

St. Mary's High School Gateshead



Year 9 and 10 Additional Courses of Study Handbook 2017-2018

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Policy and Procedures Statement

Rationale

In John 10:10 we learn that Jesus came so that we might have fullness of life. Our response to this belief, as followers of Christ and Catholic school educators, is to recognise that we are called to educate our students into the **FULLNESS** of their being.

Aims

- To recognise, honour and be responsive to the needs of the whole child
- To respect, honour and promote the reality of human uniqueness
- To respect, honour and promote the reality of human difference

Objectives

- To engage in a process of allocating Additional Courses of Study which is genuinely responsive, ie. fairly and justly responsive to the expressed needs of **ALL** students participating in the process
- To broaden students' educational experience
- To develop new skills and abilities, and expand students' knowledge base
- To better prepare students to engage in an informed consideration of post-compulsory schooling, work options and opportunities
- To introduce students to courses of study which create pathways to post compulsory education and employment.

Implementation

Consistent with meeting the stated aims and objectives, the school is obliged to:

- Provide as many opportunities as possible, across all KLA's (Key Learning Areas), for students to develop their unique and diverse range of gifts and talents
- Engage in a process of selection which is driven by the expressed needs of students
- Ensure that the provision of rooming and staffing is appropriate for meeting the expressed needs of students within the limits imposed by the responsible management of finite resources.

Year 9 and 10 Curriculum

In Years 9 and 10, two, three or four Additional Courses of Study may be undertaken as well as the mandatory courses of Religious Studies, English, Mathematics, Science, Australian History, Australian Geography and Personal Development, Health and Physical Education. The information contained in this handbook will assist your child in selecting Additional Courses for the next two years.

A student choice form will be issued during a meeting of all students. We ask that students complete the form with your guidance and assistance. Once completed it is to be signed and returned to the school by the date indicated.

Subjects Offered as Additional Courses of Study

Creative Arts	HSIE	PDHPE	TAS
<ul style="list-style-type: none"> • Drama • Music • Photographic & Digital Media • Visual Arts 	<ul style="list-style-type: none"> • Aboriginal Studies • Commerce • Work Education 	<ul style="list-style-type: none"> • Physical Activity & Sports Studies (CEC) (Content Endorsed Course) 	<ul style="list-style-type: none"> • Food Technology • Textiles Technology • Graphics Technology • ISTEM (Integrated Skills, Technology, Engineering and Mechanics) • Industrial Technology: <ul style="list-style-type: none"> - Timber - Metal - Building & Construction - Engineering Studies • Information & Software Technology
LOTE			
<ul style="list-style-type: none"> • Japanese 			

Although there are potentially 18 Additional Courses which students may choose, it does not necessarily mean that each of the courses will run. **What actually runs will be a product of students' expressed needs and the school's capacity to meet those needs.**

Unless class sizes are viable, subjects cannot be timetabled. In general, a **minimum class size of 15** will apply.

Fees

2017 Fee Table

Additional Course of Study	2017 Fees
Key Learning Area Courses	
Drama	\$65.00
Music	\$80.00
Photographic & Digital Media	\$80.00
Visual Art	\$80.00
Japanese	\$50.00
Aboriginal Studies	\$20.00
Commerce	\$20.00
Work Education	\$20.00
Physical Activity & Sports Studies	\$80.00
Information & Software Technology	\$40.00
Food Technology	\$130.00
Textiles Technology	\$55.00 (* plus cost of fabric)
Industrial Technology (All subjects)	\$110.00
Graphics Technology	\$50.00
ISTEM	\$110.00

Practical subjects have a fee component, which covers such things as consumable materials, copyright and licensing fees, equipment maintenance and depreciation and the wages of specialist support staff. **Parents should note this is an annual charge, separate from tuition fees.**

Subjects should only be selected if parents are able to pay the fees. The fees to be paid will depend on the subjects a student chooses.

Correct protective clothing must be worn by pupils in all practical subjects, including leather shoes with firm polished uppers (ie. traditional school shoes). It may also be necessary to wear other protective items such as glasses, gloves, hats, etc. The cost of these items is NOT included in course fees. These will need to be purchased separately.

Subject Selection Advice

When selecting courses of study please be mindful of the following:

- Excursions are an integral part of most of the courses and attendance at these is compulsory
- Additional courses of study in Years 9 and 10 are **not** necessarily prerequisites for extensions of those subjects in Years 11 and 12. **All** additional courses of study can be developed into senior studies and contribute to sound career prospects
- Make your subject selections according to the following criteria:

Interest

- Choose subjects which interest you and you believe you will enjoy doing

Ability

- Choose subjects in which you believe you are capable of doing well

Balance of Subjects

- Choose subjects which give a range of experiences. This is gained by choosing subjects ideally from **two** Key Learning Areas

Challenge

- Choose subjects which will challenge you

- **Don't** -
 - Presume who will teach a subject
 - Presume a subject will not run
 - Be influenced by your friends' choices
 - Believe there are easy/hard subjects
- **Do** -
 - Seek guidance from your parents and teachers
 - Make selections which are **your** selections

Process Timeline

Term	Date	Action
2 (2016)	Tuesday 14 June	<ul style="list-style-type: none"> Student meeting to distribute handbooks
3	Tuesday 26 July	<ul style="list-style-type: none"> Year assembly to explain the subject selection process, issue the Choice Form and explain how it is to be completed
3	Tuesday 26 July	<ul style="list-style-type: none"> Parent and student Information Evening
3	Friday 29 July	<ul style="list-style-type: none"> Final day for return of student Choice Forms to Mr Peter Antcliff, Assistant Principal
3	September (date TBA)	<ul style="list-style-type: none"> Notification to students of subject allocations by Mr Peter Antcliff, Assistant Principal
3	One week after you are notified of allocation	<ul style="list-style-type: none"> Final date for students' appeals against allocations. (This will be one week after the Notification of Allocations).
1 (2017)	By Friday 17 February 2017 (Week 4)	<ul style="list-style-type: none"> No changes after this date

The procedure for applying to change Additional Courses during this period is as follows:

1. A written request is made to the Assistant Principal
2. The Assistant Principal will meet with the Coordinator(s) of the KLA(s) in question to determine whether it is possible to facilitate a change
3. The Assistant Principal will notify the student of the outcome of this consultation

SUBJECTS

Creative Arts Faculty

Drama

Music

Photographic and Digital Media

Visual Art

Japanese

Drama

Drama is an elective course that can be studied for 100 or 200 hours in Years 9-10.

Course Description

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



What will students learn about?

Students learn about different types of drama and the techniques used to create plays. Units studied may include; play-building, improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare.

What will students learn to do?

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas individually and in groups using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience.

Record of School Achievement

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



Music

Music

The Music Elective course can be studied for 100 or 200 hours in Stage 5 and follows on from the Stage 4 Mandatory Course.

Course Description

The Music course enables students to develop skills and knowledge and enjoy participating in performance, composition and listening through the study of a range of musical styles.

This course allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?

In this course, students will study the concepts of music through the learning experiences of performing, composing and listening, from a range of styles, periods and genres. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of other topics including; film music, jazz, rock, classical and music of the theatre.

What will students learn to do?

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

Course Requirements

It is strongly recommended that students undertake private tuition in their chosen instrument to assist in the development of confident performance skills and in their understanding of the musical concepts. It is also expected that elective music students engage enthusiastically in the musical life of the school.

Record of School Achievement

Satisfactory completion of Music during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).



Photographic and Digital Media

Photographic and Digital Media is an elective course that can be studied for 100 or 200 hours. It builds on the Stage 4 Visual Arts 100-hour mandatory course.

Course Description

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. This course enables students to investigate new technologies, cultural identity and the evolution of photography into the 21st century.



What will students learn about?

Students learn about the pleasure and enjoyment of creating different kinds of photographic and digital media works in still, interactive and moving forms. They also study contemporary trends, photographers and digital artists.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings and also explore how their own lives and experiences can influence their making and critical and historical studies.

What will students learn to do?

Students will learn to make photographic and digital media using a range of materials and techniques in still, interactive and moving forms to build a portfolio of work. They will learn research skills, approaches to experimentation and how to make informed personal choices and judgements about their learning.

Course Requirements

Students are required to produce a Photographic and Digital Media Portfolio and keep a Photographic and Digital Media Journal.

Record of School Achievement

Satisfactory completion of Photographic and Digital Media during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).



Visual Arts

The Visual Arts Elective course can be studied for 100 or 200 hours in Stage 5 and follows on from the mandatory course which students studied in years 7 and 8.



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. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will students learn about?

Students learn about the pleasure and enjoyment of creating and making different kinds of artworks. They also study 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 and also explore how their own lives and experiences can influence their art-making and critical and historical studies.

What will students learn to do?

Students learn to make artworks using a range of materials and techniques 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. They also develop research skills, approaches to experimentation and how to make informed personal choices and judgements.

Course Requirements

Students are required to produce a body of work and keep a Visual Arts Diary.

Record of School Achievement

Satisfactory completion of Visual Art during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).



SUBJECTS

Language Other Than English (LOTE) Faculty

Japanese

Japanese

Japanese is a course that may be studied for 100 or 200 hours in Stage 5 and follows on from the Stage 4 Japanese mandatory course studied in Year 8.

Course Description

The elective Japanese course provides students with the opportunity to further increase their communication skills and fluency in using and understanding the Japanese language and culture and in exploring the links between Japanese and English.

What will students learn about?

100 Hours Course Topics

- Home and Family Life
- Daily activities, fun and food
- Sports and hobbies
- Travel, transport and tourism

200 Hours Course Topics

- Describing People and Places
- Making plans, eating out, clothes
- Talking about what you did, shopping
- Nationalities, languages, festivities

What will students learn to do?

Students will further develop their skills to communicate in Japanese through speaking, listening, reading and writing activities. They will increase their skills in reading and writing Japanese scripts – Hiragana and some Kanji symbols in the 100 Hours Course, and Katakana and Kanji in the 200 Hours course.



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

Students will increase their skills in using and understanding the Japanese language and culture through the use of computer technology, written texts, interaction with exchange students from Japan, Japanese memorabilia and practical hands on activities. They will further develop their research skills and confidence in social situations and their ability to work in group situations.

Record of School Achievement

Satisfactory completion of Japanese during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

SUBJECTS

Human Society and Its Environment (HSIE) Faculty

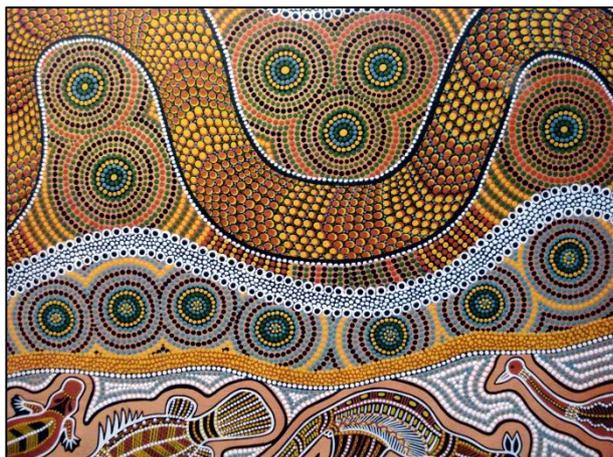
**Aboriginal Studies
Commerce
Work Education**

Aboriginal Studies

Aboriginal Studies is a course that may be studied for 100 or 200 hours in Years 9-10.

Course Description

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



What will students learn about?

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

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

What will students learn to do?

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

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

Record of School Achievement

Satisfactory completion of Aboriginal Studies during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

Commerce

Commerce is a course that may be studied for 100 or 200 hours in Years 9-10.

Course Description

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

What will students learn about?

All students study the CORE Topics **Consumer Choice** and **Personal Finance**. In these topics they learn about making responsible spending, saving, borrowing and investment decisions. Students may also study **Legal and Employment Issues**, in which they will develop an understanding of their legal rights and responsibilities and how laws affect individuals and regulate society. They also learn about commercial and legal aspects relating to employment issues, and their rights and responsibilities in future work.

Students will also choose to study four optional topics selected from: Legal Studies; Business Studies; Investment; Business Marketing; E-Commerce; Young people and financial independence; Politics and economics; Young people and global travel; and The Economy and Government Issues.

What will students learn to do?

Student learning in Commerce will develop skills in financial management and making decisions relating to Economics, Business and Legal Studies. Students learn to identify research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers. They will develop research and communication skills, including the use of ICT, that build on the skills they may need in business or legal courses in further studies. They will also develop skills in personal financial management and understanding the rights and responsibilities of the workplace.

Students will also attend two excursions to Sydney visiting the Reserve Bank of Australia, NSW Parliament House and The Downing Centre Law Courts in central Sydney. Other guest speakers from the Law Institute, Commonwealth Bank and NSW Police will be invited to give students a hands-on experience of the financial and legal worlds.

Students will also form business teams and operate their own school-run business learning how to raise capital, invest in products, market to students and make a returning profit.

Record of School Achievement

Satisfactory completion of Commerce during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

Work Education

Work Education is a course that may be studied for 100 or 200 hours in Years 9-10.

Course Description

Work Education provides students with opportunities to develop knowledge, understanding and skills regarding the world of work including an awareness of work readiness and employer expectations, the roles and purpose of a range of sectors including education, training and employment organisations and an appreciation of the role of lifelong learning in planning and managing pathways.

What will students learn about?

The core content is arranged in two parts:

Core Part 1 – Preparing Futures

Topics:

- Transition Planning
- What is Work?
- Introduction to Workplace Safety
- Contemporary Workplace issues

Core Part 2 – Working Communities

Topics:

- Workplace Rights and Responsibilities
- Exploring Post-School Pathways
- Technology and Communication
- Partnerships in the Community

Students completing the 100 hour course may study either Core Part 1 or Core Part 2. Students completing the 200 hour course will study both Core Part 1 and Core Part 2

All students will undertake the mandatory topic **Introduction to Workplace Safety** to ensure an understanding of Workplace Health and Safety issues. In addition students will study selected options that cater for specific needs and interests. The options cover areas such as technology, transitions, community participation, communication and partnerships. The Work Education syllabus encourages the integration of work and community based learning opportunities.

What will students learn to do?

Students will learn to research a range of work related issues for example employment trends and participation rates. Students will learn to communicate using a range of techniques targeting specific audiences for example employers. Students will learn employability skills, which include communication skills, teamwork, ICT, and problem solving. Students will learn enterprise skills including taking the initiative in workplace contexts. Students will learn to plan and manage their own pathways including the range of school to work transitions.

Record of School Achievement

Satisfactory completion of Work Education during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

SUBJECTS

Physical Development, Health & Physical Education Faculty (PDHPE)

Physical Activity and Sport Studies (PASS)

Physical Activity and Sport Studies (PASS)

The aim of the Physical Activity and Sports (PASS) is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. It can be studied for 100 or 200 hours in Years 9-10.

Course Description

The content is organised in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance.

What will students learn about?

Students will study a series of modules from each Area of Study. Examples of modules include:

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
M O D U L E S	<ul style="list-style-type: none"> • Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of movement skill development • Nutrition and physical activity • Participating with safety 	<ul style="list-style-type: none"> • Australia's sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity and sport • Issues in physical activity and sport 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

Skills learnt include the ability to work collaboratively with others to enhance participation, enjoyment and performance, display management and planning skills to achieve personal and group goals, perform movement skills with increasing proficiency, analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

In addition, the PASS Curriculum suggests that all students be given the opportunity to participate in an extension of the course through the platform of an external excursion.

St Mary's offers the opportunity to experience the most recent coaching, performance based and skill acquisition information and practical involvement at the Australian Institute of Sport, Canberra. This is an extra cost of approximately \$380 depending on the number of days and availability of professional coaches at the AIS. All students in this Course will be offered this within the Stage 5 course.

Record of School Achievement

Satisfactory completion of Physical Activity and Sport Studies during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

SUBJECTS

Technological and Applied Studies (TAS) Faculty

Textiles Technology

Food Technology

ISTEM

(Integrated Skills, Technology, Engineering and Mechanics)

Graphics Technology

Information and Software Technology

Industrial Technology - Timber

Industrial Technology - Metal

Industrial Technology – Engineering Studies

Industrial Technology – Building and Construction

Textiles Technology

Textiles Technology may be studied for 100 and 200 hours in Years 9-10. It builds on the knowledge, skills and experiences developed in Years 7–8 Technology subject.



Course Description

The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Textile projects will give students the opportunity to be creative, independent learners and to explore design and functional aspects of textiles.

What will students learn about?

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

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

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

What will students learn to do?

Students will learn to use the creative process to design textile items. Design ideas and experiences are documented and communicated and will show evidence of each of the stages of designing, producing and evaluating. Students will learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects. Students will learn to identify the properties and performance criteria of textiles by deconstructing textile items and identify the influence of historical, cultural and contemporary perspectives on textile design, construction and use.



Record of School Achievement

Satisfactory completion of Textiles Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement (ROSA).

Food Technology

Food Technology may be studied for 100 and 200 hours in Years 9-10. It builds on the knowledge, skills and experiences developed in Years 7–8 Technology subject.

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety that food adds to life and how it contributes to both vocational and general life experiences.

What will students learn about?

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- Food in Australia
- Food service and catering
- Food product development
- Food for special occasions
- Food selection and health
- Food trends



What will students learn to do?

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Record of School Achievement

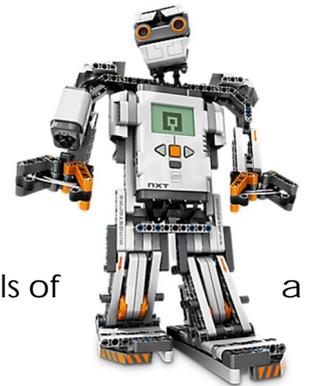
Satisfactory completion of Food Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

ISTEM

(Integrated Skills, Technology, Engineering and Mechanics)

Course Description

ISTEM may be studied for 100 hours in Year 9 only or 200 hours in Years 9-10. Science, Technology, Engineering and Mathematics are fundamental to shaping the future of Australia. These subjects provide skills and knowledge that increasingly underpin many professions and trades. The ISTEM course utilises these focus areas to develop students' knowledge and skills to support the skills of technologically based workforce.



What will students learn about?

ISTEM covers a number of modules in the fields of technology and engineering. They include; Engineering Fundamentals, Aerodynamics, Motion, Mechatronics and the Major Research Project. To satisfy the requirements of the course students must undertake a range of inquiry-based learning activities which occupy the majority of course time.



100 Hours		100 Hours	
Module 1 Engineering Fundamentals 25 Hours	Module 2 Aerodynamics 25 Hours	Module 4 Motion 25 Hours	Module 5 Mechatronics 25 Hours
Module 3 3D CAD/CAM 50 Hours		Module 6 Research Project 50 Hours	



These focus areas seamlessly integrate a number of current ISTEM intervention initiatives that the school participates in, including:

- RoboCUP
- Electric Vehicle Festival
- STELR
- Science & Engineering Challenge

What will students learn to do?

Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems. The ISTEM program utilises a practical integrated approach with engineering and technology being used to drive interest in Science and Mathematics, through the development of technical skills and mechanical engineering knowledge.

Record of School Achievement

Satisfactory completion of ISTEM course during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

Graphics Technology

Graphics Technology may be studied for 100 and 200 hours in Years 9-10. It builds on the knowledge, skills and experiences developed in Years 7–8 Technology subject.

What will students learn about?

Students will develop knowledge, understanding and skills to:

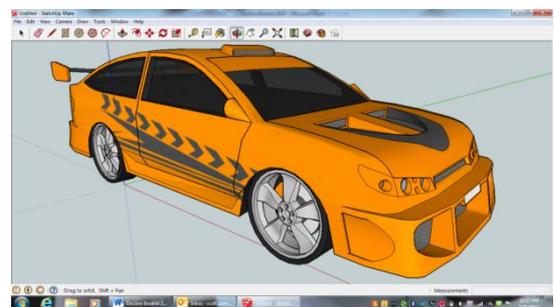
- Visualise, sketch and accurately draw shapes and objects to communicate information in varying forms.
- Interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and computer-based media and techniques.
- Use graphic conventions, standards and procedures in the design, production and interpretation of a range of manual and computer-based graphical presentations.
- Select and apply techniques in the design and creation of computer-based presentations and simulations to communicate information.
- Apply Workplace Health and Safety (WHS) practices and risk management techniques to the work environment.
- Appreciate the nature and scope of graphics in industry and the relationships between graphics and technology, the individual, society and the environment.

In addition, students undertaking 200 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics such as:

- Architectural Drawing
- Engineering Drawing
- Australian Architecture
- Graphic Design and Communication
- Cabinet and Furniture Drawing
- Landscape Drawing

What will students learn to do?

The major emphasis of the Graphics Technology subject is on students actively planning, developing and producing quality graphical presentations. Students will learn to design, prepare and present graphical presentations using both manual and computer based drafting technologies. They will learn to interpret and analyse graphical images and presentations and develop an understanding of the use of graphics in industrial, commercial and domestic environments.



Record of School Achievement

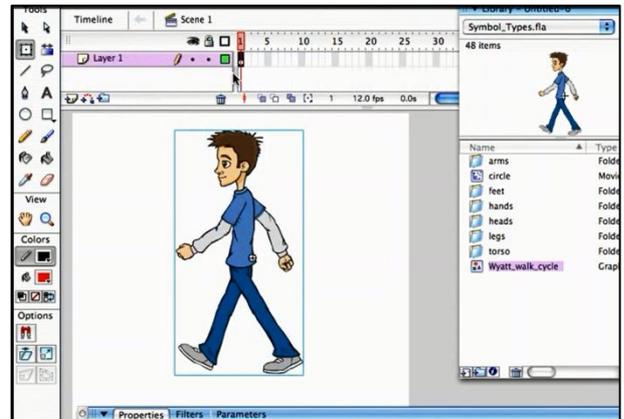
Satisfactory completion of Graphics Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

Information and Software Technology

Information and Software Technology may be studied for 100 and 200 hours in Years 9-10. It builds on the knowledge, skills and experiences developed in Years 7–8 mandatory Technology.

Course Description

Students will develop skills and knowledge towards the effective use of computing through a range of different projects. Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students.



What will students learn about?

The core content to be covered in this course is designing, producing and evaluating data, through the analysing of hardware and software applications. The course has been designed with an emphasis on practical activities based on “real life” situations.

In addition, students undertaking 200 hours of the course may also study a range of options that focus on specific areas such as:

- Software Development and Programming
- Networking
- Authoring and Multimedia
- Robotics and Automated Systems
- Internet and Website Development
- Database Design
- Artificial Intelligence, Simulation and Modelling
- Android Programming

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Record of School Achievement

Satisfactory completion of Information and Software Technology during Stage 5 will be recorded with a grade on the student’s Record of School Achievement (RoSA).

Industrial Technology - Timber

The Industrial Technology - Timber course can be studied for 100 and 200 hours in Years 9-10. It builds on the knowledge, skills and experiences developed in Years 7-8 Technology subject.

Course Description

Industrial Technology Timber develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

What will students learn about?

All students will learn about the properties and applications of materials associated with the Timber Course. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.



What will students learn to do?

The major emphasis of the Industrial Technology Timber course is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Record of School Achievement

Satisfactory completion of Industrial Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement (ROSA).

Industrial Technology - Metal

The Industrial Technology – Metal course can be studied for 100 and 200 hours in Years 9-10. It builds on the knowledge, skills and experiences developed in Technology Years 7– 8.

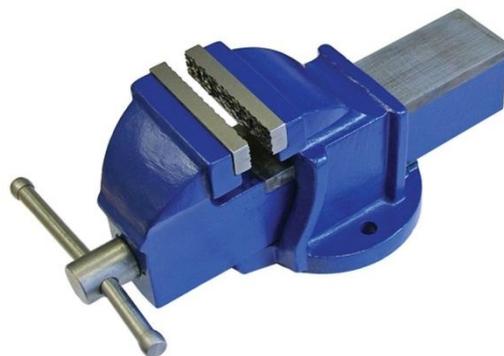
Course Description

The Metal course provides opportunities for students to develop knowledge, understanding and skills in relation to the fabrication and design of metal products.

What will students learn about?

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal or art metal which is enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Art Metal
- Fabrication
- Jewellery



What will students 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 related to metal-related technologies. These may include:

- sheet metal products
- metal machining projects
- fabricated projects
- artistic metal projects
- jewellery and accessories.



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

All students will learn about the properties and applications of materials associated with their chosen area of study. They will study the range of tools, machines and processes available in both industrial and domestic settings for working with selected materials. Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design and designing including the communication of ideas and processes.

Record of School Achievement

Satisfactory completion of Industrial Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

Industrial Technology – Engineering Studies

The Industrial Technology – Engineering Studies course can be studied for 100 and 200 hours in Years 9-10. It builds on the knowledge, skills and experiences developed in Years 7–8 Technology subject.

Course Description

The Engineering course provides opportunities for students to develop knowledge, understanding and skills in relation to engineering systems and procedures.

What will students learn about?

Students learn about use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the study of specialist modules in:

- Control Systems
- Alternative Energy

A range of practical projects will reflect the nature of the Engineering course and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- small structures
- small vehicles
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems



What will students learn to do?

Students will learn about safe practices for practical work environments, including risk identification and minimisation strategies. They will also learn about design, including the communication of ideas and processes. They will learn to safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Record of School Achievement

Satisfactory completion of Industrial Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement (ROSA).

Industrial Technology – Building and Construction

The Industrial Technology – Building and Construction course may be studied for 100 and 200 hours in Years 9-10. It builds on the knowledge, skills and experiences developed in Years 7–8 Technology subject.

Course Description

The Building and Construction course provides opportunities for students to develop knowledge, understanding and skills in relation to manufacture of practical projects.

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

- Construction and Renovation
- Outdoor Structures and Landscapes.

What will students learn about?

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

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



What will students learn to do?

The major emphasis of the Industrial Technology – Building and Construction course is on students actively planning and constructing quality practical projects. Students will learn to select and use a range of materials for individual projects. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

Record of School Achievement

Satisfactory completion of Industrial Technology during Stage 5 will be recorded with a grade on the student's Record of School Achievement (RoSA).

