

# **Armidale Secondary College**

**Respect | Responsibility | Resilience**

*Our Future, Our Learning*

**Year 9, 2019  
Year 10, 2020  
Course Handbook**



Dear Students and Parents

In Years 9 and 10 all students will study English, Mathematics, Science, History, Geography, Sport, Careers, PDHPE and three electives. At this time, students currently enrolled in Year 8 should indicate the elective subjects they wish to study during Years 9 and 10 at Armidale Secondary College.

Armidale Secondary College will offer students a choice of three elective subjects, and to allow for timetabling for next year to be arranged, we require a firm indication of the subjects students intend to study.

Students, you are advised to select your elective subjects carefully after reading this handbook thoroughly, talking to your teachers and discussing with your parents/carers.

In general, there are three criteria by which subject choices should be made:

1. The students should choose a subject he/she finds ***interesting***.
2. The student should choose a subject in which he/she can ***achieve good results***.
3. The student should choose a subject that ***challenges*** him/her.

At this early stage, a survey of students' elective subject choices is required for initial planning only and final offerings will depend on viable numbers of students to form classes.

Yours sincerely

Carolyn Lasker  
Principal

Stafford Cameron  
Co-Principal

## **SUBJECTS STUDIED IN YEARS 9 AND 10**

- English
- Mathematics
- Science
- History - studied one semester per year
- Geography - studied one semester per year
- PDHPE
- Careers
- Sport
- + 3 Elective Subjects

## **LEARNING SUPPORT**

Armidale Secondary College has programs in place to assist students in regular classes with their learning. Our Support Teachers work with class teachers, students and their parents to provide assistance to students with learning difficulties. This assistance may be through team-teaching within the classroom, or may involve individual or small group withdrawal from time to time.

Any Year 9 student who has concerns about their school work is most welcome to seek help from the staff. They can be found in the Learning Centre (demountable).

Students with special learning needs are able to access Life Skills Courses which are endorsed by the Board of Studies as an alternative to mainstream courses. A RoSA will be awarded provided students apply themselves to their class work with diligence and sustained effort.

The Homework Centre is available to all students and operates in the Library each Monday afternoon until 5:00pm. A bus operates within the city boundary to take students home at the end of the day. Tutors and volunteer teachers are available to assist students with their homework and assignments. This is an ideal opportunity for students to access the internet and library resources.

## **ENGLISH AS AN ADDITIONAL LANGUAGE (EAL/D) SUPPORT**

Armidale Secondary College welcomes students from other countries and English as an Additional Language Support is available for those who need it. Mrs Deborah Moore will be very pleased to meet you and inform you of programs available.

## STUDY SKILLS FOR YEARS 9 AND 10

To be successful in your studies, you need to:

- have a permanent study space
- do approximately 2 hours homework and revision each night
- develop your reading, writing, speaking and listening skills
- be interested in your subjects, participate and ask questions, be positive, set yourself realistic goals
- improve your memory and excel at tests
- develop note making, essay writing, research and presentation skills
- be well organised and prepared
- ensure you have the correct balance between leisure and your school work

## RECORD OF SCHOOL ACHIEVEMENT

The formal Record of School Achievement (RoSA) credential will be awarded to eligible students when they leave school. Students are required to complete all subjects of study and their assessment requirements, and attend school until the final day in Year 10 to be eligible for a RoSA. The RoSA will be provided by the Board of Studies in printed format when the student leaves school. Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

**Attendance:** Poor attendance prevents the completion of assigned work or the satisfactory development of skills. Less than 85% attendance is considered unsatisfactory and will put a student's Record of School Achievement at risk.

**Grades:** Year 10 students may sit an internal examination in English, Mathematics, Science, Australian History and Australian Geography. Grades A to E are awarded. In all other subjects awarded grades are based on internal assessment only.

**Mandatory Subjects:** Students must satisfy requirements for English, Mathematics, Science, History, Geography, PDHPE and three electives. Students must also have completed Language, Visual Arts, Music, Design & Technology and Careers Education courses.

**Notification of 'N' Awards:** Students who have not complied with the requirements for satisfactory completion of a subject at the time of finalising grades cannot be regarded as having satisfactorily completed that subject. The Principal will then issue an 'N' determination.

## STUDENT MONITORING PROGRAM

A student monitoring program operates at Armidale Secondary College to support and ensure the learning of all students. It is a monitoring of student attendance, work

completed, presentation of assignments, preparation for and participation in class. Monitoring takes place twice a term. Students are interviewed and recommendations made to improve progress and attitude.

## **LIFE SKILLS COURSES**

These courses are available for a small percentage of students, particularly those with an intellectual disability, where the outcomes and content of the regular syllabus are not appropriate. For these students the Life Skills outcomes and content and the Life Skills assessment advice will be used to provide the basis for developing a relevant and meaningful program. A decision to access a Life Skills Course will include parents/carers and be based on careful consideration of the student's competencies and learning needs. Some of the Life Skills Courses offered in Year 9 are:

- English Life Skills
- Mathematics Life Skills
- Science Life Skills
- Geography Life Skills
- History Life Skills
- Personal Development, Health and Physical Education Life Skills

## **CORE SUBJECTS**

### **CAREERS EDUCATION**

Careers Education plays a key role in providing high school students with access to a range of career development services to maximise their career and life choices, and develop their appreciation for lifelong learning.

Careers Education at Armidale Secondary College aims to meet individual student's needs by:

- encouraging students to value and actively engage in their learning and develop individual pathway plans
- providing students with a range of opportunities to develop appropriate skills and knowledge to effectively manage their own career development
- providing career guidance and support at key transition points during secondary schooling
- providing comprehensive and current information regarding learning and work opportunities (including local opportunities).

The Careers Adviser will assist students in developing personal career plans by working closely with students, parents, teachers, employers, community agencies and training providers. Careers Education offers a range of career development services that assist

students to define their career aspirations, develop career goals, explore career options and create effective career and transition strategies. Some of the development services Armidale Secondary College provide include:

- Individual career counselling/guidance to support students to clarify their ideas about career choices and directions by
  - interviewing students one-to-one or in small groups to discuss career and education options;
  - helping students to draw up action plans for employment, education and training and support them to achieve these goals; and
  - providing advice on resumés, applications, job searches and interview techniques.
- Designing and developing a career education program that includes the implementation of vocational and enterprise learning.
- Assisting students to identify their abilities, skills and interests through a range of career resources including computer assisted guidance programs, Student Pathways Survey, UNE's My Future Finder, skills assessment tools, career planners, psychometric tests and personal inventories.
- Providing workplace-learning opportunities through our Work Experience Program and organising additional independent work experience opportunities based on student needs.
- Providing and clarifying information for students and their parents regarding the school curriculum, the HSC, further education and training as well as employment.
- Providing a wide range of opportunities for students to increase their knowledge about careers and career pathways, working conditions, areas of skill shortages, work/life roles and the world of work in general.
- Supporting parents and carers with information, tools and strategies that guide students' search for a satisfying career path.
- Liaising and developing professional relationships with universities, TAFE and private providers of further education and training.
- Strengthen career, community and workplace learning opportunities for students through strategic connections, partnerships and networks with the business community.
- Keep up to date with labour market information, legislation, and professional and academic developments by visiting employers, training providers and training events run by educational and professional bodies such as the Careers Adviser Association (CAA).

## ENGLISH

### Course Outline

This course provides activities that will help students to develop precise skills and understandings in reading, writing, speaking, listening, viewing and representing. Through responding to and composing texts, students learn about the power, value and art of the English language for communication, knowledge and pleasure, as well as for preparation in the NAPLAN Literacy examination.

This course is organised so that students engage in language learning activities that are appropriate to their needs, interests and capacities, including those of gifted and talented students.

Students develop skills that will enable them to become active, independent learners, to work with each other and to reflect on their learning. Diagnostic testing at the beginning of each semester allows teachers to develop personal “word work” programs for each student to enhance language skills.

Units of work explore a range of concepts and include composing and responding activities in relation to narratives, visual communication, poetry, drama, film study and media and multi-media study.

Students will be introduced to essay writing and the study of Shakespeare.

### Course Requirements

Laptops and tablets are used in all English classes in Years 9 and 10 and it is recommended that school-approved devices be brought to every lesson.

- 1 x 128 page exercise book
- A student directed home reading program for pleasure and enrichment is encouraged.

### Homework

Students are given an outline of assessment requirements at the beginning of each term. This specifies exactly what work is to be submitted for assessment and dates due. Students will engage in these activities in class but will need to spend time regularly at home in order to complete the tasks. Students will need to read widely and regularly to prepare speeches and written responses. All of these should be part of regular homework activities, which should also include reading for pleasure. Regular preparation for spelling tests will also be an important student responsibility over the course of each term



## **GEOGRAPHY**

### **Course Outline**

The aim of Geography in Years 9 and 10 is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

Students will study two semesters of Geography across Years 9 and 10. Hands-on learning is key to this development and includes fieldwork, real-world use of geographical tools, guest speakers and the use of technology.

### **Values**

Students will value and appreciate:

- Geography as a study of interactions between people, places and environments
- the dynamic nature of the world
- the varying perspectives of people on geographical issues
- the importance of sustainability and intercultural understanding
- the role of being informed, responsible and active citizens

In Year 9 the topics covered are:

- Sustainable Biomes
- Changing Places

In Year 10 the topics covered are:

- Environmental Change and Management
- Human Wellbeing

### **Course Requirements**

Students will require an exercise notebook (90 pages), an assignment book, pens, coloured pencils and a ruler. There may be a small cost for local excursions.

### **Assessment Strategies**

The course is assessed with an equal weighting given to tests, assignments, bookwork and class work. Students will also complete a fieldwork component in Stage 5.

At the conclusion of Year 10, students are awarded a school based Grade A to E determined by their performance and with reference to the Course Performance Descriptors set down by NESA. These grades will contribute to the student's ROSA.

## HISTORY

### Course Outline

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry, and to enable students to participate as active, informed and responsible citizens.

Students will study History for two semesters across Years 9 and 10. Teaching and learning programs will allow students to develop the skills required for the effective study of History. Hands-on learning is key to this development and includes source studies, film, music, literature, re-enactments, guest speakers and the use of technology. Students are encouraged to engage in History using empathy.

The content is divided into topics. Most topics have internal choice to allow for studies in more depth. Inquiry questions are provided to define the scope of inquiry for each area of study. Topics cater for the needs and interests of all students.

In Year 9 the topics covered are:

- Core Study: Australians at War - WWI (1914-1918) and WWII (1939-1945)
- Making a Better World (or Australia and Asia)?

In Year 10 the topics covered are:

- Core Study: Rights and Freedoms (1945-present)
- A school developed depth study – The Gulf Wars and the war in Afghanistan

Students will complete a site study in Stage 5 History that may include a visit to a local heritage site or using iPads and/or computers to access virtual sites.

### Values

Students will value and appreciate:

- history as a study of human experience
- the opportunity to develop a lifelong interest in and enthusiasm for history
- the nature of history as reflecting differing perspectives and viewpoints
- the opportunity to contribute to a democratic and socially just society through informed citizenship
- the contribution of past and present peoples to our shared heritage.

### Course requirements:

1 x 96 page book for Year 9 and Year 10

### **Assessment strategies**

Tasks may include research, skills and knowledge testing, oral reporting, participation in group activities, empathetic and report writing, responding to film, and creative activities using technology such as computers, iPads or video recording.

At the conclusion of Year 10, grades (from A to E) are submitted to NESA to contribute to the student's RoSA. The grades are based on the student's performance in line with Course Performance Descriptors.

## **MATHEMATICS**

### **Course Outline**

The Mathematics Years 7-10 Syllabus forms part of the continuum of Mathematics learning from Kindergarten to Year 10. Students in Year 9 generally work towards Stage 5 outcomes (the stages refer to levels of knowledge of Mathematics learning rather than to the stages of schooling). In this way it is acknowledged that a student in Year 9 may still be working towards Stage 4 outcomes.

The three content strands to be covered are:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students will apply their knowledge through the working mathematically components.

### **Course Requirements**

250 page exercise book, ruler, pencils and scientific calculator

### **Homework**

Homework is set most nights. Students will also complete homework assignments each term. Students are expected to do regular home revision so that they can achieve to their potential in assessment tasks.

### **Assessment Strategies**

A test is given each term. Marks are aggregated on a cumulative basis to form a total assessment mark at the end of each year.

## PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

### Course Outline

PDHPE aims to develop in each student the knowledge, skills and attitudes needed to understand value and lead healthy and fulfilling lifestyles. It is hoped that this course will make a significant contribution to preparing students to take a responsible and productive role in society and to developing in them a commitment to life planning.

The teachers of PDHPE at Armidale Secondary College are striving to develop in each student:

- self-esteem and social well being
- movement skill and personal fitness
- an ability and commitment to make and act upon informed health decisions

Areas of study include work in the following strands:

- Self and Relationships
- Movement Skill and Performance
- Individual and Community Health
- Lifelong Physical Activity

These outlines contain study of and participation in gymnastics, games, athletics, dance, drug education, nutrition, diseases, communication, decision making and a further wide range of lifestyle topics.

*PDHPE will cover aspects of relationships, growth and development, sexuality, HIV/AIDS and Child Protection that may be sensitive to some students and their families. If parents or carers have any questions or concerns about any of the above topics and the context in which these are presented to students, please contact the PDHPE faculty.*

### Course Requirements

Students are required to **change** into appropriate **sports clothing** and have **suitable footwear** for all practical classes. This is for reasons of health and safety. If students fail to comply with this requirement, they risk not being able to meet Board of Studies requirements for PDHPE.

A sequential program of skills is taught so that students have the knowledge and ability to enjoy activities for health and fitness throughout their lives. For theory lessons, students will need a medium sized exercise book or A4 folder.

## **Homework**

Various homework tasks may be assigned to students. These may consist of completing work begun in class, discussing an issue with family and/or friends and completing a worksheet or survey, collecting pictures and/or newspaper articles, researching a health issue and preparing presentations.

## **Assessment Strategies**

- Teacher observation of group work, team work, skill development and involvement in classroom and practical lessons.
- Peer assessment, both structured and unstructured, to develop constructive observation and critical feedback.
- Completed, organised and up to date worksheets and bookwork.
- Student presentations of research and information gathered as posters, talks, and radio and/or TV advertisements for health promotion initiatives.

# **SCIENCE**

## **Course Outline**

Year 9 Science continues to explore the Living World, Chemical World, Physical World and Earth and Space strands of the Stage 5 Syllabus. These strands are divided into the following units of work:

- Atoms
- Chemical Reactions
- Sustainable Ecosystems
- Interactions
- Energy
- Health and Disease
- Movement and Coordination

Each unit of work (lasting about 5-7 weeks each) incorporates practical, hands-on activities, literacy and numeracy tasks and digital technologies to allow students to continue to develop and refine their skills in these areas. There is a strong focus on applying and relating the content to real world situations and issues. Students will also work on an individual research project of their own choosing.

## **Assessment**

Formal assessment of student progress will be achieved through the completion of four (4) assessment tasks that will draw on the students' knowledge, research and practical skills and problem solving abilities. A formal assessment schedule will be provided to students at the commencement of the year. Each task will be supported by structured learning activities during the year. The final task will be an examination.

## Course Requirements

Students are encouraged to bring their own laptop or device as per the school's BYOD policy. There are situations where books/paper, pens/pencils will be required and students should always be prepared for either. Students are reminded that enclosed shoes are essential in the laboratory.

## Homework

Students may receive varying homework tasks throughout the year. Assignments and assessment tasks will always be accompanied by the need for some research in the students' own time. Students are encouraged to complete any unfinished class tasks, revise, and review their learning at home.

## SPORTS AFTERNOON(S)

If there is a reason why a student cannot participate in sport, they should bring a note to the Office before 9.00am on the relevant Sports Day. If parents/guardians pick their child up on a Sports Day afternoon, they need to ensure their child has signed out of school.

Students in Years 7 - 10 are able to select from a wide range of sports. Students who do not make a choice will be allocated a sport. Careful attention should be made to the cost and location of the sport chosen.

Sport uniform should be worn to school on Sports Days and students should be in the appropriate uniform for the sport they are participating in.

Students attending sport away from school must travel to and from sport by bus. It is anticipated that buses to all venues will cost \$4.00 return, leaving the school bus stop at 1.30pm and returning at 3.10pm. Students wishing to be dismissed from the sporting venue need to provide a written permission note to their sports teacher.

In wet weather sport will continue. Outside activities will go to a room in the school where a selection of indoor activities will be offered.

Lifesaving and swimming is offered as a choice in sport time to allow students to gain awards.

Students will only be allowed to watch visiting sports teams if:

- the school is playing in a regional final
- the sporting event is part of an inter school visit
- the Principal makes a specific announcement

The school Swimming and Athletics Carnivals are compulsory for all students.

## ELECTIVE SUBJECTS

Aboriginal Studies  
Agricultural Technology  
Big History  
Commerce  
Dance  
Drama  
Food Technology  
Forensic Science  
German  
Graphics Technology  
History Archaeology  
Industrial Technology - Electronics  
Industrial Technology - Engineering  
Industrial Technology - Metal  
Industrial Technology - Timber  
Information and Software Technology  
International Studies  
Japanese  
Music  
Photographic and Digital Media  
Physical Activity and Sports Studies (PASS)  
Science Extension  
STEM – Waterwise & Weatherwise  
Textiles Technology  
Visual Arts  
Visual Design

## ABORIGINAL STUDIES

**Aboriginal Studies is a course which is offered to ALL students.**

### Course Outline

The aim of Aboriginal Studies in the Years 9–10 course is to develop an understanding of Aboriginal Peoples, cultures and lifestyles and their contributions to Australian society. This will enable students to be active and informed advocates for a just and inclusive society.

The course is divided into two sections: The Core and The Options.

**The Core:**     Part 1 - Aboriginal Identities  
                     Part 2 - Aboriginal Autonomy

The focus of Part 1 is the diversity of Aboriginal cultures and identities. Students explore the social factors and experiences that affect identity and culture. The focus of Part 2 is

Aboriginal People and human rights, with emphasis on self-determination. Local material is the focus for Part 1, and Part 2 incorporates material relating to various organisations, movements and individuals that have worked towards Aboriginal autonomy.

### **The Options:**

The options studied depend on the level of student interest. Students will have the opportunity to investigate six of the options listed below:

- Aboriginal Enterprises and Organisations
- Aboriginal Visual Arts
- Aboriginal Performing Arts
- Aboriginal Peoples and the Media
- Aboriginal Oral and Written Expression
- Aboriginal Film and Television
- Aboriginal Technologies and the Environment
- Aboriginal Peoples and Sport
- Aboriginal Interaction with Legal and Political Systems

### **Course Requirements**

- 1 x 120 page exercise book
- Flash drive

### **Assessment Strategies**

Student assessment includes a variety of activities, which allow for a range of learning styles eg:

- Source analysis
- Research activities
- Oral reports
- Responding to film
- Artistic expression
- Story telling
- Group participation
- Role play

At the conclusion of Year 10 students are awarded a Grade A to E determined by their performance and with reference to the course outcomes set down by the Department of Education.



## AGRICULTURAL TECHNOLOGY

***Subject Contribution Fees: Years 9 and 10 - \$30 per year***

### Course Outline

Agricultural Technology is offered as an elective subject in Years 9 and 10 and Agriculture is offered as an HSC subject.

The aim of the Agricultural Technology course is to develop students' knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products. Students will develop skills in the effective management of sustainable production and marketing practices.

The study of Agricultural Technology develops knowledge and understanding about a range of agricultural practices. It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products. The course develops students' ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences. Students investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water.

**Practical experiences** occupy a **minimum of 50 % of allocated course time**. To satisfy the requirements of the syllabus, students must undertake a range of practical activities. Students engage in experiences relevant to all aspects of the enterprises studied. These experiences may include fieldwork, small plot activities, laboratory work, plant and animal husbandry activities, and visits to commercial farms and other parts of the production and marketing chain.

Areas of study could include:

- **Vegetable Growing:** Students prepare and maintain an area suitable for vegetable production on a seasonal basis. Produce is marketed or taken home by the students.
- **Prime Lamb Production:** Students work with the school's sheep flock and are involved in animal husbandry necessary for the production of prime lambs.
- **Vealer Production:** Students examine the requirements for a successful beef enterprise.
- **Oats Production:** Students examine the essentials of crop production. This would include the study and analysis of soils.
- **Wool Production:** Students are involved in animal husbandry necessary for the production of various wool types and gain practical experience with the school's Suffolk sheep flock.
- **Horticulture:** Students undertake a variety of propagation techniques and may specialise in an area of interest. Material grown may be marketed or taken home.

- The school farms have sheep, poultry, bees, fruit trees, vegetable, regenerative trials, native plant propagation areas and a hydroponic unit. Students are encouraged to work in an area of special interest.

### **Course Requirements**

- Years 9-10 require an exercise book - approximately 112 pages.
- Practical work will be conducted on the two farm sites.
- Sturdy footwear is a must and a hat in summer is strongly advised.
- Occasionally a change of clothes or a pair of overalls could be required.

### **Homework**

Periodic homework is given to complement class work.

### **Assessment Strategies**

Assessment is divided into Knowledge and Skills:

- Knowledge is assessed primarily through class tests.
- Skills involve students attempting various tasks eg. research, report - written and/or oral, practical tasks.

## **BIG HISTORY**

### **Course Outline**

Big History is a course that covers 13.8 billion years that looks at the past from the Big Bang to modernity, and identifies common themes and patterns to help us better understand people, civilisation and the world we live in.

The Big History Project focuses on bringing history to life for high school students. The goal of the course is to help young people develop key critical thinking skills and the ability to better synthesise complex information. These skills are vital for advancing more discipline-specific work in sciences and humanities, but also help students understand and evaluate individual and collective impact and potential.

The course is composed of 10 Units across Years 9 and 10:

- |                              |                                 |
|------------------------------|---------------------------------|
| • What is Big History?       | • Early Humans                  |
| • The Big Bang               | • Agriculture and Civilisation  |
| • Stars and Elements         | • Expansion and Interconnection |
| • Our Solar System and Earth | • Acceleration                  |
| • Life                       | • The Future                    |

## Course Requirements

Big History is a **100% online course** – students are encouraged to bring their own device under the school BYOD strategy, however school resources will be provided to meet all student needs.

## Assessment Strategies

Assessment will be carried out throughout each unit, whereby students will be given informal feedback on their progress and given assistance with historical skills, etc. Additionally, students will complete a range of online summative tasks, normally at the end of each topic.

## COMMERCE

Due to the broad scope of the Commerce syllabus, two different courses are offered, these being:

- Commerce/Law and Order (L&O)
- Commerce/Who Wants to be a Millionaire? (WWM)

However, a student may only select **one** of the above options.

Either course will appear on the student's Record of School Achievement (RoSA) as "Commerce" but each course will emphasise different areas of the syllabus. A common core of mandatory topics is taught in both courses.

### ***Who Wants to be a Millionaire?***

#### Course Outline

This course is to provide students with a background of diverse activities so that they can effectively participate in the community when leaving school. Activities include personal financial management, avoiding debt, running a business, organising investments, preparing income tax returns, constructing a share portfolio, participating in the ASX share game each semester, using credit, understanding financial records, organising insurance, and understanding the running of clubs and community organisations.

Syllabus topics covered include:

- |                           |   |
|---------------------------|---|
| • Consumer Choice         | • Law and Society                             |
| • Personal Finance        | • Political Involvement/The Economy in Action |
| • Running a Business      | • Employment Issues                           |
| • Introductory Accounting | • Travel                                      |
| • Community Participation | • Towards Independence                        |
| • eCommerce               |   |

‘Who Wants to be a Millionaire’ is an excellent grounding for the Higher School Certificate courses of Economics, Business Studies and Legal Studies which are available at this school in Years 11 and 12.

Students considering entering careers in the fields of business, finance, banking, insurance, real estate or accounting should seriously consider this elective.

## ***Law and Order***

### **Course Outline**

This course aims to provide students with a relevant, interesting, practical and challenging view of how the law works.

Topics covered will include:

- Law and Society
- Consumer Law
- Rules of Investment
- Laws associated with Travel
- Law In Action
- Political Involvement
- Employment Law
- Personal Finance
- Towards Independence
- Motor Vehicles and the Law

Court visits, mock trial and other practical/simulation activities all form an integral part of the course. Students contemplating careers in areas such as Law or the Police force are strongly recommended to consider this course. Students considering the HSC course of Legal Studies are also advised to seriously think about this option.

### **Course Requirements**

- Students will require an exercise book (90 pages), pens etc.
- There may be a small cost for excursions.

### **Homework**

Homework is set at the discretion of the teacher. Much of the assignment work is done as project based learning in class.

### **Assessment Strategies**

The course is assessed with an equal weighting given to tests, assignments, bookwork and class work. An assessment mark is given at the end of each semester for the semester report.

## DANCE

### Course Outline

The Dance elective is a creative and engaging course providing students with knowledge and appreciation of the Performing Arts.

This course is designed around three interrelated areas of dance study:

- Performance
- Composition
- Appreciation

Together these will form the basis of a balanced dance elective.

Students engage in an integrated study in:

- the practices of performance, composition and appreciation of dance
- the elements of dance
- the context of dance as an art form

Two extensions from Jazz, Modern, Afro-Caribbean, Latin-American, Modern Ballroom, and Traditional will also be taught.

In Year 9 the emphasis will be on safe dance practice, dance composition and dance style and performance quality. In Year 10, the emphasis will be on staging, choreography and extension work.

Dance is a subject whereby students can:

- Express and enjoy themselves through Dance
- Compose, perform and choreograph Dance
- Promote an understanding of themselves through co-operation with others
- Involve themselves in performance through the New England Regional Dance Festival, CAPERS and The Schools Spectacular.

### Areas of Study

**Skill Development** - this area looks at the physical requirements of dance performance and their development, ie. skills, sequencing, space, time, dance dynamics and safe dance practices.

**Composition and Choreography** - this will provide the students with the opportunity to develop knowledge and understanding of the principles and practices of composition and choreography.

**Appreciation** - this looks at various international influences on dance styles plus the variety of dance styles ie. folk, jazz, classical, modern etc.

**Performance** - students will be required to choreograph and be involved with a number of performances throughout the year (eg. North West Dance Festival).

**Theory of Dance** - this area looks at the various cultural and social influences on dance, the history of dance and the development of dance.

### **Course Requirements**

Students are required to **change** into suitable dance clothes for all practical classes. This may be Armidale Secondary College sports gear, or leotard and tights, T-shirt and track pants. It is important that students are able to move freely to be able to dance most effectively. For theory lessons students will need a medium sized exercise book or A4 folder.

### **Homework**

Various homework tasks may be assigned to students. These may consist of completing work begun in class, practising dance technique and skills, completing a worksheet or survey, collecting pictures and/or newspaper articles, researching an aspect of dance and preparing presentations.

### **Assessment Strategies**

- Teacher observation of group work, skill development and involvement in classroom and practical lessons.
- Peer assessment, both structured and unstructured, to develop constructive observation and critical feedback.
- Completed, organised and up to date worksheets and bookwork.
- Student presentations of research and information gathered as posters, talks and assignments.
- Student presentations of dance items individually and in groups.

## **DRAMA**

**Subject Contribution Fees:      Years 9 and 10 - \$15 per year**

### **Course Outline**

#### ***‘Drama is life with the dull bits cut out’***

The aim of this very creative course is to introduce students to the many wide and versatile dramatic and theatrical skills and provide them with an understanding of stagecraft. Students will work in and out of the ‘Rooftop Theatre’ and learn about acting, lighting, and

set design as a two-year course for Years 9 and 10 as preparation for the 2 Unit Higher School Certificate Drama Syllabus for NSW.

In Year 9 the emphasis will be on the concepts of drama such as **acting techniques**, **improvisation**, **staging techniques** and **technical production**. The Year 10 emphasis will be on *monologues*, *duologues* and *scenes for performance*, as well as a study of the **development of theatre**. Students look at some particular styles of theatre including Australian Theatre, Commedia Dell'Arte, Greek Theatre and Shakespeare as well as set, costume and short film-making.

The drama and theatre studies course is divided into two strands - theoretical and practical. The theoretical component will involve research and analysis, while the practical component will involve workshop activities. Both strands will be studied concurrently with an emphasis on how each component aspect is realised in performance. The viewing of live theatre (through excursions) is an important aspect of the course. Students will be encouraged to participate in local Drama festivals and competitions.

The course includes development in:

- Improvisation
- Play building
- Dramatic forms
- The reading and writing of scripts as texts for performance
- Performance spaces and conventions of theatre
- Technical aspects of production
- Experience of dramatic presentations for audience
- Discussion, reading and writing about drama and theatre

*Drama, as part of the Entertainment industry, is a large growth industry in Australia.*

### Course Requirements

- 1 x 96 page A4 size exercise book for log book
- Contribution to cover materials per year

### Homework

Students will be expected to maintain a Log Book and complete various assigned tasks.

### Assessment Strategies

Strategies for the Assessment of Skills and Knowledge will include:

- Performance work for an audience
- Ongoing performance work related to classroom practical activities
- An individual project on major areas of theatre design. (This could include such interests as script writing/lighting/set/costume design)

- Group projects
- Student logbooks of ongoing evaluation of:
  - practical work
  - theatre viewing
  - theatre reading

## FOOD TECHNOLOGY

***Subject Contribution Fees: Years 9 and 10 - \$60 per semester/\$100 per year***

### Course Outline

The study of Food Technology in Years 9-10 provides students with an opportunity to gain an understanding of food technology and the principles of nutrition. It will enable students to make creative and effective decisions about food and provide opportunities to research, design, make, communicate and manage activities related to food. It will also enable students to understand the important role of food in society.

This syllabus should attract, extend and challenge students of all ability levels. The knowledge, skills and attitudes gained by these students will benefit them in both vocational and general life experiences.

Students studying the 200 hour course are required to complete 4-8 units of work. The core units of:

- Food Preparation and Processing; and
- Nutrition and Consumption

will be integrated into the following focus areas:

- Food in Australia
- Food Equity
- Food Product Development
- Food for Selection and Health
- Food for Service and Catering
- Food for Special Needs
- Food for Special Occasions
- Food Trends

### Course Requirements

A4 folder, display folder for design briefs



### **Homework**

- Regular maintenance of class work
- Folio up to date
- Assignments are well researched and presented to an acceptable standard

### **Assessment Strategies**

Students will be assessed on tasks in relation to the objectives of the course content. The following tasks can be used for assessment:

- |                            |                                       |
|----------------------------|---------------------------------------|
| • Practical food exercises | • Surveys                             |
| • Case studies             | • Debates                             |
| • Excursion                | • Experimental work                   |
| • Assignments              | • Self-assessment and peer evaluation |
| • Oral reports             |                                       |

## **FORENSIC SCIENCE**

### **Course Outline**

Forensics is the term given to the investigation of a crime using scientific skills. This course will investigate the different methods used by forensic scientists to solve crimes and will focus on increasing the students background knowledge in Forensic Science, while also improving data collection and analysis skills. The role of blood, fibres, insects, bones and sediments in crime scene analysis will all be explored. Future career opportunities and pathways will also be researched and discussed.

### **Course Requirements**

- Display folder
- Exercise book

### **Assessment Strategies**

- Individually students will create a portfolio summarising the different skills and processes used to analyse a crime scene.
- Students will collaboratively create an artificial crime scene for the Year 7/8 Forensic Science class to analyse and solve.

## GERMAN

**Subject Contribution Fees:      Years 9 and 10 - \$45 per year**

### Course Outline

The Stage 5 German course leads to a qualification in German at the RoSA Level. It is open to anyone wanting to either learn German for the first time or continue building upon his or her previous experiences. The study of German in Years 9 and 10 enables students to communicate with others in German, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

The study of German provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

German has a direct relationship with English, having evolved from the same family of European languages which helps to make learning German an achievable and enjoyable experience. German speaking communities continue to have a global influence in fields such as architecture, the arts, engineering, philosophy, recreation, and scientific innovations. A knowledge of German enhances appreciation of the culture of German-speaking communities and promotes an understanding of diverse attitudes and values.

Through learning German, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity. The study of German at high school may be the basis for further study of one of the differentiated German syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as science, engineering, commerce, tourism, hospitality, education, visual arts, performing arts and international relations.

Throughout the course, we will learn to communicate on a wide range of topics such as travel, food and careers and we will develop an understanding of the German language and culture. We will experience various aspects of German culture by cooking traditional German food, watching famous German movies and recreating significant festivals and events. In class, we will often learn through fun language games, songs and digital technologies.

Learning another language makes you a more flexible thinker and improves your overall literacy. German is spoken all over the world and is a significant language in the fields of science, business, technology and the arts. Germany is a major global manufacturer and exporter and many German businesses have connections and partnerships with Australia.

You already know plenty of German words such as *Kindergarten*, *Musik*, *Gitarre* and *Haus* (how easy is that!)

### Language Skills

Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of German. Students will develop their skills in the three core areas of Interacting, Accessing and Responding, and Composing in German.

### Course Requirements

- A4 notebook 96 pages
- Language perfect subscription - \$30
- A prescribed course book (fee applies)

### Homework

Students will be encouraged to develop proficiency in all aspects of learning German - speaking, listening, reading and writing - and therefore they will need to review work on a daily basis. They will need to review work and prepare for quizzes and topic tests. Students may also be required to complete cultural assignments as homework tasks. Connection to the internet helps with engagement in this course as students can access online study tools to help improve learning outcomes.

### Assessment Strategies

- Ongoing regular formative and formal assessment based on coursework
- Internet assignments
- All aspects of language will be assessed using a variety of tasks assessing students' listening, reading, writing and speaking ability.

**NOTE: STUDENTS WHO STUDY GERMAN AS PART OF THEIR RoSA ARE ELIGIBLE TO CONTINUE THEIR STUDY OF GERMAN IN YEARS 11 AND 12 IN THE GERMAN CONTINUERS COURSE. THEY WILL NOT BE ELIGIBLE FOR GERMAN BEGINNERS.**

## GRAPHICS TECHNOLOGY

### Course Outline

Graphics is a universal language and an important tool for communicating technical images in a variety of formats. Students will engage in both manual and computer based forms of image generation and manipulation and the development of knowledge in the wide application of graphics, in a variety of contexts and ever increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world.

The study of Graphics Technology in Years 9-10 develops in students an understanding of related work environments while developing skills and understanding that will equip them for potential vocational pathway and future learning.

### **Course Structure**

Graphics Technology can be studied as a 100 hour or 200 hour course. The 100 hour course can be studied in Year 9 or Year 10 but the 200 hour course must be studied sequentially over Years 9 and 10. The format of the 200 hour course is as follows:

#### **Year 9 - Core Modules 1 and 2**

**Core Module 1/50 hours** will involve the study of manual and computer drawing techniques in the following themes:

- Logos and Pictograms
- Communication Devices
- Children's Toys

**Core Module 2/50 hours** will involve the study of manual and computer drawing techniques in the following themes:

- Household Appliances
- Transportation
- Packaging

**Year 10 - Optional Modules: Core Modules 1 and 2 must be successfully completed before attempting any Optional Module.**

Will involve the study of manual and computer drawing techniques in any four (4) of the following, optional 10 week modules:

- |  |                                    |
|--|------------------------------------|
| • Architectural Drawing                    | • Graphic Design and Communication |
| • Australian Architecture                  | • Landscape Drawing                |
| • Cabinet and Furniture Drawing            | • Pattern Design                   |
| • Computer Aided Design and Drafting (CAD) | • Product Illustration             |
| • Cartography and Surveying                | • Technical Illustration           |
| • Computer Animation                       | • Student Negotiated Project       |
| • Engineering Drawing                      |                                    |

### **Course Requirements**

Drawing Set, Board and Tee Square for use at home (can be borrowed from school), drafting pencil, Contribution to help cover the cost of paper and other materials, A4 sketch book

## **Homework**

To ensure that all class work and individual assignments are completed thoroughly and on time

## **Assessment Strategies**

Course outcomes will be progressively assessed through class work, projects and class tests. Grades will be awarded according to Course Performance Descriptors.

# **HISTORY ARCHAEOLOGY**

## **Course Outline**

The aim of History Archaeology is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens.

Topics which may be studied are:

### **Topic 1: Constructing History**

In this topic students focus on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Teachers may examine a single option in depth or explore a range of options to broaden students' understanding of the many ways that historical meaning can be made.

This topic aims to develop an understanding of the nature of history and the ways in which different interpretations/perspectives affect our attitudes to the past. Topic areas include: Film as History; Oral History; Biography; Family History; Historical Fiction; a History Website, etc.

### **Topic 2: Ancient, Medieval and Early Modern Societies**

In this topic students are offered an opportunity to study in depth the major features of an ancient, medieval or early modern society. Integral to this study should be the development of students' understanding of the nature of history and historical inquiry. Of particular relevance is the study of historical causation and factors contributing to continuity and change.

Examples of themes are: Archaeology of the Ancient World, Literature of the Ancient World, Medieval and Early Modern Europe, The Ottoman Empire, an Asian study, The Americas, The Pacific, Africa and a 19<sup>th</sup> century study and 20<sup>th</sup> century study.

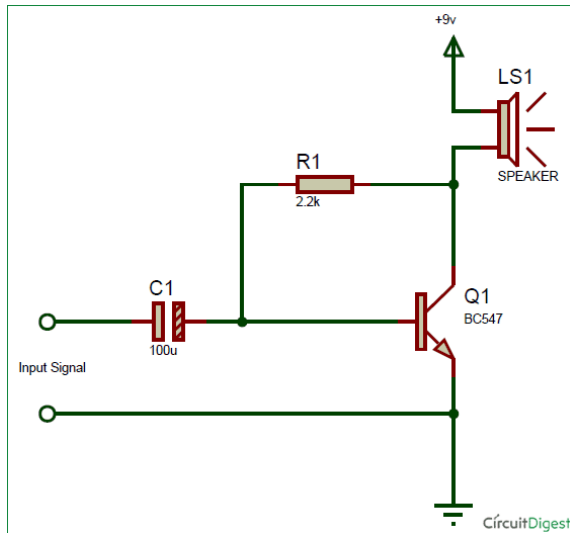
### Topic 3: Thematic Studies

Topic 3 offers the opportunity to enjoy the study of history for its intrinsic interest. Students should begin to work more independently and to apply the historical skills so far acquired. Students' application of their understanding of the nature of history and the methods of historical inquiry should underpin teaching and learning in this topic.

Examples of themes are: Children in History; Heroes and Villains; Slavery; Terrorism; Music through History; Sport and Recreation in History; Women in History, etc.

## INDUSTRIAL TECHNOLOGY – ELECTRONICS

**Subject Contribution Fees: Years 9 and 10 - \$30 per year**



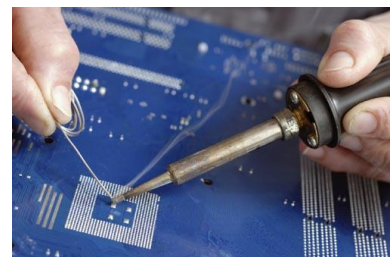
***Do you know what this picture means?***

***Would you like to?***

Electronics provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to electronics which are further developed through the study of specialist modules. Students will also examine advances in technology and the impact of the electronics industry on society and the environment.

Students will undertake a number of practical projects including:

- constructing electronic circuits and kits
- building electronic controlled devices
- robotics projects



<http://www.electronicandyou.com/blog/how-to-solder-hand-soldering-tutorial.html>



[https://www.jameco.com/z/130-35000-Parallax-Robotics-Shield-Kit-for-Arduino-\\_2153799.html](https://www.jameco.com/z/130-35000-Parallax-Robotics-Shield-Kit-for-Arduino-_2153799.html)

Students will develop practical skills including:

- soldering components
- understanding circuit diagrams
- basic electronic fault finding
- designing and producing circuit boards
- use of workshop tools

## Requirements

Subject Contribution + project costs (approximately \$30-\$50 depending on projects chosen). It is also recommended that students purchase their own soldering iron.

## INDUSTRIAL TECHNOLOGY - ENGINEERING

**Subject Contribution Fees:      Years 9 and 10 - \$60 per year**

### Course Outline

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Practical projects 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

**Two Core Modules studied for 100 hours (one year)** develop knowledge and skills in the use of materials, tools and techniques related to **Engineered Structures** and **Engineered Mechanisms**. The core modules are enhanced and further developed through the study of **specialist modules** in:

- Control Systems
- Alternative Energy

**Note:** The Core Modules must be successfully completed before attempting the specialist modules.

Practical projects could include:

- Towers, bridges, bottle rockets, CO<sup>2</sup> dragsters, graphics/CAD, 3D printing, electronic circuits and producing practical solutions to engineering problems

This course is suited to any motivated student, however it is an ideal foundation course for students who may be contemplating the study of Physics, Industrial Technology or Engineering Studies (or similar courses) in Years 11 and 12.

### Requirements

An A4 display folder, 64 page exercise book, pencil, storage container, approved safety goggles, computer access, and a contribution of \$60.00 (estimate) to help cover the cost of materials

### Homework

Ensure that practical projects and reports are thoroughly completed and submitted when due.

The completion of short term assignments will contribute to the attainment of course outcomes.

### Assessment Strategies

Outcomes linked to practical projects, reports and assignments will be progressively assessed and graded according to Course Performance Bands, and reported twice yearly.

## INDUSTRIAL TECHNOLOGY - METAL

**Subject Contribution Fees:**      *Years 9 and 10 - \$60 per year*

### Course Outline

The Metal focus area provides opportunities for students to develop knowledge and skills in relation to the metal and associated industries.

**Two Core Modules studied for 100 hours (one year)** develop knowledge and skills in the use of materials, tools and techniques related to **Metal**. The core modules are enhanced and further developed through the study of **specialist modules** in:

- Metal Machining
- Fabrication



**Note:** The Core Modules must be successfully completed before attempting the specialist module.

Practical projects could include:

- sheet metal products
- metal machining projects
- fabricated projects

All projects will involve the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences will be used to develop knowledge and understanding of skills in designing, producing and evaluating. These practical experiences will include using equipment such as metal lathes, drills, grinders, oxy-acetylene, MIG welder, cold-saw, shaping machines etc.

This course is suited to any motivated student, however it is an ideal foundation course for students who may be contemplating the study of Industrial Technology or Engineering Studies (or similar courses) in Years 11 and 12 or a future in the Metal Industry. The course will also address issues and procedures related to WH&S and Chemical Safety.

### **Requirements**

An A4 display folder, 64 page exercise book, pencil, approved safety goggles, fully enclosed shoes and a Contribution to help cover the cost of materials.

### **Homework**

Ensure that practical projects and theory assignments are thoroughly completed and submitted when due. The completion of short term assignments will contribute to the attainment of course outcomes.

### **Assessment Strategies**

Outcomes linked to practical projects, reports and assignments will be progressively assessed and graded according to Course Performance Bands, and reported twice yearly.

## INDUSTRIAL TECHNOLOGY - TIMBER

**Subject Contribution Fees:**      **Years 9 and 10 - \$60 per year**

### Course Outline

The Timber focus area provides opportunities for students to develop knowledge and skills in relation to timber and its associated industries.

**Two Core Modules studied for 100 hours (one year)** develop knowledge and skills in the use of materials, tools and techniques related to **Timber**. The core modules are enhanced and further developed through the study of two additional **specialist modules** in:

- Cabinetwork
- Wood Machining

**Note:** The Core Modules must be successfully completed before attempting the specialist modules.

Practical projects could include:

- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units

To satisfy the requirements of the course, students must undertake a range of practical experiences which occupy the majority of course time. Practical experiences are used to develop knowledge and understanding of the skills in designing, producing and evaluating.

This course is suited to any motivated student, however it is an ideal foundation course for students who may be contemplating the study of Construction or Industrial Technology in Years 11 and 12. The course will also address issues and procedures related to OH&S and Chemical Safety.

### Requirements

An A4 display folder, 64 page exercise book, pencil, approved safety goggles and a contribution of \$60.00 (estimate) to help cover the cost of materials

### Homework

Ensure that practical projects and theory assignments are thoroughly completed and submitted when due. The completion of short term assignments, will contribute to the attainment of course outcomes.

## Assessment Strategies

Outcomes linked to practical projects, theory tasks and assignments will be progressively assessed and graded according to Course Performance Bands, and reported twice yearly.

## INFORMATION AND SOFTWARE TECHNOLOGY (IST COMPUTING)

**Subject Contribution Fees:**      **Years 9 and 10 - \$10 per year**

Information and Software Technology (IST Computing) is the main computing elective course offered for Years 9 and 10 across NSW schools.

There are no prerequisites for the study of IST (Computing) Years 9–10. It is an elective course which builds upon the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus* and through Information and Communication Technologies (ICT) content embedded across the curriculum.

The course has a Core and Option part. Students will study all the core content and a minimum of four options. This will be done via a minimum of four and a maximum of eight projects that provide increasingly sophisticated knowledge, understanding and skills related to the core content.

### Core

The core content cannot be taught in isolation - it must be integrated with options in the form of projects. Options will be planned to allow the core to be taught over the course of study. The core is divided into the following areas:

- Design, Produce and Evaluate
- Software Applications
- Hardware
- Emerging IT Issues
- Past, Current and Emerging Technologies
- People
- Data Handling
- Multimedia

### Options

Options allow for the integration and application of the core content. Teachers will select options that use school resources and consider student interest, teacher expertise and local community resources.

The options are:

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

## INTERNATIONAL STUDIES

### Course Outline

Through the study of the International Studies NESA Endorsed Course, students will engage ideas, beliefs and practices across a wide range of cultures, with an emphasis on the cultures of Asia and the Pacific due to Australia's geographical proximity to Asia and the Pacific.

The International Studies NESA Endorsed Course recognises that cultures are dynamic and that students will need to adjust to change. Increasing trade, migration and globalisation will continue to open Australia to the cultures of the world and result in cross-cultural interaction. Students will increasingly need intercultural understanding in international relationships, particularly in Asia. Australia's future cultural development, economic growth and identity will depend on how well Australians take up opportunities through exchanges and in trade, work, travel and development partnerships and how well they engage with individuals, businesses, other organisations and governments through intercultural understanding.

### Course Requirements

Students will require an exercise book (90 pages), an assignment book, writing materials, coloured pencils and a ruler.

### Assessment Strategies

The course is assessed with an equal weighting given to tests, assignments, bookwork and class work. An assessment mark is given at the end of each term and averaged for the semester report.

## JAPANESE

### Course Outline

Considering the globalisation of our world today and Australia's geographical position, students' learning in Stage 5 can be greatly enriched by experiencing the culture and language of one of Australia's Asian neighbours and major economic trading partners. The study of Japanese provides access to the language and culture of one of the global community has most technologically advanced societies and economies. Students engage with elements of modern Japan as well as with the rich cultural tradition of this part of Asia. Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

The Japanese course in Years 9 and 10 continues to build on the skills and knowledge gained in Year 8, however students may take up Japanese in Year 9 and still manage to develop language skills and achieve the required outcomes of the course. Language skills will be developed by studying a variety of interesting topics relevant to the students in a cultural context with an emphasis on relating the content to teenagers and current trends in Japan. Topics range from fashion, anime, manga and popular culture to school and homestay experiences in Japan. Students will also participate in regular video conferencing with our partner school in Hokkaido, Japan, thus engaging in authentic learning through language exchanges.

Students' reading and writing skills will be developed through the further study of hiragana, introduction of katakana and some kanji. Students will also be exposed to a range of interactive activities using IT skills as well as using iPads and AR/VR applications in the Japanese classroom. There are a range of apps available for student use as well as Wi-Fi access enabling students to engage with Japanese culture and language daily. Students learn to type in Japanese, create movies, use blogs, language quizzes and use our online classroom, Edmodo, to communicate.

Cultural activities are also incorporated into the course and students will have the chance to participate in various activities such as cooking, calligraphy, tea ceremony and cultural exchange with our sister school in Japan. There will be a study tour to Japan every two years and there are also opportunities for extended stays in Japan through exchange organisations or arrangements through our established relationships with Nanto City in Toyama.

Through learning languages at Armidale Secondary College, students develop an intercultural capability and an understanding of the role of language and culture in communication, and they become more accepting of diversity and difference. Students develop an understanding of global citizenship, and they also reflect on their own heritage, values, culture and identity.

### Course Requirements

- A4 notebook 96 pages
- Language perfect subscription - \$30

### Homework

Students will be encouraged to develop proficiency in writing Japanese script and review for quizzes at the end of each unit of work. Also, in order to become proficient in a language, it is important to practise it daily and incorporate it into your daily life as much as possible. Connection to the internet helps with engagement in this course as students can communicate with the teacher at any time.

### Assessment Strategies

Formative assessment is ongoing relating to all classroom tasks. End of unit quizzes and vocabulary tests will contribute to formal assessment. A variety of cultural assignments will also be set. All aspects of language will be assessed using a variety of tasks assessing students' listening, reading, writing and speaking ability.

## MUSIC

**Subject Contribution Fees:      Years 9 and 10 - \$10 per year**

### Course Outline

***Music plays important roles in the social, cultural, aesthetic and spiritual lives of people.***

At an individual level, music is a medium of personal expression. It enables the sharing of emotions, ideas, feelings and experiences. All students should have the opportunity to develop their musical abilities and potential.

Elective Music at Armidale Secondary College meets the needs and abilities of students whose interests range from the broadly based to the pursuit of specialised musical knowledge and skills. This course provides students with opportunities to extend their musical knowledge and serves as a pathway for further formal study in Years 11 and 12.

Students will be assessed equally in three skill areas:

- Performing
- Composing
- Describing Music

Students who have completed Year 7 and 8 music have sufficient skills for entry into this course. It is compulsory for students in this course to engage with music from different contexts including classical, film and television, medieval, and theatre music. Students will

be expected to attend concerts, eisteddfods, school and wider community musical events as performers and audience members.

Music Elective in the junior school aims to develop in students the skills and knowledge to:

- Actively participate in performing, composing and listening
- Increase aural awareness
- Develop an understanding of music
- Develop an awareness and appreciation of cultural traditions, past music traditions and present practices
- Respond to music in an individual way
- Heighten their enjoyment of music

Demands of the Syllabus “Additional Study Course” will be followed.

### **Course Requirements**

- Music book - with manuscript
- Musical instrument (if appropriate)

### **Homework**

Students are expected to:

- Practise their individual instrument regularly
- Complete regular composition activities
- Participate in musicology research
- Complete set musicology activities
- Take part in group devised performances/creative tasks

### **Assessment Strategies**

- Performances - individual and group (prepared and improvised)
- Submission of Major Composition
- Aural and Musicology assessments
- Group assessment in composition, movement, listening and musicology
- Technology related tasks in composing/recording/notating

## PHOTOGRAPHIC AND DIGITAL MEDIA

**Subject Contribution Fees:**      **Years 9 and 10 - \$40 per year**

***Photography and Digital Media are fundamental to communicating ideas in our visual world.***

Students learn techniques and processes in Black & White photography, digital photography, and digital manipulation techniques using specialised software, as well as exploring the possibilities of black and white Graphics. Field trip excursions are an integral part of this course.

Students will be assessed in three main areas of:

- Photography Making
- Health and Safety
- Historical/Critical Appreciation

Students keep a Process diary to support the development of their understanding, and compile a Folio of their best images/films throughout the course. Students will be required to develop an understanding of the practice of Australian and International photographers, as well as how to analyse and appreciate the ideas and emotions communicated in photographic and digital images.

## PHYSICAL ACTIVITY AND SPORT STUDIES

### Course Outline

The aim of the Physical Activity and Sports Studies course is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

As society becomes more aware of the need to improve fitness levels, it is important that opportunities are provided for students to gain the knowledge, skills and attitudes necessary to make informed decisions about participating in sports, games and exercise programs.

There is also a need within society to cater for talented athletes and to improve sporting performances. Participation in the course will provide opportunities for students to enhance and refine their own physical skills and fitness level through a variety of sports, practical laboratories and activities.

With an increased focus on the need for a healthy lifestyle students will recognise the need to be active and to make responsible decisions to improve their level of health and quality of life. This course enables students to develop the confidence and competence to make



those decisions. The course is designed for students with an interest and/or ability in physical education, sport and exercise.

Areas of study include:

- Foundations of Physical Activity – Modules include: body and energy systems, physical fitness, movement skill development, nutrition, sports safety.
- Physical Activity and Sport in Society – Modules include: Australia's sporting identity, lifestyle, leisure and recreation, opportunities and pathways in physical activity and sport, issues in physical activity and sport.
- Enhancing Participation and Performance – Modules include: coaching, strategies and techniques, technology in sport, event management.

### Course Requirements

Students are required to **change** into appropriate **sports clothing** for all practical classes - this is for reasons of health and safety. If students fail to comply with this requirement they risk not being able to meet Board of Studies requirements for Physical Activity and Sports Studies. Students choosing this subject should be interested in sport and be willing to be an active participant.

Students will need an A4 folder for class notes, research and worksheets. There may be some minor costs involved during the course for excursions to local fitness centres etc.

### Homework

Various homework tasks may be assigned to students. These may consist of completing work begun in class, discussing an issue with family and/or friends and completing a worksheet or survey, collecting pictures and/or newspaper articles, researching health issues and/or preparing presentations.

### Assessment Strategies

- Teacher observation of group work, team work, skill development and involvement in classroom and practical lessons.
- Peer assessment, both structured and unstructured, to develop constructive observation and critical feedback.
- Completed, organised and up to date worksheets and bookwork.
- Student presentations of research and information gathered as posters, talks, radio and/or TV advertisements for health promotion initiatives.

## SCIENCE EXTENSION

### Course Outline

The Science Extension course is designed to assist students of all abilities engage with scientific processes, and apply those processes to investigate relevant personal, community and global scientific issues. The course is firmly focused on developing investigation, problem solving, and communication skills. The course promotes active inquiry and explores key concepts, models and phenomena. It is designed to complement the study of the science disciplines by providing additional opportunities for students to investigate and develop an understanding of scientific concepts, their current and future uses, and their impacts on science and society. It is heavily hands-on, practical based and will require students to show initiative in planning and performing a range of experiments.

### Course Requirements

- A4 exercise book
- Journal

### Assessment Strategies

- Students will individually and collaboratively research, plan and perform experiments of a range of disciplines. They will report their findings as a scientific paper that will be marked.
- Peer review of each other's projects in a showcase for each project.
- Ongoing formative assessment of practical skill.

## STEM – WATERWISE & WEATHERWISE

*This elective is currently in the planning stages - a brief outline is below.*

### Course Outline

This course will provide students with the opportunity to solve a design thinking challenge involving water use around the world. Students will investigate the water cycle and how water can be collected and re-used in both rural and urban areas. Students will research water sourcing and collection systems, brainstorm ideas and develop design solutions. This will include drawings and models, and presentations of their solutions.

## TEXTILES TECHNOLOGY

**Subject Contribution Fees:**      **Year 9 - \$40, Year 10 - \$50**

### Course Outline

Textiles Technology is a practical based course which enables students to develop skills in designing and constructing textile items. An understanding of fibre and fabric, and properties and performance will enhance their practical work. Students will also experiment with fabric colouration and decoration techniques.

Textile Technology consists of three areas of study:

- Design
- Properties and Performance
- Textiles and Society

These areas of study will be integrated into the focus areas below which are intended to encourage students to engage with a range of textile items and cater for a variety of student interests.

Students with an interest in current fashion trends or an eye for design and creativity would benefit from this subject. Students are expected to keep visual documentation of samples and theory.

Studies in the Year 9 and 10 course are beneficial for students considering studies in the HSC Textile and Design course.

### Focus Areas/Units of Work Covered

**Apparel** - includes clothing and accessories, hats, shoes, jewellery and belts.

**Furnishings** - includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags

**Costume** - includes theatre costumes, masks, head dresses, folk and traditional costumes and dance costumes.

**Textile Arts** - includes wall hangings, fabric based artworks, embroidery, wearable design

**Non Apparel** - includes book covers, toys, bags, umbrellas, tents, backpacks and sleeping bags.

### Project Work

There are two areas to project work:

- Development of practical skills to produce a textile item
- Documentation of student work

### Assessment Strategies

- Up to four practical items per year
- Accompanying folio
- Research assignment
- Textile fibre research and investigation
- Oral presentations

### Course Requirements

- Students will provide their own fabric, patterns, pins, threads and a Bernina bobbin.
- An A4 display folder, pencils/crayons

### Contribution

There is a subject contribution payment for the year to cover equipment use.

## VISUAL ARTS

**Subject Contribution Fees:      Years 9 and 10 - \$40 per year**

### Course Outline

This is an exciting course which primarily encourages students to express their individuality in a wide range of mediums.

The Visual Arts mediums include **drawing, painting, printmaking, ceramics and sculpture/installations** as well as **introductions to photography, short film and computer imaging**.

An integral part of this course is studying images and objects from historic and contemporary artists with some emphasis on Australian Art. Students are encouraged to write, research and integrate aspects of their studying with their making of Art.

Students are expected to keep a Visual Arts Process Diary which becomes a record of their visual experimentation and research.

Visual Arts fosters the development of **imaginative, lateral thinking and creative problem solving together with the opportunity for the expression of ideas, feelings and beliefs**. This is within a broader understanding of their own art and art from history and other cultures.

Field trips, including visits to New England Regional Art Gallery and the Aboriginal Keeping Place, play a large role in this exciting course.

### Course Requirements

- Visual Arts Process Diary
- Compulsory subject contribution

### Homework

- Self-motivated tasks
- Teacher supplied short assignments

### Assessment Strategies

- Regular and continuous assessment of the Visual Arts Process Diary
- Ongoing assessment of all classroom activities
- A minimum of one oral presentation

## VISUAL DESIGN

**Subject Contribution Fees:      Years 9 and 10 - \$40 per year**

### Course Outline

***We surround ourselves with designed images and objects!***

Through this very creative course the language and processes of design are learned as students tackle design briefs in a wide range of areas such as:

- Illustration and Cartooning
- Photography and Film
- Prints, Publications and Packaging
- Clothing, Accessories and Image
- Product Design and Furniture
- Stage, Sets and Props
- Structures, Environments and Interiors
- Interactive and Multimedia
- Individual/Group Projects

An integral part is the appreciation of past and present visual design. With strong links to Visual Arts we create, design, print, construct, film and solve exciting challenges. Students develop a portfolio of works. Examples of projects:

- Poster Designs
- Functional Ceramic Object
- Architecture and the Built Environment
- Theatrical/Film/TV Design
- Sport & Fashion Design
- Website Design

### **Assessment Strategies**

- Visual Design Diary
- Scale model constructions
- Photographs and Short films
- Ongoing assessment of all classroom activities
- A minimum of one visual and oral presentation each semester

### **Course Requirements**

- Visual Arts Process Diary
- Homework- self-motivated tasks and teacher supplied short assignments

## SUBJECT CONTRIBUTIONS

**PLEASE NOTE:** The contributions below cover some of the costs involved in students' projects in these subjects. It is requested that these contributions are paid at the **start of the course**. All payments are made at the school office.

Subject	Years 9 and 10	Notes
Agricultural Technology	\$30 per year	
Drama	\$15 per year	Includes materials for work units including masks, props and set
Food Technology	\$60 per semester \$100 per year	
German	\$45 per year	
Industrial Technology - Electronics	\$30 per year	
Industrial Technology - Engineering	\$60 per year	
Industrial Technology - Metal	\$60 per year	
Industrial Technology - Timber	\$60 per year	
Information and Software Technology	\$10 year	
Music	\$10 per year	For maintenance of guitars, keyboards, and purchase of blank compact discs
Photographic and Digital Media	\$40 per year	This covers materials for development of work in the Black and White area, as well as digital prints, and video/film.
Textiles Technology	\$40 (Year 9) \$50 (Year 10)	Students are required to supply their own materials for 2-3 projects per year. Contribution is to cover machine maintenance and dyes, overlocking thread and experimentation work.
Visual Arts	\$40 per year	In order to offer the wide range of materials and technical tools which support traditional and contemporary art making practices, the Art staff are always endeavouring to find low-cost, high quality sources for the department.
Visual Design	\$40 per year	This covers materials for development of works in print, three dimensional objects and video/film.

## Armidale Secondary College

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