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YEAR 9 CURRICULUM SELECTION FOR 2014

PARENT MEETING

**DATE—Tuesday 30th July 2013**
**6.00 pm - School Assembly Hall**

We will be holding a meeting for parents of Year 8 students to outline the subject selection choices available for Year 9 students in 2014 at Heathcote High School.

**Venue:**  
School Hall

**Date:**  
Tuesday 30 July

**Time:**  
6.00 pm

The purpose of this meeting is to provide the parents with an opportunity to ask questions and discuss with Head Teachers, Year Advisers and Executive the subjects available in 2014.

Parents and students will be taken on a brief guided trip through the booklet and there will be opportunity for questions.

We urge you to take the time to accompany your son or daughter to this meeting and look forward to working with you in guiding their educational future.

After the meeting, please help your child fill out the Subject Selection Form (back page of the booklet). We would like the final elective form to be returned to Mr Coleman no later than Monday 5th August (Week 4).

*Mark Noonan*  
PRINCIPAL

*Rick Coleman*  
DEPUTY PRINCIPAL
COURSE AND SUBJECT INFORMATION FOR YEAR 9 STUDENTS, 2014

CORE SUBJECTS
Compulsory
- English - 6 periods per week
- Mathematics - 5 periods per week
- Science - 5 periods per week
- History - 5 periods per week for 1 semester
- Geography - 5 periods per week for 1 semester
- Personal Development/Health/Physical Education - 3 periods per week

ELECTIVE SUBJECTS
Every student will study three subjects ("X" Elective, "Y" Elective and "Z" Elective) chosen from the following list:
- Child Studies
- Information & Software Technology
- Commerce
- Marine & Aquaculture Technology
- Drama
- Music
- Food Technology
- Photography & Digital Media
- Forensic Archaeology
- Physical Activity & Sports Studies
- French
- Textiles Technology
- Industrial Technology: includes five strands:
  - Art Metal (Silver Jewellery)
  - Mechatronics
  - Metalwork
  - Multimedia & Digital Photography
  - Woodwork
- Indonesian

Each Elective will be studied for 4 periods per week.

MAKING YOUR CHOICE
(Selection form can be found at the end of this booklet)
Every student must make the following selection:
- Select THREE subjects from Elective Subjects PLUS TWO OTHER SUBJECTS in case one of your three choices is not available. (see below) When making your selection, number your choices in order of preference, that is 1, 2, 3, 4 and 5.

Every effort will be made to give the first three selections. However, due to limits on class sizes and possible timetabling restrictions this may not be possible and therefore the fourth or fifth subject may be required.

Brief notes on each of the available subjects are given to help in making your decision. If you have any questions or wish to discuss any problems in regard to your subjects contact your Year Adviser and/or the Subject Head Teacher for assistance.
The three pathways through Stage 5 Mathematics (Years 9 and 10) are called 5.1, 5.2 and 5.3 with pathway 5.3 being the most challenging.

Results at the end of Year 10 are reported in 9 grades A10, A9, B8, B7, C6, C5, D4, D3 and E2 with A10 denoting outstanding achievement in all outcomes.

The Mathematics Faculty will continue with its policy to thoroughly grade Year 9 classes.

Class placement will be reviewed at the end of each semester. From the beginning of Term 1 of Year 9 students in the Selective class will be able to move to a more appropriate Mathematics class if it is deemed necessary.
The aim of the Child Studies course is to develop confidence in their decisions regarding children, gain practical skills whilst interacting with children and obtain knowledge about the wider community and its role in childhood development.

Child Studies is a Board Endorsed Course designed specifically to meet the requirements of Heathcote High School student interests.

Child Studies is a hands-on practical subject where students learn about childhood development—acquiring knowledge, skills and an understanding of the stages children go through and the impact of internal and external factors on child development. Excursions play an important role in this course.

The draft Child Studies Years 7–10 Content Endorsed Course Syllabus is based on exemplary school developed courses in the area. It will allow schools to continue to deliver a course in Child Studies that is tailored to meet the needs and interests of their students.

It covers such areas as: Preparing for parenthood, pregnancy, newborns, support networks, safety, child growth and development and play.

This course provides pathways into:

- Stage 6 Community & Family Studies
- TAFE Child Studies, Counselling, Social Work
- University Courses in Child Studies, Psychology, Social Work, Teaching etc

196 page A4 book
FEES/COSTS: Year 9 $20.00; Year 10 $10.00

For more information contact: Mrs Chesterfield & the Home Economics Staff
COMMERCE

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. In examining these issues students will develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Commerce provides students with an understanding of:
- commercial and legal processes
- personal financial management and financial literacy
- the relationships between consumers, businesses and governments in the overall economy.

By studying Commerce students will develop their skills in:
- problem-solving strategies
- analysis and evaluation.
- critical thinking
- reflective learning

COURSE STRUCTURE

CORE MODULES
YEAR 9
- Consumer Choice
- Personal Finance
YEAR 10
- Law and Society
- Employment Issues

ELECTIVE MODULES
A variety of options will be chosen to be studied over the duration of the course:
- Investing
- Promoting and Selling
- E-Commerce
- Global Links
- Towards Independence
- Running a Business
- Political Involvement
- Travel
- Law in Action
- Our Economy
- Community Participation

This course provides pathways into:
- Stage 6 Legal Studies, Business Studies and Economics
- TAFE Business, Retail and Legal Courses
- University Commerce, Marketing, Law

COURSE REQUIREMENTS

196 page A4 book
EXCLUSIONS: NIL
FEES/COSTS: NIL

For more information contact: HSIE Staff
The aim of the Drama Course is to develop students’ skills in voice, physical movement and acting. Drama will allow students to become involved in situations outside of their everyday experiences and to explore their emotions and responses in a safe and supportive environment. Students will learn how to work as a team, to accept other people’s ideas and to make creative contributions of their own. Students will also learn about the history and development of Theatre.

Drama will allow students to develop their speaking skills, self-confidence and their ability to present themselves in a positive way – which will be of benefit to them in their future lives and careers.

Areas of Study:

The Performer’s Tools – Body and Voice
Improvisation
Dramatic Forms – Melodrama, Realism etc.
Playbuilding
Elements of Production - Lighting, Stage Spaces, Sound etc.
Responding to Performance
Rehearsal and Performance Techniques

This course provides pathways into:

- Theatre
- The Arts
- The Entertainment Industry – TV, Film, Radio
- Communication Industry – Journalism, Reviewing, Public Speaking

COURSE REQUIREMENTS

128 page A4 book
FEES/COSTS: $20.00 per year for a compulsory excursion/incursion for students to experience a live theatrical production.
EXCLUSIONS: Nil

This is a practical course. Students MUST be willing to perform in front of an audience of their peers.

For more information contact: Mrs Ettcel in the English Staffroom
The aim of the Food Technology syllabus is to **actively engage** students in learning about food in a variety of settings, enabling them to acquire skills, evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Students will learn through **practical activities** designed to refine and enhance student knowledge, understanding and skills. Units of work are developed to meet student needs and interests.

### Areas of Study:

**CORE topics are embedded in all units of work and are reinforced throughout the whole course of study.**

- Food preparation and processing – hygiene, OH&S, skill development
- Nutrition and consumption – relationship between nutrition and health, how and why we cook foods in certain ways and the food choices we make

**Practical Experiences**

Food preparation skills will be developed through design, production and evaluation **on a weekly basis.**

**Focus Areas:**

Focus Areas provide a context through which the core will be studied. There are eight focus areas; only six will be studied throughout the two years.

- Food in Australia – indigenous foods, changes in our eating habits, multicultural foods
- Food product development – industry development of a product student designs and makes
- Food selection and health – choices people make and their impact on overall health
- Food service and catering – designing and preparing food for catering purposes, etiquette and protocol
- Food for special needs – different stages of the lifecycle and their specific needs, vegetarians, celiac diets, allergies
- Food for special occasions – celebration cooking, cultural influences on special occasion

This course provides pathways into:

- Stage 6 Food Technology and VET Hospitality
- TAFE
- University Courses in Nutrition, Dietetics, Teaching and many more.

### COURSE REQUIREMENTS

- White protective apron (cotton) and snood – available from the school office
- Practical equipment

**FEES/COSTS:** $75.00 per year

For more information contact: The Home Economics Faculty
**FORENSIC ARCHAEOLOGY**

Fancy yourself as a CSI or time travelling detective? This is a two year course with an emphasis on a variety of investigative topics chosen for their compelling and iconic nature. The course presents intrigues, cover-ups, conspiracies and mysteries, and challenges students to make judgements based on the available evidence.

Do you like asking questions and uncovering the truth about unsolved mysteries? How do we find out what happened in the past? How does modern day science such as DNA testing and psychological profiling help us uncover the truth? Forensic Archaeology is for you if you want to know the answer.

**COURSE STRUCTURE**

**Areas of Study:**

**YEAR 9**

The focus is on detective work, forensic investigation, unsolved murders and mysteries throughout the ages. Some of the topics included are:

- Jack the Ripper
- Forensic skills and changes in investigative techniques
- Unsolved mysteries such as the Loch Ness Monster and the Bermuda Triangle
- The Aztecs
- Villains and tyrants

**YEAR 10**

The emphasis in the course is on unsolved Australian mysteries, again looking at the skills important to forensic investigation. Some of the topics include:

- The intrigues of Dr Bogle and Mrs Chandler, and Azaria Chamberlain
- The Shark Arm Murder and the disappearance of the Beaumont Children
- The search for lost treasures and mysteries of the deep
- Bushrangers and outlaws; heroes or villains

Excursions to such places as the Police and Justice Museum and special exhibits are planned for both years.

This subject uses a multi-disciplinary approach to problem solving. It develops skills in reasoned argument and helps students to master key competencies. It promotes sequencing, logical thinking and the acquisition and application of analytical skills useful in all areas of life. The essential modern day skills of collating and weighing evidence, and from that making inferences and judgements, are integral to Forensic Archaeology.

**COURSE REQUIREMENTS**

Requirements for the course: Nil
FEES/COSTS: Nil
EXCLUSIONS: Nil

For more information contact: HSIE Staff
When you study French, not only will you learn a new language but we’ll immerse you in a culture that influences trends around the world in fashion, food, film, technology and more. You will get the chance to see French films and plays, play language games and visit the French school in Sydney. As part of this course, in the past, students have had the opportunity to travel to France. Oh and let’s not forget the restaurant excursions to try French food (yes even snails), the French pancake days and the chance to discover how close Australia came to being French!

Of course, if you think you may want to work here or overseas in the areas of travel and tourism, hospitality, marketing, translating, teaching, aid agencies, media and journalism (to name just a few), a second language is invaluable.

Areas of study:
In both Years 9 & 10 the focus is on learning the language needed to be able to communicate in everyday situations like shopping, eating out, asking for and understanding directions and travelling as well as talking about your family and friends, likes and dislikes, leisure activities, school life and daily routines.

196 page exercise book
FEES/COSTS: $28.00 for Workbook
EXCLUSIONS: Nil

For more information contact: Mrs J. Nelson
Graphics is a universal language and an important tool for thinking and communicating. Through the study of Graphics Technology students will develop the capacity to solve problems and generate and communicate solutions. An important part of the learning process within this course involves the visualisation and manipulation of three-dimensional images. This develops confidence in the solving of problems and in communicating in a global technological world.

Graphical images are used universally by people in all areas of society and are an essential means of communicating between the designer, technical personnel, manufacturers, management, marketing personnel and the consumer. As such Graphics Technology provides a sound basis for study in a wide range of areas and possible future vocations.

Graphics Technology is a hands-on course offering a broad range of experiences in the design and production of graphical images. The course offers experiences in the fields of technical graphics as used by engineers, architects etc and in design graphics as used in advertising by graphic designers etc. The course is run so that students will have the opportunity to develop skills in the graphics classroom and also use computer technologies. Approximately 50% of the course time will be dedicated to each area. A broad range of topics is covered in the course and a wide range of industry standard software is used by students. Topics covered may include Engineering Drawing, Architectural Drawing, Promotional Design and Digital Media. Students may use Google Sketchup, Pro Engineer, Adobe Photoshop, Adobe Illustrator and Adobe Premier for video editing.

Innovative technologies such as 3D printing and CNC machining will be utilised in Graphics. Students will be provided opportunities to draw objects in a variety of programs and then convert them into 3-dimensional objects using the above technologies. Other graphical concepts such as rendering, graphical presentation and air-brushing will be explored.

There are no prerequisites for this course. The course builds upon skills learnt in the Technology course in Years 7 and 8 and augments the skills required to excel in other technology subjects. It provides a good grounding for students wishing to continue their study in Engineering Studies, Design and Technology, IT Multimedia or Information Processes & Technology in Year 11.

FEES/COSTS: $40.00 per year
EXCLUSIONS: Nil

For more information contact: Mr McLean
When you study Indonesian you’ll not just learn the language of Australia’s nearest Asian neighbour but we’ll introduce you to the culture of this unique country. You’ll come to understand and appreciate the Indonesian way of life. In short, when you travel to Indonesia in the future perhaps to Bali or elsewhere, you’ll be one step ahead of everyone else.

Beyond the obvious language skills this course is designed to enhance your understanding and appreciation of a different culture. Of course, if you think you might want to work here or overseas in the areas of travel and tourism, hospitality, marketing, translating, media and journalism (to name just a few), a second language is invaluable. Indonesian is a very easy language to learn, it is easy to write and spell and has no complicated grammar. It is one of the 4 priority Asian languages.

This is a ‘hands on’ interactive and fun course where you will get to play Indonesian instruments, sample Indonesian food, view Indonesian performances and take part in other Indonesian cultural activities and excursions. You will learn Indonesian using on-line games and activities; you’ll even get to blog with students of other schools who are learning Indonesian.

Areas of Study
In both Years 9 & 10 the focus is on learning the language needed to be able to communicate in everyday situations like shopping, eating out, asking for and understanding directions and travelling as well as talking about your family and friends, like and dislikes, leisure activities, school life and daily routines.

This course provides pathways into:
- Stage 6 Indonesian
- TAFE and University courses
- A much more interesting life

196 page Exercise Book
COSTS: $28.00 for workbook
EXCLUSIONS: Nil

For more information contact: Mrs Nelson
Jewellery making is an integral part of the history and culture of the world. It involves a great deal of thought, the development of a diverse range of motor skills and the feeling of worth through the creation of something of beauty that can be worn.

The aim of the course is to teach students to research ideas, design or modify existing projects and finally to construct an article which is aesthetically pleasing to themselves and others that they can wear with pride. Assessment will be based upon practical, written and graphical elements.

While developing an appreciation for good design, students will gain experience in the safe use of many hand, portable and fixed tools and machines. Students will also experience a range of materials, use modern techniques to manufacture, consider the workplace and its effect on our society and environment.

Year 9 Semester 1 will involve working through pre-designed projects such as fabricating rings, bracelets and pendants, setting stones into rings and repairing or repolishing your favourite pieces of jewellery from home.

Semester 2 involves developing and creating a design of your choice in either silver, wrought iron using the scroll bending or by using more traditional fabrication methods to create a coffee table or hall stand.

Year 10 Semester 1 involves creating two rings, a chain, a pendant and finally setting a stone in a claw setting.

In Semester 2 the course will involve the students planning, designing and manufacturing a project or series of projects of their choice based on a theme or modified idea they have experienced. Some students choose to stay with fine Silver Jewellery, others develop tables, hallstands, bedheads, leadlight mirrors, etc. utilising a range of materials and processes. In order to complete the final design, students must consider: the design process, materials used, equipment, techniques, costing etc. They must become the project manager.

This course provides pathways into Industrial Technology - Metals and Design & Technology careers can be undertaken post school in the jewellery industry and a range of design orientated occupations.

FEES/COSTS: $60.00 as a deposit plus an amount for variations depending on the major work in Term 4 Year 9 and Term 3/4 Year 10.

EXCLUSIONS: Students may only study up to two courses from Industrial Technology. Metalwork and Art Metal (Silver Jewellery) cannot be studied together.

For more information contact: Mr Moon.
INDUSTRIAL TECHNOLOGY—MECHATRONICS

Have you ever wondered how your TV/DVD player is controlled when you are sitting on the lounge or how the flasher on the back of a bike works? Each of these electronic devices use different principles of electronics and electronic circuitry. The aim of this course is to help you understand how electronics and electronic circuitry enhances the world around you.

Have you ever wanted to construct mechanisms such as catapults and trebuchets, race each other in a dragster challenge or battle each other using infra-red controlled vehicles. Studies in the engineering will provide you with this opportunity as well as develop your understanding of how the engineered world works.

COURSE STRUCTURE

The Mechatronics course will allow students to undertake studies in both electronics and engineering. In the electronics component of the course students will be provided with the opportunity to develop their electronics knowledge, understanding and skills through developing projects that range from simple circuitry, robotics, electronic controlled devices and computer systems. Theory elements will be integrated into each project.

The engineering component of the course will require students to design and construct a range of engineered systems. Mechanical properties and engineering processes will be developed in a project based environment. Engineered systems such as bridges, catapults, trebuchets, small vehicles and remote control technologies will be designed, constructed and tested. As with the electronics element the required theory elements will be integrated into each of the different projects.

The course is 80% practical.

This course provides pathways into Stage 6 in Engineering Studies and Design & Technology.

COURSE REQUIREMENTS

FEES/COSTS: $75.00 per year (variations occur according to projects/solutions chosen). A safety kit is also required including safety glasses and apron.

EXCLUSIONS: Students may only study up to two courses from Industrial Technology.

For more information contact: Mr McLean, Mr Moon
INDUSTRIAL TECHNOLOGY—METALWORK

We live in an engineered world and depend heavily upon engineered products for our quality of life. The course in Metal Technology provides students the opportunity to develop the necessary skills and understanding to work in the many metal and allied engineering professions.

COURSE STRUCTURE

This course actively engages students in a diverse range of creative and practical experiences in the metal manufacturing area. Students utilise a broad range of technologies in metal machining, metal fabrication and sheet metalwork to produce quality practical projects. Whilst the course focuses on the development of skills and an understanding of materials, tools and techniques, key areas for study include Work Health Safety (WHS), design, links to industry, workplace communication and the impact of the metals industries on society and the environment.

Students’ projects develop in complexity as their skills levels are developed. To complete their course of study students will undertake a major project in Year 10 which will involve the design, planning, construction and evaluation of their work.

Creativity and the application of appropriate techniques are emphasised when students undertake independent work. Projects are many and varied depending upon the interests of the students. An ornate hall stand with mirror, a box trailer, a home gymnasium and many other projects have been completed in recent years.

This course provides pathways into Stage 6 courses in Metal & Engineering and provides a sound basis for further study at tertiary level. The manufacturing industries in Australia are dependent upon skilled personnel in the metal trades.

COURSE REQUIREMENTS

FEES/COSTS: Fees are $70.00 per year deposit (variations occur according to projects chosen). A safety kit is also required including ear muffs, safety goggles, apron and welding gloves.

EXCLUSIONS: Students may only study up to two courses from Industrial Technology. Metalwork and Art Metal (Silver Jewellery) cannot be studied together.

For more information contact: Mr Somerfield, Mr Moon, Mr McLean
Multimedia is one of the largest growth areas within the digital industry. Its ability to provide audio and visual stimulus simultaneously has been recognised as a very powerful way in which to promote products as well as educate people. Your studies in Multimedia and Digital Photography will allow you to explore a variety of programmes and techniques that are used by a diverse range or industries to develop multimedia packages.

### Focus area and modules

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<tr>
<th>Focus area</th>
<th>Core Module 50 hours</th>
<th>Core Module 50 hours</th>
<th>Specialised Module 50 Hours</th>
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Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in multimedia-based technologies

#### Practical Experiences

Practical projects will reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia and digital photography-related technologies. These may include:

- Individual photographic images – including portrait development
- Advertising signage – glossy magazine design
- Advertising presentations
- Movie promotion and movie trailer design
- Freehand sketching and storyboards
- Photographic presentations and photo journalism
- Animation and Cartoon production
- Desktop publishing incorporating photographic images
- Video and film production—including green screen editing
- Photo journals – photo journalism
- Multimedia rich web page – design and development
- Multi Media marketing and Advertising

Students will undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of and skills in designing, producing and evaluating.

Group projects will enable students to develop teamwork and communication skills.

### FEES/COSTS:

$40.00 per year.

EXCLUSIONS: Students may only study **up to two courses** from Industrial Technology.

For more information contact: Mrs Wallace from Industrial Technology.
INDUSTRIAL TECHNOLOGY—WOODWORK

Timber has been used by humans for thousands of years. Its strength and natural beauty make it an ideal material for the construction of furniture. In this course you will construct projects that utilise the strength and aesthetic values of timber. You will be given access to a range of new tools, machines and processes that will enable you to develop a variety of projects.

COURSE STRUCTURE

The course includes the development of wood and wood machining skills and is currently being enjoyed by both girls and boys.

Making a variety of practical projects such as turned tables and cabinets, students are introduced to skills and techniques using hand tools. A variety of portable power tools and fixed woodworking machines such as the drill press and lathe are used. Recent developments in green timber turning, microwave seasoning and CNC machining are included in the course.

Students are encouraged to plan and design projects to suit their personal requirements. This personal motivation and interest ensures all students produce high quality projects developing self-esteem and pride in their work.

Projects and skills developed in Year 9 allow students to manufacture products equivalent to commercially available stock by the end of Year 10.

An important part of the course is safety. Students are given all the necessary information through demonstrations and online tutorials to ensure each and every student is confident when using hand tools, power tools and machines. Students complete theory notes to document their learning and provide a sound basis to plan their year 10 projects. All year 10 students complete a design folio as a record of their work, a valuable document to keep when seeking employment.

The course provides pathways into further study in Industrial Technology - Timber or Design and Technology. Building, carpentry, cabinet making are all possible vocations that stem from a study in woodwork.

COURSE REQUIREMENTS

FEES/COSTS: $70.00 per year deposit (variations occur according to projects chosen).
EXCLUSIONS: Students may only study up to two courses from Industrial Technology.

For more information contact: Mr Somerfield, Ms Bogart, Mr McLean
The study of Information and Software Technology is a predominately practical computing course that assists students to develop the knowledge, understanding and skills to solve problems in real life situations. Through practical, individual and group tasks, students develop information and software technology-based solutions. Creative and critical thinking skills are extended through students’ practical involvement in projects that are completed using computers and digital equipment.

Students will be given opportunities to build on information and communication technology (ICT) skills learnt in Year 7 and 8, when using and integrating application programs and hardware devices throughout the course. Through individual and group project work, knowledge and understanding of concepts of the course are developed. Students undertaking a 200-hour course will complete all core content and study of a minimum of four options. This course integrates the study of core content within the context of options delivered through projects.

### Core
- The core content will be integrated with options in the form of projects. The core is divided into the following areas:
  - Design, Produce and Evaluate
  - Data Handling
  - Hardware
  - Issues
  - Past, Current and Emerging Technologies
  - People
  - Software

### Options
- Options allow for the integration and application of the core content. The options are:
  - Artificial Intelligence, Simulation and Modelling
  - Authoring, Multimedia and Video editing
  - Database Design
  - Digital Media and Graphic Design
  - Internet and Website Development
  - Networking Systems
  - Robotics and Automated Systems
  - Software Development and Programming

### Projects
Projects include an organised series of activities to design, produce and evaluate information and software technology solutions for an identified need or problem. The content for projects focuses on problem-solving, generating ideas, modelling, managing, communicating, teamwork and evaluating solutions. So come and learn animation, video multimedia, robotics, databases, internet and new computer hardware and software.

There are no prerequisites for the study of Information and Software Technology.

**FEES:** $40.00 is required to be paid at the beginning of each year of study

**EXCLUSIONS:** Nil

For more information contact: Mrs Wallace
To enrol in this course, students MUST be able to:

- Swim 200m in still water
- Swim 25m fully clothed
- Swim 10m underwater

Students will have to demonstrate that they can do these before beginning the course

Marine and Aquaculture Technology fits into an emerging field of study relating to sustainability of marine and related environments. At a time of pressure on the marine environment, Australians must be aware of and understand this fragile environment, and consider how to effectively manage the coastline, continental shelf, islands, estuaries and the life they contain.

The development of sustainable methods of farming fish, molluscs, crustaceans and aquatic plants is now recognised as essential for relieving the pressure on wild fish stocks as well as on the marine and aquatic environment.

The study of Marine and Aquaculture Technology provides an opportunity for the future custodians of this environment to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. Students are required to examine the impact of technology and human activity on the marine environment.

Marine and Aquaculture Technology is an elective linked to the needs of a community that uses its coast and waterways and which fosters links to tertiary study and vocational pathways. This elective also brings a wide range of marine-based leisure experiences to students in a safe setting.

### COURSE STRUCTURE

The course consists of two mandatory core topics, during which students study water safety, general first aid, maintenance of marine equipment and features of the marine environment. Students also have to study eleven optional modules, chosen from a list of 48 modules that include Marine Mammals, Navigation, Dangerous Marine Creatures, Basic Snorkelling, Fish Harvesting, Food from the Sea, Water Birds of NSW, Marine Pests and Threats and Maritime Industries and Employment

Throughout the course, students will participate in a number of excursions that involve recreational marine activities including snorkelling, fishing, kayaking, whale watching and museum visits. Year 10 students may also participate in a three-day excursion to Lady Elliot Island on the Great Barrier Reef.

### COURSE REQUIREMENTS

**FEES/COSTS:**

$20 per year, parents should also be aware that excursions are a mandatory part of this elective. For example, students participate in an overnight camp, whale-watching trips, fishing days, museum visits, etc. The cost of these excursions will be around $100.00 per year.

**EXCLUSIONS:**

Nil

For more information: Contact Mr Stibbs in the Science staffroom.
The aim of the Music course is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening and to allow a range of music to have a continuing role in their lives.

Students will develop performance skills on an instrument such as keyboard, guitar, drums, any woodwind, brass or string instrument or singing. They do not have to already play an instrument to do the course but they must have the desire to learn to sing or play one. They will learn to create and record their own music using computer technology and digital recording and will develop an aural awareness through a wide range of musical activities.

Areas of Study:
The three main areas of study are Performance, Composition and Listening. Students will develop knowledge, understanding and skills in the concepts of music - Pitch, Duration, Dynamic and Expressive Techniques, Tone Colour, Texture and Structure. A variety of styles and periods of music will be covered in the study of these learning experiences.

CORE modules
The compulsory topic is Australian music. A range of repertoire from a variety of styles of Australian music, as well as art music will be covered. Technology in music is embedded into all topics covered in the course.

ELECTIVE MODULES
Additional topics such as Popular Music, Rock, Music for Radio, Film and Television, Music and Technology, Classical Music, Jazz, Theatre Music and Music for Small Ensembles can be chosen.

This course provides pathways into:
• Stage 6 Music 1 and 2 and extension courses
• Further education courses at University or TAFE
• Working as a professional musician or in music related industries.

Exercise book with manuscript paper and an A4 display folder
FEES/COSTS: $10.00 per year
EXCLUSIONS: NIL

For more information contact: Mrs Smith or Mr Szwec
PHOTOGRAPHIC & DIGITAL MEDIA

This is a course for students from the VISUAL ARTS Faculty.

The Photographic and Digital Media course provides opportunities for students to explore and enjoy the field of photographic and digital media in great depth and focus. The practice focuses on photography, video and digital imaging. This course provides students with specialised learning opportunities to explore contemporary artistic practice, such as visual arts, design, television, film, video, mass media and multimedia.

Students will be involved in visual forms of communication that encourages the creative and confident use of technologies – traditional, contemporary and emergent applications and digital media in making critical and historical studies of photographic and digital works.

COURSE STRUCTURE

The content is organised in 3 broad areas, as it connects with making, critical and historical interpretations and explanations of photographic and digital media.

The course is structured as a series of units of designed learning experiences in which students gain skills, explore the expressive potential of materials and techniques, gain confidence in photographic and digital methodology and attain aesthetic literacy. This course provides pathways into further study in the Stage 6 related course of Visual Arts and offers vocational and career opportunities in the university and TAFE sections

<table>
<thead>
<tr>
<th>Wet Photography</th>
<th>Digital Forms (Still)</th>
<th>Time-based Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camera use and manipulated images</td>
<td>Digital camera use, computer generated images, digitally manipulated photography</td>
<td>Video, digital animation, performance works, installation works and other time-based (4D) forms</td>
</tr>
<tr>
<td>Traditional black and white photography</td>
<td></td>
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<tr>
<td>Non camera based works</td>
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<tr>
<td>Collage, montage and image transfers</td>
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</tbody>
</table>

COURSE REQUIREMENTS

FEES/COSTS: $60.00 per year
EXCLUSIONS: Nil

For more information: Contact the Art Faculty
Physical Activity and Sports Studies is a course which looks at how people become skilled in movement-based activities. It involves both Theory and Practical work. The students will investigate:

i) the anatomy of the body which allows movement,
ii) the effects of movement activities on the body,
iii) how to learn movement skills effectively,
iv) how to recognise and perform quality movement skills,
v) the impact of movement activities on our society.

The course is designed for people who have an ability or strong interest in Physical Education, Fitness and Health.

The topics of study are:

**YEAR 9:**

**Theory Topic**
- (a) Principle of Movement (Anatomy)
- (b) Motor Learning & Skill Acquisition
- (c) Sports Injuries
- (d) History of Sport
- (e) Issues in Health Studies
  - Aust Sports Identity
  - Politics in Sport
  - Women in Sport
  - Competition
  - Sponsorship
  - Violence in Sport
- (f) Life Saving Theory

**Practical Topic**
- (a) Gymnastics
- (b) Racquet Skills/Tennis/Badminton
- (c) Athletics
- (d) Basketball
- (e) Baseball/Softball
- (f) Swimming/Lifesaving
- (g) Lacrosse

**YEAR 10:**

**Theory Topic**
- (a) Physical Fitness
- (b) Exercise and Fatigue
- (c) Training Methods
- (d) Drugs in Sport
- (e) Mass Media in Sport
- (f) Principles and Practice of Coaching

**Practical Topic**
- (a) Gymnastics
- (b) Squash
- (c) Golf
- (d) Refereeing Ball Sports
- (e) Weight training/circuit work
- (f) Swimming and Water Polo
- (g) Oztag

This course provides pathways into the senior 2 Unit HSC course in Personal Development, Health and Physical Education is offered in the senior school at Heathcote. The PASS course would provide a substantial background to this course and would flow naturally into it.

The course involves some travel and cost to use community sports facilities such as swimming pools, weight training gyms, tennis and squash courts etc.  
**FEES/COSTS:** Travel & admission costs  
**EXCLUSIONS:** Nil  
For more information: Contact Mr Westwood
TEXTILES TECHNOLOGY

The aim of the Textiles Technology syllabus is to develop confidence and proficiency in the design, production and evaluation of textiles items. Textiles Technology is a hands on practical subject where students use contemporary technology to design, communicate and produce textile items. It fosters creativity, inspires and challenges every student.

COURSE STRUCTURE

Areas of Study:
There are three areas of study:
- Design
- Properties and Performance of Textiles
- Textiles and Society

Project Work
There are two components of project work:
- Development of practical skills to produce textile items
- Documentation of student work – through design folios

Focus Areas
Focus areas are recognised fields of textiles that will direct the choice of student projects. These are:
- Apparel - includes clothing and accessories.
- Furnishings - includes cushions, bedspreads, quilt covers etc.
- Costume - includes theatre, fancy dress, traditional and dance costumes
- Textile Arts - includes wall hangings, fabric-based artworks, embroidery, wearable design.
- Non-Apparel - includes toys, bags, backpacks, book covers etc.

This course provides pathways into:
- Stage 6 Textiles and Design
- Stage 6 Design and Technology
- Stage 6 Vocational Education and Training - Furnishings
- TAFE Fashion Design; Theatre Costume Design; Interior Design
- University Design Courses in Fashion; Interior Design; Teaching

COURSE REQUIREMENTS

- 128 page A4 book
- Sewing requirements ( list will be provided by teacher for each project )
- A4 process diary ( supplied by school )

FEES/COSTS: $40 per year plus purchase of fabric and resources for practical projects

For more information: Contact Mrs Chesterfield or Mrs Mullins
VISUAL ARTS

The course is designed to provide students with learning opportunities to encourage students to understand the visual arts, including different kinds of artistic and creative works they, and others, make.

COURSE STRUCTURE

Areas of Study:
The course is structured as a series of units of designed learning experiences in which students gain trainable skills, explore the expressive potential of materials, gain confidence in Art methodology and attain aesthetic literacy. Each unit includes an integration of making art and the critical and historical study of art and each unit proceeds from students’ experiences in their immediate environment as a source of ideas. Students are assessed in the Visual Arts by their performance in achieving the course requirements. Assessment is by a series of public exhibitions in which students select and present bodies of work which best reflect their skills and concepts. Work unit details, work programs, course requirements and assessment dates are given at the start of each year in the form of a student assessment timetable.

CORE modules

<table>
<thead>
<tr>
<th>2D FORMS</th>
<th>3D FORMS</th>
<th>4D FORMS time based works</th>
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</thead>
<tbody>
<tr>
<td>Drawing</td>
<td>Ceramics</td>
<td>Performance Works</td>
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<tr>
<td>Painting</td>
<td>Sculpture</td>
<td>Time based installation works</td>
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<tr>
<td>Printmaking</td>
<td>Installations</td>
<td>Video/Film</td>
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<tr>
<td>Photo and digital media</td>
<td>Textiles</td>
<td>Digital animation</td>
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<tr>
<td>Graphics including computer generated works</td>
<td>Designed Objects - wearables, body adornment, exterior and interior environments</td>
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<td>Collage, frottage, montage</td>
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This course provides pathways into:
- Stage 6 Visual Arts
- TAFE Diverse fields of art, design and other creative technology industries.
- University Teaching and diverse fields of art, design and other creative technology industries

COURSE REQUIREMENTS

- 128 page A4 book
- process diary (supplied by school)
- art materials supplied by the school

FEES/COSTS: $50.00
EXCLUSIONS: Nil

For more information: Contact the Art Faculty
ELECTIVE CHOICE - YEAR 9, 2014

SURNAME : ___________________________________

GIVEN NAME : ________________________________

ROLL CALL CLASS : ___________________________

Select **THREE subjects** from Electives **plus two other subjects** in case one of your three choices is not available.

When making your selection number your choices in order of preference, that is 1, 2, 3, 4 and 5.

<table>
<thead>
<tr>
<th>Subject</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Child Studies</td>
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<td>Commerce</td>
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<td>Drama</td>
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<td>Food Technology</td>
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<td>Forensic Archaeology</td>
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<td>French</td>
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<td>Graphics Technology</td>
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<td>Indonesian</td>
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<td>Industrial Technology:</td>
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<tr>
<td>- Art Metal (Silver Jewellery)</td>
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<td>- Mechatronics</td>
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<td>- Metalwork</td>
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<tr>
<td>- Multimedia &amp; Digital Photography</td>
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<tr>
<td>- Woodwork</td>
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Student’s signature: _____________________________________

Parent’s signature: _____________________________________

*THIS FORM MUST BE COMPLETED AND RETURNED TO MR COLEMAN*  
*BY MONDAY 5TH AUGUST*