

# **PARKES HIGH SCHOOL**



## **Stage 5 2025/26 Subject Information**

*Safe - Respectful - Responsible*



# **Parkes High School Mission Statement**

Our school community enjoys a proud history. In a safe, stimulating, and diverse environment we are passionately committed to providing each student with the opportunities to acquire the skills and values to fulfil their potential and become successful participants in our changing world.

## **Parkes High School Vision**

- Respect for public education in our community through teamwork, consistency and a culture of pride and success.
- Opportunities for students to develop skills, knowledge and attitudes that enable them to reach their full potential.
- A comprehensive welfare structure that protects and supports students in becoming successful citizens.
- Open and effective communication amongst all stakeholders, including professional discussion centering on student learning outcomes, to create ownership and a culture of collaboration.
- Input from all stakeholders in the decision-making process, and utilisation of their skills and expertise in the formulation of policies and development of our students into constructive community members.
- Responsible use of all technologies to enhance teaching and learning practices.
- Active participation by students and staff in school activities.
- Respect and responsibility demonstrated through a standard of presentation and behaviour valued in our school and wider community.



# **Stage 5 2025/26**

## **Subject Information**

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*Introduction to Year 9*

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### **SUBJECT DESCRIPTIONS**

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- English
- Mathematics
- Science
- HSIE - History and Geography
- Personal Development, Health & Physical Education (PDHPE)

#### **Elective Courses**

##### ***200 Hour Electives (Studied for Years 9 & 10)***

- Aboriginal Studies
- Agricultural Technology
- Child Studies
- Commerce
- Dance
- Drama
- Food Technology
- Geography - Elective
- History – Elective
- Modern Languages – French or German Only
- Industrial Technology - Metal
- Industrial Technology - Timber
- Music
- Photographic and Digital Media
- Physical Activity and Sports Studies (PASS)
- Textiles Technology
- Visual Arts
- Visual Design



## **Stage 5 2025/26 Subject Information**

### **Elective Courses Continued**

#### ***100 Hour Electives (Studied for Year 9 Only)***

- Aboriginal Studies
- Agriculture
- Commerce
- Dance
- Drama
- Food Technology
- Geography - Elective
- History – Elective
- Modern Languages – French, German, Japanese or Spanish
- Music
- Photographic and Digital Media
- Visual Arts
- Visual Design



## INTRODUCTION

This booklet contains important information about the courses available at Parkes High School for Year 9 (2025) and Year 10 (2026). Parents and students are encouraged to read the contents of this booklet carefully and keep it for future reference. It contains all the necessary information for students to plan a pattern of subjects they wish to study over the next two years leading to the RoSA at the end of 2026.

In both Years 9 (2025) and 10 (2026) every student **MUST** study English, Mathematics, Science, History, Geography and PDHPE.

In addition to these courses, students must choose 100 Hour and 200 Hour 'electives'. The 200 Hour courses will be studied across Years 9 and 10 and the 100 Hour course will only be studied in Year 9.

**Please be aware, courses offered may be subject to change.**

## SELECTING SUBJECTS

In Year 9 and 10 it is important to select subjects that students are challenged by and that they are interested in and enjoyed in Year 7 or 8, and in which they feel they can do well.

1. After reading this booklet and viewing subject information videos, available on the school website, discuss the subjects you are interested in with your parents and teachers. Information about the elective subjects is usually provided in Year 8 classes by Head Teachers. The Careers Advisor, Year Advisor or Deputy Principal are available for any further questions you may have.
2. You need to have your online subject selections completed by 2 September 2024. You can access the subject selection form via the link that will be emailed to students' email accounts on 23 August 2024.

**Students who do not complete the form by the given date will be placed into classes by the timetable team and so they may not get their preferred subjects.**



## **2025 VOLUNTARY CONTRIBUTION AND SUBJECT CONTRIBUTIONS**

Our aim is always to provide the best quality, broad education for all our students. To help us achieve this, we appreciate the financial support of all families in making a voluntary contribution to the school at your earliest convenience. Subject course contributions are mandatory however student assistance in meeting these costs can be accessed in the strictest confidence by speaking to a Deputy Principal at the school.

### **P&C MEMBERSHIP**

All families are encouraged to join the P&C Association and to play an active role in our school. This demonstrates the partnership between parents, students, staff and community. The optional \$2.00 per family fee should be added to total school contribution paid by your family, and will be paid by the school to the P&C.

### **STUDENT ASSISTANCE**

The school has limited resources that can be used to assist families experiencing financial difficulty to pay school subject fees and uniforms. Requests for assistance will be treated in strictest confidence and should be made to the Deputy Principal by phone as soon as possible.

### **METHOD OF PAYMENT**

School Fees may be paid by cash or by going online to the Sentral Parent Portal. School contributions can be paid in regular instalments throughout the year to suit your budget.



# **Mandatory Courses**







# ENGLISH

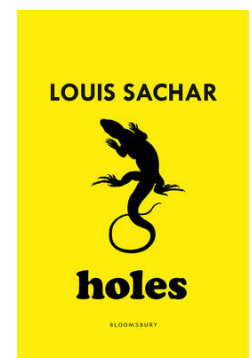
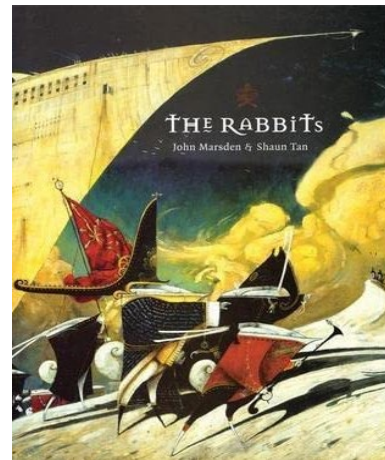
## What will students learn about?



Students will study:

- Novels, picture books, poetry, graphic novels, Shakespearean plays and multimodal texts. Shakespearean drama is a requirement in Stage 5.
- They will explore Indigenous and multicultural texts.
- They will learn about how meaning is created in each text.

## What will students learn to do?

- Write extended responses with a focus on analytical (essay) writing, imaginative texts and reflective writing.
- Edit their writing for accuracy, clarity and fluency.
- Think critically and analytically about texts, including their own writing.
- Appreciate a wide variety of texts, including those considered quality literature and everyday texts.



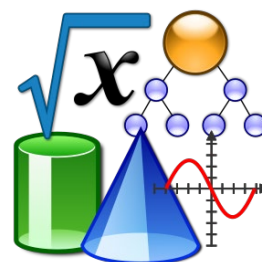
 <p><b>Additional Information</b></p>	 <p><b>Course Fees</b></p> <p>Nil</p>	 <p><b>Contact Person</b></p> <p>Ms Back</p>
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# MATHEMATICS

## Course description

Mathematics is a reasoning and creative activity to identify, describe and apply patterns and relationships. In addition to its practical applications, the study of mathematics is a valuable pursuit, providing opportunities for originality, challenge, and leisure.



## What will students learn about?

Student will study the following topics as part of the core outcomes:

- Algebraic techniques, indices, equations, linear relations, Pythagoras, trigonometry, area, surface area, volume, geometry, data analysis, probability, financial mathematics, non-linear relationships, and numbers of any magnitude.

As part of the Path outcomes some students will cover additional content on:

- Ratios and rates, algebraic techniques, indices, equations, linear relationships, Pythagoras, trigonometry, surface area, properties of geometrical figures, data analysis, probability, non-linear relationships, polynomials, logarithms, functions and graphs, circle geometry and introduction to networks.

## What will students learn to do?

Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

## Course Requirements

The Core-Paths structure is designed to encourage the flexibility needed to create pathways for students working towards Stage 6. The Core outcomes provide students with the foundation for Mathematics Standard 2 in stage 6. Students who require ongoing support with the core outcomes may consider Mathematics Standard 1 or the Numeracy CEC course in stage 6. Students wishing to study Mathematics Advanced or Extension Mathematics in stage 6 will complete the additional Path outcomes.

## RoSA

Satisfactory completion of the mandatory study of Mathematics during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement. (RoSA). These grades will be one of E2, D3, D4, C5, C6, B7, B8, A9 or A10, and cover student achievement across the Core-Paths structure.

 <b>Additional Information</b> Calculators are required equipment.	 <b>Course Fees</b> Nil	 <b>Contact Person</b> Mr Rogers
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# SCIENCE

## What will students learn about?

Through their study of science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

## What will students learn to do?

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions, making predictions based on scientific knowledge, and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.



## Topics in Course

### Year 9

Science of The Dish  
Science of Farming  
Science of North Parkes  
Science of Parks and Gardens

### Year 10

Science of Trades  
Science of Medicine  
Science of Engineering  
Science of Mining

 <b>Additional Information</b> Students will complete a mandatory Individual Research Project during Stage 5 Science.	 <b>Course Fees</b>  NIL	 <b>Contact Person</b>  Mr Pigram
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# HISTORY – MANDATORY

## What will students learn about?

In Years 9 and 10, students learn of significant developments in the world and Australia's social, political, and cultural history from 1750 to the present with an emphasis on Australia's global context.



## What will student learn to do?

Students learn to apply the investigation skills of history including analysing sources and evidence and sequencing major historical events to show an understanding of perspective, continuity, change and causation. Students develop research and communication skills, including the use of ICT, 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.



## Topics in Course

- Making a Better World.
- Australia and Asia.
- Australia at War.
- Rights and Freedoms.
- The Holocaust.
- Popular Culture - a Decade Study.

 <p><b>Additional Information</b> All students must complete a site study in Stage 5.</p>	 <p><b>Course Fees</b>  Nil</p>	 <p><b>Contact Person</b> Ms James</p>
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# GEOGRAPHY - MANDATORY

## What will students learn about?

Geography emphasises the role, function, and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.



## What will student learn to do?

Students undertake geographical inquiry about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns, and spatial variations over time and across scales. Students learn to use a wide range of tools (maps, graphs, statistics, and images) as well as information and communication technology.



## Topics in Course

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

 <b>Additional Information</b>  Students are required to investigate a geographical issue through fieldwork.	 <b>Course Fees</b>  Nil	 <b>Contact Person</b> Ms James
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# PDHPE

## What will students learn?

The Personal Development, Health, and Physical Education (PDHPE) course provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing, and participation in physical activity in varied and changing contexts. The course opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident, and socially responsible citizens.



## What will students learn about?

The PDHPE course is organised into three content strands with a focus on three PDHPE skill domains. All students should be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

- Health, Wellbeing and Relationships
- Movement Skill and Performance
- Healthy, Safe and Active Lifestyles

Students will complete lessons in Personal Development and Health (Theory) and Physical Education (Practical Movement Skills)



### Additional Information

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is to be studied substantially in each of Years 7–10 with at least 300 hours to be completed by the end of Year 10.



### Course Fees

Nil



### Contact Person

Mrs Norquay



# **Elective Courses**

## **200 Hour Courses**







## ABORIGINAL STUDIES (200 HOURS)

### What will students learn about?

Students are empowered through the exploration and celebration of cultural and social heritage, continuity, and resilience. Investigate ethical and empathetic understandings that are of value to students' personal, social, cultural, academic, and professional development. In these ways, students can become active and informed advocates for a just and inclusive world.

### What will student learn to do?

Students explain the commonalities and diversity of Aboriginal cultures, experiences, and perspectives. They describe the continuity and dynamism of Aboriginal identities, communities, and cultural expressions. Students explain the importance of self-determination and autonomy, and assess the roles of Aboriginal Peoples locally, regionally, nationally, and internationally. Students develop an appreciation of the importance of social justice and equity for Aboriginal Peoples and Torres Strait Islander Peoples.



### Topics in Course

- Aboriginal Identities
- Aboriginal Self-Determination and Autonomy
- Aboriginal Peoples and the Visual Arts
- Aboriginal Peoples and the Performing Arts
- Aboriginal Peoples and Sport
- Aboriginal Peoples' Interaction with Legal and Political Systems

 <b>Additional Information</b>	 <b>Course Fees</b>  Nil	 <b>Contact Person</b>  Ms James
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# AGRICULTURAL TECHNOLOGY

## (200 HOURS)

### What will students learn about?

Students develop knowledge, understanding and skills to contribute positively to their own lifestyle and to the social, economic, and environmental future of Australia, explore career opportunities in agriculture and related service industries, experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of related outside activities. understanding of the relationships between production, processing and consumption enables informed debate about the impact of agricultural practices on society and the environment.

### What will student learn to do?

Agricultural Technology is for the student who:




- Enjoys learning about the ways in which to manage animals and plants in theory and then to be able to practice those skills in the field.
- Cares for the health of animals and plants and wants to know more about them.
- Is interested in the development of farm machinery and learning how to safely operate such machines.
- Likes being involved in practical exercises outdoors on a regular basis.
- Investigate plant and animal enterprises.

### Topics in Course

- Introduction to Agriculture - incorporating Farm Product Study
- Plant Production 1 & 2 - incorporating Soils and Sustainability
- Animal Production 1 & 2
- Tractor Operations

Practicals will cover a range of activity from planting vegetables, handling sheep, operating the teaching, and learning tractor, farm visits, plant propagation, and soil testing.



 <b>Additional Information</b> Enclosed leather shoes are required for practical lessons	 <b>Course Fees</b> \$30	 <b>Contact Person</b> Mrs Wright & Miss Shankelton
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## CHILD STUDIES (200 HOURS)

### What will students learn about?

Child Studies assists 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. They can reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They learn to identify, create, and evaluate solutions to enhance child wellbeing. They become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies contributes to the development in young people of an understanding and appreciation of the range of ways they can positively affect the wellbeing of children through roles in both paid and unpaid contexts.



### What will students learn to do?

- knowledge and understanding of child development from preconception to and including the early years.
- knowledge, understanding, and skills required to positively influence the growth, development and wellbeing of children.
- knowledge and understanding of external factors that support the growth, development, and wellbeing of children.
- skills in researching, communicating, and evaluating issues related to child development.
- the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing and the positive impact that significant others play in the growth and development of children.

### Topics in Course

- Conception to Birth
- Newborn Care
- Play and the developing child
- Media and Technology in Childhood
- Growth and Development



#### Additional Information

Real Care Baby Program in Term 2 is optional for students to take home.



#### Course Fees

\$10



#### Contact Person

Mrs Wright & Miss Shankelton



## COMMERCE (200 HOURS)

### What will students learn about?

Commerce provides the knowledge, understanding, skills and for young people to make sound decisions about consumer, financial, business, and legal issues. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.



### What will student learn to do?

Commerce provides for a range of learning experiences. It emphasises the potential and use of information and communications technology. Students develop greater competence in problem-solving and decision-making by evaluating a range of consumer, financial, economic, business, legal, political and employment strategies



### Topics in Course

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement
- Investing
- Promoting and Selling
- Running a Business
- Law in Action

 <p><b>Additional Information</b></p> <p>This course delivers a NESA developed syllabus</p>	 <p><b>Course Fees</b></p> <p>Nil</p>	 <p><b>Contact Person</b></p> <p>Ms James</p>
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## DANCE (200 HOURS)

### 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.

### Content covered in the Year 9 and 10 course:

- Performance
- Composition
- Appreciation






### What Students Learn

All students learn about dance as an artform, through the interrelated practices of performance, composition, and appreciation. They learn about the elements of dance (space, time, and dynamics) and how they are used in, and link, the three practices. They learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. Students 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, with a focus of Aboriginal and / or Torres Strait Islander dance organisations.

Students learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They learn to structure movement as they compose dances to express their ideas, feelings, and experiences. They learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read, and write about dance. Drawing from their experiences gained in performing, composing, and appreciating dances, they learn to make connections between the making and performing of the movement and the appreciation of its meaning.

### Possible outcomes:

Satisfactory completion of 100 or 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

 <b>Additional Information</b> Students will be required to keep and maintain a dance logbook.	 <b>Course Fees</b> \$40	 <b>Contact Person</b> Ms Mills
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## DRAMA (200 HOURS)

### What will students learn about?

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 student learn to do?

Students engage in experiential learning, exploring, and appreciating the artistic and creative processes needed to make and perform drama for an audience.



### Topics in Course

Students learn how artistic, cultural, social, and personal contexts shape knowledge, protocols and intentions, including those of Aboriginal and Torres Strait Islander Peoples. These contexts influence conventions, forms, styles, works, practices and practitioners across time and place. Through contextual study, students explore, express and understand individual and collective identities, values and perspectives.

Students use imaginative and embodied play as a learning and artistic process to create dramatic works and experiences. They consider ways of working safely and ethically with collaborators and communities. They collaboratively investigate how creative choices are shaped through spontaneous and planned exploration. Students learn how to use drama to ignite discussion and create meaning that can be challenged and reconsidered through critical reflection.

In Drama, students explore dramatic elements through the creation and interpretation of their own works and the works of others. Students are encouraged to work inventively with the elements of drama, performance, and production to imagine, reimagine and extend their understanding of how drama practitioners use these elements to shape and communicate meaning.



#### Additional Information

Students will be required to keep and maintain a Drama logbook.



#### Course Fees

\$40



#### Contact Person

Ms Mills



# FOOD TECHNOLOGY (200 HOURS)

## What will students learn about?

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations, and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.



## What will student learn to do?

- Select, plan, and prepare safe and nutritious foods to reflect national food guides,
- Develop, produce, and evaluate a food product,
- Plan and prepare safe and nutritious foods to meet specific food needs in various circumstances,
- Plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine,
- Plan, prepare and present safe, appealing food that reflects contemporary food trends,
- Plan and prepare safe and appealing foods appropriate for catering for small- or large-scale functions.



## Topics in Course

### Year 9

Term 1 - Food Selection and Health  
Term 2 - Food Product Development  
Term 3 - Foods for Specific Needs  
Term 4 - Food in Australia

### Year 10

Term 1 - Food Trends  
Term 2 - Food Service and Catering  
Term 3 - Foods for Special Occasions  
Term 4 - Food Equity



### **Additional Information**

Enclosed leather shoes, apron and a container are required for practical lessons



### **Course Fees**

**\$70**



### **Contact Person**

Mrs Jones & Mrs MacGregor



## GEOGRAPHY - ELECTIVE (200 HOURS)

### What will students learn about?

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places, and environments across a range of scales and contemporary geographical issues to become informed, responsible, and active citizens.



### What will student learn to do?




Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They analyse significant patterns, trends, relationships, and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, considering alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities, ethical understanding, and workplace skills.



### Topics in Course Could Include:

1. Physical Geography
2. Oceanography
3. Primary Production
4. Global Citizenship
5. Australia's Neighbours
6. Political Geography
7. Interactions and Patterns along a Transcontinental Transect



 <p><b>Additional Information</b></p> <p>All students must complete a site study in Stage 5.</p>	 <p><b>Course Fees</b></p> <p>Nil</p>	 <p><b>Contact Person</b></p> <p>Ms James</p>
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## HISTORY - ELECTIVE (200 HOURS)

### What will students learn about?

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It enables students to locate and understand themselves and others on the continuum of human experience up to the present.


### What will student learn to do?

Students investigate the actions, motives and lifestyles of people over time in national and world history contexts. This course introduces the idea that the past contains many stories and that there is never only one uncontested version. It provides broader insights into the historical experiences of different cultural groups within our society – for example, Aboriginal and Torres Strait Islander Peoples, migrants, and women. History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance, and contestability.

### Topics in Course

- History, Heritage, & Archaeology
- Ancient, Medieval, & Modern Society  
For example –
  1. Vikings & Saxons
  2. The Maori
  3. Angkor Wat
- Thematic Study  
For example -
  1. Crime & Punishment
  2. Myths & Legends
  3. Music in History



 <p><b>Additional Information</b></p> <p>All students must complete a site study in Stage 5.</p>	 <p><b>Course Fees</b></p> <p>Nil</p>	 <p><b>Contact Person</b></p> <p>Ms James</p>
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## INDUSTRIAL TECHNOLOGY METAL (200 HOURS)

### What will students learn about?

The core modules of this course develop knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication.

### What will student learn to do?

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

- Fabricated projects
- Metal machining projects
- Sheet metal products

### Topics in Course

- Core Module – Metal 1
- Specialised Module – Fabrication 2
- Specialised Module – Metal Machining 2



#### **Additional Information**

Enclosed leather shoes needed  
for practical lessons



**Course Fees**  
\$70



**Contact Person**  
Mrs Wright & Mr Kopp



## INDUSTRIAL TECHNOLOGY – TIMBER (200 HOURS)

### What will students learn about?

Students will develop skills in design, material preparation, cutting, joining, wood machining and finishing by the making of practical projects.

### What will student learn to do?

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

- decorative timber products
- furniture items
- small bowls or turned items.
- storage and display units
- storage and transportation products



### Topics in Course

- Core module- Timber 1
- Specialised module- Timber 2

Workplace Health and Safety is emphasised in this course and students also deal with the theory relating to the practical components of the Timber Technology Course. Students need an apron, enclosed leather shoes, and an exercise book.



#### **Additional Information**

Leather shoes and apron for practical lessons.



#### **Course Fees**

\$70



#### **Contact Person**

Mr Murray & Mr Kopp



# MODERN LANGUAGES 200 HOURS

## (FRENCH or GERMAN)

### What will students learn about?

Learning languages opens minds to differences where diversity is valued. Proficiency in languages encourages effective engagement with the global community. The study of Languages strengthens essential foundational skills in literacy. It also fosters intellectual and emotional development, and cultural understanding. Through learning languages, students reflect on their own heritage, culture and identity and reflect on the culture, beliefs, and values of others.



### What will students learn to do?

Students explore the target language and culture(s) and their own heritage, language(s) and culture(s). This enriches a student's understanding of themselves and their sense of belonging as they are exposed to new ways of seeing their own identity and culture(s). The *Modern Languages K–10 Syllabus* invites students to consider the perspectives of others and the world beyond themselves, contributing to their own social and emotional development. Learning a language provides students with opportunities to engage socially, culturally, and economically in the community. They develop a deeper understanding of their place in the world and the importance of global citizenship.

### Organisation of Modern Languages K–10

- Communication is the central goal in language learning.
- The 3 focus areas are interacting, understanding texts and creating texts.
- Knowledge of language systems is applied in all focus areas and is an essential part of communication.
- Intercultural capability is the capacity to exchange, understand and create meaning between people and across languages and cultures and is developed in all focus areas.

 <p><b>Additional Information</b></p>	 <p><b>Course Fees</b> Nil</p>	 <p><b>Contact Person</b> Ms Mills Mrs Job</p>
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## MUSIC (200 HOURS)

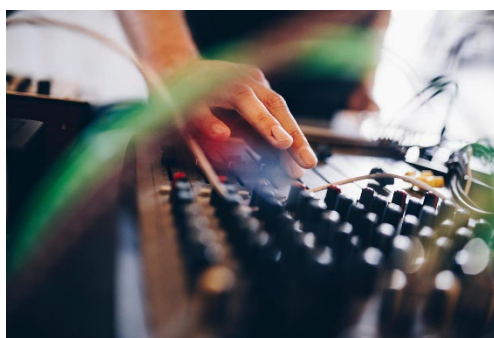
### What will students learn about?

Music allows students to develop knowledge, understanding and skills in the areas of performance, composition and aural. 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 activities that reflect the real-world practice of performers, composers, and audiences.




### What will student learn to do?

The Year 9-10 Music course provides students with the opportunity to continue to build on musical experience, developing the knowledge, skills and understanding necessary for active engagement and enjoyment in performing, composing, and listening.



### Topics in Course

In the elective course students are required to study the compulsory topic Australian Music, as well as several other topics that represent a broad range of musical styles, periods and genres.

 <b>Additional Information</b>	 <b>Course Fees</b> <b>\$50</b>	 <b>Contact Person</b> <b>Ms Mills</b> <b>Miss Marskell</b> <b>Miss Cotterill</b>
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## PASS (PHYSICAL ACTIVITY & SPORTS STUDIES) (200 HOURS)

### What will students learn about?

Students engage in a wide range of physical activities including volleyball, softball, baseball, soccer, hockey, Australian rules, rhythmic gymnastics, table tennis, touch, cricket, basketball, lacrosse, volley squash, squash, ultimate frisbee, badminton, European handball, lifesaving/water safety.



### What will student learn to do?

Throughout the course students will develop skills that develop their ability to: work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport, display management and planning skills to achieve personal and group goals in physical activity and sport, perform movement skills with increasing proficiency and analyse and appraise information and observations to inform physical activity and sport decisions.



### Topics in Course

Students will be required to meet the demands of several Physical Activity and Sport Studies opportunities physically and mentally within the course, including attending a course-based excursion.

Students study the following: Coaching, Physical Fitness, Nutrition and Physical Activity, Australia's Sporting Identity, Lifestyle, Leisure and Recreation, Body Systems and Energy for Physical Activity, Issues in Physical Activity and Sport and Event Management.



#### Additional Information

Physical Activity and Sports Studies is an elective 200-hour course studied in Years 9 and 10.



#### Course Fees

Expenses will be incurred to cover excursions/field trips and other learning activities.



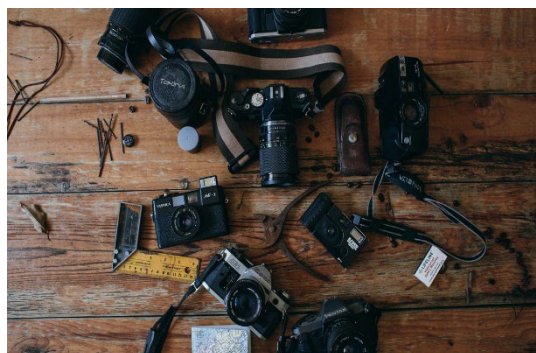
#### Contact Person

Mrs Norquay



## PHOTOGRAPHY AND DIGITAL MEDIA (200 HOURS)

Photographic and digital media powerfully communicates ideas, identity, values, and culture through images. The oldest surviving photograph was dated to 1826. The study of photographic and digital media enables young people to develop an interest in and enjoyment of investigating the rapidly evolving ideas, practices, and technologies of this art form. Students respond to the ideas, art, and arts practice of others, through creatively developing their own ideas and photographic and digital artworks.



### What will students learn to do?

- Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, computer/digital and performance artists make photographic and digital media works.
- Students learn about how photographic and digital media is shaped by different beliefs, values, and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.
- Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.
- Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

### Topics in Course

- Occupational Health and Safety within Photography.
- Traditional Photography including Film and Darkroom practices.
- Narrative, Composition, Storyboarding and getting “The Shot”.
- Digital Photography, Image manipulation, Photoshop, and VR.
- Experimental Photographic Processes.

 <b>Additional Information</b> This is a two-year course and will cover topics and processes in depth.	 <b>Course Fees</b> <b>\$50</b>	 <b>Contact Person</b> Ms Mills Mr Faunt
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## VISUAL ARTS (200 HOURS)

### What will students learn about?

The aim of Visual Arts is to build on students' knowledge and understanding of the development of artworks. We also examine the role of the artist, the world that inspires them and the reaction of the audience.



### What will student learn to do?

- Make artworks informed by their understanding of practice, the conceptual framework, and the frames.
- Interpret artworks using critical and historical perspectives.
- Acquire skills in a range of media to develop compelling representations of their investigations of the world.
- Engage in the practice of the visual arts and understand how the visual arts, as a field of practice and understanding, is subject to different interpretations.
- Record and reflect on their art making practice to refine their skills and to develop increasing autonomy in their art making practice.



### Topics in Course

- Various media for the creation of art, through practical experimentation.
- Studies of artists and their practice to inform artworks.
- Critical and historical studies of artists, artworks, and art movement throughout time.
- Two might be enough so you don't limit yourself as the topics that are studied depend on the teacher.



#### **Additional Information**

Student will be required to keep and maintain a VAD and develop various artworks.



#### **Course Fees**

**\$50**



#### **Contact Person**

**Ms Mills**  
**Miss McLachlan**  
**Mr Faunt**





## VISUAL DESIGN (200 HOURS)

### What will students learn about?

The Stage 5 Visual Design course builds on the Stage 4 Visual Arts mandatory course. It provides opportunities for students to investigate visual design in greater detail and provides students opportunities to understand and explore the nature of visual design and how it fits into the art world.



### What will student learn to do?

Students learn about how visual design is shaped by different beliefs, values and meanings by studying visual designers and visual design artworks from different times and places.

They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies.

Students also learn to interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study visual design artworks and explore how their own lives and experiences can influence their making and critical and historical studies.

### Topics in Course

- Making - Art and Design Practice (Print, Object, Space-Time forms) that all students must address.
- Critical and Historical Interpretations of Design
- Conceptual Frameworks - subjective, structural, cultural, and postmodern approaches to making visual design artworks.



#### **Additional Information**

Student will be required to keep and maintain a VAD and develop various artworks.



#### **Course Fees**

**\$50**



#### **Contact Person**

**Ms Mills  
Miss McLachlan  
Mr Faunt**





# **Elective Courses**

## **100 Hour Courses**





## ABORIGINAL STUDIES (100 HOURS)

### What will students learn about?

Students are empowered through the exploration and celebration of cultural and social heritage, continuity, and resilience. Investigate ethical and empathetic understandings that are of value to students' personal, social, cultural, academic, and professional development. In these ways, students can become active and informed advocates for a just and inclusive world.



### What will student learn to do?

Students explain the commonalities and diversity of Aboriginal cultures, experiences, and perspectives. They describe the continuity and dynamism of Aboriginal identities, communities, and cultural expressions. Students explain the importance of self-determination and autonomy, and assess the roles of Aboriginal Peoples locally, regionally, nationally, and internationally. Students develop an appreciation of the importance of social justice and equity for Aboriginal Peoples and Torres Strait Islander Peoples.



### Topics in Course

- Aboriginal Identities (**core study**)
- Aboriginal Self-Determination and Autonomy (**core study**)
- Aboriginal Peoples and the Visual Arts **OR**
- Aboriginal Peoples and the Performing Arts **OR**
- Aboriginal Peoples and Sport
- Aboriginal Peoples' Interaction with Legal and Political Systems

 <b>Additional Information</b>	 <b>Course Fees</b>  Nil	 <b>Contact Person</b>  Ms James
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# AGRICULTURAL TECHNOLOGY

## (100 HOURS)

### What will students learn about?

Students develop knowledge, understanding and skills to contribute positively to their own lifestyle and to the social, economic, and environmental future of Australia, explore career opportunities in agriculture and related service industries, experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of related outside activities. understanding of the relationships between production, processing and consumption enables informed debate about the impact of agricultural practices on society and the environment.

### What will student learn to do?

Agricultural Technology is for the student who:

- Enjoys learning about the ways in which to manage animals and plants in theory and then to be able to practice those skills in the field.
- Cares for the health of animals and plants and wants to know more about them.
- Is interested in the development of farm machinery and learning how to safely operate such machines.
- Likes being involved in practical exercises outdoors on a regular basis.
- Investigate plant and animal enterprises.



### Topics in Course

- Introduction to Agriculture - incorporating Farm Product Study
- Plant Production 1 - incorporating Soils and Sustainability
- Animal Production 1
- Tractor Operations

Practicals will cover a range of activity from planting vegetables, handling sheep, operating the teaching, and learning tractor, farm visits, plant propagation, and soil testing.



#### **Additional Information**

Enclosed leather shoes are required for practical lessons



**Course Fees**  
\$30



**Contact Person**  
Mrs Wright & Miss Shankelton



## COMMERCE (100 HOURS)

### What will students learn about?

Commerce provides the knowledge, understanding, skills and for young people to make sound decisions about consumer, financial, business, and legal issues. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.





### What will student learn to do?

Commerce provides for a range of learning experiences. It emphasises the potential and use of information and communications technology. Students develop greater competence in problem-solving and decision-making by evaluating a range of consumer, financial, economic, business, legal, political and employment strategies



### Topics in Course

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement
- Investing
- Promoting and Selling
- Running a Business
- Law in Action

 <p><b>Additional Information</b></p> <p>This course delivers a NESA developed syllabus</p>	 <p><b>Course Fees</b></p> <p>Nil</p>	 <p><b>Contact Person</b></p> <p>Ms James</p>
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# DANCE (100 HOURS)

## 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.

## Content covered in the Year 9 course:

- Performance
- Composition
- Appreciation






## What Students Learn

All students learn about dance as an artform, through the interrelated practices of performance, composition, and appreciation. They learn about the elements of dance (space, time, and dynamics) and how they are used in, and link, the three practices. They learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. Students 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, with a focus of Aboriginal and / or Torres Strait Islander dance organisations.

Students learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They learn to structure movement as they compose dances to express their ideas, feelings, and experiences. They learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read, and write about dance. Drawing from their experiences gained in performing, composing, and appreciating dances, they learn to make connections between the making and performing of the movement and the appreciation of its meaning.

## Possible outcomes:

Satisfactory completion of 100 or 200 hours of study in Dance during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's Record of School Achievement (RoSA).

 <b>Additional Information</b> Students will be required to keep and maintain a dance logbook.	 <b>Course Fees</b> \$40	 <b>Contact Person</b> Ms Mills
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## DRAMA (100 HOURS)

### What will students learn about?

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 student learn to do?

Students engage in experiential learning, exploring, and appreciating the artistic and creative processes needed to make and perform drama for an audience.



### Topics in Course

Students learn how artistic, cultural, social, and personal contexts shape knowledge, protocols and intentions, including those of Aboriginal and Torres Strait Islander Peoples. These contexts influence conventions, forms, styles, works, practices and practitioners across time and place. Through contextual study, students explore, express and understand individual and collective identities, values and perspectives.

Students use imaginative and embodied play as a learning and artistic process to create dramatic works and experiences. They consider ways of working safely and ethically with collaborators and communities. They collaboratively investigate how creative choices are shaped through spontaneous and planned exploration. Students learn how to use drama to ignite discussion and create meaning that can be challenged and reconsidered through critical reflection.

In Drama, students explore dramatic elements through the creation and interpretation of their own works and the works of others. Students are encouraged to work inventively with the elements of drama, performance, and production to imagine, reimagine and extend their understanding of how drama practitioners use these elements to shape and communicate meaning.



#### Additional Information

Students will be required to keep and maintain a Drama logbook.



#### Course Fees

\$40



#### Contact Person

Ms Mills



## FOOD TECHNOLOGY (100 HOURS)

### What will students learn about?

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations, and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.



### What will student learn to do?

- Select, plan, and prepare safe and nutritious foods to reflect national food guides,
- Develop, produce, and evaluate a food product,
- Plan and prepare safe and nutritious foods to meet specific food needs in various circumstances,
- Plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine,
- Plan, prepare and present safe, appealing food that reflects contemporary food trends,
- Plan and prepare safe and appealing foods appropriate for catering for small- or large-scale functions.



### Topics in Course

#### Year 9

Term 1 - Food Trends

Term 2 - Food Service and Catering

Term 3 - Foods for Special Occasions

Term 4 - Food Equity



#### **Additional Information**

Enclosed leather shoes, apron and a container are required for practical lessons



#### **Course Fees**

**\$70**



#### **Contact Person**

Mrs Jones & Mrs MacGregor



## GEOGRAPHY - ELECTIVE (100 HOURS)

### What will students learn about?

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places, and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.


### What will student learn to do?

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They analyse significant patterns, trends, relationships, and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, considering alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities, ethical understanding, and workplace skills.

### Topics in Course Could Include:

1. Physical Geography
2. Oceanography
3. Primary Production
4. Global Citizenship
5. Australia's Neighbours
6. Political Geography
7. Interactions and Patterns along a Transcontinental Transect



 <b>Additional Information</b>  All students must complete a site study in Stage 5.	 <b>Course Fees</b>  Nil	 <b>Contact Person</b>  Ms James
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# HISTORY - ELECTIVE (100 HOURS)

## What will students learn about?

History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It enables students to locate and understand themselves and others on the continuum of human experience up to the present.



## What will student learn to do?

Students investigate the actions, motives, and lifestyles of people over time in national and world history contexts. This course introduces the idea that the past contains many stories and that there is never only one uncontested version. It provides broader insights into the historical experiences of different cultural groups within our society – for example, Aboriginal and Torres Strait Islander Peoples, migrants, and women. History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance, and contestability.



## Topics in Course

- History, Heritage, & Archaeology
- Ancient, Medieval, & Modern Society
  - For example - 1. Vikings & Saxons 2. The Maori
- Thematic Study
  - For example - 1. Crime & Punishment 2. Myths & Legends

 <p><b>Additional Information</b></p> <p>All students must complete a site study in Stage 5.</p>	 <p><b>Course Fees</b></p> <p>Nil</p>	 <p><b>Contact Person</b></p> <p>Ms James</p>
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## MODERN LANGUAGES 100 HOURS

### (FRENCH or SPANISH or GERMAN or JAPANESE)

#### What will students learn about?

Learning languages opens minds to differences where diversity is valued. Proficiency in languages encourages effective engagement with the global community. The study of Languages strengthens essential foundational skills in literacy. It also fosters intellectual and emotional development, and cultural understanding. Through learning languages, students reflect on their own heritage, culture and identity and reflect on the culture, beliefs, and values of others.



#### What will students learn to do?

Students explore the target language and culture(s) and their own heritage, language(s) and culture(s). This enriches a student's understanding of themselves and their sense of belonging as they are exposed to new ways of seeing their own identity and culture(s). The *Modern Languages K–10 Syllabus* invites students to consider the perspectives of others and the world beyond themselves, contributing to their own social and emotional development. Learning a language provides students with opportunities to engage socially, culturally, and economically in the community. They develop a deeper understanding of their place in the world and the importance of global citizenship.

#### Organisation of Modern Languages K–10

- Communication is the central goal in language learning.
- The 3 focus areas are interacting, understanding texts and creating texts.
- Knowledge of language systems is applied in all focus areas and is an essential part of communication.
- Intercultural capability is the capacity to exchange, understand and create meaning between people and across languages and cultures and is developed in all focus areas.

 <p><b>Additional Information</b></p>	 <p><b>Course Fees</b> Nil</p>	 <p><b>Contact Person</b> Ms Mills Mrs Job</p>
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## MUSIC (100 HOURS)

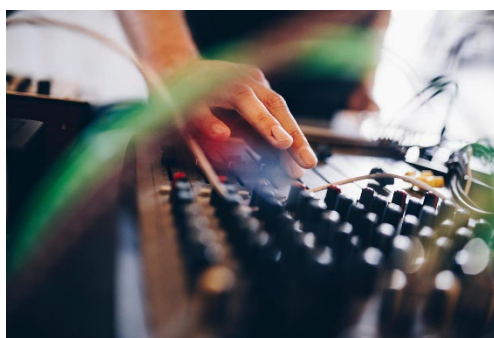
### **What will students learn about?**

Music allows students to develop knowledge, understanding and skills in the areas of performance, composition and aural. 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 activities that reflect the real-world practice of performers, composers, and audiences.




### **What will student learn to do?**

The Year 9-10 Music course provides students with the opportunity to continue to build on musical experience, developing the knowledge, skills and understanding necessary for active engagement and enjoyment in performing, composing, and listening.



### **Topics in Course**

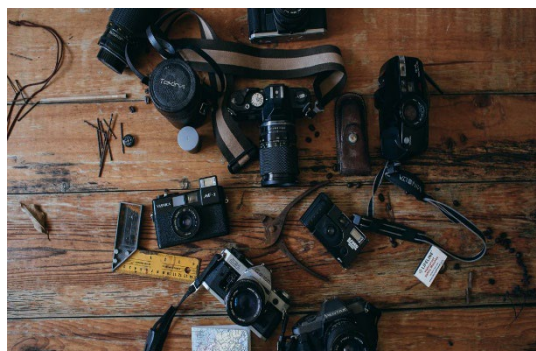
In the elective course students are required to study the compulsory topic Australian Music, as well as several other topics that represent a broad range of musical styles, periods and genres.

 <b>Additional Information</b>	 <b>Course Fees</b> <b>\$50</b>	 <b>Contact Person</b> <b>Ms Mills</b> <b>Miss Marskell</b> <b>Miss Cotterill</b>
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## PHOTOGRAPHY AND DIGITAL MEDIA (100 HOURS)

Photographic and digital media powerfully communicates ideas, identity, values, and culture through images. The oldest surviving photograph was dated to 1826. The study of photographic and digital media enables young people to develop an interest in and enjoyment of investigating the rapidly evolving ideas, practices, and technologies of this art form. Students respond to the ideas, art, and arts practice of others, through creatively developing their own ideas and photographic and digital artworks.



### What will students learn to do?

- Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with reference to contemporary trends and how photographers, computer/digital and performance artists make photographic and digital media works.
- Students learn about how photographic and digital media is shaped by different beliefs, values, and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.
- Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.
- Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

### Topics in Course

- Occupational Health and Safety within Photography.
- Traditional Photography including Film and Darkroom practices.
- Narrative, Composition, Storyboarding and getting “The Shot”.
- Digital Photography, Image manipulation, Photoshop, and VR.
- Experimental Photographic Processes.

 <b>Additional Information</b> This is a two-year course and will cover topics and processes in depth.	 <b>Course Fees</b> <b>\$50</b>	 <b>Contact Person</b> Ms Mills Mr Faunt
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## VISUAL ARTS (100 HOURS)

### What will students learn about?

The aim of Visual Arts is to build on students' knowledge and understanding of the development of artworks. We also examine the role of the artist, the world that inspires them and the reaction of the audience.

### What will student learn to do?

- Make artworks informed by their understanding of practice, the conceptual framework, and the frames.
- Interpret artworks using critical and historical perspectives.
- Acquire skills in a range of media to develop compelling representations of their investigations of the world.
- Engage in the practice of the visual arts and understand how the visual arts, as a field of practice and understanding, is subject to different interpretations.
- Record and reflect on their art making practice to refine their skills and to develop increasing autonomy in their art making practice.



### Topics in Course

- Various media for the creation of art, through practical experimentation.
- Studies of artists and their practice to inform artworks.
- Critical and historical studies of artists, artworks, and art movement throughout time.
- Two might be enough so you don't limit yourself as the topics that are studied depend on the teacher.



#### **Additional Information**

Student will be required to keep and maintain a VAD and develop various artworks.



#### **Course Fees**

**\$50**



#### **Contact Person**

**Ms Mills**  
**Miss McLachlan**  
**Mr Faunt**



## VISUAL DESIGN (100 HOURS)

### What will students learn about?

The Stage 5 Visual Design course builds on the Stage 4 Visual Arts mandatory course. It provides opportunities for students to investigate visual design in greater detail and provides students opportunities to understand and explore the nature of visual design and how it fits into the art world.



### What will student learn to do?

Students learn about how visual design is shaped by different beliefs, values and meanings by studying visual designers and visual design artworks from different times and places.

They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies.

Students also learn to interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study visual design artworks and explore how their own lives and experiences can influence their making and critical and historical studies.

### Topics in Course

- Making - Art and Design Practice (Print, Object, Space-Time forms) that all students must address.
- Critical and Historical Interpretations of Design
- Conceptual Frameworks - subjective, structural, cultural, and postmodern approaches to making visual design artworks.

 <p><b>Additional Information</b> Student will be required to keep and maintain a VAD and develop various artworks.</p>	 <p><b>Course Fees</b> <b>\$50</b></p>	 <p><b>Contact Person</b> <b>Ms Mills</b> <b>Miss McLachlan</b> <b>Mr Faunt</b></p>
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