’t think I’d get that.” There are always students who get their last choice, usually because their top choices didn’t have enough interest to run. **Only choose things that you are happy to do all the way to choice six.**

Remember, **you are only making choices for Year 9** and each subject will run for 100 hours (5 periods per cycle for one year). NESAs courses appear on the RoSA. Department-Approved courses **count towards mandatory hours**, but they **do not** appear on the RoSA.

You will have an opportunity to choose elective subjects again for Year 10 and if it is offered and you successfully choose the same subject in Year 10 it will become a 200 hour course.

Any subject that you do only in Year 10 (i.e. not in Year 9) will be a 100 hour course.

Making Choices for Extra-Curricular Courses

Extra-Curricular Courses will be chosen on a separate online form, when it is made available. You must nominate four Extra-Curricular Courses and rank them in order, for the same reasons as explained for the elective subjects.

Extra-Curricular courses at Umina Campus in 2022 run for 80 hours (4 periods per fortnight). These courses are school-developed to cater for student interests and they will not appear on the RoSA.

Your Extra-Curricular Course choices will have no impact on your elective subject choices.

As with the mandatory electives, you will choose again at the end of Year 9 for your Year 10 Extra-Curricular Course at Woy Woy Campus.



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2022 COURSE FEES

Elective and Extra-Curricular Courses for Year 9 will incur a course fee that is necessary to purchase additional materials and resources beyond the scope of money allocated to faculties in the school budget. These fees cover consumable items, and the collection of these fees allows the school to offer a broad range of elective options.

All listed fees cover Year 9 only.

Parents/students should be aware of the level of contribution required for each course; however, **no student will be prevented from choosing an elective due to financial constraints**. If you need to organise a payment plan or financial support to assist with the payment of fees, please contact the school office to discuss the support available to you.

Year 9 General School Fees	\$100
Elective Course Fees — 2022	
Aboriginal Studies	\$25
Agricultural Technology	\$50
Big History	No fee
Child Studies	\$60
Commerce	\$35
Dance	\$100
Drama	\$70
Food Technology	\$90
French	\$30
History Elective	No fee
Industrial Technology: Building & Construction	\$85
Industrial Technology: Metal	\$75
Industrial Technology: Multi Media	\$50
Industrial Technology: Timber	\$75
iSTEM	\$65
Japanese	\$30
Marine & Aquaculture Technology	\$85
Music	\$70
Outdoor Education	\$120
Photography & Digital Media	\$70
Physical Activity and Sport Studies	\$60
Visual Arts	\$70
Visual Design	\$70

Extra-Curricular Course Fees — 2022

Creative Textiles	\$85
Creative Woodwork	\$100
Environmental Studies	\$65
Farm Animal Care	\$50
Film Making	No fee
Food with Flair	\$90
Football (Soccer)	\$85
Girls Academy	\$130
Illustration	\$60
KWAC	\$150
Photomedia	\$65
Rugby League Academy	\$115
TEPA – Technical Entertainment Production Academy	\$75
Write On	No fee
3D CAD CAM	\$75

Preparing to make Choices:

NESA and

Department-Approved Electives

- You must choose 6 of these courses and **rank them** in order of preference. You will be placed into **two** of them
- Each course here will count as 100 hours towards your 200 mandatory Year 9 elective hours (you must do another 200 hours in Year 10)
- All of these courses, except Big History, iSTEM and Outdoor Education, will appear on your RoSA, if completed
- Courses may indicate a link to a Stage 6 (Year 11 and 12 subject). Choosing any course in Year 9 **does not have an impact on Stage 6 study patterns**. This information is there only to show a **potential pathway** for interested students, not to suggest a requirement. Neither does it indicate that a particular course will be able to offered in Year 11 and 12, as this can change year to year, depending on resources and demand
- Students intending to apply for Targeted Class placement for Year 9 in CAPA or the Targeted Sports Class, need to be aware that it is expected that applicants have at least one related elective and/or Extra-Curricular Course in their study pattern and this in one of the criteria considered in applications for those classes. CAPA-related elective courses are; Music, Drama, Dance and Visual Arts. Physical Activity and Sport Studies (PASS) is suitable for the Sports class. Other options are also available in the Extra-Curricular Courses (see that section). Students can demonstrate this commitment in either their electives, their Extra-Curricular Course choices or in both areas.

To prepare for your online submission, you could list your **draft preferences** here. Number 1 is your most preferred elective subject. Remember, all 6 are your preferences and you could be placed into any them, so **choose subjects you like**, not ones that your friends like:

You can make a list of draft elective subject choices here, ready to enter online:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

ABORIGINAL STUDIES

This course is aimed at students who are interested in:

- Developing a deeper understanding of Aboriginal culture and closing the gap between Aboriginal and non-Aboriginal peoples.
- Developing skills for the study of Aboriginal Studies in Stage 6.
- Developing skills that will assist them in understanding different cultures from their own.

Course Description

Aboriginal Studies enables students to develop knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

What will students learn about?

Students learn about the contributions and significance of Aboriginal Peoples and their cultural expressions, including the visual and performing arts, language and spirituality. Students study the interaction between Aboriginal and non-Aboriginal people and communities and the sharing of cultural identity. Students gain understanding of the contributions of Aboriginal Peoples to the development of Australia and its identity.

Students also learn about a range of factors that influence attitudes towards Aboriginal Peoples and their cultures and the effects of these attitudes. This can include the influence of the media on the development of attitudes, and students will analyse the effects of stereotyping attitudes on Aboriginal Peoples and communities.

What will students learn to do?

Student will learn to use a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Students will also develop awareness of appropriate protocols for consultation with Aboriginal communities, and of the importance of acknowledging ownership of cultural knowledge. In addition, they will acquire a wide range of communication skills, including the ability to consult with Aboriginal peoples and communities.

AGRICULTURAL TECHNOLOGY

This course is aimed at students who are interested in:

- Food production, plants and animals
- Developing skills useful for the study of Agriculture in Stage 6
- Developing skills to move into jobs in agricultural industries

Course Description

Students will experience aspects of the agricultural industry through direct interactions with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related industries.

Students investigate the functioning of Australian Agriculture through a combination of practical experiences and modelled learning with various enterprises including cattle, pigs, sheep and different aspects of plant production such as vegetables and crop production. Students undertake to understand how food comes from a farm through processing to be eaten by a consumer.

What will students learn about?

Students will learn about a range of plant and animal enterprises which are relevant to the Australian agricultural industry. In studying these enterprises students will consider interactions between the farm environment, plant and animal requirements, markets and other influences on farm systems such as disease control.

What will students learn to do?

Students will spend approximately half of all lessons on practical experiences related to the enterprise being studied including fieldwork, small plot activities, animal husbandry activities such as managing cattle, shearing sheep, weighing lambs, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course. Basic tractor operation skills will be embedded in the course.

Units completed in Year 9 are:

Introduction to Agriculture, Plant Production and Animal Production

All units contain a large amount of practical activities which are assessable. Students may also have the opportunity to attend excursions such as agricultural shows including the Sydney Royal Easter Show, and a Central West Farm Tour excursion.

BIG HISTORY

DEPARTMENT-APPROVED COURSE: COUNTS TOWARDS MANDATORY HOURS BUT DOES NOT APPEAR ON THE RoSA

This course is aimed at students who are interested in:

- Learning about the Space including the Big Bang Theory and the Origins of the Universe.
- Developing deeper knowledge and understanding on the origins of life and the history of the Earth.
- Developing skills associated with research, critical thinking and analysis that may support the study of Stage 6 sciences, Extension Science and a range of other subjects

Course Description

Big History examines our past, explains our present, and imagines our future. It's a story about us. A desire to go beyond specialized and self-contained fields of study to grasp history as a whole.

This multi-disciplinary approach is focused on helping students to seek answers to the big questions about the history of our Universe.

Students will explore a range of video resources and practical activities to guide them through a journey of discovery on the history of the Cosmos, Earth, Life and Humanity.

What will students learn about?

Students will participate in interactive, practical activities to learn about Eight Threshold ranging from the universe to the projected future of humanity.

The Year 9 units of work completed over the 100 hours at the Umina Campus are:

Threshold 1: The Big Bang - the theory on the creation of the universe as we know it:

Threshold 2: Stars Light Up - the formation of stars

Threshold 3: New Chemical Elements - the formation of elements

Threshold 4: Earth & The Solar System - the formation of the Earth and our Solar System

What will students learn to do?

Students will learn to adopt a multi-disciplinary approach towards obtaining knowledge as life-long learners around the world. They will be challenged on their pre-existing knowledge of the universe and the origins of life as well as investigating how to change the future direction of humanity based on lessons learnt throughout history.

Students will develop research and communication skills, including the use of ICT, to compliment the skills they have developed in their core subjects.

CHILD STUDIES

This course is aimed at students who are interested in:

- Learning about the development and wellbeing of children up to 8 years old
- Developing skills for the study of Community and Family Studies (CAFS) and Exploring Early Childhood courses in Years 11 and 12
- Developing skills and knowledge related to childcare and the childcare industry



Course Description

Child Studies is a Content Endorsed Course that explores the broad range of social, environmental, genetic and cultural factors that influence a child's sense of wellbeing and belonging between 0 and 8 years of age.

What will students learn about?

Students will have the opportunity to explore this interrelationship through each stage of development in the early learning years.

Child Studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment.

The content taught will include:

Preparing for parenthood, Conception to birth, Newborn care, Family interactions, Stages of growth and development, Health and safety in childhood

What will the students learn to do?

Learning in Child Studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence their learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

How will students be assessed?

Expectant motherhood project, Newborn Care practical, Safety in Childhood analysis and design, Growth and Development creative task.

COMMERCE

This course is aimed at students who are interested in:

- Developing their skills and understanding of businesses and consumer markets.
- Studying Business Studies and/or Legal Studies in Stage 6.
- Pursuing a career in business or business management.
- Looking to gain employment or save money while studying.

Course Description

Commerce enables young people to develop the knowledge, understanding skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What will students learn about?

All students study Consumer Choice and Personal Finance. In these topics they learn about making responsible spending, saving, borrowing and investment decisions.

Students may also study Legal and Employment Issues, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues and their rights and responsibilities at work.

Students will also study optional topics selected from: Investing; Promoting and Selling; E-Commerce; Global Links; Towards Independence; Political Involvement; Travel; Law in Action; Our Economy; Community Participation; Running a Business; and a School-developed option.

What will students learn to do?

Student learning in Commerce will promote critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

They will also develop skills in personal financial management and advocacy for rights and responsibilities in the workplace.

DANCE

This course is aimed at students who are interested in:

- Learning about the different aspects of Dance as an Artform.
- Performing routines and compositions across many dance genres.
- Creating and performing their own expressive dance compositions.



Course Description

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

What will students learn about?

All students study dance performance, composition and appreciation. They will learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They will learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They will learn about how dance expresses ideas, feelings and experiences as they construct dance compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

What will students learn to do?

Drawing from their experiences gained in performing, composing and appreciating dances, they will learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Our Dance students will be offered extensive opportunities to perform as a class/group and individually in different settings which may include: Central Coast Dance Festival, Open Night, Variety Night, Pulse Alive.

The subject fee contributes to:

- Costume
- Bus hire
- Enrichment excursion (travel excluded)

DRAMA

This course is aimed at students who are interested in:

- Learning about acting, scriptwriting, stagecraft, playbuilding and other theatrical techniques.
- Developing confidence, vision and physical & verbal presentation skills.
- Building creativity through practical application and understanding of dramatic forms.

Course Description

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?

All students undertake a **unit of playbuilding**. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other **dramatic form** or **performance style** must also be studied in the Year 9. Examples of these include **improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare**. Students also learn about the **elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance**.

What will students learn to do?

Students learn to **make, perform and appreciate dramatic and theatrical works**. They **devise and enact dramas** using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to **respond to, reflect on and analyse** their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Extra-Curricular involvement

Students selecting Drama as an elective have the option to participate in a range of extracurricular activities and events. These include: Concerts, Variety Night, School Musicals, assemblies, as well as excursions to various theatre productions and workshops.



FOOD TECHNOLOGY

This course is aimed at students who are interested in:

- Designing and producing food for specific purposes
- Developing skills useful for the study of Food Technology and Hospitality in Stage 6
- Developing skills that may be applied to jobs within the hospitality industry

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 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, pleasure and variety 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 will be studied;

- **Food in Australia-** Students examine the history of food in Australia, including bush tucker and the continuing immigration from a variety of cultures.
- **Food Selection and Health-** Students examine the role of food and its nutritional components in the body.
- **Food for Special Occasions-** Students explore a range of special occasions including social, cultural, religious, historical and family.

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.

FRENCH

This course is aimed at students who are interested in:

- beginning or continuing their studies of the French language;
- traditional and popular arts and cultures of French-speaking communities around the world;
- building skills useful for potential studies of French in Stage 6 HSC and beyond.

Course Description

Languages courses provide students with the opportunity to gain effective skills in communicating in the French language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the French language.

Language skills are useful for future opportunities, such as travel and hospitality industries.

French is the third most widely spoken language in the world (after English).

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in a language in everyday situations, such as talking about themselves and family, ordering food, asking directions etc.

They will explore the nature of languages as systems by making comparisons between English and the French language.

Students will also develop intercultural understandings by reflecting on similarities and differences between their own and the target culture.

What will students learn to do?

Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the French language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

Activities

Students may have the opportunity to engage in the French culture through a variety of cultural excursions.

Students may be able to taste authentic French food at a local restaurant.

HISTORY (ELECTIVE)

This course is aimed at students who are interested in:

- Gaining a better understanding of the past, through studying different historical periods.
- Developing their historical inquiry and research skills to understand the past.
- Developing skills which would be useful for their understanding of the past in a variety of Stage 6 HSiE subjects, including Modern History, Ancient History, History Extension and Society and Culture.

Course Description

History develops in young people an interest in and enjoyment of exploring the past. A study of Elective History provides opportunities for developing a knowledge and understanding of past societies and historical periods.

What will students learn about?

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership and preservation and conservation of the past. A selection of ancient, medieval and early modern societies are studied in relation to themes such as war and peace, crime and punishment, music through history, slavery, women in history or other relevant topics.

What will students learn to do?

Students apply an understanding of history, heritage, archaeology and the methods of historical inquiry and examine the ways in which historical meanings can be constructed through a range of media. Students learn to apply the skills of investigating history including understanding and analysing sources and evidence and sequencing major historical events to show an understanding of continuity, change and causation. Students develop research and communication skills, including the use of ICTs, and examine different perspectives and interpretations to develop an understanding of a wide variety of viewpoints.

Students also learn to construct a logical historical argument supported by relevant evidence and to communicate effectively about the past for different audiences.

INDUSTRIAL TECHNOLOGY—BUILDING & CONSTRUCTION

This course is aimed at students who are interested in:

- Develop skills working with tools, materials and machines relevant to trades in the construction Industry
- Developing skills useful for the study of VET Building & Construction, Industrial Technology - Timber Products and Furnishings, Design and Technology in Stage 6
- Further study in Industrial Design, Construction, Engineering

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.

The **Building and Construction** focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the building and associated industries.

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

- Construction and Renovation
- Outdoor Structures and Landscapes.

Practical projects reflect the nature of the Building and Construction focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to building and construction-related technologies. They may include:

- ♦ construction of small structures
- ♦ scale models
- ♦ elementary repairs and renovations
- ♦ development of garden and recreational areas
- ♦ work undertaken on isolated building models and mock-ups.

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

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 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.

Students may study up to two Industrial Technology courses.

INDUSTRIAL TECHNOLOGY—METAL

This course is aimed at students who are interested in:

- Develop skills working with tools, materials and machines relevant to trades in the metal and fabrication and the engineering industries
- Developing skills useful for the study of subjects including, Industrial Technology – Metal, Engineering, Design and Technology in Stage 6
- Further study in industrial design, engineering and toolmaking

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.

The **Metal** focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

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 Welding

Practical projects 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 a rocket stove BBQ, utilising:

- ♦ sheet metal products
- ♦ metal machining components
- ♦ fabricated and welded components
- ♦ artistic metal design modifications

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

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 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.

Students may study up to two Industrial Technology courses.

INDUSTRIAL TECHNOLOGY—TIMBER

This course is aimed at students who are interested in:

- Develop skills working with tools, materials and machines relevant to Trades in the Timber, Carpentry and Furnishing Industry
- Developing skills useful for the study of Industrial Technology - Timber Products and Furnishings, Design and Technology in Stage 6
- Further study in Industrial Design and related areas

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.

The **Timber** focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. 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.

Practical projects undertaken 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
- ♦ woodturning
- ♦ storage and display units.

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

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 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.

Students may study up to two Industrial Technology courses.

INDUSTRIAL TECHNOLOGY— MULTIMEDIA

This course is aimed at students who are interested in:

- Develop skills working with Audio, Video processing relevant in Education and training, Multimedia analysis and Internet, Artificial Intelligence, Virtual reality and 3-D imaging, Wireless, Mobile Computing, Animation and Graphics
- Developing skills useful for the study of Industrial Technology - Multimedia, Graphics Technology, Design and Technology in Stage 6
- Further study in graphic design and related areas

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.

This is a practical orientated computing subject where students will learn to use computers and a wide range of computing related technologies.

The **Multimedia** focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia - Flash Animations, Photoshop, Video Editing and Special Effects, Claymation.

Future pathways include a number of computing specific subject areas such as Industrial Technology Multimedia, VET Screen & Media/Information Technology, Software Design and Development (SDD) and Information Processes and Technology (IPT).

During this course student's gain experience in the use of the Adobe Suite of software applications - Flash, Photoshop, Illustrator, Dreamweaver, Premiere Pro, After Effects, Soundbooth to create individual projects.

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 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.

Students may study up to two Industrial Technology courses.

iSTEM

DEPARTMENT-APPROVED COURSE: COUNTS TOWARDS MANDATORY HOURS BUT DOES NOT APPEAR ON THE RoSA

This course is aimed at students who are interested in:

- Aeronautical Rocket Design, 3D Modelling and 3D Printing
- STEM Challenge Based Activities
- Preparing for further study or careers where a deeper understanding of engineering, mathematics, science and technology could be of benefit

Course Description

iSTEM is part of the school's initiative to improve student's skills in the vital areas of Science, Technology, Engineering and Mathematics (STEM).

What will students learn about?

The class will participate in a variety of STEM based activities, competitions and discovery programs during the year 9 course. Students will also study a variety of themed units of work focusing on the application of Science, Technology, Engineering and Mathematics to real life, through inquiry based learning techniques.

What will students learn to do?

iSTEM Students will spend most of their time involved in practical activities researching and solving engineering design challenges through investigative learning. They will learn to operate 3D printers, LASER Engraver/ Cutters, Programmable Robotics and electronic components throughout several modules of work. The students will learn to use various software to simulate real work situation like Bridge and building design.

Units completed over the 100 hours at Umina Campus are:

Core Module: 1 STEM Fundamentals

Elective Module 7/8: 3D Computer Aided Design(CAD)/Computer Aided Manufacturing(CAM)

Elective Module 2: Aeronautical Design

JAPANESE

This course is aimed at students who are interested in:

- beginning or continuing their studies of the Japanese language
- Japanese traditional culture (customs, cuisine, festivals) and popular culture (anime, manga, fashion, trends)
- building skills useful for potential studies of Japanese in Stage 6 HSC and beyond

Course Description

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. Students engage with elements of modern Japan, including popular culture such as *anime*, *manga*, music and fashion, as well as with the rich cultural tradition of this part of Asia, such as cuisine, customs and festivals.

The ability to communicate in Japanese provides incentives for travel and hospitality, as well as opportunities for students to gain insights into the contributions that have been made by Japanese-speaking communities to Australian society and to the global community.

Year 9 Japanese is open to all students, regardless of language studied in Year 8.

What will students learn about?

Students will develop the knowledge, understanding and skills necessary for effective interaction in Japanese in everyday situations, such as talking about themselves and family, ordering food, asking directions etc.

They will explore the nature of languages as systems by making comparisons between English and the Japanese language. Students will also develop intercultural understandings by reflecting on similarities and differences between their own culture and that of Japan.

What will students learn to do?

Students will develop the skills to communicate in Japanese. They will listen and respond to spoken language, both verbally and in writing, using Japanese scripts. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the Japanese language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

Activities

Students may have the opportunity to engage in the Japanese culture through a variety of cultural excursions.

Students may be able to taste authentic Japanese food.

Students will also learn the skills of origami and calligraphy and will engage in film studies of various anime; students with a passion for manga will have ongoing opportunity to nurture their fascination through a variety of activities.

MARINE & AQUACULTURE TECHNOLOGY

This course is aimed at students who are interested in:

- Sustainability, use of the Marine environment and the Biology of the ocean.
- Developing skills useful for the study of Marine and Aquaculture Technology in Stage 6
- Developing skills to move into jobs in Marine industries (education, tourism, leisure or fishing)

Course Description

Marine and Aquaculture Technology develops students' capacity to design, produce, evaluate, use and manage marine and water-related environments in an environmentally sustainable way.

Study modules in Marine and Aquaculture technology cover a broad range of areas, with potential study in: Biology, Aquaculture, Employment, Ecology, Management, Leisure and General Interest

What will students learn about? All students learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economical sustainability of aquaculture and marine environments is emphasised together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment in aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organisations that use, manage and regulate the marine environment.

What will students learn to do? Students learn about Occupational Health & Safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials/equipment and to use appropriate techniques in the context of the modules selected for study.

Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment. Other learning experiences in the course are dependent on the optional modules studied.

Student Requirements This subject requires a number of mandatory requirements to be completed as students' progress through the course including; completion and attainment of a "First-Aid Certificate". Students will also participate in marine dissections, research and practical activities linked to the aquatic environment. Field trips may include the following out of school experiences:

- | | |
|----------------------------|--------------------------------|
| - Peninsula Leisure Centre | - Irukandji Shark & Ray Centre |
| - Snorkelling | - First Aid Course |

Music

This course is aimed at students who are interested in:

- Performing pieces as a band and also developing as a soloist.
- Learning about and critically analysing the different concepts of Music.
- Creating and performing their own expressive musical compositions.

Course Description

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?

In both the Mandatory and elective courses, students will study the *Concepts of Music* (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of *performing, composing and listening*, within the *context* of a range of styles, periods and genres.

The Mandatory course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?

In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

OUTDOOR EDUCATION

DEPARTMENT-APPROVED COURSE: COUNTS TOWARDS MANDATORY HOURS BUT DOES NOT APPEAR ON THE ROSA

This course is aimed at students who are interested in:

- Discovering opportunities to develop positive relationships with the environment, others and ourselves through interaction with the natural world
- Practical and active learning experiences in natural environments and settings typically beyond the school classroom
- Developing the skills and understandings to move safely and competently while valuing a positive relationship with natural environments and promoting the sustainable use of these environments.



Course Description

This course is aimed at students with an interest in outdoor pursuits. The class will be examining the skills related to Outdoor Education, looking at environmental impact, knowledge for a successful outdoor experience, skill development whilst outdoors, analysing the historical component of Outdoor Education origins and researching the natural environment.

What will students learn about?

Water Activities (Term 1): Students are introduced to the fundamentals of water activities including; water safety, fishing, water crafts, swimming and snorkelling. Students will be assessed on either their snorkelling ability or by completing a Snorkelling History report. Possible Excursion: Fishing trips and snorkelling at Toowoomb Bay

Bush Safety & Survival (Term 2): Students will learn how to travel safely in the Australian environment whilst studying survival techniques in accordance with the five priority areas (Shelter, Signalling, Water, Warmth and Food). Students will be assessed on their ability to hypothetically implement these survival strategies during their bushwalk excursion. Possible excursion: Bushwalk from Patonga back to BWSC

Bicycle Touring (Term 3): Students study and experience the role that bicycles add to outdoor activities. Students will be assessed on the completion of the Bicycle Exam. which involves a theoretical component (exam) and practical tasks (bicycle riding course and bicycle maintenance routines). Possible excursion: Return bike ride from BWSC to Gosford

Wilderness Studies (Term 4): Students develop an understanding of the impact of people on the environment, climate change, endangered species and wilderness areas. Students will also plan. Students will be assessed by creating a research task in relation to an Australian World Heritage Site. Possible excursion: Overnight camp at The Basin

Course requirements:

- Enjoy being outdoors
- Like attending excursions
- Like getting your hands dirty (literally!)
- Being part of a team
- An interest in animals and the environment



PHOTOGRAPHIC & DIGITAL MEDIA



This course is aimed at students who are interested in:

- Using digital and film cameras to capture, edit and display creative images.
- Applying art elements and design principles to the practice of photography and digital media.
- Gaining real-world skills relevant to a range of creative industries careers such as marketing and communications, event photography, and studio photography.

Course Description

Photographic and Digital Media challenges students to explore the world through artistic practice, conceptual knowledge, the frames, and technological procedures. This course combines understanding of art elements and design principles with conceptual knowledge and technical processes. Photographic and digital media is designed to give a broad overview of the evolution of the photographic image and the conventions and traditions of non-camera based photography and darkroom practices.

What will students learn about?

Students will critically and historically explore the photographic and digital art world. Photographic and Digital Media will extend student's knowledge to explore digital conventions while creating and analysing digital works. Students will also learn about making and justify meanings in their own photographic and digital artworks.

What will students learn to do?

Students will learn to make connections between the conceptual framework and the frames in photographic and digital works. They will make photographic or digital media works that represent different concepts and perspectives. Students will create meaning and perspectives through their use of the frames within their works. Projects will guide students to apply techniques, artistic concepts and procedures to make and refine photographic and digital media works.

Students will create an online digital portfolio of the photographic works.

Course requirements

Students will be required to document coursework in a Photography Process Diary and create an online folio of their digital images.

- Photography Process Diary (A4 Visual Art Diary)
- USB or external hard drive
- BYOD (bring your own device) is encouraged but not essential

PHYSICAL ACTIVITY AND SPORT STUDIES

This course is aimed at students who are interested in:

- Broadening knowledge of and participating in a variety of World Sports.
- Understanding the Body Systems and how they work together to produce movement and performance.
- Developing knowledge and skills such as leadership, communication, organisation and coaching
- Developing skills for the potential study of PDHPE in Years 11 & 12

Course Description

Physical Activity and Sport Studies provides a study of physical activity and movement. It includes a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals.

Physical Activity and Sport Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates lifelong physical activities, recreational and leisure pursuits, competitive and non-competitive games and sports, individual and group experiences, physical fitness activities, and the use of activity for therapy and remediation.

What will students learn about?

The content is organised into modules within the following areas of study:

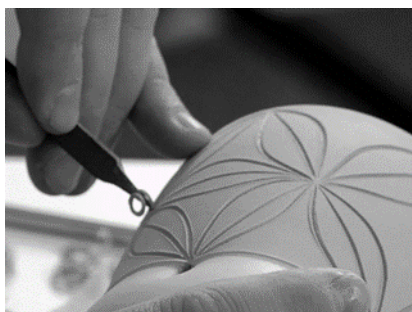
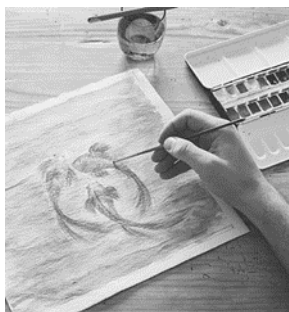
- Foundations of physical activity eg. Physical activity for health, physical fitness, nutrition and physical activity.
- Physical activity and sport in society eg. Australia's sporting identity, lifestyle, leisure and recreation, physical activity and sport for specific groups.
- Participation and performance eg. Coaching and leading, promoting active lifestyle, technology, participation and performance.

Programs have a strong focus on practical application in relation to a single, or a range of chosen movement applications including:

*** Aerobics and fitness * Aquatics * Athletics * Games * Dance * Gymnastics * Martial Arts * Outdoor recreation * Recreational pursuits**

This course provides students with a broad understanding of the multifaceted nature of the fields of recreation, physical activity, sport and health related fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication.

VISUAL ARTS



This course is aimed at students who are interested in:

- Investigating the art world through researching, making and responding to artworks.
- Building knowledge about 2D, 3D and 4D visual art techniques and processes.
- Gaining real-world skills relevant to a range of creative industries careers such as artist, art therapist, and gallery or museum director.

Course Description

Visual Arts allows students to further develop their critical understanding of the artist and different points of view. The course challenges students to expand on their art making practice, using a variety of 2D, 3D and 4D materials and techniques.

Visual Arts includes the areas of practice, the conceptual framework and the frames. These provide language and structure to support students in making meaningful, fully resolved artworks, and in their interpretation and analysis of other artists' work.

This course is designed to complement both HSC Visual Arts and HSC Visual Design studies.

What will students learn about?

Students will learn about developing, interpreting and applying their understanding of contemporary and historical visual art. Making and responding tasks will guide students to learn about a range of sources, topics and ideas through visual art works. Students will also learn about making and justify meanings in their own artworks.

What will students learn to do?

Students will learn to explore artmaking conventions while creating, developing and analysing artworks. They will learn to interpret and make connections between the conceptual framework and the frames in artworks.

Projects will guide students to make artworks that represent different concepts and perspectives. Students will learn to apply techniques, artistic concepts and procedures to a range of 2D, 3D and 4D artworks.

Course Requirements

Students are required to produce resolved visual artworks, undertake research tasks and maintain a Visual Art Process Diary (A4 or A3 Visual Art Diary),

VISUAL DESIGN



This course is aimed at students who are interested in:

- Combining art and function to turn design concepts into 2D, 3D and 4D consumer products.
- Building knowledge about visual design techniques and processes.
- Gaining real-world skills relevant to a range of creative industries careers such as brand manager, creative director, event promoter, graphic designer and visual merchandiser

Course Description

Visual Design provides opportunities for students to use analytical frames to explore visual design, its development and history. Students develop their knowledge and skills in a broad range of art making techniques and use a Visual Design Process Diary as they develop their ideas.

Through studying Visual Design, students gain an understanding of the design world through the areas of 2D, 3D and 4D design in making, researching and analysing visual design works.

This course is designed to complement both HSC Visual Arts and HSC Visual Design studies.

What will students learn about?

Students will learn to develop their understanding of art practice through critical and historical studies. They will make connections between the concepts and perspectives in artworks. Students will learn about making and justifying meanings in their own visual design artworks.

What will students do?

Students will develop knowledge and skills in visual design when researching, analysing and creating and visual design artworks. They will make visual design works that represent different concepts and perspectives. Practical tasks will challenge students to apply techniques, artistic concepts and procedures to make meaning in visual design artworks.

Course requirements:

Students are required to produce a Visual Design Folio and maintain a Visual Design Process Diary.

- Visual Design Process Diary (A4 or A3 Visual Art Diary)

Draft Extra-Curricular Courses

You must **choose 4** of these courses and rank them in order of preference. You will be placed into one of them

- These course **do not count towards mandatory hours**
- These courses are designed to cater for a broad range of needs. You should consider your personal goals when choosing Extra-Curricular Courses
- Some Extra-Curricular Courses are to designed to develop practical skills in areas of interest or related to particular workplace needs, others are designed specifically to provide opportunities to enrich and extend students aiming for high achievement in future study, sporting or cultural endeavours
- Students are free to choose any course that they feel meets their needs, but students should read the course descriptions closely. Don't choose a practical course if you don't want to actively participate in practical tasks
- Choose courses that meet your needs and interests—these are additional courses, they do not lock you into any long-term study, but they can build your skills and deepen your knowledge in the chosen area
- Courses may indicate a link to a Stage 6 (Year 11 and 12 subject). Choosing any course in Year 9 **does not have an impact** on Stage 6 study patterns. This information is there only to show a potential pathway for interested students, not to suggest a requirement. Neither does it indicate that a particular course will be able to offered in Year 11 and 12, as this can change year to year, depending on resources and demand
- Students intending to apply for Targeted Class placement for Year 9 in CAPA or the Sports class, need to be aware that it is expected that applicants have at least one related elective and/or Extra-Curricular Course in their elective pattern to demonstrate your commitment to that area of study and you should put at least one of those courses high in your preferences. CAPA related Extra-Curricular Courses are; TEPA, Illustration, Photography for Social Media & Publicity and Film Making. Rugby League, Football Academy and Girls Academy would satisfy this requirement for the Sports class. Other options are available in the Extra-Curricular Courses.

To prepare for your online submission, you could list your **draft preferences** here. Number 1 is your most preferred Extra-Curricular Course. Remember, all 4 Extra-Curricular Courses selected are your preferences and you could be placed in any them, so **choose courses you like**, not ones that your friends like:

- 1.
- 2.
- 3.
- 4.

CREATIVE TEXTILES

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- Design, fashion, creativity and the manufacture of textile items
- Developing skills useful for the study of Textiles and Design in Stage 6
- Developing skills that may be applied to jobs within the fashion or design industries

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 explore the design process and have opportunities to develop skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques. The completion of textile projects will give students the opportunity to be creative, independent learners and to refine skills to produce textile items. Students develop an understanding of the unique properties of a range of textile items and the ways in which they perform. By exploring and considering the practice of textile designers, students have opportunities to model the work of designers in the production of a textile product. Students have opportunities to explore trends in textiles over time and consider how the designs of others influence their own design practices.

What will students learn about?

Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation for 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.

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

- | | |
|---------------|----------------|
| · Apparel | · Textile arts |
| · Furnishings | · Non-apparel |
| · Costume | |

Project work will enable students to discriminate in their choices of textiles for particular uses.

What will students learn to do?

By examining the work of designer's 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.

CREATIVE WOODWORK

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- Developing skills working with tools, materials and machines relevant to Trades in the Timber, Carpentry and Furnishing Industry
- Developing skills useful for the study of Industrial Technology - Timber Products and Furnishings, Design and Technology in Stage 6
- Further study in industrial design and other areas

Course Description

Creative Woodwork is a practical subject in which students are given the opportunity to design and construct a wide range of projects using timber and timber related products. The emphasis will be on the enjoyment of practical work in the context of fun and exciting projects. Students will be taught how to overcome the problems involved in design and how to develop an idea from conception to completion. Students will be given the opportunity to develop practical skills and a logical approach to dealing with practical problems.

What will students learn about?

Students who elect this one year subject produce interesting and useful projects from timber. The skills and knowledge gained during the year will include the safe and correct use of fixed machinery, portable power tools, a wide range of hand tools, a range of timber related products and a range of finishing techniques. Computer skills are integrated into the course with design tasks utilising some computer graphics training.

Students will develop an appreciation for and an understanding of the value of working with a natural and renewable resource. Skills learned may prove useful in further career options and as a hobby in woodworking.

What will students learn to do?

Each unit will involve research and design leading to the construction of a functional product. Projects to be completed through the year include:

1. Upholstered Storage Stool
 2. Skateboard Decks / Alaia Surfboards / Body Surfing Hand Planes
- Hollow cored timber surfboard

How will students be assessed?

Assessment will be based on project work, evidence of the application of the design process and the completion of a brief project diary.

ENVIRONMENTAL STUDIES

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- Learning about the environment and environmental issues.
- Using the outdoors as their classroom through fieldwork.
- Developing skills which support studies in Geography and/or Earth and Environmental Science in Year 11 and 12.

Course Description

The class will be examining issues within the local area and will develop investigative skills through field trips, use of geographical equipment, participation in the school environment day and the undertaking of an environmental project of their choice.

What will students learn about?

Students will learn how to use field work equipment such as a compass, water testing kits, wet/dry thermometers, and weed identification guides. They will construct field sketches and take photographs of environmental sites. Students will learn about sustainability through undertaking environmental activities and projects. Making a difference to environmental outcomes through active citizenship also forms a core part of the course. It is envisaged that students will cover the following topics whilst completing the course:

Field work and gathering data (Term 1): In this unit, students will learn how to use geographical equipment to collect data in the field. Students will go on several field trips where they will collect environmental information and participate in the school environment day where they will lead and assist younger students in their environmental groups.

Issues in our local environment (Term 2): In this unit, students will build on their investigative skills and explore the local environment. They will head out into the field to collect data and gain an understanding of environmental issues such as threatened animals and their habitats (Bush Stone Curlews), endangered bushland (Umina Coastal Sandplain Woodland), beach erosion and water pollution.

Undertaking Environmental Projects (Term 3): In this unit, students will investigate ways that they can make a difference to the environment by experiencing and undertaking various environmental projects. They will participate in a variety of hands-on activities including tree planting, school environmental audits, habitat regeneration, rubbish clean-ups, and involvement in the GCC Future Council.

Junior Environmental Project (Term 4): In the final term of this course, students will have the opportunity to demonstrate their environmental knowledge and skills through a research project on an environmental issue of their choice. They will collect data on their chosen issue and suggest ways that they can minimise impacts and improve environmental outcomes for the future.

Course requirements:

- A willingness to be outdoors and attend excursions.
- An interest in the environment.
- Appropriate footwear for field trips (enclosed with adequate ankle support)

FARM ANIMAL CARE

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- The care, management and welfare of animals
- Developing skills useful for the study of Primary Industries in Stage 6
- Developing practical skills to move into farm and animal related industries

Course Description

Students will experience a very practical approach to agricultural skills in a competency assessed course focusing on the care of various farm animals through their production cycles. This course is modelled on the VET Certificate II in Agriculture course where students are taught a range of competencies in animal production systems.

What will students learn about?

The production cycles of a variety of farm animals including cattle, sheep, pigs and poultry.

Students study and implement the required animal husbandry practices to ensure quality production. This includes the following focus areas:

Introduction to Animal Husbandry

Students develop knowledge and skills in safety around animals, moving livestock and using animal handling facilities. Students also learn about meeting the nutritional requirements of animals.

Farm Maintenance, Machinery and General Farm Skills

Students develop a range of skills required for general farm maintenance and animal management including the operation of machinery.

Care for the health and welfare of livestock

Students further develop their skills in managing the welfare of livestock by learning how to identify and treat sick or injured animals.

What will students learn to do?

Throughout the Introduction to Animal Husbandry unit students develop skills in low stress stock handling, moving and mustering livestock, use of animal handling facilities and formulating animal feed rations. The Farm Maintenance and Machinery unit develops students skills in operating tractors, attaching tractor implements, constructing livestock fences, using a range of knots, chemical application and safety awareness. The Care for the Health and Welfare of Livestock unit further develops skills in observing abnormal behaviour, recognising symptoms of animal ill health or injury, administering treatments and weighing livestock.

The opportunity for students to participate in a Central West NSW farm tour excursion may also be provided.

FILM MAKING

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- scriptwriting and film making
- experimenting with filmic devices and technologies to create their own short films
- engaging with a wide range of films to deepen their understanding of how meaning is made
- refining their textual analysis skills in preparation for senior English
- developing their creative and critical writing skills in preparation for senior English and who may be considering creating a film project in Year 12 Extension 2 English, Visual Arts or IT Multimedia.

Course Description:

The course allows students the opportunity to hone their textual analysis skills in preparation for senior English. Stage Five English Syllabus outcomes underpin course content and assessment.

Film Making is a one year course that provides students with a deep understanding and appreciation of how meaning is created through film texts and provides them with the skills to construct films of their own.

Students will be involved in viewing and analysing films as sophisticated texts, focusing on the use of filmic techniques, composition and construction. They will learn the art of script writing and be involved in the production of a short film. Students will learn about film through time and research the film industry.

If you love telling stories through the lens of your camera, if you have ever dreamed about getting your ideas onto the screen, if you would like to develop the skills to launch your own online platform or enter film festivals around the world, then Film Making is the elective for you.

FOOD WITH FLAIR

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- Designing, producing and presenting food for specific purposes
- Developing skills useful for the study of Food Technology and Hospitality in Stage 6
- Developing skills that may be applied to jobs within the hospitality industry

Course Description

The study of **Food with Flair** actively engages students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology and society. It addresses the importance of hygiene and safe working practices 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.

What will students learn about?

Through the study of Food with Flair, students are aware of the influences that food trends have on food selection, food service and food presentation. Students examine food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.

Students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have understanding, knowledge and skills of a range of processes, resources and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation and plating of food.

What will students learn to do?

The major emphasis of **Food with Flair** is on students demonstrating practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes.

Food festival events and street foods have become trend-setters in the food industry. Semester One has a focus on **Street Food**, where students plan, prepare and present food products sold as street food or on a food truck menu.

Food presentation creates a lasting first impression of the foods we eat. The Semester Two unit, **Looking Berry Good**, focuses on food presentation. Students will plan, prepare and present foods using food presentation techniques including a balance of colours, textures and shapes.

Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. The completion of food practicals will give students the opportunity to be creative, independent learners and to refine skills to produce a range of food products.

FOOTBALL (SOCCER) ACADEMY

Extra-Curricular Course

This course is aimed at students who are interested in:

- Learning the fundamentals of Football skill development, game performance, injury prevention and improving individual player performances.
- Improving their knowledge of the laws of the game and officiating opportunities.
- Understanding the role of coaching and the methods used to improve player performance.

Course Description

The Football Academy program provides an opportunity for students to engage in a school-based football program based around the NESA PASS program. There may be an opportunity for students to be available for selection in the Umina Campus U15 Bill Turner Cup (Boys) and Bill Turner Trophy (Girls) teams and also be available for selection in school FUTSAL knockout competitions.

What will students learn about?

Students will study theoretical and practical components of football preparation, performance, coaching, and refereeing.

Theoretical components of the course will allow students to learn about the laws of the game, performance enhancement techniques, grassroots coaching methods and training and some areas of nutrition and sport's medicine.

Practical aspects of the course will focus on skills of the game. Topics covered will focus on learning about positional play, attack and defence principles, ball skills, 'reading' a game, physical fitness training and recovery.

What will students learn to do?

In the practical course component students will learn the importance of nutrition in preparing, performance and recovery. Students will learn the principles of football (soccer) specific strength and condition training, as well as prepare students for the possibility of coaching and training courses and other employment in the game. Students will also have the opportunity to assist in the coaching and refereeing of Primary School students. Students will learn to use current practices in utilising technology in match analysis, including the use of video.

A skill based practical component focuses on maximising students' participation, performance and practising the theoretical components of the course.

Course Requirements

An interest or passion for Football. A proven competence playing, coaching or refereeing football (soccer). A desire to play or involve yourself in the sport either competitively or recreationally.

GIRLS ACADEMY

Extra-Curricular Course

This course is aimed at students who are interested in:

- engaging in strenuous physical activities
- considering the study of PDHPE in Year 11 and 12
- pursuing a career in a field related to sports and fitness
- forming bonds/friendships with other girls with similar interests in a non-threatening and supportive environment

What will students learn about?

This is **predominantly a practical course**; however, some theoretical components will also be incorporated.

Theory:

Fitness testing and today's society, Fitness Programming, Technology and fitness applications

Practical:

May include but not limited to Fitness Circuits, Cardio Activities, Funruns, Group fitness classes, Boxing, Plyometrics, Strength training.

What Will Students Learn to Do?

- Assess and improve core fitness and aerobic capacity.
- Design basic programs for themselves and others based on goals.
- Participate in a wide variety of challenging exercise

Course Requirements

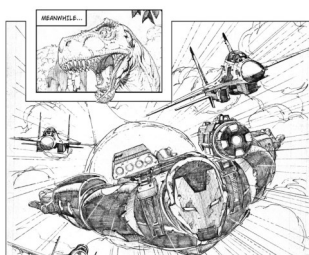
Students are required to currently compete at a reasonable level in at least one sport. All students are expected to participate in ALL school sports carnivals, which is an accessible task.

Possible Excursions

Raw Challenge, Sport Specific Skill Development Days, Gym visits, Ourimbah University Sports Science Lab.

ILLUSTRATION

EXTRA-CURRICULAR COURSE



This course is aimed at students who are interested in:

- Learning about illustration techniques using a wide range of 2D media.
- Creating illustrations that foster creativity and enrich visual communication skills.
- Gaining real-world skills relevant to a range of creative industries careers such as artistic director, graphic designer, illustrator, production artist, and web designer.

Course Description

Illustration is a practical course that provides opportunities for students to extend their drawing skills and learn about the use of illustration techniques in our world today.

Studying Illustration will enable students to develop their ability to express information and ideas on a visual platform.

It is a technical course designed to challenge and extend students' illustration practice.

What will students learn about?

Students will learn about different techniques and processes that illustrators use, from initial concept to final product. Students will learn to extend their illustration skills through a process of research, development, resolution and reflection.

Unit projects cover illustration techniques and application, natural history illustration and children's book illustration. Students have opportunities to choose their own focus such as comic illustration, fashion illustration, graphic design, pattern making and scientific illustration.

What will students learn to do?

Students will learn to manipulate media and use elements of art and principles of design to create effective illustrations. Media can include, but is not limited to: acrylic, chalk pastel, charcoal, collage, ink, marker, oil pastel, pen, pencil and watercolour.

Students will learn to research other illustrators and reflect on their work in progress in order to continuously improve their own illustration practice.

Course Requirements

Students are required to produce resolved illustrations and maintain an Illustration Process Diary.

- Illustration Process Diary (A4 or A3 Visual Art Diary)

KWAC – (KIDS WHO ARE ANIMAL CARERS)

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- Working with animals and have an interest in animal welfare issues.
- Studying TAFE courses such as zoo keeping & vet nursing.
- Learning about issues that are related to native and domestic animals and participate in animal welfare events.

Course Structure

Native and Invasive Species in Australia (Term 1) - Students will learn more about Australian habitats and both the native and invasive species of animals that live in them. Students will demonstrate their understanding of this topic through research of their choice on Australian animals.

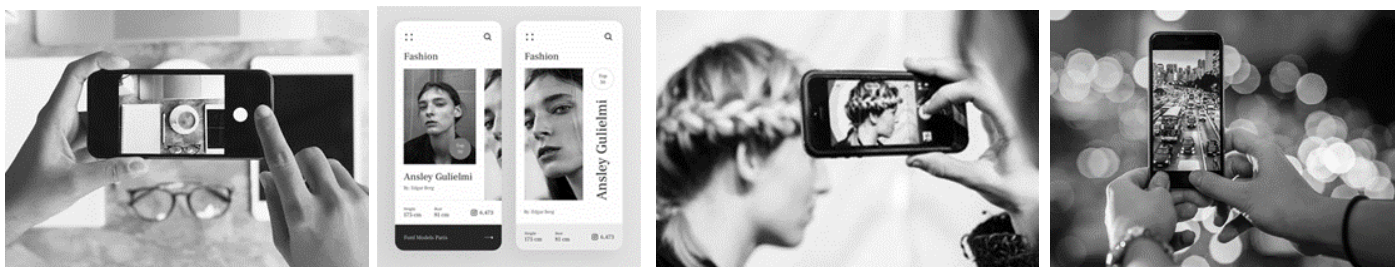
Animal Organisations (Term 2) - This term, we explore the role that organisations such as the RSPCA and WIRES play in the rescue and rehabilitation of abused, neglected and injured animals. Education officers from the RSPCA visit the class for an exciting and informative presentation where students learn more about the campaigns that they run. Students research an organisation of their choice and create a brochure outlining their purpose and recent success stories.

Issues relating to Animal Welfare (Term 3) - Students will investigate animal welfare issues such as circus animals, battery hens, live exports and puppy farms. This term we look at newspaper articles, written on an issue of their choice. We look at Zoo's and The Circus environment. Students will demonstrate their understanding of their selected issue and develop their personal voice on issues relating to animal welfare. This term, students also raise money for the RSPCA through their organisation of the annual Cupcake Day.

Professions in the Animal Industry (Term 4) - There are many professions which involve animal care and this term students will explore these professions and assess which ones they are most suited to. Education requirements as well as long term considerations such as job availability and rates of pay will also be researched in this module. Students will have a final quiz on the topics covered and may have the opportunity to sleep at a zoo on an overnight excursion to Taronga in Sydney.

PHOTOMEDIA

EXTRA-CURRICULAR COURSE



This course is aimed at students who are interested in:

- Learning about photography techniques specific to digital content creation.
- Creating photographic works that appeal to target audiences and meet design briefs.
- Gaining real-world skills relevant to a range of creative industries careers such as commercial photographer, content creator, digital marketing manager and production artist.

Course Description

Photomedia is a practical course that provides opportunities for students to extend their photography and digital content creation skills.

Studying Photomedia will enable students to develop their ability to produce photographic material for digital publication.

It is a technical course designed to challenge and extend students' digital photography practice.

What will students learn about?

Photomedia enables students to learn about the nature of the digital image as an essential element of contemporary digital publications.

What will students learn to do?

Students will learn methods for digital photography and manipulation. They will learn how to combine creativity with quality to produce professional photographic content.

Students will learn to create digital content in line with current trends and in response to design briefs, brand image and target audiences.

Course requirements

Students will be required to create an online Digital Photography Folio and maintain a Photography Process Diary.

- Photography Process Diary (A4 Visual Art Diary)
- USB or external hard drive
- BYOD (bring your own device) is encouraged but not essential

RUGBY LEAGUE ACADEMY

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in -

- Rugby league/union or are keen to start your career in contact sport
- Challenging yourself in practical learning environments and improving all facets of the game
- Exploring rugby league pathways (coaching/refereeing)
- Being a part of a team and supporting your friends.

Course Description

The Rugby League program provides an opportunity for students to engage in a school- based rugby league program supported by the National Rugby League (NRL).

What Will Students Learn About?

Students will study theoretical and practical components of rugby league preparation, performance, coaching, and refereeing as outlined by the NRL school rugby league program.

Theoretical components of the course will allow students to learn about historical perspectives of the game, nutrition, conditioning and strength training, recovery, sports medicine principles, event management, coaching refereeing.

Practical aspects of the course will focus on skills of the game. Topics covered will focus on learning about forward and back play, attack and defence principles, ball handling, 'reading' a game, physical fitness training and recovery.

What Will Students Learn to Do?

In the practical course component students will learn the importance of nutrition in preparing, performance and recovery. Students will examine principles of rugby league specific strength and condition training, as well as prepare students for the possibility of coaching and training courses, and other possibilities for employment within the game.

A skill based practical component focuses on maximising students' participation, performance, and practicing the theoretical components of the course. Students will practice game based skills involving attack and defence, develop game focussed strength and fitness, as well as undertake skills in coaching and refereeing.

Course Requirements

- Willingness to participate at your best ability for all lessons
- Not afraid to push yourself to physical limits
- An understanding of rugby league
- Participation in the Tri Series Tournament at BWSC
- Participation in ALL school carnivals
- Represent BWSC in rugby league OR union/touch/Oztag



Possible Excursions

Woy Woy Cup Gala Day (to obtain referee's certificate), Level 0 coaching incursion (to obtain coaches certificate), South Sydney Rabbitohs training session* (subject to availability)

TEPA

TECHNICAL ENTERTAINMENT PRODUCTION ACADEMY

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- Learning about light shows, sound, recording and other live and studio production techniques.
- Developing confidence, technical and IT skills.
- Building and fostering creativity through practical application of technical skills within events

Course Description

TEPA is a predominantly practical course which gives students the skills to prepare them to put on a live performance, record an album, light up a stage and much more!

By learning about the disciplines of sound, lighting, staging and vision, TEPA students will be equipped with the knowledge to work behind the scenes of any creative and performing arts event.

It is designed to deliver outcomes in a motivating, highly technical way and expose students to music industry skills and standards. This course is designed to complement the Stage 5 Music Course, VET Entertainment Industry, HSC and Preliminary Music Course One and Information Technology.

What will the students learn about?

<i>Sound</i>	<i>Lighting</i>	<i>Staging</i>	<i>Vision</i>
Digital recording techniques	Digital lightshows	Microphone and stage techniques	Operate cameras
Signal flow	Lighting technologies	Communication systems	Record performances
Music production	DMX flow	Wireless systems	Mix different camera feeds
Podcasting	Patching	Stage Management	
Audio hardware	Analogue dimmers		

What will students learn to do?

Students will learn the fundamental skills required to put on a show.

TEPA students will be exposed to an array of recording equipment which they will use to record others and be recorded themselves. Industry-standard software (ProTools, Garageband, etc) will be utilised in the school studio as the students navigate the needs associated with the sound engineering field.

Students will learn how to set up lights, link lighting systems to a computer, create a lightshow and use fog and haze for dramatic effects. They will also use cameras, screens and vision equipment to record and display performances.

Students will also use hardware that is commonplace in the entertainment industry. Students will send and receive cues via talkback systems, set up wireless systems and manage the staging requirements between act/song in a live performance, including bumping in and out a show.

WRITE ON – CREATIVE WRITING

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- experimenting with language choices to compose imaginative texts in a range of forms
- engaging with a wide range of texts types to deepen their understanding of how meaning is made through language
- developing their creative and critical writing skills in preparation for senior English
- refining their textual analysis skills in preparation for senior English

Course Description:

Write On provides students with the opportunity to hone their writing skills, as well as their textual analysis skills, in preparation for senior English. Stage Five English Syllabus outcomes underpin course content and assessment.

Are you one of those people who has creative ideas whizzing around inside your head? Do you love to tell stories? Are you interested in challenging yourself? Do you love writing and want to improve your skills for your senior studies?

Write On is a one year course that will give you the opportunity to do all of these things and more. You will discuss and deconstruct works of art, poetry, short stories and extracts from a variety of novellas and novels. You will use these examples to discover the secret to great story telling and develop your writing skills.

You will write individually and collaboratively to produce creative texts in a range of mediums and technologies. You will workshop ideas and produce your own extended piece of writing in poetry, narrative, podcasts, creative non-fiction and any original combination of text types you would like to experiment with throughout the course.

3D CAD CAM INDUSTRIAL DESIGN

EXTRA-CURRICULAR COURSE

This course is aimed at students who are interested in:

- 3D Printing and Laser Cutting Engraving
- Developing 3D Product Design skills using Autodesk Fusion 360
- Developing skills that may be useful for studies and/or work in engineering, design, manufacturing and related areas

Course Description:

This course is based on Industrial Technology Graphics using industry standard Computer-Aided Design (**CAD**) and Computer Aided Manufacturing (**CAM**). This practical course focuses on product design to produce 3D printed and LASER cut/engrave projects. Industrial designers need to know how a product actually *works*. CAD software is an essential tool used by industrial designers to explore both *form* and *function* of design ideas. In this course students will spend majority of their time learning how to use **Fusion 360**, 3D CAD/CAM software, to design products and then produce their projects using **3D printer** and **LASER cutter**.

What will students learn about?

- Rapid Prototyping
- 3D Graphics Principles and Techniques
- Design in Graphics
- Planning and Construction
- Presentation of 3D Modelling

Students will learn to:

- investigate and select CAD software for the development of 3D models and/or drawings appropriate to a particular graphics project, for example, *solid modelling for engineering graphics projects*
- select appropriate file types for exporting CAD files to other programs, for example:
other graphics software programs, eg rendering packages, animation packages, CAM and other CAD packages
non-CAD applications, eg desktop publishing and image manipulation software
- develop and represent designs using CAD software
- generate sketches when planning 3D model construction and component assemblies
- develop graphical images for a given situation using CAD software, for example:
engineering
- create animations of 3D models using CAD animation techniques, for example:
rendered walkthrough and exploded animation

How will students be assessed?

Assessment will be based on project work, evidence of the application of the design process and the completion of practical 3D designs.