Merewether High School

Curriculum Handbook

Stage 5

Year 9 – 2016

Year 10 – 2017
## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>3</td>
</tr>
<tr>
<td>Assessment and Reporting Procedures</td>
<td>4</td>
</tr>
<tr>
<td>Course Fees</td>
<td>5</td>
</tr>
<tr>
<td>Curriculum</td>
<td>6/7</td>
</tr>
<tr>
<td><strong>Courses of Study</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mandatory (Core) Courses</strong></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>9/10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11</td>
</tr>
<tr>
<td>Science</td>
<td>12</td>
</tr>
<tr>
<td>Geography</td>
<td>13</td>
</tr>
<tr>
<td>History</td>
<td>14</td>
</tr>
<tr>
<td>PDHPE</td>
<td>15</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Commerce</td>
<td>17</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>18</td>
</tr>
<tr>
<td>Drama</td>
<td>19</td>
</tr>
<tr>
<td>Food Technology</td>
<td>20</td>
</tr>
<tr>
<td>French</td>
<td>21</td>
</tr>
<tr>
<td>Geography</td>
<td>22</td>
</tr>
<tr>
<td>History</td>
<td>23</td>
</tr>
<tr>
<td>Industrial Technology - Engineering</td>
<td>24</td>
</tr>
<tr>
<td>Information and Software Technology (IST)</td>
<td>25</td>
</tr>
<tr>
<td>International Studies</td>
<td>26</td>
</tr>
<tr>
<td>Japanese</td>
<td>27</td>
</tr>
<tr>
<td>Music</td>
<td>28</td>
</tr>
<tr>
<td>Photographic and Digital Media</td>
<td>29</td>
</tr>
<tr>
<td>Physical Activity and Sport Studies</td>
<td>30</td>
</tr>
<tr>
<td>Textiles Technology</td>
<td>31</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>32</td>
</tr>
<tr>
<td>Visual Design</td>
<td>33</td>
</tr>
<tr>
<td>Saturday School</td>
<td></td>
</tr>
<tr>
<td>Community Languages</td>
<td>34</td>
</tr>
<tr>
<td>Course Selection Sheet</td>
<td>35</td>
</tr>
</tbody>
</table>

* Information contained herein is correct at the time of printing but may be subject to variation.
Introduction

This prospectus provides information relevant to students continuing to Year 9 at Merewether High School in 2016.

The principles which underpin our curriculum framework are that:

- students need to take responsibility for their own learning
- students have the opportunity to elect courses of study according to their interests and abilities
- students have a right to experience success throughout schooling
- student learning is enhanced with regular constructive/formative feedback
- students learn best when they are in a partnership with their parents/caregivers and teachers
- students are provided with the opportunity to develop independent and cooperative learning skills
- students enjoy learning

The Stage 5 curriculum enables students to:

- choose their course of study according to their interests and abilities
- know the course outcomes and assessment criteria of their courses
- gain regular feedback on their progress through a formal report each semester
- work independently and/or cooperatively to achieve the set outcomes
- access the HSC experience in a course of study as an “accelerated student”.

All courses offered by this school are listed in this booklet with an outline of content and course requirements. Initial elective course selection is important as the curriculum pattern is established based on such choices. Parents and students are advised to carefully read and discuss all the information provided.

After this booklet is distributed, students should also take the opportunity to discuss choices individually with their Teachers, Head Teachers and Year Advisers.

To assist you in the process and clarify course selection, a Year 8 Parent and Student Information Evening (6pm -7pm) will be held on Tuesday 4 August 2015 in the Bensley Hall. An Initial elective course selection sheet is attached at the end of this booklet. Students will be required to submit their initial elective course selection forms by Friday 14 August 2015. From these choices a line pattern will be determined that accommodates the greatest number of students.

Some students may not be able to obtain their original choice of elective courses because:

a) the courses that they have chosen are incompatible with the line pattern determined by the majority of students

b) The courses they have chosen have insufficient student interest and therefore have to be removed from the courses available.

It cannot be assumed that all courses listed in this prospectus will run in the year 2016.

Should you have any questions about the information in this booklet, you are welcome to contact the school.

Christine Rippon
Principal

* Information contained herein is correct at the time of printing but may be subject to variation.
Assessment and Reporting Procedures

Academic progress reports will be issued at the end of each semester.
These reports will detail:

1) the different areas of learning for each course studied
2) the overall level of achievement for each course studied - this is reported in line with state standards for the course
3) a summative and formative teacher comment
4) high, low and average marks for the cohort (all students studying the course at Merewether High School)
5) the individual student’s mark for the course
6) specific ratings on social development criteria, and
7) specific ratings for criteria related to commitment to learning.

Dates for parent-teacher interviews will be advertised in the school’s bulletin.

Students will also receive at the commencement of the course, a copy of the assessment schedule for each course studied.

These schedules outline:
- the areas of learning
- the specific tasks that will be reported on
- the nature of assessment tasks for the course and
- the approximate dates for the completion of each assessment task - these dates will be confirmed by the faculty concerned when each task is formally notified.

* Information contained herein is correct at the time of printing but may be subject to variation.
Course Fees

The following courses incur a consumable charge. In accordance with the Department of Education and Communities policy, if the charge is not paid or other arrangements not made by the end of Week 4, Term 1 in 2016, the student may be withdrawn from the course and required to select an elective course without a charge, or alternatively undertake study of the course using basic materials only.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee for Year 9</th>
<th>Fee for Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mandatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Enrichment-Inquiry Based Learning</td>
<td>$5</td>
<td>N/A</td>
</tr>
<tr>
<td>Careers Education</td>
<td>N/A</td>
<td>$10</td>
</tr>
<tr>
<td>English (includes competition fee)</td>
<td>$14</td>
<td>$14</td>
</tr>
<tr>
<td>Mathematics (includes competition fees and maths online)</td>
<td>$24</td>
<td>$24</td>
</tr>
<tr>
<td>Science (includes competition fees)</td>
<td>$25</td>
<td>$25</td>
</tr>
<tr>
<td>Geography</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>History</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>PDHPE</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>Welfare</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Mandatory Competitions / Presentations / Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Maths Competition (included in fees)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot Maths (Online Maths Program) (included in fees)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICAS English Competition (included in fees)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICAS Science (included in fees)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commerce (100 and 200 hours)</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>Design and Technology (100 and 200 hours)</td>
<td>$55</td>
<td>$55</td>
</tr>
<tr>
<td>Drama (100 and 200 hours)</td>
<td>$20</td>
<td>$20</td>
</tr>
<tr>
<td>Food Technology (100 and 200 hours)</td>
<td>$110</td>
<td>$110</td>
</tr>
<tr>
<td>French</td>
<td>$20</td>
<td>NA</td>
</tr>
<tr>
<td>Geography</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>History (200 hours)</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Industrial Technology – Engineering ((100 and 200 hours)</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Information and Software Technology (IST) (excludes competition fees)</td>
<td>$10</td>
<td>$20</td>
</tr>
<tr>
<td>International Studies (100 hours)</td>
<td>$10</td>
<td>N/A</td>
</tr>
<tr>
<td>Japanese (100 hours)</td>
<td>$10</td>
<td>$10</td>
</tr>
<tr>
<td>Music (100 and 200 hours)</td>
<td>$45</td>
<td>$45</td>
</tr>
<tr>
<td>Photographic and Digital Media (100 hours)</td>
<td>$100</td>
<td>NA</td>
</tr>
<tr>
<td>Physical Activity and Sport Studies (200 hours)</td>
<td>$5</td>
<td>$5</td>
</tr>
<tr>
<td>Textiles Technology</td>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Visual Arts (Year 9,100 and 200 hours - Year 10, 200 hours)</td>
<td>$80</td>
<td>$80</td>
</tr>
<tr>
<td>Visual Design (Year 9,100 and 200 hours - Year 10, 200 hours)</td>
<td>$80</td>
<td>$80</td>
</tr>
<tr>
<td>Elective Competitions / Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICAS Computer Skills</td>
<td>$8.80</td>
<td>$8.80</td>
</tr>
<tr>
<td>ICAS Maths</td>
<td>$8.80</td>
<td>$8.80</td>
</tr>
<tr>
<td>ICAS Writing</td>
<td>$18.70</td>
<td>$18.70</td>
</tr>
</tbody>
</table>

* Information contained herein is correct at the time of printing but may be subject to variation.
**Curriculum**

**Introduction**

Every student enrolled in Stage 5 at Merewether High School will undertake a program of study as indicated below:

<table>
<thead>
<tr>
<th>Course/Subject</th>
<th>Year 9 Periods / fortnight</th>
<th>Year 10 Periods / fortnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>PDHPE</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>200 hour Elective</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>100 hour Elective 1</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Academic Enrichment Course</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Accelerated Course</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Sport</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Careers</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>56</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

**Elective Courses**

Students are required to choose two elective courses that they will study through Years 9 and 10. One of these courses will be accredited as a 200 hour elective course and one will be accredited as a 100 hour elective course by the Office of the Board of Studies. The 200 hour course will be studied in both Years 9 and 10. The 100 hour course will be studied in Year 9 only.

**Academic Enrichment Course through Inquiry Based Learning**

The Academic Enrichment Course provides our Gifted and Talented Students an opportunity for enrichment and extension to challenge their thinking and provide sound basis for a lifetime of enquiry. This course is designed to teach students the foundational skills to develop higher order research methodologies and to support deep knowledge gained through project management. It will allow students to explore their intrinsic passion and talents whilst appreciating and experiencing higher order thinking across a variety of contexts through which they will gain knowledge.

Students will further develop their skills in literacy, numeracy, ICT, creative and critical thinking, personal and social capability, ethical understanding and intercultural understanding. Through their explicit module work and application projects, students will support their accelerated learning and develop a richness and depth to their learning which highlights the interconnectedness and relevance of their knowledge to real world perspectives.

This course will support students to gain highly developed skills in critical research and enquiry that explicitly supports their future pathways in tertiary study. Students will gain skills in empirical, quantitative and social reasoning, along with refined communication skills and personal qualities that support them to be the best they can be, demonstrating support, respect and empathy for others, whilst taking personal responsibility for their project management. This aligns firmly with the school values of Pride, Respect and Responsibility.

* Information contained herein is correct at the time of printing but may be subject to variation.
In providing an enrichment program for Gifted and Talented students, this course explicitly meets the needs of our 21st century learners through the provision of personal control and choice in application of these learning skills and the opportunity for deep knowledge and enquiry learning utilising, real world experience, an authentic audience for project development and presentation and engaging tools for learning in a contemporary setting.

On completion of this course of study, 100% of students will move into accelerated preliminary courses of study. The completion of this module will support their higher order skills and further prepare them for advanced levels of study and project development in our academic selective high school.

**Acceleration Course**

Students will have the opportunity to commence one Preliminary HSC course of study as part of their Year 10 learning program in 2017 – this course of study will extend through to completion of the HSC course at the end of the Year 11 learning program (Stage 6). This effectively means the student is an “accelerated student” in that course of study. Courses offered under this program will be detailed during Term 3 2016, enabling students to plan their learning program.

**Progress of Students**

A student’s progress will be measured against the Areas of Learning listed in each course of study. This course will only be accredited to a student if the course outcomes are achieved. Students will reach these outcomes at various levels of achievement. Each teacher will advise students of their progress and formative strategies for ongoing development.

* Information contained herein is correct at the time of printing but may be subject to variation.
Mandatory

(Core)

Courses

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course
The study of English is an active pursuit where students use language to learn about language. In years 7 to 10, English is the study of language in its various textual forms. These forms encompass spoken, written, visual, media, multimedia and digital texts. The key processes of responding to and composing texts are central to students using language purposefully and meaningfully and engaging with a wide range of texts.

When responding to texts students will read, listen to or view texts. Responding to texts typically involves:
• Shaping and arranging textual elements to explore and express ideas, emotions and values.
• Identifying, comprehending, selecting, articulating, imagining, critically analysing and evaluating texts.

When composing texts students will produce a range of written, spoken or visual texts. Composing typically involves:
• Shaping, making and arranging textual elements to explore and express ideas, emotions and values.
• Processes of imagining, drafting, appraising, reflecting and refining.
• Knowledge, understanding and use of the language forms, features and structures of texts.

In Year 9 English, students will study four (4) modules throughout the year. These include:

1. Through different Lenses (Imagery)
The focus of this unit is for students to explore the power of language to create evocative images. Students will investigate how composers use imagery to convey meaning and provoke emotions and social values.

2. Gendered Texts (appropriation of texts)
Students will compare and contrast the gender stereotypes that are represented in their two set texts. They will explore the concept of appropriation through studying a Shakespearean text and a modern film appropriation of this text.

3. Imagined Worlds (Science Fiction Genre)
The focus of this module is for students to study and gain a clear understanding of the conventions associated with the world of the science fiction genre. Students will explore the conceptual elements of the science fiction genre and how these concepts are influenced by context.

4. Cultural Connectedness
Students will explore the relationships between language and the concepts of empathy and displacement through studying a range of multicultural texts from Australia and around the world. By responding to and composing a range of imaginative and critical texts they will develop a broader understanding and appreciation of how texts explore the representation of cultural groups.

Course Fee: $14 (includes ICAS English competition)

* Information contained herein is correct at the time of printing but may be subject to variation.
Year 10
In Year 10 English students will study four (4) modules throughout the year. These include:

1. **Close Study of Text**
   Students will undertake a close study of a Shakespearian drama with a focus on identifying and analysing the major concerns, characterisation, context and dramatic conventions.

2. **Contemporary Australian poets**
   The focus of this module is for students to engage in detailed analysis of an Australian poet. They will explore how the ideas, forms and language used in a series of poems can represent a unique view of Australia and Australian personalities.

3. **Social Justice**
   The focus of this unit is for students to engage in a conceptual study of issues relating to social justice.
   Students will explore a variety of texts, genres and methodologies to provoke critical, creative and reflective responses. Students will be encouraged to explore the difference and diversity reflected in the world and to reflect on their personal and cultural context.

4. **Perspectives of Youth**
   Students will be exposed to a range of provoking texts, concepts and skills which will be reflective of the Preliminary English course. They will explore the concept of youth and how this has been conveyed across texts and contexts. Students will evaluate how perspectives of youth have been shaped and highlighted in a set text and variety of related non-fiction texts. Through exploring the texts they will engage in critical analysis and compose creative texts.

*Course Fee:* $14 (includes ICAS English competition)

* Information contained herein is correct at the time of printing but may be subject to variation.
**Mathematics**

**Course Codes: 9M, 10M**

**Description of Course**

Students undertake 500 hours of Mathematics over Stages 4 and 5, 55% in Stage 5. Mathematics Stage 5 is mandatory. It consists of three parts, Stage 5.1, Stage 5.2 and Stage 5.3. All students do Stage 5.3.

**Core**

Topics from each of the strands number and algebra, statistics and probability, measurement and geometry, as well as the processes from working mathematically.

**Stage 5.3**

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

Students operate with irrational numbers and extend their knowledge of the number system to include all real numbers. They analyse and describe physical phenomena and rates of change. Algebraic skills are extended to expanding the special binomial products and factorising non-monic quadratic expressions, using a variety of techniques. Students solve complex linear equations, non-monic quadratic equations, simple cubic equations, and simultaneous equations involving one linear and one non-linear equation. They solve practical problems using linear, quadratic and simultaneous equations. They change the subject of literal equations. Students generate, describe and graph straight lines, parabolas, cubics, hyperbolas and circles. They use formulas to calculate midpoint, gradient and distance on the Cartesian plane, and to determine the equations of straight lines.

Students solve problems involving the surface areas and volumes of pyramids, cones and spheres, and related composite solids. They explore similarity relationships for area and volume. They determine exact trigonometric ratios for 30°, 45° and 60°, extend trigonometric ratios to obtuse angles, and sketch sine and cosine curves for angular values from 0° to 360°. Students apply the sine and cosine rules for finding unknown angles and/or sides in non-right-angled triangles. They use Pythagoras' theorem and trigonometry to solve problems in three dimensions.

Their knowledge of a wide range of geometrical facts and relationships is used to prove general properties in geometry, extending the concepts of similarity and congruence to more generalised applications. Students prove known properties of triangles, quadrilaterals and circles.

Students use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit. They investigate statistical reports and explore how data is used to inform decision-making processes.

**Course Fee:** Year 9 and 10: $24.00 (includes Australian Maths competition $6.00, subject fee $5 and Hot Maths $13)

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course
Science is a course that extends students’ understanding about the world around them. It includes studies and “hands-on” experiences dealing with biology, ecology, chemistry, physics, astronomy and earth science. Students will be engaged in various activities which will enhance their skills in analytical thinking, planning and predicting, designing and conducting experiments, computer and technological skills and research investigations.

The course is divided into four units, each culminating in a course examination and a report home to parents. Each unit is divided into topics arranged according to theme. Each topic is 6-8 weeks in duration.

Course Design
The course is divided into four units, each one semester in length. The final topic of study in Year 9 is included in the first unit in Year 10 for the purposes of assessment.

Students will learn about:
Year 9
Topics
9.1 - Electricity
9.2 - Reading the Earth
9.3 - Periodic Table
9.4 - Coordination
9.5 - Waves

Year 10
Topics
10.1 - Genetics and Evolution
10.2 - Motion
10.3 - Chemical Reactions
10.4 - Cosmology
10.5 - Ecosystems

A study guide, which outlines each topic of work, is given to students at the beginning of the topic. Copies are also available on the school intranet/moodle.

Students in Year 10 are required to complete a student library research project and a student experiment research project. These are part of the assessment program for the Year 10 course.

Course Fee: Year 9 - $25, Year 10 - $25 (includes ICAS Science competition)

* Information contained herein is correct at the time of printing but may be subject to variation.
**Description of Course**
Students must undertake 100 hours of study of Stage 5 Geography (mandatory).

Geography is a rich and complex discipline involving a spatial dimension and an ecological dimension. This course teaches students to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments.

The study of Geography develops skills such as gathering, organising and evaluating geographical information from a variety of sources, including fieldwork. Students learn to critically assess the ideas and opinions of others and to form and express their own ideas and arguments. In so doing it forms a basis for active participation in community life, ecological sustainability, creating a just society, promoting intercultural understanding and lifelong learning.

The study of Geography also provides opportunities for students to use a wide range of geographical tools including information and communication technologies (ICT). By the end of Geography (mandatory) Stage 5 students will develop ICT skills such as:
- creating a formatted, multiple-paged document containing web-links to communicate geographical information, and
- designing and creating a simple database from student research.

Through studying Geography, students will become competent, discriminating and creative users of ICT.

**Course Design**
The content is divided into 4 topics:
- 5A1. Investigating Australia’s Physical Environments
- 5A2. Changing Australian Communities
- 5A3. Issues in Australian Environments and
- 5A4. Australia in its Regional and Global Contexts.

This course design is subject to change with the introduction of the National Curriculum.

**Students will learn about:**
- the unique characteristics of Australia’s physical environments and the responses of people to the challenges they present
- the ways in which communities in Australia are responding to change
- the ways in which geographical understanding contributes to the sustainable management of issues affecting the Australian environment and
- Australia in its regional and global contexts and the roles of individuals and groups in planning for a better future.

**Course Fee:** Year 9 - $5, Year 10 - $5

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course
Students must undertake 100 hours of study of Stage 5 History (mandatory).

Stage 5 History (mandatory) is designed to provide students with an understanding of International Historical issues and their impact on Australia. Students will also develop the skills required for the effective study of History.

Course Design
The content is divided into Depth Studies which incorporate internal choice. Inquiry questions are provided to define the scope of inquiry for each area of study.

Depth Study 1: Making a Better World
- The Industrial Revolution Or
- Movement of Peoples Or
- Progressive ideas and movements

Depth Study 2: Australians at War
- World Wars I and II

Depth Study 3: Rights and Freedoms
- Civil rights movements in Australia and the World

Depth Study 4: School developed topics (Options selected from the list below)
- The Cold War
- Australia in the Vietnam War era
- A decade study in Post-war Australia
- Developments in 20th and 21st century technology
- Teacher constructed case study

Students complete a site study in Stage 5.

Students will learn about:
- Historical Literacy: Students will develop methods to interpret and understand historical texts and use historical terms and concepts in appropriate contexts. They will identify and analyse reasons for differing perspectives on historical issues and synthesise these to develop conclusions.

- Developing sophisticated oral and written expression skills: Framed through historical inquiry used to interpret history within the context of actions, attitudes and motives of people in the context of the past. Student will learn to express judgements supported with evidence and incorporating relevant ICT skills

- Evaluate historical sources: Students will refine their source analysis skills from Stage 4 History and develop sophisticated analysis skills of primary and secondary sources. Source analysis focuses on recognition that Historians interpretations of historical events are constructed and open to interpretation. Students will also develop an ability to evaluate the usefulness, reliability and perspective of primary and secondary sources.

- Research and communication: Students will plan historical research to suit historical investigations. They will identify, locate, select, interpret and organise information from a variety of sources including ICT. Research findings will be presented using a range of communication forms including oral, graphic, written and digital media to communicate effectively about the past.

Course Fee: Year 9 - $5, Year 10 - $5

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course

Students undertake 300 hours of mandatory studies across Stages 4 and 5.

Personal Development, Health and Physical Education is integral to the cognitive, social, emotional, physical and spiritual development of students. Students learn about ways of maintaining active lifestyles and enhancing the health and well-being of themselves and others. It is also concerned with students learning through movement experiences that are both challenging and enjoyable; improving their capacity to move with skill and confidence in a variety of media and promoting the value of physical activity in their lives.

Course Design

The course is divided into theoretical and practical units examining the concepts of:

<table>
<thead>
<tr>
<th>Stage 5</th>
<th>Practical Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theoretical Units</td>
<td></td>
</tr>
<tr>
<td>Healthy Lifestyle</td>
<td>Fitness testing and development</td>
</tr>
<tr>
<td>Relationships</td>
<td>Athletics and Cross Country</td>
</tr>
<tr>
<td>Drug Education</td>
<td>Dance</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Team games</td>
</tr>
<tr>
<td>Advocacy Project</td>
<td>Recreation activities</td>
</tr>
</tbody>
</table>

Students will learn about:

- health issues focusing on the development of health-promoting attitudes and behaviours;
- assessment, development and maintenance of personal fitness;
- ways of moving competently and using effective team play across a range of media including athletics, dance and games.

Course Fee: Year 9 - $5, Year 10 - $5
Elective

Courses

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course

Students may elect to undertake

- 100 hours of Commerce or
- 200 hours of Commerce.

In Commerce students study consumer, financial, business, legal and employment issues. Students learn about commercial and legal processes and develop financial management skills.

Through Commerce you develop the knowledge, skills, understanding and values to make sound financial, legal and entrepreneurial decisions. You will acquire critical thinking and reflective learning skills.

Commerce is the foundation for Business Studies, Economics and Legal Studies in the senior school.

Course Design

Course content is organised into core and options.

<table>
<thead>
<tr>
<th>Core Content</th>
<th>Option Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal finance</td>
<td>Investing</td>
</tr>
<tr>
<td>Law and society</td>
<td>Global links</td>
</tr>
<tr>
<td>Employment issues</td>
<td>Political involvement</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
</tr>
<tr>
<td></td>
<td>Law in action</td>
</tr>
<tr>
<td></td>
<td>Our economy</td>
</tr>
<tr>
<td></td>
<td>Community participation</td>
</tr>
<tr>
<td></td>
<td>Planning and running a business</td>
</tr>
</tbody>
</table>

Students selecting the 100 hours Commerce course study part of the core and three options. Students selecting the 200 hours Commerce course study all of the core and five options.

Students will learn about:

- managing their personal finance
- investment options, risk and return, and key issues in the current investment environment
- the legal system in Australia, the role of juries, and criminal and civil cases
- crime and punishment, resolving disputes, and current issues and the law
- employment, current issues in the workplace and dispute resolution
- politics in Australia; including political parties, voting and being politically active
- the essential management skills for successful travel overseas
- the Australian economy, inflation, unemployment and exchange rates
- developing entrepreneurial skills

Course Fee: Year 9 - $5, Year 10 - $5

* Information contained herein is correct at the time of printing but may be subject to variation.
**Design and Technology**

*Course Codes: 9DT1, 9DT2, 10DT2*

**Description of course**

Students may elect to undertake either 100 hours or 200 hours of study in Stage 5. The study of a minimum of two focus areas is required for 100 hours and a minimum of three focus areas for a 200 hour course.

These focus areas of design include, transport systems, aeronautical and marine studies. (An option exists for a student-driven area of investigation.)

**100 hours** - aims to develop students’ ability to initiate design projects and investigations that influence their design processes. Students would demonstrate their ability to extract information and use experiments to enhance the development of their design projects.

**200 hours** - students demonstrate skills in innovation and enterprise in their work. They are competent in a range of information, communication and technology skills and have the ability to select appropriate ICT applications to develop documentation for project work and communicate design solutions.

**Course Design**

**100 hours - 6 periods per cycle over 1 year**

The content is divided into three topics:

- **Topic 1:** transport systems
- **Topic 2:** interior design
- **Topic 3:** EV bike challenge

**200 hours - 6 periods per cycle in Year 9**

**6 periods per cycle in Year 10**

The content is divided into three topics:

- **Topic 1:** marine
- **Topic 2:** structural
- **Topic 3:** packaging / promotional.

**Students will learn about:**

- the purpose of, and interrelationship of, design with technology
- principles of design in new situations and contexts
- project management, communication and presentation techniques
- establishing criteria for success and evaluating design briefs
- responsible design and development of their own values and ethics in relation to technological choice and decisions
- the impact of resource selection on society and the environment, and
- solving problems through negotiation, collaboration and teamwork.

**Course Fees:** Year 9 100 and 200 hours - $55, Year 10 200 hours - $55.

Students to supply major materials.

* Information contained herein is correct at the time of printing but may be subject to variation.
Drama

Course Codes: 9DR1, 9DR2, 10DR2

Prerequisite
Nil

Description of Course
Students may undertake 100 or 200 hours study in the elective course.

Stage 5 Drama offers students the opportunity 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.

Course Design
100 hours - 6 periods per cycle over 1 year
200 hours - 6 periods per cycle in Year 9
6 periods per cycle in Year 10

Students will study Playbuilding and at least three other dramatic forms or performance styles. In Playbuilding, students collaborate to make their own piece of drama from a variety of stimuli. Other dramatic forms include improvisation, mime, script, puppetry, small screen drama, physical theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in theatre, the visual impact of design, production elements and the importance of the audience in any performance.

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

- Improvisation
- Acting skills – communication, confidence and presentation skills
- Playbuilding
- Directing scripted works and own plays
- Movement
- Theatresports
- Street theatre
- Theatrical styles such as realism, absurdism, comedy
- Shakespeare
- Costume design, film, make up and mask
- Elements of production – lighting, sound

Course Fee: Year 9 100 hours and 200 hours - $20, Year 10 200 hours - $20

* Information contained herein is correct at the time of printing but may be subject to variation.
**Description of Course**

Students can elect to study 100 hours or 200 hours of Food Technology in Stage 5.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the hygiene and safe working practices. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life. This is achieved by students’ participation in a variety of practical food preparation activities. Practical component is 50% of class time. Covered leather shoes are a WH&S requirement.

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics.

**Course Design**

**100 hours - 6 periods per cycle over 1 year**

The content is divided into four focus areas of study integrating the core topics:

- **focus area:- food in Australia - “Bush to Bruschetta”**
- **focus area:- food selection and health -“Nutritious is Delicious”**
- **focus area:- food service and catering - “Feastmakers”**
- **focus area:- food for convenience – “Food at your fingertips”**

**200 hours - 6 periods per cycle in Year 9**

6 periods per cycle in Year 10

The content is divided into six focus areas of study, integrating the core topics:

- **focus area:- food in Australia, core area:- food preparation and processing**
- **focus area:- food selection and health, core area:- nutrition consumption**
- **focus area:- food for special needs, core area:- nutrition consumption and food preparation, and processing**
- **focus area:- food for special occasions**
- **focus area:- food service and catering**
- **focus area:- food trends**
- **focus area:- food equity**
- **focus area:- food for convenience.**

**Students will learn about:**

- food hygiene, safety and the provision of quality food
- food properties, processing and preparation and their interrelationship to produce quality food
- nutrition and consumption and the consequences of food choices on health
- researching, evaluating and communicating issues in relation to food
- designing, producing and evaluating solutions to specific food purposes and
- the role of food in society.

**Course Fee:** Year 9 $110, Year 10 - $110

* Information contained herein is correct at the time of printing but may be subject to variation.
Course Description
The aim of the course is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Course Structure
Students will develop language learning and communication skills through the study of the following topics:
• Family life, home and neighbourhood
• People, places and communities
• Education and work
• Friends, recreation and pastimes
• Holidays, travel and tourism
• Future plans and aspirations

Future Applications
• Literacy skills developed in this course will be transferable to other languages, including English
• Students will develop an understanding of the nature of languages as systems by describing and comparing linguistic features across languages.
• Global citizens with an ability to communicate in more than one language and to empathise with speakers of languages other than English, are in high demand by employers across a range of industries.

Course Fee  $20
**Description of Course**

Students may elect to undertake 100 hours of Stage 5 Geography Elective in Year 9.

The Geography elective course provides students with the opportunity to broaden and deepen their understanding of Geography. Students deepen their skills in the processes of geographical enquiry.

**Course Design**

Four focus areas are explored in this course:
- Oceanography
- Australia’s Neighbours
- Political Geography and
- **School Developed Option** – Planning for Green Day
  - Developing sustainable projects within the school
  - Entering state and national Geography competitions

**Students will learn about:**
- The features and importance of the world’s oceans and the issues associated with them
- Australia’s neighbours and specific geographical issues within the Asia – Pacific Region
- Raising awareness of global environmental issues
- The role of environmental organisations
- Climate Cam. As part of the Year 9 Elective Geography course.

  Students will:
  - Monitor the school’s energy and water usage
  - Investigate and recommend methods of waste recycling
  - Engage in carbon offsetting through tree planting projects
  - Assist in the implementation of the Merewether High School Environment Plan
  - Students will also be involved in making formal geographical presentation. This will be done through participation in various Geography competitions where students work on individual and group projects.

**Course Fee:** Year 9 - $10

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course
Students may elect to undertake 200 hours of study in History elective in Stage 5.

Stage 5 History elective is designed to provide additional opportunities for students to develop sophisticated understanding of the skills and concepts essential to senior studies in Modern or Ancient History. Engaging and through provoking topics aim to provide students with an understanding of history and historical inquiry, past societies and historical periods. Students will also continue to develop their argumentative expression in both visual and written media forms.

Course Design
200 hours - 6 periods per cycle in Year 9
- 6 periods per cycle in Year 10

- ONE area of study from each of topics 1, 2 and 3 and least TWO other choices from any topic.

Topic 1 Constructing History
- film as history
- history and the media
- Visual History
- Evaluating historical sources
- The importance of perspective
- historical reconstructions
- historical fiction
- world myths and legends

Topic 2 Ancient, Medieval and Early Modern Societies
- archaeology of the Ancient World
- Ancient societies and Ancient literature
- medieval and Modern Europe
- Ancient Sparta
- The Americas
- an Asian study

Topic 3 Thematic Studies
- conspiracy theories
- heroes and villains
- war and peace
- terrorism
- revolutions
- crime and punishment
- music through history
- slavery
- religious beliefs and rituals through the ages
- sport and recreation in history
- school-developed study

Students will learn about:
- the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions
- the major features of an ancient medieval or early modern society and of particular relevance is the study of historical causation and factors contributing to continuity and change
- the application of their understanding of the nature of history and the methods of historical inquiry.

Course Fee: Year 9 - $10, Year 10 - $10

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course
The engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules that cover alternate energy and control technology.

Course Design
100 hours - 6 periods per cycle over 1 year
The content is divided into 2 core modules:

Core module 1:
• Structures students use computer-aided drafting (CAD) package to develop 3D images of engineered products. Practical activities enhance learning about structures, and

Core module 2:
• Mechanisms analysis, design and construction of a variety of mechanisms with development of CAD skills.

200 hours - 6 periods per cycle in Year 9
6 periods per cycle in Year 10
In addition to the two core modules as indicated above, students will be required to undertake the two specialist modules below.

Specialist module 3:
• Alternate Energy investigation and implementation of alternate energy systems. Researching wind, solar, wave, geothermal tidal technologies, and

Specialist module 4:
• Control Technologies students will construct a range of devices that focus on control systems and timing.

These modules all cover the following areas:
OH&S, materials, tools and machines, engineering principles, links to industry, design workplace communications, societal and environmental impact.

Students will learn about:
• identifying hazards in the work environment and the principles of risk management
• the properties, structures and applications of materials related to engineering mechanisms
• the range of equipment, tools and machines used in experiments, prototypes and products
• the nature and purpose of mechanisms as well as the components that make up mechanisms
• the nature and purpose of alternative energy systems
• the principles of simple control systems
• the application of control systems
• a range of engineering fields and traditional, current and emerging technologies that relate to engineering
• reading and interpreting graphics, freehand drawing, sketches, pictorial and orthogonal drawings and
• creating computer based 3D models that can be tested with stress analysis and computational fluid dynamics software.

Course Fee: Year 9 100 hours and 200 hours - $50, Year 10 - 200 hours - $50

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course
The computing course is designed to develop a student’s knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions. Students develop computing solutions through project work, individually and collaboratively. As a result of studying this course, students will be equipped to make appropriate use of and informed choices about computing.

Course Design
Core:
- design, produce and evaluate: investigating how solutions to various problems are identified, evaluated and presented
- past, current and emerging technologies
- data handling: forms, sources, types, transmission types, storage, compression and security
- hardware: functions, components, classification
- issues: legal, ethical, social and industrial
- People: roles, responsibilities and careers and
- Software: systems, types, hardware requirements, interface, graphical user interface.

Options
- authoring and multimedia
- database design
- digital media
- the Internet and website development
- networking systems
- software development and programming

The core and the options will be integrated into units. These units should be structured around projects focusing on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions.

100 Hour Course: students to be introduced to all core content within the study of a minimum of two (2) options.
200 Hour Course: students must complete all core content within the study of a minimum of four (4) options.

Students will learn about:
- applying appropriate software to a range of tasks
- use appropriate hardware for a range of tasks
- designing producing and evaluating appropriate information and software solutions to a range of problems
- responsible practices and ethical use of information and software technology
- acquires and manipulates data and information in an ethical manner
- the effects of past, current and emerging information and software technologies on the individual and society
- applying collaborative work practices to complete tasks
- communicates ideas, processes and solutions to a targeted audience and
- key roles and responsibilities of people in the field of information and software technology.

Course Fee: Year 9 - $10, Year 10 - $20

* Information contained herein is correct at the time of printing but may be subject to variation.
International Studies

Course Codes: 9IS1

Description of Course
Students may elect to undertake 100 hours of study in International Studies in Stage 5.

International Studies will explore cultures around the world and contrast these to our Australian experience. Historic and contemporary attitudes to complex ideas and concerns will be explored. The course is also designed to focus on the critical thinking and writing skills essential to students considering HSC Society and Culture.

International Studies has direct relevance to the immediate needs of students and to their future lives by enabling them to develop understanding of:

- themselves
- their own society and culture
- the societies and cultures of others.

Course Design
100 hours - 6 periods per cycle in Year 9

<table>
<thead>
<tr>
<th>Modules of Study</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues that may be explored in International Studies include:</td>
<td>• identifies and describes relationships and interactions within and between social and cultural groups</td>
</tr>
<tr>
<td>• human rights</td>
<td>• identifies and applies social and cultural concepts</td>
</tr>
<tr>
<td>• popular culture</td>
<td>• explains continuity and change and their implications for societies and cultures</td>
</tr>
<tr>
<td>• “Just war”</td>
<td>• plans and conducts ethical social and cultural research</td>
</tr>
<tr>
<td>• internationalism and globalisation</td>
<td>• communicates information, ideas and issues using appropriate written, oral and graphic forms</td>
</tr>
<tr>
<td>• country study</td>
<td></td>
</tr>
<tr>
<td>• the role of the media</td>
<td></td>
</tr>
<tr>
<td>• security and terrorism</td>
<td></td>
</tr>
<tr>
<td>• other contemporary international events, people and issues as they arise</td>
<td></td>
</tr>
</tbody>
</table>

Course Assessment: Students will complete a media portfolio and conduct a real piece of research

Special Requirements: Nil

Course Fee: $10
Course Description

The aim of the course is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Students will develop language learning and communication skills through the study of the following topics:

- Family life, home and neighbourhood
- People, places and communities
- Education and work
- Friends, recreation and pastimes
- Holidays, travel and tourism
- Future plans and aspirations

Future Applications

- Literacy skills developed in this course will be transferable to other languages, including English as well as other areas of learning.
- Development of an understanding of the nature of languages as systems by describing and comparing linguistic features across languages.
- An ability to communicate in more than one language and empathise with speakers of languages other than English are in high demand by employers across a range of industries and produce exceptional global citizens.

Course Fee  $10

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course
Students may undertake 100 or 200 hours of elective Music in Stage 5. The 100-hour course will prepare students for the Music 1 Accelerated course. This course allows students to perform, compose and listen to music from a range of contemporary topics. There are 21 topics to choose from for the HSC Music 1 course, so the course caters for students with a vast range of interests. Topics include: Rock Music, Music for the Theatre, Popular Music, Technology and Its Influence on Music, Music for Small Ensembles, An Instrument and Its Repertoire and Music of the C20th and C21st.

The 200 hour course will equip students for the study of EITHER Music 1 or Music 2 for the HSC.

100 hours - 6 periods per cycle over 1 year

200 hours - 6 periods per cycle in Year 9
6 periods per cycle in Year 10

Stage 5 elective Music offers students the opportunity to further develop their musical abilities and potential. The nature of musical study allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Course Design
The compulsory topic in Stage 5 Music is Australian Music. In addition to this topic, 100 hour course students study at least one topic from each of the groups below. 200 hour course students study at least two topics from each of the groups below.

Compulsory topic – Australian Music

100 Hour Course
- baroque music
- popular music
- Australian Music
- theatre music

200 Hour Course
- baroque music
- popular music
- Australian Music
- theatre music
- classical music
- art music of the 20th and 21st centuries
- music and technology
- jazz

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

The study of the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) underpins the development of skills in performing, composing and listening within the context of a range of styles, periods and genres.

Course Fee: Year 9 - $45, Year 10 - $45

* Information contained herein is correct at the time of printing but may be subject to variation.
Photographic and Digital Media

Photographic and Digital Media is an elective course that can be studied 100 hours.

Course Description
Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the visual arts elective course.

Students will learn about:
Students learn about making different kinds of photographic and digital media works. They learn to represent their ideas and interests with reference to contemporary trends. They also explore how their own lives and experiences can influence their art making.

Course Design
100 hours - 6 periods per cycle over 1 year
Content will include art making photographic and digital media works and studying photographers and their works. Students record procedures and activities about their art making practice in their photographic and digital media journal.

Course Requirements
Students are required to produce a photographic and digital media portfolio and keep a photographic and digital media journal. Students must have access to their own digital camera.

Course Fee: Year 9 100 hours - $100, fees cover the cost of ink, paper and other consumables.

* Information contained herein is correct at the time of printing but may be subject to variation.
Physical Activity and Sports Studies (PASS)

Course Codes: 9SS1, 9SS2,10SS2

Description of Course

Students may undertake 200 hours of study across Stage 5 or 100 hours of study in Year 9.

The Physical Activity and Sports Studies (PASS) course enhances student knowledge and understanding of the science of human movement. Students will apply key theoretical concepts to sporting and movement contexts and develop valuable and marketable skills in organisation, enterprise, leadership, communication and the use of technology. PASS offers opportunities for students to improve and refine their movement capabilities in a range of contexts that include practical laboratories, peer teaching sessions and through the participation in traditional, contemporary and emerging sports. The PASS course provides a valuable link to HSC PDHPE, and prepares students for tertiary study and careers in sport and health related professions such as sports medicine, physiotherapy, sports nutrition, exercise science, sports psychology, occupational therapy and sport administration.

Course Design

The PASS course offers students’ a choice of two distinct pathways of study.

Students should select the pathway that best suits their sporting interests, needs and ability.

<table>
<thead>
<tr>
<th>PASS Human Movement Pathway</th>
<th>PASS Football Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>• PASS Human Movement will examine and apply course content and concepts to a variety of sports and physical activities.</td>
<td>• PASS Football will examine and apply course content and concepts to the specific requirements of football codes such as Soccer, Rugby Union, Rugby League, Australian Rules, American Football, Oztag and Touch.</td>
</tr>
<tr>
<td>• Students studying PASS Human Movement will participate in learning experiences that utilise the knowledge, expertise and resources of physical activity and sporting professionals from the local community and organisations such as The University of Newcastle and The Sydney Academy of Sport.</td>
<td>• Students studying PASS Football will participate in learning experiences that utilise the knowledge, expertise and resources of elite sporting groups such as The Newcastle Jets and The Newcastle Knights.</td>
</tr>
</tbody>
</table>
| • Students will participate in learning experiences such as;  
  - Aquatic Activities eg. Water Polo, Life Saving  
  - Fitness Activities eg. Weight Training  
  - Individual and Team Sports eg. Archery, Golf, Ultimate  
  - Indoor and Modified Sports eg. Badminton, Futsal  
  - Laboratories and Field Tests eg. Go-Kart Skill Analysis  
  - Outdoor and Recreational Activities eg. Orienteering  
  - Small Scale World Sporting Event eg. Olympic Games | • Students will participate in learning experiences such as;  
  - Coaching and Refereeing Certification eg. Football NSW  
  - Fitness Training for Football eg. The Jets  
  - High Performance Training eg. The Knights Gym  
  - Laboratories and Field Tests eg. Skill Analysis  
  - Modified Football Games eg. Futsal, Walla-Rugby  
  - Skill Drills and Team Play for Football eg. Tactics  
  - Small Scale World Sporting Event eg. World Cup Rugby |

Course Fee: Year 9 $5, Year 10 $5

* Information contained herein is correct at the time of printing but may be subject to variation.
Description of Course

Students can elect to undertake a 100 hour or 200 hour Textiles Technology course in Stage 5.

The Textiles Technology course is designed to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society. The course has a focus on practical application and encourages independent learning and creativity.

Course Design

100 hours - 6 periods per cycle over 1 year
The content is divided into 4 focus areas:
- textile arts - “inspired bags”
- non apparel - “blue by you” (recycled denim)
- apparel - “resort wear”
- furnishing - “colour my world”.

200 hours - 6 periods per cycle in Year 9
6 periods per cycle in Year 10
The content is divided into 6 focus areas:
- non apparel - “blue by you”
- Textile Arts - “inspired bags”
- apparel/non apparel - “too sexy for the catwalk”
- costume - “enter stage right”
- apparel - “resort wear”
- furnishing – “colour my world”.

Students will learn about:
- the properties and performance of textiles
- the processes of designing for a range of textile applications
- the role of textiles for the individual consumer and society
- creative documentation, communication and presentation of design ideas and
- creative use of textile materials, equipment and techniques to produce quality textile items.

Course Fee: Year 9 - $50, Year 10 - $50

* Information contained herein is correct at the time of printing but may be subject to variation.
The Visual Arts course can be studied for 200 or 100 hours in Stage 5 (Years 9 and 10).

**Course Description**
Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world and enables students to represent their ideas and interests in artworks.

**Students will learn about:**
Students learn about making different kinds of artworks in 2D (drawing, painting, printmaking, photography), 3D (sculpture, ceramics) and/or 4D (film, video) forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places. They also explore how their own lives and experiences can influence their artmaking, drawing ideas from their environment to inspire their artmaking.

**Course Design**

100 hours - 6 periods per cycle over 1 year
200 hours - 6 periods per cycle in Year 9
6 periods per cycle in Year 10

Content will include critical and historical study and making artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time.

**Course Requirements**
Students are required to produce a body of work, study artists and their works and keep a Visual Arts diary.

**Course Fee:** Year 9 100 hours $80, Year 9 200 hours - $80, Year 10 200 hours - $80

* Information contained herein is correct at the time of printing but may be subject to variation.
Visual Design

Visual Design is an elective course that can be studied for 100 or 200 hours.

Course Description
Visual Design provides opportunities for students to enjoy making and studying graphics and visual design artworks. Visual Design is a course dedicated to the creation of functional objects and artworks that are not only useful but are also aesthetically pleasing. They are given a design brief from which they are to interweave the concepts of function and aesthetics. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the visual arts elective course.

Students will learn about:
Students learn about making different kinds of visual design artworks. They study painting, drawing and printmaking, creating 2D – Logo design, posters, T-Shirt prints and cartooning etc, 3D – functional sculptural pieces such as modified chair designs, clay objects and 4D short animation production. They learn to represent their own ideas and interests and look at the works of graphic, textile, industrial and fashion designers.

Course Design
100 hours - 6 periods per cycle over 1 year
200 hours - 6 periods per cycle in Year 9
6 periods per cycle in Year 10

Content will include options for the making of visual design artworks using a range of materials and techniques in 2D, 3D and 4D forms, including ICT, to build a folio of work over time. Students record procedures and activities about their making practice in their visual design journal. They investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies.

Course Requirements
Students are required to produce a folio of work study designers and their work and keep a Visual Design journal.

Course Fee: Year 9 100 hours - $80, Year 9 200 hours - $80, Year 10 200 hours - $80

* Information contained herein is correct at the time of printing but may be subject to variation.
Study your background community language at the Saturday School of Community Languages!

Connection Diversity Excellence

The Saturday School of Community Languages (SSCL) is a Department of Education and Communities secondary school that offers language courses to students wishing to study their background community language if it is not available for study at their weekday school.

There are sixteen SSCL Centres, fourteen based at high schools in the Sydney metropolitan area and one each in Wollongong and Newcastle.

Courses are offered for the Record of School Achievement and the Higher School Certificate in 24 languages.

At the Merewether High School centre, the following languages are available for study: Chinese, Modern Greek and Spanish

Classes are held on the Saturday at the end of each school week of the four government school terms.

In 2016, classes are due to start on Saturday, 6 February.

For more information, please visit the Saturday School of Community Languages website www.sscl.schools.nsw.edu.au.

If you wish to study your background community language, please obtain initial advice from your school.

The 2016 new enrolment application forms will be available from the website from the middle of Term 3 this year.

In 2016 the formal enrolment period for new students will end on Friday 26 February. Enrolments received after this date will be subject to the usual enrolment criteria in addition to availability of places in established classes.

* Information contained herein is correct at the time of printing but may be subject to variation.
Year 9 2016
Student Course Selection Sheet

Student Name: ___________________________  Current Class: ______

Students must select one elective to study for 100 hours (Yr 9 2016 only)

<table>
<thead>
<tr>
<th>Elective choice 100hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>For my 100 hr elective I select</td>
</tr>
</tbody>
</table>

Students must select one elective to study for 200 hours
(to be studied in Yr 9 2016 and Yr 10 2017)

<table>
<thead>
<tr>
<th>Elective Choice 200hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>For my 200 hr elective I select</td>
</tr>
</tbody>
</table>

Course selections can be returned from 5 August 2015 and must be submitted by 14 August 2015.

Parent Signature:..........................................................  Date:.................

* Information contained herein is correct at the time of printing but may be subject to variation.