

Christadelphian Heritage College Sydney Inc.



STUDENT INFORMATION BOOKLET

**A guide to courses of studies
available to students in
Years 9 to 10**

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PRINCIPAL'S INTRODUCTION

Positive attitudes and work habits are so important to academic success. These, along with guidance and support are essential elements in a child's development. This then leads us to accept that 'schooling' is not just covering a set syllabus or completing set tasks. It's more about encouraging students to love learning, to want to improve and desire to participate in their development.

If these qualities are present and the staff has designed quality, well-balanced & appropriately sequenced teaching/learning programs, then satisfactory progress will be made. This in turn will assist in the building up of each student's positive self image.

The year 9-10 programs outlined have therefore been organised to implement these objectives. Do these programs differ greatly from other school's programs? Well, no, because it is the NSW Board of Studies which dictates the syllabus outlines and oversees assessment schedules in all schools throughout New South Wales. It is however, the approach in teaching these courses and in some cases, content choice that reflects the philosophy and aims of the governing body of each school.

Heritage College Sydney's teaching/learning programs strive to include where and when appropriate, Biblical material, lessons and principles. For instance, subjects may well include the effects of the French Revolution (spoken of in Revelation 16), or the life and times of Napoleon (also Revelation 16). Literature may well include biographies of people that appear to be important in God's purpose - Golda Meir or Sir Isaac Newton.

In other subjects it may well be the approach, rather than the content which reflects biblical principles. Personal Development & Health is a case in point. Selflessness, tolerance and consideration are fundamental qualities encouraged in our school, as are moral purity, obedience, submissiveness, honesty and faithfulness. The encouragement of these characteristics, however, is not just limited to this subject. Teachers of all subjects are interested in the moral development of the students in the College, so whatever the subject, these principles will also be emphasised.

The College is relatively small in number. This enables the staff to "know" the students - their needs, abilities and interests. However, the smaller numbers means that, because of financial constraints, the College cannot offer a "huge" variety of elective choices in years 9 & 10 or 11 & 12. Therefore two features need to be highlighted. Firstly, the College's commitment is to allow students to follow subjects all the way through to HSC level. Also through the appointment of dedicated, capable and qualified staff, we offer quality programs in all elective courses.

It is our hope that each family agrees with the direction of the College, so that we are supporting each other in the important task of bringing up responsible and responsive children who believe in and uphold God-honouring values and attitudes.

NSW BOARD OF STUDIES (BOS)

The NSW Board of Studies is the government organisation that supervises education in NSW. As part of their responsibilities they co-ordinate the School Certificate and Higher School Certificate examinations. BoS inspectors regularly check that institutions are meeting their requirements. Their requirements not only cover academic courses and administration but also the appropriate governing of a school, compliance with government legislation (including OHS and Child Protection) and suitability of facilities and resources.

STAGE 5 COURSES (YEARS 9&10)

Students will undertake the following courses of study during Years 9 & 10. The Board of Studies (BoS) sets a minimum number of hours for each subject. The BoS has approved the CHCS timetable as meeting their requirements.

English

Mathematics (5.1, 5.2, 5.3)

Science

Human Society & Its Environment – History & Geography

Personal Development, Health & Physical Education – PD/H/PE, Sport, Bible Study (moral issues)

Elective choices – Computers, Wood Technology, Food Technology, Agriculture, Music & Visual Arts

STUDENT RESPONSIBILITIES

In secondary school students must take on an ever increased responsibility for their own learning. In Year 9 & 10 they must be diligent in the following areas: -

- **Diary** – all assessment tasks, examination dates and unfinished class work must be recorded. Parents should regularly check the diary and sign it weekly. The diary must be kept neat and without graffiti.
- **Homework** – all homework must be recorded in the diary. Work on assessment tasks needs to be commenced early. All work must be handed to the teacher on the required day. If an assessment task wasn't submitted on time then parents need to communicate to the teacher the reason for the problem within 24 hours. Students should be completing at least an hour's homework or revision time each day. This will establish good habits for the future. Students would also benefit from reading a variety of written material and writing in various ways (diaries, descriptions, short stories, book or film reviews etc)
- **Subjects & Timetable** – students should prepare for each day, checking their timetable to ensure that they have all their requirements (correct uniform, equipment, textbooks, notes etc)

- **Uniforms** – Students need to be in full school uniform as they leave home. All items must be in good condition and not discoloured. They must also be labelled. On sport days and other advertised occasions the students will be requested to wear their full sports uniform. The compulsory sport & band representative shirts are to be worn **only** on advertised special days. Student must also have all special uniform requirements for Technology subjects.
- **Behaviour** – Students need to submit a commitment form even if the student has been previously enrolled in a CHCS Primary class. Students must therefore be aware of the school rules and expectations.
- **Attendance** – Students must attend all school days and activities. This includes times when other students are away from school for representation purposes, camps or excursions. It also includes special days such as sports carnivals or picnics. A doctor's certificate will be required if the student has missed an examination or not be able to hand in an assessment task on the due date.
- Annual permission forms – Forms for compliance with the **Computer Policy** and a **general permission** for sport and in-school activities must be returned at the beginning of each year. A **Mobile Phone** form must be approved before a student is permitted to bring a mobile.

PARENT RESPONSIBILITIES

- **Uniform** – Parents should ensure that students are able to comply with school rules. This may require making arrangements for haircuts, the purchase of items of uniform and the purchase of more than one part of the uniform (eg more than one sport/PE shirt) at appropriate times before it becomes an issue. If something has happened that has made it impossible for the student to comply, then a note of explanation must be immediately brought to school and arrangements made to rectify the breach. Tatty or discoloured items of uniform must be immediately replaced.
- **Attendance** – Parents must notify the Office before 9.30am if their child is not at school. A note explaining the reason must be sent in upon the child's return. A doctor's certificate must accompany the note if the child missed an assessment task.
- **Behaviour** – Parents must sign a Commitment form if the student has been previously enrolled in another school.

THE SCHOOL CERTIFICATE

In **Year 10**, all students in NSW who satisfy the requirements will receive a *Record of Achievement*. This record will report student achievement in their courses by awarding grades A to E. Teachers will make the final judgement of the grade. The decision will be based on school-based assessment information collected in relation to student performance on tasks which measure the student's level of attainment of the English Syllabus Objectives and with reference to a series of English Course Descriptors. Students will also receive the result they achieved on the School Certificate English Literacy Paper.

SCHOOL CERTIFICATE ASSESSMENT

Year 10 students will complete a range of assessments including practical experiments/reports, class tests, exams and research projects. The level of achievement of the syllabus outcomes will be used to determine the appropriate grade for the School Certificate.

OVERVIEW OF STAGE 5 MANDATORY COURSES

BIBLE STUDIES

50 hours per year

One period per week is dedicated to making the Bible live. We explore Bible basics and discover that the Bible makes relevant and compelling reading for the 21st Century.

Group study takes on the basics of Bible subjects forming a foundation for the understanding of the Gospel that leads to a life long commitment. In this subject we remove the mystery and obstacles to a meaningful relationship with God and with Jesus Christ His son.

The students' spiritual development is fostered through the study of topics including: Basic Bible Teachings and "The Bible Fact or Fantasy".

Throughout this course, we have designed ample opportunity for students to raise issues that are relevant and helpful to their individual spiritual development.

This subject is a wonderfully unique opportunity for the college to support the spiritual education of families.

The Bible: Fact or Fantasy:

Is an objective and detailed examination of the origins, history, reliability, and inspiration of the Bible. No previous Bible knowledge or study is required.

This topic covers the following: -

Introduction to the purpose of the course

- Why study the Bible?
- Why should it be accepted above other 'sacred' books?
- The 'authority' question considered. One Bible - why so many religions?
- Can it be interpreted and understood by ordinary people?
- An outline of the authors and overall subject matter of the various books of the Bible
- To whom the books were written, and why?
- How have the written documents been preserved, compiled through to today?
- A brief comparison of the different versions of the Bible - which one, if any, is 'best'
- Is today's Bible the same as the original documents?
- 'Bibliographical', 'external' and 'internal tests'
- Comparing the Bible's credentials against other ancient documents
- Ancient evidence for the life of Jesus
- Were the New Testament writers telling the truth?
- Did Jesus really rise from the dead? Both Biblical and Non-Biblical sources examined
- Proof of the inspiration of the Bible without dealing with prophecy
- Consistent message from Genesis to Revelation
- Bible numerics – fingerprint of a divine author?
- 'Undesigned scriptural coincidences'
- Archaeological evidence supports the Biblical record
- The place/importance of Bible prophecy
- The general ground-rules for understanding and interpreting it
- Daniel chapter 2 - a prophecy that interprets itself!
- Some other remarkable prophecies considered
- Modern nations, (e.g. Israel and Russia), as they appear in Bible prophecy



ENGLISH

300 hours over two years






Introduction

The English program at Heritage is organised around structured units of work with scope for differentiation according to the needs and interests of individual students. The length of each unit varies according to the depth and breadth of the intended study. Units become more complex and detailed as students enter stage 5 of the English course.

Teachers plan and develop stimulating learning experiences and activities within these units and the emphasis is on student centred learning experiences.

All programming is done in terms of learning outcomes and it is on these outcomes that students are assessed in class and across the group activities.

Aims/Objectives

-  To develop confidence in the language, forms and conventions of everyday communication.
-  To develop the skills of speaking, listening, reading, writing and representing and to achieve personal excellence in using language.
-  To develop an appreciation of and fondness for literature in its various forms and genres.
-  To develop the ability to evaluate literary and non-literary texts; to value, explore and articulate the way that writers create their work.
-  To develop an understanding of the techniques employed in media and multi-media texts and the place of the media in our society.

Content

Courses for all years will utilise a wide range of text types, chosen to suit the needs and interests of each particular group and to satisfy Syllabus requirements. The selection will include literary texts (eg. novels, short stories, poetry, plays) and non-literary texts (eg. film scripts, factual texts, maps, visual texts, diagrams, pamphlets, explanations, instructions). Students will also work with all forms of media, including radio, television, film, computer technology (Internet, home pages, desk top publishing) print media and advertising.

Writing

Writing skills are fostered by constant practice. Students gradually develop the ability to recognise and use writing for a variety of circumstances including personal, imaginative, informative, analytical and persuasive purposes. In all years attention is paid to the mechanics of language with students being given help to employ the linguistic structures and features typical of a range of different styles of writing and speaking. Students are given many opportunities to assemble a body of creative writing through writing portfolios, journal work, being encouraged to enter public writing competitions and by submitting their work for consideration by various youth publications.

Reading

Students are also encouraged to read regularly and across a wide range of genres and eras. Classroom activities aim to encourage a fondness for literature and reading, as it is considered that reading is important in the development of language competence. Home reading of fiction is important and should form part of the daily homework program.

Drama





In Years 9-10, students will be involved in a range of drama activities within the classroom and when appropriate and practicable in school concerts.

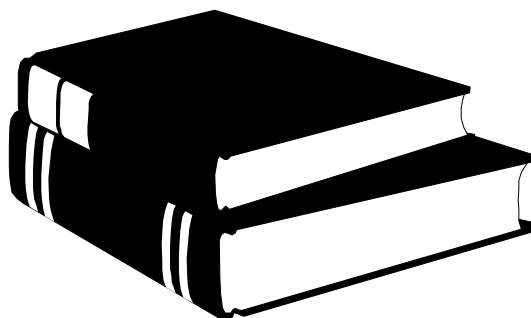
Speaking

Speaking, performing and listening skills are encouraged by activities such as debates, discussions, reports to the class, public speaking activities, role-plays, improvisations and scripted performances.

Media

Media is now an important part of English studies. During the four years from 7-10, students will cover the four broad areas of media - one each year:-

-  Newspapers/Magazines
-  Radio
-  Television with particular focus on advertising
-  Advertising across the media



MATHEMATICS

250 hours over 2 years

The aim of Mathematics is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

Aims:

Students develop knowledge, skills and understanding:

- Through inquiry, application of problem-solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection
- In mental and written computation and numerical reasoning
- In patterning, generalisation and algebraic reasoning
- In collecting, representing, analysing and evaluating information
- In identifying and quantifying the attributes of shapes and objects and applying measurement strategies
- In spatial visualisation and geometric reasoning

Students:

- Appreciate mathematics as an essential and relevant part of life
- Show interest and enjoyment in inquiry and the pursuit of mathematical knowledge, skills and understanding
- Demonstrate confidence in applying mathematical knowledge, skills and understanding to everyday situations and the solution of everyday problems
- Develop and demonstrate perseverance in undertaking mathematical challenges
- Recognise that Mathematics has been developed in many cultures in response to human needs

Assessment:

Planning, programming, assessing and reporting in mathematics involve the consideration of the individual learning needs of all students and the creation of a learning environment that assists students to achieve the outcomes of the syllabus.

Students' achievement of the syllabus outcomes is the goal of planning and programming and assessing. The sequence of learning experiences that teachers provide should build on what students already know and should be designed to ensure that they progress through the Stages identified in the learning continuum. As students participate in a range of learning experiences in mathematics, teachers make judgements about what students know, what they can do and what they understand.

Students are provided with a description of the learning expected to be accomplished, examples of what the learning looks like, opportunities to discuss the criteria on which judgements will be based, and time to learn.

The assessment cycle is continuous; students receive and give themselves feedback on what they have learned, and what needs to be done to continue their learning.

Assessments embedded in the curriculum serve at least three purposes:

- To determine the students' initial understanding and skills
- To monitor student progress
- To collect information to report student achievement

Outcomes:

In Years 9 and 10 three courses are offered – Advanced (Stages 5.1 – 5.3), Intermediate (Stages 5.1 – 5.2), and Standard (Stage 5.1). Students are placed in courses so that they are in the level most suited to their ability. At the end of Year 8 students are allocated to one of the three courses for Year 9 and parents are notified. Each student's individual progress is monitored throughout Year 9 and 10 and a change of course is made if and when appropriate.

			Stage 5.3		
			Stage 5.2		
Strand	Early Stage 1 to Stage 3	Stage 4	Stage 5.1		
Working Mathematically	Five Interrelated Processes Questioning Applying Strategies Communicating Reasoning Reflecting				
Number	Whole numbers Addition and Subtraction Multiplication and Division Fractions and Decimals Chance	Operations with Whole Numbers Integers Fractions, Decimals and Percentages Probability	Rational Numbers Consumer Arithmetic Probability	Rational Numbers Consumer Arithmetic	§ Real Numbers Probability
Patterns and Algebra	Patterns and Algebra	Number Patterns Algebraic Techniques Linear Relationships	Algebraic Techniques Coordinate Geometry	Algebraic Techniques Coordinate Geometry Graphs of Physical Phenomena	§ Algebraic Techniques § Coordinate Geometry # Graphs of Physical Phenomena # Curve Sketching and Polynomials # Functions and Logarithms
Data	Data	Data Representation Data Analysis and Evaluation	Data Representation and Analysis	Data Analysis and Evaluation	
Measurement	Length Area Volume and Capacity Mass Time	Perimeter and Area Surface Area and Volume Time	Perimeter and Area Trigonometry	Perimeter and Area Surface Area and Volume Trigonometry	Surface Area and Volume § Trigonometry
Space and Geometry	Three-dimensional Space Two-dimensional Space Position	Properties of Solids Angles Properties of Geometrical Figures		Properties of Geometrical Figures	§ Deductive Geometry # Circle Geometry

(# optional topics as further preparation for the Mathematics Extension courses in Stage 6)

(§ recommended topics for students who are following the 5.2 pathway but intend to study the Stage 6 Mathematics course)

SCIENCE

250 hours over 2 years

Aims/Objectives

The aim of the science course for Years 9-10 is to provide a wide range of learning experiences through which students will:

- ‡ acquire scientific knowledge and skills and develop an understanding about phenomena within and beyond their experience
- ‡ develop an appreciation of science as a human activity and apply their understanding to their everyday life
- ‡ develop positive values about and attitudes towards themselves, others, lifelong learning, science and the environment

Content

The following focus areas may be addressed:

‡ history of science	‡ applications and uses of science
‡ the nature and practice of science	‡ current issues, research and development
‡ implications for society and the environment	

Skills

Science includes planning and conducting investigations, gathering and processing data and using appropriate technologies with safety. It is expected that students will continually develop their expertise in each of the skill areas. Practical experiences will occupy a minimum of 50% of allocated course time. Practical experiences will emphasise hands-on activities and include:

- ‡ undertaking laboratory experiments;
- ‡ undertaking fieldwork;
- ‡ researching by using the library, Internet and CD-ROMs;
- ‡ using computer simulations for modelling or manipulating data;
- ‡ using or reorganising second-hand data;
- ‡ extracting information & reorganising information in the form of flow charts,

tables, graphs, diagrams, prose and keys;

- ‡ using animation & video resources to capture/obtain information not available in other forms.

Assessment

Students will be assessed against syllabus outcomes in terms of their:

- ‡ Knowledge and understanding
- ‡ Experimental skill - this involves both the design of experiments and the manipulation of science apparatus/equipment
- ‡ Process Skill - this involves the communication of information and its use in problem solving.

Assessment will include practical reports, general book work, research projects, tests and exams.

Topics

Yr 9

Chemical Reactions, Electricity, Life through the ages, Ecology, The Universe, Coordination and Control, and The Restless Earth.

Yr 10

Cell Functions, Waves and Radiation, In the beginning, Motion, Chemical Changes, Natural Resources, Exam Practice.

HISTORY & GEOGRAPHY

200 hours over 2 years

In Year 9 students will study Geography Semester 1 and History during Semester 2. Year 10 will study History Semester 1 and Geography in Semester 2. In Years 9 & 10 the focus is on **Australian** Geography and History in preparation for the School Certificate Exam.

GEOGRAPHY

Aims

To develop students' knowledge, understanding, skills, attitudes & values about the world & Australia through investigations of environments & communities. Students should:

- 🌐 increase their understanding of contemporary issues & world affairs
- 🌐 develop an understanding of spatial patterns & the processes contributing to them
- 🌐 develop an understanding of a variety of communities & environments
- 🌐 extend their knowledge of ways of coping with changes in communities & environments
- 🌐 develop an understanding of the geography of Australia & Australia's place in the world
- 🌐 develop an understanding of Australia's national & cultural identity
- 🌐 investigate and develop values concerning people & their interactions with each other & their environments
- 🌐 develop a creative approach to inquiry, problem solving & communication
- 🌐 develop skills in geographic inquiry including fieldwork & an understanding of communities & environments

Geography in Years 9 & 10

Some of the following areas are studied:

- 🌐 Investigating Australia's identity
- 🌐 Changing Australian environments
- 🌐 Issues in Australian environments
- 🌐 Australia in its regional and global context

Geography and History will be taught in two blocks. Year 9 students will study Geography for one semester. The course is studied over the 2 years in years 9 and 10 in preparation for the School Certificate at the end of Year 10.

Fieldwork is an important component in Geography, so special excursions will be arranged which will complement the area of study. Year 10 students also conduct their own personal fieldwork on an Environmental issue of their choice.

HISTORY**Aims/Objectives**

To develop a sense of historical perspective and empathy with peoples of the past:

- students will develop an understanding of continuity & change
- students will develop a grasp of forces which have shaped the modern world & Australia
- students will be introduced to ancient languages & beliefs and codes and learn to appreciate their influence today
- students will be able to evaluate types of sources & make judgements based upon them
- students will learn to communicate logical arguments concerning historical issues & concepts
- students will be able to build on their developing philosophy of life & value-systems
- students will develop an interest & involvement in the contemporary world & an appreciation of rights & responsibilities of citizenship
- students will be encouraged to develop long interest in & enthusiasm for the appreciation of history

Course: Years 9 & 10 Mandatory Australian History

This completes the mandatory study course in Australian History examining the development of Australia from the nineteenth century onwards.

	TOPICS
1	Australia to 1914
2	Australian & World War I
3	Australia between the wars
4	Australia and World War II
5	Australia in the Vietnam War Era
6	Changing Rights and Freedoms
7	People Power & Politics in the Post War Period
8	Australia's Social & Cultural History in the Post-war Period.

History will be taught in the 2nd semester Year 9 and the 1st semester in Year 10.

This enables the students to satisfactorily cover the prescribed topics. The School Certificate exam is based on the work covered over years 9 & 10 and the focus areas are Topics 5, 6, 7 and 8 of the Stage 5 History course and historical skills.

Assessment

Year 9: Essays, topic tests, assignments, short answer questions, annual examination.

Year 10: Progressive assessments over a wide range of skills and including semester and yearly examination.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

200 hours over 2 years

Although the course is based on the NSW Board of Studies syllabus the Board also recognises the need for a school to bring its own values to bear in the programs of this course. Heritage College Sydney's values are based on Biblical principles. As a consequence, it is important that these values are evident in the teaching and learning that occurs in P.D.H.P.E. lessons.

Aims & Objectives:

The aim is to develop in each student the knowledge, skills and attitudes needed to understand, value and live healthy and fulfilling lifestyles.

The following objectives should be developed in each individual:

- Y confidence and social well being;
- Y an ability and commitment to make and act upon informed health decisions;
- Y a willingness to participate in regular activity;
- Y effective communication skills;
- Y critical appraisal strategies of personal and community lifestyle issues;
- Y strategies to clarify their own value system;
- Y knowledge and understanding about composition and performance;
- Y personal and community attitudes and behaviours that influence safe living;
- Y moving with confidence and competence;
- Y capabilities of the body in motion.

Assessment & Reporting

The students' achievement of the syllabus outcomes are assessed using a variety of practical activities, observations, assignments and written examinations. Student reports will reflect the individual student's ability to meet the relevant outcomes required for the course, as well as their application to the various lesson activities.

Content

A variety of topics and units are covered from Year 7 through to Year 10. Examples are:-

THEORY	THEORY	PRACTICAL	PRACTICAL
Growth & Development	Nutrition & Food Choices	Athletics	Touch
Healthy Lifestyle	Personal Identity	Cross Country	Volleyball
Stress Management	Drugs - Legal & Illegal	Cricket	Fitness Activities
Relationships	Environmental Health	Hockey	Recreational Games
Human Sexuality	Consumerism	European Handball	Circuit Training
STD's and HIV/AIDS	Driver Education	Softball	Gymnastics
First Aid & Sport Injuries		Paddle Tennis	

ELECTIVE CHOICES

Two courses must be chosen each a 200 hour course over 2 years

The choices include Computer Studies; Wood Technology; Food Technology; Agriculture; Music and/or Visual Arts

INFORMATION & SOFTWARE TECHNOLOGY

200 hours over 2 years

The study of computing is now integrated into the *Technology (Mandatory) course* in Years 7 and 8. Computers will be used throughout the course as a problem solving tool. The focus for the course will be the use of computers in design projects with an emphasis on skills and knowledge of typing, word processing, hardware and software, spreadsheets, desktop publishing and multimedia.



Years 9 & 10 - Information Software and Technology (Elective)

Introduction

Information Software and Technology is offered as an elective in Years 9 and 10. This course is designed for students who would like to further their knowledge of computer hardware and their skills using software applications as well as the related legal, ethical, social and industrial issues. Through studying this course students will develop their knowledge, understanding and skills to solve computer based problems in real life contexts.

Through a successful completion of this course a student will develop:

- 1 knowledge and understanding of a range of computer software and hardware
- 2 problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problems
- 3 responsible and ethical attitudes related to the use of information and software technology
- 4 knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society
- 5 effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems.

There are no prerequisites for the study of Information and Software Technology. It is an elective course which builds upon the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7-8 syllabus* and through *Information and Communication Technologies (ICT) content* embedded across the curriculum.

Content

This course integrates the study of core content within the context of options delivered through projects.

Core Content	Options
Design, Produce & Evaluate	Artificial Intelligence, Simulation and Modelling
Data Handling	Authoring and Multimedia
Hardware	Database Design
Issues	Digital Media
Past, Current and Emerging Technologies	Internet and Website Development
People	Networking Systems
Software	Robotics and Automated Systems
	Software Development and Programming

VISUAL ARTS

200 hours over 2 years

Objectives and outcomes

Students will engage in the following visual arts practices:

Making - provides opportunities to make images and objects in a variety of forms, which represent ideas, experiences, feelings and understandings about areas of interest in the world.

Critical Study - provides opportunities to interpret and evaluate works of art and is concerned with the expression of judgements.

Historical Study - provides opportunities to understand and explain artworks in the context of time and place.

Subjects studied are:

People - self, family and friends

Places - school, camp, home environment, favourite and familiar places, school environment, suburban and city environments.

Objects - from the immediate environment, natural and man made.

Other Living Things - animals, sea life, plants, imaginary creatures.









Forms included are:

Drawing, painting, collage, print-making, sculpture, computer generated images.

Units of work are sequential and designed to run for a term. Students engage in the learning experiences of exploring, developing and resolving.

Work Requirements:

Students are required to demonstrate knowledge, skills and understanding in the following ways:

-  peer assessment
-  self assessment
-  written work
-  visual/verbal presentations
-  folio of practical work
-  maintaining a Visual Arts Process Diary
-  analysis and interpretation of artworks
-  researching artists and their work

Assessment criteria of subject specific skills and learning habits are established for each unit of work. These are linked to a series of performance indicators by which a student's performance can be measured. In this way a profile of a student's abilities and achievements can be developed, highlighting strengths and weaknesses.

AGRICULTURE

200 hours over 2 years

Introduction

Through the study of Agricultural Technology students will develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. This course provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

Agriculture and its associated industries contribute significantly to Australia's economic, social and cultural development and influence Australia's prosperity through investment, employment of skilled workers, consumption of products from other sectors of the economy, and export of raw products and processed goods. The continued viability of Australian agriculture can be strengthened through the careful management of long-term issues relating to the sustainability of agricultural systems including environmental impact and evolving economic and social factors.

Aims

To develop students' knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products. Students will develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.

Objectives

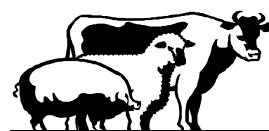
The outcomes of the course will be fulfilled through the study and management of a range of both plant and animal enterprises.

Students will develop:

1. Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives
2. Knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society
3. Knowledge of and skills in the effective and responsible production and marketing of agricultural products
4. An understanding of sustainable and ethical practices that support productive and profitable agriculture
5. Skills in problem-solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts
6. Knowledge and skills in implementing cooperative and safe work practices in agricultural contexts.

Assessment

This will take a variety of forms, including practical involvement, bookwork, assignments such as posters or other research and class tests where appropriate.



FOOD TECHNOLOGY

200 hours over 2 years

Introduction

Food Technology has been designed to meet needs of students now and into the future. As food production becomes more complex, so food choice becomes an equally complex task. The relationship between a person's nutritional status and diseases such as hypertension and heart disease, diabetes, mellitus and many cancers is becoming conclusive and it is important that students knowledge, skills and attitudes regarding food and nutrition are developed.

Rationale

Food is a basic physiological need. To satisfy this need, thought should be given to the physical, technological, social and cultural aspects of food.

Today there is a vast array of food products in the marketplace and people, young and old are continually involved in decision-making. As life styles change due to economic, cultural, environmental and social factors, so do eating habits. In Australia, consumers are purchasing more varied foods and are increasingly eating meals outside the home. It is important to have an understanding of food technology and nutrition principles in order to make wise decisions about food. The encouragement of sound food habits through nutrition education should contribute significantly to the well-being of the individual.

Rapid technological development has influenced methods of production, processing, presentation, packaging and distribution of food. The growth of the hospitality industry and the size of the food manufacturing industry provide numerous employment opportunities. Concurrently, there has been increasing community concern with associated environmental impact. This has highlighted the need to use finite resources imaginatively and to reduce waste and pollution.

Aims

Food technology aims to provide opportunities for students to:

- gain an understanding of the diverse range of activities involved in food technology
- evaluate relationships b/n food technology, nutritional status and the quality of life
- design solutions in response to specific food needs
- develop environmental and social responsibility in the design and use of food and food technologies

Content

The students are required to study 4-8 focal issues.

- ⑩ Food in Australia
- ⑩ Food selection and health
- ⑩ Food Product Development
- ⑩ Food trends
- ⑩ Food for Special Needs
- ⑩ Food Equity
- ⑩ Food, Service and Catering
- ⑩ Food for Special Occasions



These will be founded on core content based on food preparation and processing, as well as nutrition and consumption.

Assessment

Assessment is done through assignments, research tasks, case studies, practical work and examinations.



INDUSTRIAL TECHNOLOGY: GENERAL WOOD & CABINETWORK

200 hours over 2 years

Introduction

Role of Industrial Arts in Education and Society

In the modern world “industrial technology” refers to the skills, which are involved in the process of producing and maintaining the material needs of society.

The effectiveness of this process is dependent upon society’s skill in the areas of design, planning, construction/manufacture and maintenance of materials.

Industrial Technology seeks to develop in pupils:

- an appreciation of industrial technology process of design, planning and construction,
- a knowledge of the technology on which the process is based,
- a range of skills useful to the individual in taking his/her place in society.

It follows then that Industrial Technology offers a unique learning situation. It is an environment, which allows the application, testing and experimentation with a variety of tools, materials and equipment. It provides the basis for understanding industry and technology.

Rationale

An era largely dependent on technical solutions to problems, challenges educators to provide studies, which will assist students to take their place as adults in a complex and ever changing technological society.

Industrial Technology makes a unique contribution to the development of the student’s ability to perceive, use, understand and control the technological environment. This is achieved through practical activities, which provide students with the opportunity to become involved with materials, tools and allied processes. By introducing students to, and developing competence in, the correct use of tools and equipment, Industrial Technology:-

- provides opportunities to relate their experiences to vocational and leisure time activities;
- facilitates an understanding and appreciation of safety;
- develops consumer related skills and knowledge;
- investigates the practical solution of problems;
- encourages the conservation of materials and natural resources;
- develops respect for quality design and craftsmanship;
- encourages a sense of purpose, enjoyment and personal satisfaction through the production of practical projects;
- develops self-sufficiency, resourcefulness, mature judgement, and the capacity to work cooperatively and responsibly;
- provides a vehicle for the practical application of information gained from other areas of study.

Because of this role, Industrial Technology is a fundamental part of education, making a significant contribution to the preparation of students for life as society becomes more technologically complex. Technics is one course of study within Industrial Technology.

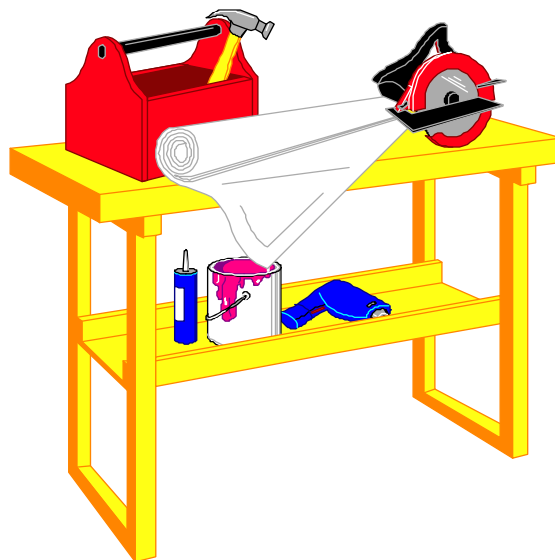
- from Syllabus

Content & Assessment

Each student is assessed on design, planning and production skills for a number of set projects. Knowledge & understanding, planning and organisation are assessed through written project presentations/folio maintenance. Theory and practical examinations (as well as associated theory) complete the requirements.

The course has a practical emphasis and typical projects include salt and pepper shakers, a mantle clock and a coffee table.

Machinery and hand held power tools, require strict workshop routines to be understood and practised.



MUSIC

200 hours over 2 years

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.

Aim:

To develop in students the skills and knowledge necessary for:

- ♪ active participation in performing, composing and listening
- ♪ increasing aural awareness
- ♪ an understanding of music
- ♪ awareness and appreciation of cultural traditions, past music traditions and present practices
- ♪ response to music in an individual way.
- ♪ Increased enjoyment of music.

Course: Year 9 & 10 Additional Study Course

This course is designed for students seeking to extend their experience in music. Students who complete this course will be more than adequately prepared for the Music 1 course in Year 11 & 12. The learning of a musical instrument is highly recommended in this course and the participation in an extra curricular music group as a means of widening students' performance experience is compulsory.

Objectives

1. To develop in students the ability to **perform** as a means of self expression and a response to the world. The students will be able to:
 - ♪ interpret musical sounds through the development of the necessary musical skills either as soloists or in a group
 - ♪ become confident and sensitive performers
 - ♪ be aesthetically aware of correct style and musical interpretation while developing the social skills of discipline and cooperation
 - ♪ learn critical appraisal skills
2. To develop in the students the ability to **compose** as a means of self expression and a response to the world. The students will be able to:
 - ♪ improvise, create and arrange music with thoughtful discrimination and sensitivity using a variety of instruments and sound scores
 - ♪ further develop their notation skills
 - ♪ perform and evaluate compositions
 - ♪ experiment with the use of instruments and sound sources

3. To develop in students the ability to **listen** and study works by composers both past and present in order to express their own ideas while developing an understanding of composition techniques, use of musical concepts, variety of style and sound sources.
4. To develop in students their own **set of values about music** as they listen, follow a score, create or perform it. They will develop a confident, committed and enthusiastic approach to these activities and be open to the variety of opinions of their listeners.

In the Additional Study Course, students are required to develop further understanding and skills through the study of various topics. Topics will be set according to the interests and abilities of the students

1. Course Units

- ♪ Concepts of Music
- ♪ Rock Music until 1980
- ♪ World Music
- ♪ Classical Music
- ♪ Jazz
- ♪ Romantic Music
- ♪ Australian Art Music



Assessment

Assessment in the Year 9 & 10 program is based on a range of strategies related to performing, composing and listening. Each of these learning experiences are equally weighted to achieve both in examination and class mark.