Respect Responsibility Resilience

ARMIDALE SECONDARY COLLEGE

Stage 5
Year 9, 2022
Year 10, 2023
Course Handbook

Armidale Secondary College
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Principals' Message

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

Bree Harvey-Bice
Principal (Rel)

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

PLUS 3 Elective Subjects: **2** from Lines X and Y
1 from Line Z

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 Wellbeing/Learning Support staff, who can be found in the Block D1 staffroom.

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 Tuesday 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 Jacqueline Davidson 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
- develop your reading, writing, speaking and listening skills
- participate and ask questions, be positive, set yourself realistic goals
- be well organised and prepared
- ensure you have the correct balance between leisure and your school work

Record of School Achievement (RoSA)

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

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.

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.

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.

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:

- Overview: The Making of the Modern World
- Core Study: Australians at War - WWI (1914-1918) and WWII (1939-1945)
- Additional Depth Studies may include:
- Making a Better World?
- Australia and Asia

In Year 10 the topics covered are:

- Overview: The Modern World and Australia
- Core Study: Rights and Freedoms (1945-present)
- Additional Depth Studies may include:
- The Globalising World
- A school developed depth study eg. 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.

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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.

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.

Personal Development, Health and 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:

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

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.

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).

Sport

Sport time is a great opportunity to develop physical and social skills in a setting of choice. There are also many options available at school if the cost of weekly sport at other venues is an issue.

Students in Years 9 and 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. Students are encouraged to remain in their sport for the entire term.

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. In addition, the school Swimming and Athletics Carnivals are compulsory for all students to attend.

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 $3.50 return, leaving the school bus stop at 1:30pm and returning before 2:50pm (early release). The venue will often incur another cost depending on the activity. Students wishing to be dismissed from the sporting venue need to provide a written permission note to their sports teacher.

Sports away from the school might include lawn bowls, skating, ten pin bowling, weights and canoeing. UNE is often a popular venue for sport and allows our students to participate in physical activities under the supervision and guidance of trained instructors. The school is also investigating other options in the local community including archery and target shooting under the guidance of local club instructors.

There will be a variety of physical activity options at the school. These will include table tennis, recreational walking, handball and outdoor court games. There may be other specialist activities on offer when staff expertise is available. These include yoga, rugby union and rugby league training and basketball. Representative teams will also have the opportunity to train either at school or at nearby venues. These sports could include futsal, netball, league tag and volleyball.

Lifesaving and swimming is offered as a choice in sport time to allow students to gain awards. Term 1 and Term 4 will provide a time for students to attend Monkton Aquatic Centre to participate in recreational swimming. Students will also be able to choose an option of training for lifesaving accreditation awards.

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. The continuation of sport away from school during the likelihood of bad weather will be decided on the day.

At times, students will be allowed to watch visiting sports teams in representative games only 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

Elective Subjects offered in 2022-2023 for Lines X and Y

Subject	Contribution Fee per year
Aboriginal Studies	Nil
Agricultural Technology	$30
Big History	Nil
Commerce	Nil
Dance	Nil
Drama	$15
Food Technology	$60/semester or $100/year
French	$30
Geography Elective	Nil
German	$30
Graphics Technology	$10
History Elective	Nil
Industrial Technology - Electronics	$30 + project costs
Industrial Technology - Engineering	$60
Industrial Technology - Metal	$60
Industrial Technology - Multimedia	$10
Industrial Technology - Timber	$60
Information and Software Technology	$10
Japanese	$30
Music	$30
Photographic and Digital Media	$40
Physical Activity and Sports Studies	Nil
Textiles Technology	Year 9 - $40; Year 10 - $50
Visual Arts	$50

Aboriginal Studies

Subject Contribution Fee: $Nil

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

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:

- Sheep production
- Property planning
- Pastures and soils
- Pig production
- Beef cattle production
- Orchard fruit
- Poultry production

The school farm is a fantastic facility used for the educating of Agriculture students. Current enterprises on our farm include beef cattle, sheep, pigs, poultry, vegetables, a fruit orchard and a glasshouse for plant propagation. Students are involved in the day to day running of the farm.

Course Requirements

- Years 9-10 require an exercise book - approximately 112 pages.
- 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.

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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

Subject Contribution Fee: $Nil

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 content is provided as an ***online course*** with all the modules already created, therefore students are encouraged to bring their own device under the school BYOD strategy. School resources will be provided to meet student needs if they do not have their own personal devices.

The course will be facilitated by the classroom teacher, and as students complete modules they will also be involved in rigorous classroom discussions around the topics.

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

Subject Contribution Fee: $Nil

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.

Core Syllabus Topics:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

Options covered could include:

- Personal Finance
- Our Economy
- Running a Business
- Investing
- Introductory Accounting
- Travel
- Community Participation
- eCommerce
- Promoting and Selling
- Towards Independence
- International Business
- Teacher Identified Option

'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.

Core Syllabus Topics:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

Options covered could include:

- Rules of Investment
- Motor Vehicles and the Law
- Laws Associated with Travel
- Law Surrounding Business
- Law In Action
- Environmental Law
- Personal Finance
- International Law
- Towards Independence
- Teacher Identified Option

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

Subject Contribution Fee: $Nil

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: $60/semester or $100/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
- Nutrition and Consumption

will be integrated into the following focus areas:

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

Course Requirements

A4 folder, display folder for design briefs

Homework

- Regular maintenance of class work
- 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
- Case studies
- Excursion
- Assignments
- Oral reports
- Surveys
- Debates
- Experimental work
- Self-assessment and peer evaluation

French

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

Course Outline

French is the official language of 29 countries around the world including France, The Democratic Republic of Congo, Algeria, Morocco, Canada and French Polynesia.

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Proficiency in languages allows our students to engage more effectively with the global community.

There is a clear link between the learning of languages and improved literacy skills. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Knowledge of the French language can open doors to a wide range of employment possibilities in the commercial, educational, scientific, chemical, automotive and hospitality fields. It also provides access to a rich culture known throughout the world for its contribution to art, architecture, music, ballet, literature, film, fashion and, of course, gastronomy.

The French course in Years 9 and 10 continues to build on the skills and knowledge gained in Year 8, however students may take up French in Year 9 even if they did not do French in Year 8.

Students' reading and writing and speaking skills will be developed through the further study of French vocabulary and linguistic structures using a well-structured progression. These skills will consolidate through active participation in class as well as through interactive activities online. Students of French will also have the opportunity to engage with the wider community of language learners through entering video production competitions. Students will also participate in various cultural activities such as cooking, crafting, design, and potential cultural exchange with schools in Tahiti and France.

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.

Topics

- Introducing yourself and meeting new people
- Talking about your family and friends
- Describing and talking about the foods and activities you like
- Talking about school life - learning about school in French speaking countries
- Describing clothes and going shopping
- Communicating ideas about holidays and having fun

Continued……

X and Y Electives - French

Course Requirements

A4 notebook 96 pages
$30 contribution for cooking and Languages Gym subscription

Homework

Students will be encouraged to develop proficiency in French at home and to review for quizzes at the end of each unit of work. To become proficient in a language, it is important to practise it daily and incorporate it into your daily life as much as possible.

Assessment Strategies

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

Geography Elective

Subject Contribution Fee: $Nil

Course Outline

Geography enables young people to develop an interest in and engagement with the world. Geography Elective provides opportunities to develop a broader understanding of the discipline of Geography, including physical, social, cultural, economic and political influences on people, places and environments, from local to global scales.

Geography Elective enables students to learn about the geographical processes that form and transform environments and communities. Contemporary geographical issues and events are explored, including the roles and responsibilities of individuals, groups and governments. Through geographical inquiry, students develop knowledge and understanding to become informed, responsible and active citizens.

Students have the opportunity to further their geographical understanding through investigation of the concepts of place, space, environment, interconnection, scale, sustainability and change. They engage with the geographical tools of maps, fieldwork, graphs and statistics, spatial technologies, and visual representations, in order to acquire, process and communicate geographical information.

Syllabus topics could include:

- Physical Geography
- Oceanography
- Primary Production
- Global Citizenship
- Australia's Neighbours
- Political Geography
- Interactions and Patterns along a Transcontinental Transect
- School-developed 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. Assessment will follow three approaches: *Assessment for Learning, Assessment as Learning and Assessment of Learning.*

German

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

Course Outline

German is the official language of Germany, Austria and Liechtenstein, and a co-official language of Switzerland, Belgium, Luxembourg and South Tyrol in Italy. It is also used in many other European countries and throughout the world.

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Proficiency in languages allows our students to engage more effectively with the global community.

There is a clear link between the learning of languages and improved literacy skills. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

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 have played an important role in the development of multicultural Australia, specifically in exploration, industry, science and the arts. In Adelaide, Germans established a variety of industries, such as silversmithing, winemaking and the weaving of woollen cloth. Germans are famous in the arts as well, in fact, German migrant, Carl Linger, wrote the music for Song of Australia. Other German inventions that we use include toothpaste, jeans, television, mp3 player, x-ray technology automobiles, motorcycle, helicopter, computer, record player, refrigerator, bicycle, book printing, chip card, contact lenses, glider, decorated Christmas tree, bread and sauerkraut.

The German course in Years 9 and 10 continues to build on the skills and knowledge gained in Year 8, however students may take up German in Year 9 and still manage to develop language skills and achieve the required outcomes of the course.

Students' reading and writing skills will be developed through the further use of different text-types. Students will also be exposed to a range of interactive activities using IT skills. There are a range of apps available for student use as well as Wi-Fi access enabling students to engage with German culture and language daily. Students learn to create movies, use blogs, language quizzes and use our online classroom, Edmodo, to communicate.

Students will also have the chance to participate in various cultural activities such as cooking, baking and Easter egg decoration making.

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.

Topics

- Seasonal Holidays in Germany
- Popular shopping spots in Germany
- Birthday traditions and customs in Germany
- Easter in Germany and Australia
- Teenage life in Germany and Australia
- Amusement parks in German
- German Masterchef
- Christmas meals and customs Germany

Course Requirements

A4 notebook 96 pages
$30 contribution for cooking and cultural supplies

Homework

Students will be encouraged to develop their German vocabulary by taking home a children's book to read for the term. Students will have access to online quizzes revise the content 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. All aspects of language will be assessed using a variety of tasks assessing students' listening, reading, writing and speaking ability.

Graphics Technology

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

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 Elective

Subject Contribution Fee: $Nil

Course Outline

The aim of Stage 5 History Elective 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 include:

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 19th century study and 20th 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.

Course requirements

1 x 96 page book for Year 9 and Year 10

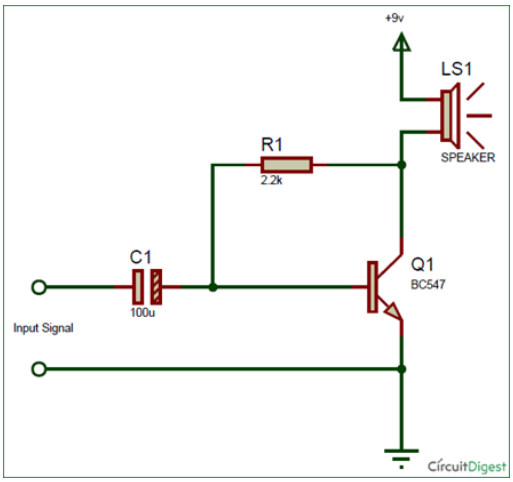
Assessment strategies

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.

Industrial Technology - Electronics

Subject Contribution Fees: ***Years 9 and 10 - $30 per year plus project costs***

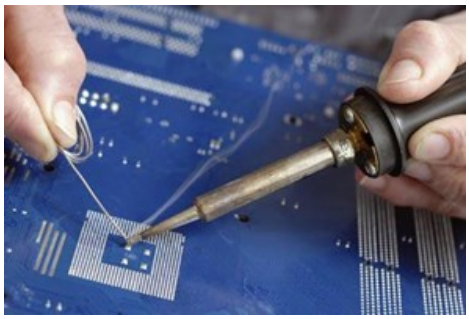


Do you know what this picture means? Would you like to?

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.electronicsandyou.com/blog/how-to-solder-hand-soldering-tutorial.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

X and Y Electives - IT Engineering

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, CO2 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 - Multimedia

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

Course Outline

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

The Multimedia 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production. These are enhanced and further developed through the study of the Multimedia 2 specialist module in Apps and Interactivity, and Games and Simulations.

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

- 2D and 3D animations
- augmented reality (AR) or virtual reality (VR) products
- computer games
- ePublications
- individual photographic images and graphics (for print and/or digital display)
- Videos
- websites and apps

To satisfy the requirements of the course, students must undertake a range of practical projects which occupy the majority of course time. Practical projects 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 Industrial Technology Multimedia or Software Design & Development in Years 11 and 12. The course will also address issues and procedures related to WHS.

Course Requirements

Students will **not** be required to bring their own laptop or computer device. All hardware and software required for the course will be provided by the school.

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 - Timber

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

Course Outline

The Timber focus area provides opportunities for students to develop knowledge, understanding 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 Engineered Timber. The core modules are enhanced and further developed through the study of 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, storage container, approved safety goggles, and a contribution of $60.00 in Year 9 and $20 plus timber costs for final projects.

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.

Information and Software Technology (IST Computing)

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

Course Outline

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

Japanese

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

Course Outline

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Proficiency in languages allows our students to engage more effectively with the global community.

There is a clear link between the learning of languages and improved literacy skills. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students' intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

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.

Students' reading and writing skills will be developed through the further study of hiragana, introduction of katakana and 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.

Students will also have the chance to participate in various cultural activities such as cooking, calligraphy, tea ceremony and cultural exchange with our sister school in Japan. We also have a study tour to Japan every two years and there are also opportunities for exchange programs through our established relationships with Nanto City in Toyama. Students also participate in regular video conferencing with our partner school in Hokkaido, Japan, thus engaging in authentic learning through language exchanges.

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.

Topics

- Harajuku Ikimashou (let's go to Harajuku)
- Inami Chu Gakkou Ikimashou (Let's go to Inami Junior High School)
- Nihon Ryouri Contesuto (Japanese Cooking contest)
- UNE Hakubutsukan Gaiddo (Guide to UNE Museum)
- Nihon ni Ikimashou (Let's go to Japan)
- Nihon no Hoomusutei (Homestay in Japan)
- Omatsuri (Festivals and events)

- Tanoshii shumastu/yasumi (Fun weekend and holiday activities)
- Yuumei to Dentou no Japan (Famous and traditional Japan)
- Teenage Life in Australia and Japan

Course Requirements

A4 notebook 96 pages
$30 contribution for cooking and language perfect

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. 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 - $30 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

Course Outline

This course provides students with the opportunity to develop their knowledge, skills and understanding of the artworld through the making of photographs. This course includes a broad range of photographic genres and practices including wet (darkroom) photography, digital photography, video and time-based works, and mixed-media photography. Students will be learning about and working with industry standard software.

This course is designed to enable students to gain an increasing accomplishment and independence in their approaches to photography. Students keep a Process Diary to support the development of their understanding, and compile a folio of their photographic works.

Course Requirements

- Photographic diary
- Display folder
- USB drive
- SD card (recommended)

Course Structure

60% Photographic making
40% Critical and historical studies

Homework

Majority of work is completed during class time, however there is an expectation that some assessments are completed or prepared outside of class time.

Assessment Strategies

- Studio projects and photographic works
- Ongoing assessment of photographic and digital works
- Interpreting and responding to photographic works

Physical Activity and Sports Studies

Subject Contribution Fee: $Nil

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.

Continued…..

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.

Textiles Technology

Subject Contribution Fees: Years 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

Continued…..

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 - $50 per year

Course Outline

In Visual Arts, students learn about and experiment with a range of artmaking practices, materials and techniques across the areas of 2D, 3D, photo-media and design. It builds on the knowledge, skills, values and attitudes gained in the mandatory course and extends students' autonomy to create artworks that increasingly represent their own ideas and values in the world.

Across the course students engage in Critical and Historical study of the artworld to investigate artists, artworks, worlds and audiences from a range of cultural, political, historical and social perspectives and use these to inform their own artmaking practices. They learn to interpret and critically analyse artists and their work from a range of contexts and gain an understanding of how these artworks have and continue to shape societies.

Course Structure

60% Artmaking
40% Critical and Historical Studies

Course Requirements

- Visual Arts Diary
- HB-2B graphite (lead) pencil
- Artline felt tip pen

Homework

Majority of work is completed during allocated class time, however there is an expectation that some assessments are completed or prepared outside of class time.

Assessment Strategies

- Studio projects and artworks
- Ongoing assessment of art diary and process
- Interpreting and responding to artworks

Z Elective Courses

‘Z’ Elective Courses = PBL

On the Online Elective Form, students to ***choose 3 x ‘Z’ elective courses,*** *their first preference and an additional two reserve courses. Details of each ‘Z’ elective courses are given on the following pages. If further information is required on any of the courses, please speak to the relevant Faculty Head Teacher or teaching staff. All elective courses incur fees.*

All ‘Z’ electives are project- based learning (PBL) in their approach to teaching and learning and involve different methods of assessment (see below). PBL is sometimes referred to as problem-based learning, passion-based learning, inquiry-based learning or challenge-based learning.

What is PBL?

PBL helps prepare students for academic, personal, and career success, and empowers them to rise to the challenges of the 21st century world. The project is focused on learning goals including content and skills such as critical thinking, problem solving, collaboration, c0mmunication and self-management. The project is framed by a meaningful problem to solve or driving question to answer. Students engage in a rigorous, extended process of asking questions, finding resources and applying information. The project features real-world context and relates to students’ personal concerns and issues in their lives. Students make some decisions about the project including how they work and what they investigate and produce. Students reflect on their learning, the effectiveness of their inquiry and project activities, the quality of their work, obstacles and how to overcome them. Students give, receive and use feedback to improve their process and products. Students aim to make their learning public by explaining or presenting to people beyond the classroom. PBL focuses on students’ development of skills around the General Capabilities.

The General Capabilities

The Melbourne Declaration on Educational Goals for Young People identifies essential skills for 21st century learners in literacy, numeracy, information and communication technology (ICT), thinking, creativity, teamwork and communication. It describes individuals who can manage their own wellbeing, relate well to others, make informed decisions about their lives, become citizens who behave with ethical integrity, relate to and communicate across cultures, work for the common good and act with responsibility at local, regional and global levels.

The Australian Curriculum and NSW Education Standards Authority (NESA) refer to these essential skills as *General Capabilities*. The General Capabilities are an integrated set of knowledge, skills, behaviours and dispositions that can be developed and applied across the curriculum to help students become successful learners, confident and creative individuals, and active, informed citizens. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

- Literacy
- Numeracy
- Critical and creative thinking
- Information and Communication Technology (ICT) capability
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Elective Subjects offered in 2022-2023 for Line Z

Subject	Contribution Fee per Year
AgriTech	$20
Anime! Manga Tanoshimou!	$20
Child's Play	$50
Foundations of Dance	$20
Earth and Environmental Science	$20
Food Franchise	$100
How to be a Footballer	$30
Forensic Science	$10
Hands on History	Nil
iCreate (English Elective)	Nil
Language in Action	Nil
Applied Mathematics	$40
Mini Musical	$30
Permaculture	Nil
Science Extension	$10
Scrap Yard Challenge	$20
Street Puppets	$50
Talented Athlete	approx. $30 for excursions
'Out of the Zone' Theatre Troupe	Nil
Trash to Treasure	$50
Visual Design	$40

AgriTech

Subject Contribution Fee: $20

Course Outline

Can the principles of Regenerative Agriculture be implemented on our school farm and should we implement these principles?

AgriTech is a class where students will work on helping to design and construct infrastructure on our school farm. Students will have the opportunity to work with all of our animal and plant enterprises to help improve our farm. Farm management practical activities include all areas of animal husbandry, plant operations, fencing, tractor and machinery operation and native plant and animal enhancement.

Subject Fees

$20 - contributes to food production which the students of AgriTech will be able to bring home.

Course Requirements

Suitable outdoor farm clothing, e.g. clothing, hats, boots, sunscreen, etc.

Homework

In conjunction with class projects and when required.

Assessment Strategies

End of year presentation of projects completed. At the end of each semester their learning experience will become authentic with a public exhibition of their work.

Anime! Manga Tanoshimou!

Subject Contribution Fee: $20

Let's have fun learning through Anime and manga!

Course Outline

This exciting unit has been developed to allow students to explore their passions and interests in ANIME and MANGA through Project Based Learning.

SEMESTER 1 – "If Anime Ruled the World"

Students will **discover** the different genres of Anime and the effect and influence of Anime on Japanese society and the spread of Anime around the world.

Students will **create** a driving question for their project eg. if Anime was mainstream in Australia what would it look like? (Students would then create prototypes of shops, fashion, goods, songs, food etc for this "new World").

Students will **share** their projects with an authentic audience and a panel of experts – SMASH Anime.

SEMESTER 2 – "I Wanna be a Famous Manga Artist"

Students will **discover** the history of Manga and different styles of Manga in Japan and around the world. They will learn different techniques including digital and computer generated images.

Students will be **mentored** by Manga Artists from Inami City in Japan to create their own images and manga.

Students will **share** their projects with an authentic audience and a panel of experts. Entering the Machinami Art Contest in Inami in September 2020 if they wish.

During these exciting projects students will learn skills critical to their development as learners:

- critical and creative thinking
- collaboration and communication
- responsibility working as an independent learner

Digital technologies will be the basic tools for this course. Students will use computers as their main communicative platform and storage of their work. As much as possible OWN DEVICES would be preferable, however not compulsory as we have some shared school devices for use.

Subject Fees

Printing of original Manga for the final product - $20
Other incidentals for Anime Unit - self

Continued…..

Z Electives - Anime! Manga Tanoshimou!

Course Requirements

An interest in Japanese Anime and Manga! A creative and enthusiastic mindset.

Homework

As much or as little as you want! You are responsible for your own success .

Assessment Strategies

Formative Assessment – project progress (commitment to learning, questioning, problem solving, working with others, creativity, collaboration skills, contribution to discussions).

Peer Assessment – check in with class at various stages of project, presentations of ideation, peers will support and comment on each other's projects offering encouragement and support.

Self Assessment and Reflection – an important element that will be continuous throughout to allow students to improve and reflect on their learning

Public Showcase – projects will be showcased to a real audience.

Manga Project – students will work with Manga artists in Japan to learn authentic technique and develop their skills to a high level. The Japanese Sensei will critique and assess our work on an ongoing basis and also the final product.

Child's Play

Subject Contribution Fee: $50

Course Outline

In this course students will have the opportunity to work individually and in groups to address a range of contemporary issues within the childcare sector.

Students will work towards developing solutions for two driving questions over the duration of the year. To develop a successful 'solution', students will follow a design process including market research, investigation, experimentation, testing, costing, etc. They will alter their solution throughout this process following peer and teacher feedback.

The theme of the two projects will be:

How can we promote healthy nutritional meals for children and families?
and
How can play be used as an educational tool and what can we develop to support this?

Subject Fees

$50

Course Requirements

To engage effectively with this course, students should come to each lesson ready to work with peers, collaborate, investigate, and design solutions. Usual school stationery and workbook is also a must.

Homework

Homework for this class may be assigned in cases where students need to collect data for surveys or when adequate progress has not been made during class time.

Assessment Strategies.

Assessment of this subject will take place throughout the planning and development process and at the end of each semester during a public exhibition of their work.

Peer assessment and feedback is an important part of the planning and development process for PBL subjects. Students who elect this course should be prepared to give and receive peer feedback in a positive way.

There will be one major project per semester and the focus of these will be on *Healthy Families and Nutrition* and, *Educational Play.*

Foundations of Dance

Subject Contribution Fee: $20

Do you want to explore your healthiest self – mind, body and soul – and are interested in movement and the stage?

Course Outline

In Semester 1, Foundations of Dance offers students the opportunity to embrace adjunctive training options and build on their technical skills as a dancer. The aim is to discover and embrace our best selves, through Dancers Bootcamp!
In 5 week blocks, students experience:

- Foundations of Ballet and dance technique
- Personal Training
- Yoga, Acro-Yoga and Meditation
- Nutrition

In Semester 2, students embrace their creative side with Backstage Pass! Over two terms students explore all aspects related to the stage and learn the skills of stage management. They will apply all learnt in this section of the course at 'Dance Showcase 2020' and any other school productions (ie. school musicals).

In 5 week blocks, students learn about:

- Costuming, hair and stage make-up
- Stage presence and confidence in performance
- Lighting, sound design, sets and props
- Stage management and production

This course is a mix of theory and practical lessons, as well as including opportunities to visit theatres and entertainment venues.

Subject Fees

Contribution fee for this course is $20.

Course Requirements

Students will be required to bring writing equipment and books for theory lessons. Comfortable dance wear will be required for practical lessons.

Homework

Various homework tasks may be assigned to students. These may consist of completing work begun in class, practising dance technique and skills, application to stage management roles.

Assessment Strategies

There will be:

- A Personal Development Plan (PDP) for students to target individual skills in movement, goals and technique.
- Stage Management roles at Dance Showcase (and other school productions) including bump in/bump out, promotional material, programming, backstage support, costuming, hair and stage make up, prop design and front of house.
- Teacher observation of skill development and participation in classroom and practical lessons.
- Peer assessment, both structured and unstructured, to develop constructive observation and critical feedback.
- Student log book – to be kept up to date and handed in at the end of each term.

Earth and Environmental Science

Subject Contribution Fee: $20

Course Outline

In Earth and Environmental Science students will gain an appreciation of the impact of humans on our world and the importance of geology in understanding our past environments.

The two guiding questions for this course are:

1. **How can we persuade society to take action to reduce the impacts of an environmental problem facing our world?**

Students will be introduced to the range of different environmental issues. In small groups, students will become experts on a chosen problem, developing a comprehensive understanding of the cause and effects of the problem. They will then be asked to design a persuasive piece encouraging people to act. This may take the form of an artwork, song, video, play or any other medium the students feel can convey their ideas appropriately.

2. **How can geology be used to increase our understanding of past environments?**

Students will be introduced to the interpretation of geological histories including rock strata and fossil evidence. As an example, students will use rock features around Armidale to develop an understanding its geological history. We will then investigate how dreamtime stories have been shown to link to major geological events in Australia. Students will work collaboratively to create a book or website entitled 'The story in our rocks'.

Subject Fees

$20 to cover cost of field trips to local sites.

Assessment Strategies

This course will be assessed through a logbook.

Food Franchise

Subject Contribution Fee: $100

Course Outline

How can you make money from a love of food? Experiment with food and eating while making a profit!

Students engaged in the Food Franchise elective will work collectively on a project-based task, the aim to be development of a successful food van and market stall. In order to be successful students will need to employ a range of skills including; research and investigation, collaboration, promotion and food production.

Students will research the target market, experiment with recipes, test food products, engage with industry professionals and evaluate products and processes.
The culmination of this work will be a class market at ASC where students sell their products and evaluate their success and profitability.

Subject Fees

$100

Course Requirements

Students will require a note book and general pencil case.

Homework

Students may be required to complete research tasks or surveys outside of class time which will contribute to their project.

Assessment Strategies

Students will be assessed on their involvement in the process of developing their Food Franchise. Peer assessments will be conducted throughout the development process and students will be required to complete a self-assessment at the completion of the Market Day. These assessments will be mostly completed in class time.

How to be a Footballer

Subject Contribution Fee: $30

Course Outline

Do you want to be the best version of yourself, on and off the field?

Increase your skills, knowledge and understanding of the sport of Football (Soccer) in this elective. Engaging this course will allow you to identify, plan, implement and review strategies to improve performance on and off the pitch!!!!

In this course you will take control of your learning to target:

- Positional play on the field
- Skills, on and off the ball
- Whole body fitness and injury prevention
- Tactical formations
- Self-confidence and self-efficacy
- Life as a professional footballer

This course is a mix of theory and practical lessons whereby understanding and knowledge learnt in class is applied in theory lessons in order to complete projects.

Assessment products produced in this course include:

- Video analysis
- Skill testing and demonstrations
- Personal Football Portfolio
- Laws of the Game & Refereeing Course
- ASC Football Yearbook

Subject Fees

Contribution fee for this course is $30

Course Requirements

Student will be required to bring writing equipment and books for theory lessons while also bringing football boots and appropriate clothes for practical lessons.

Forensic Science

Subject Contribution Fee: $10

Course Outline

Students will assume a variety of roles involved in forensics investigations including, but not limited to, that of a forensic chemist, lawyer and forensic anthropologist. They explore 4-6 real crime, identify the science used in solving the crime and replicate the methods in a series of exploratory experiments. Students will then determine if they arrived to the same conclusion as the forensic investigators in the case and present their information in a portfolio of work.

Students will gain scientific skills during the course of the unit including: planning and performing experiments, writing scientific reports, collecting and presenting information and evidence, evaluating methods used and conclusions reached, communication and collaboration, and more.

Some of the topics covered may include: OJ Simpson, Ivan Milat, Lindy Chamberlain, Frank Abagnale, Anna Anderson and more. Students will also be required to create their own crime scenes with evidence that can be solved by other classes.

NOTE: Students will not be viewing graphic material - pictures, videos, written or other - during this course but will focus on the scientific methods to collect and analyse forensic data.

Subject Fees

$10 for materials

Course Requirements

Students will require: a lined workbook, a portfolio and internet connection at home (if possible).

Homework

Homework will include completing tasks from lessons, engaging in research and conducting some investigations outside of the classroom.

Assessment Strategies.

Students will be assessed termly on their engagement and results from exploring the cases. They are expected to dissect the cases presented and replicate the forensic science undertaken to reach a verdict of guilty of innocent.

Some assessment aspects include:

- How well they plan, perform and provide written reports on experiments
- Communication and collaboration with team members the and class
- Evaluating and improving scientific methods
- Evaluating evidence and verdicts in the cases
- Engagement with the course material and activities
- Correct and safe use of equipment

Hands on History

Subject Contribution Fee: $Nil

Course Outline

Crypto-Archaeology

Can we prove the existence of mystical creatures?

Research the mythological creatures of various cultures and the legends. These will be cross-referenced with historical and scientific accounts to determine the potential for their reality. Using this information, locate artefacts to prove the existence of the mythological. Some examples of creatures studied might include dragons, drop bears, jackalopes, yetis. Create examples of these artefacts and present these in a Room of Wonders. Artifacts will be made using recycled materials.

Choose a myth, legend or supernatural existence and research the reality behind it.

- Choose a mythological creature such as the Minotaur or Drop Bear and research the possibility of such a creature existing.

OR

- Choose a cryptological event such as yeti sightings and research the reality of such events.

OR

- Choose the mythology of a culture, such as Norse mythology, and research the reality behind these myths.
- Locate stories of sightings, scientific explanations, and anecdotal evidence to inform your research.
- Using recycled materials create artefacts relevant to your myth, creature, or supernatural event and present these in a Room of Wonders.

Puppet History

When we are entertained, we learn better. Are puppets an effective mode of historical re-enactment?

Working in groups, choose an historical event and research the details:

- Example: The Black Death - how did it start? where did it happen? how did it spread? who was affected? how long did it last? how did it end?
- Using your research, create a five-minute performance that explains your chosen event.
- Create puppets to use in the re-enactment. Your group can choose any form of puppetry they wish: stick, shadow, hand, sock, marionette, human marionette, or a mixture of these. Puppets will be made from recycled materials.
- Your historical puppet show will be performed in front of a live audience.

Homework

There are no specific homework tasks, however students are encouraged to undertake research in their own time as well as during class.

Assessment Strategies

Crypto-Archaeology - Research presentation

- Creating/locating artefacts
- Creating a Room of Wonders

Puppet History - Research Presentation

- Creation of puppets and devising performance
- Live performance of historical event

iCreate (English Elective)

Subject Contribution Fee: $Nil

Course Outline

English elective develops students' knowledge and understanding of the complexities of a range of texts in order to respond critically and imaginatively. This project-based elective allows student to explore, in depth, texts of students own choosing; examining how and why texts are adapted, for example, the process of turning a novel into a film. Students will learn how composers manipulate structure and language features to shape meaning in purposeful ways. Students will be able to apply key competencies and knowledge to create purposeful, creative and relevant texts of their own.

During the course, students learn to:

- Develop critical thinking, research, analytical and writing skills
- Develop essential literacy skills
- Actively participate in practical and relevant group tasks
- Create a wide range of texts to articulate complex ideas
- Develop self-motivational and organisational skills

Subject Fees

Students may need additional materials for practical elements of the assessed project.

Course Requirements

Notebook
Create a project

Assessment Strategies

Students will develop two major projects throughout the duration of the course, one per semester. Each project will include practical and written elements. Students will have a wide scope of choice in English electives in the development of their assessment.

- Peer and self-reflection
- Group and feedback sessions
- Conferencing sessions

Language in Action

Subject Contribution Fee: $Nil

Course Outline

1. ***How can we can increase our social and community language interactions across the broader New England region?***
2. ***How can language, culture and inclusivity be developed within our school community? (action research project)***

The aim of this course is to increase student agency and language proficiency by offering a tailored project-based program that will empower students' use, and understand the language required, to function as part of the school and broader community.

Units include:

1. **Semester 1: Interpreting, translation and ethics** – students develop skills in interpreting and translation to address the current situation where students are "accidental interpreters". Students will organise small events for their community and develop the information and language required for their community to participate effectively, e.g. art gallery tours, bi-lingual heritage tours, etc.

2. **Semester 2: Multimedia Information Project** – students develop multi-language school-based resources targeting new arrivals and newly transitioned students to Armidale Secondary College. This will include the creativity to generate effective signage, videos, flyer, school app, etc.

Subject Fees

Nil

Course Requirements

This course is open to any EAL/D students at Armidale Secondary College. If non-EAL/D students have an interest in this course, their enrolment will be considered via an EOI process.

Assessment Strategies

Students will produce real-world product as part of this course.

Semester 1: Interpreting, translation and ethics - students will be assessed on the design process, implementation and final product of an authentic interpreting experience (50% written, 50% practical).

Semester 2: Multimedia Information Project - students will be assessed on the design process, implementation and final product which is documented in portfolio of student learning and the creation of the multimedia products.

Both assessments will result in a showcase of student learning to the school community.

Applied Mathematics

Subject Contribution Fee: $40

Course Outline

This course uses a formal Problem Based Learning methodology to create technology based solutions with a high mathematical content. Participants will need a sound understanding of:

- Algebraic techniques.
- Pythagoras Theorem.
- Statistical Analysis

at an advanced stage 4 level. As well students will need to apply their understanding of Stage 5 Trigonometry to complete some projects.

The course will consist of a number of project opportunities that will give our students exposure to the use of mathematics building systems and solving problems with real world applications. The work will be done in groups and projects will last for approximately one semester. All projects have a phase two that allow the introduction of advanced system packages. All software will be open source.

1. ***Robotics***. This project is tailored for a two-wheeled robotics kit called the SparkFun Inventor's Kit for RedBot. It will include an ultrasonic sensor to detect objects and generate SLAM maps. Phase two will include the addition of a raspberry pi and a camera for facial recognition.

2. ***IoT system design***. This project is designed to do some basic control circuits of light and water control and a security system. Phase two will involve the design and implementation of a commercial control system with application in the food production environment.

3. ***Chatbox User Help system***. Creating a mobile based chat box to provide school information for students in Stage 5 and Stage 6. Phase two of this project will include the introduction of an Artificial Intelligence engine to allow a machine learning capacity that will facilitate including new subject areas.

4. ***Game Development.*** Creating a web based 2D graphics game using Javascript, jQuery and Phaser graphics and animation. Phase two will be designing a simulation environment to use the P2 physics engine to create a real world simulation of a skateboard park with tarzan swings, spring loaded obstacles and hover boards.

5. ***Data Visualisation Project.*** This project will be using web based technology, SQL databases and sophisticated statistical analysis to tell the story of water collection and usage in North West and New England region. Phase two will be to develop interactive simulations to show the value of different water recycling technologies.

Course Structure

This course is based on a set of sophisticated learning materials provided as **Computing by Design** (CxD), a collection of project guidebooks for use in high school computer science courses. In each project student teams collaboratively design and build a solution to a problem within a particular context using a specific technology. The course comes with detailed planning and support material and significant tutorial and supporting documentation.

Course Objectives

The objectives of this course are:

- to expose students to the use of mathematical design and modelling techniques with theories and concepts based around advanced stage 6 concepts; and
- to develop sophisticated projects that can be shared with future students who can take your vision and learning and develop downstream improvements that extend and continue the development of new ideas.

Subject Fees

$20 per semester

Course Requirements

Any specific requirements, eg. specialist equipment, clothing, books, stationery a student will need to study this course

Homework

The course will require specific skills development in programming. Tutorials will be supplied but students will be expected to undertake some exercises in their own time.

Assessment Strategies

There will be two assessment strategies:

- Certification tests for skills based tutorials
- Project deliverables as outlined in the planning documents and agreed by the project team

Z Electives - Mini Musical

Mini Musical

Subject Contribution Fee: $30

Course Outline

How do we as a school put on a Mini Musical? What are the various components required to coordinate the staging of a successful small-scale musical?

At the end of each semester the students' learning experience will become authentic with a public performance and video of their work.

Course Outline

Students will work as a team in managing, producing and performing a small-scale musical. Students will involve themselves in learning, editing, rehearsing, directing, acting, singing, dancing and arranging music in the performance and videoing of a small-scale musical. There will be opportunities for solos and chorus work as well as the technical running of the lights, sound and sets.

An appropriate musical will be selected and sourced by the course convenor.

Music Outcomes: Performing 5.1, 5.2, 5.3. Composing 5.4, 5.5, 5.6. Life Skills Performing LS 1, 2 & 3.

Subject Fees - $30

Course Requirements

- Script, score and possibly backing tracks
- Allocated space to prepare, stage and perform the musical
- Students will need to design and provide their own costumes and props
- Musicians may need to provide their own instruments, however school instruments may be available. A backing track may be utilised as best performance option.

Homework

Students will be expected to demonstrate commitment through the memorising of lines, songs and music, and choreography. Participants will be expected that some preparation and refinement of duties will need to occur outside of class time.

Assessment Strategies.

Students will be assessed at several stages throughout the course. The assessments will be synchronised with a timeline of conception, preparation, and performance. Marking criteria will be developed which correlate to the process of staging a musical, including criteria such as ability to work as part of an ensemble, communication skills, ability to work individually, showing responsibility, and completing assigned jobs.

The final assessment will be an individual's level of participation and success in their performance in the final show.

Permaculture

Subject Contribution Fee: $Nil

Course Outline

How can we create a flourishing land management system that uses the same principles found in natural ecosystems?

How can we contribute to the implementation of the ASC School Permaculture Design?

Subject Fees

Nil

Course Requirements

Boots and gloves

Homework

Participation in out of school commitments like working bees and market stalls

Assessment Strategies.

Students will be assessed on:

1. Present of case study reports of exemplary Permaculture practice around Australia and the world.

2. Development and implementation of action plans based on the Permaculture plan for ASC.

Science Extension

Subject Contribution Fee: $10

Course Outline

Students will assume the role of a scientist, an engineer, a researcher and a presenter while completing a range of projects throughout the course. Some projects include: creating a video presentation for the 'Sleek Geeks' competition, making a Rube Goldman machine, conducting and reporting on a major experiment of their design, and more.

Students will gain scientific skills during the course of the unit including: planning and performing experiments, writing scientific reports, collecting and presenting information and evidence, evaluating methods used and conclusions reached and communication and collaboration to name a few.

Subject Fees

$10 for materials

Course Requirements

Lined workbook, portfolio, internet connection at home (preferable)

Homework

Homework will include completing tasks from lessons, working on projects, engaging in research and conducting some investigations outside of the classroom.

Assessment Strategies

Students will be assessed termly on their engagement and products from the projects undertaken. Some assessment criteria include:

- How well they plan, perform and provide written reports on experiments
- Communication and collaboration with team members and the class
- Evaluating and improving scientific methods
- Evaluating evidence and verdicts in the cases
- Engagement with the course material and activities
- Correct and safe use of equipment

Scrap Yard Challenge

Subject Contribution Fee: $20

Course Outline

Reduce… recycle…reuse. Students will dismantle used pallets and reuse the materials. This will involve the collection of pallets from around town, construction of a "pallet buster" tool and break up pallets.

Students will visit the Building Recyclers, Metal Scrappies and the Tip Shop to gather materials for self-directed projects.

Students will research, design and build projects from the reclaimed materials gaining both wood and metalworking skills.

Subject Fees

$20 to cover finishing materials and hardware. Students may need to purchase additional materials.

Course Requirements

Students will need appropriate footwear for workshop activities.

Homework

Students will be expected to undertake research and develop ideas.

Assessment Strategies

Students will be assessed on the quality of the projects, innovation and use of reclaimed materials.

Z Electives - Street Puppets

Street Puppets

Subject Contribution Fee: $50

Course Outline

How can street theatre and puppetry raise awareness of environmental issues in our community?

What types of puppets and their movement elicit different responses from an audience?

This course allows students to design, construct and operate puppets made from salvaged and recycled materials that will be used in an open-air theatre performance in Armidale.

The students will create characters that explore a current environmental problem such as climate change, plastics in the oceans, or water management. They will research the role of street theatre and puppet making in raising awareness of social issues, as well as design, construction and operation of puppets on stage. Students will design sound and lighting for the performance and develop a script or narrative for the puppets.

There is the possibility of a guest puppet maker running a workshop for students as well as a practicing theatre designer coming to the class.

Terms 1 and 2

- Students will research the history of street theatre and the issues that it has been used for.
- Class will explore movement and chorus as a dramatic element in procession and learn how to work as an ensemble.
- Students will focus on a particular period in history featuring street theatre or puppets and create a presentation to the class or gallery walk. This may include designs, drawing or a display of their research.
- We will construct a small puppet based on the research we have conducted as a prototype for the larger puppets planned for Terms 2 and 3.

Terms 2 and 3

- The class will determine what issue they wish to examine in their street theatre performance.
- The class will develop characters, research the topic in depth, and write a script together incorporating music and set design.
- The class will construct two large puppets which will culminate in an outdoor event and performance for the school and the general public.

Subject Fees

$50 to cover materials and visiting artist

Course Requirements

Research an environmental issue that is important to students at Armidale Secondary College.

Design, create, construct, operate puppets and perform environmental street theatre.

Collaborate to create theatrical movement and physical theatre on stage in conjunction with puppetry.

Homework

Students may be required to draw designs and research an environmental issue at home.

Assessment Strategies

Students will be assessed on skills in street theatre performance; collaboration during construction; script development; creation of chorus and physical theatre that links thematically to the environmental issue being examined.

Talented Athlete

Subject Contribution Fee: $Nil + approx. $30 excursion costs

Course Outline

How do I become a Talented Athlete? Have you ever thought of being an Olympian, or reaching the highest level possible in your chosen sport? Do you want to explore your healthiest self and are interested in developing your sporting talent and ability?

This practical, hands-on elective has been developed to allow you to challenge yourself and explore what it takes to become a talented athlete in your chosen sport/s. This elective aims to nurture the growth of individuals as athletes through a holistic and individualised approach.

Throughout this course you will have the chance to work with the 'Rural Fit Sport Science Team' who are university graduated Exercise Physiologists and Exercise Sport Scientists, to undertake elite sporting testing that is rare in rural and regional settings.

This elective provides you with an opportunity to develop your individual fitness goals and will incorporate sport specific strength and conditioning sessions. It is an avenue for you to discover who you are as an athlete, develop emotional intelligence and a sense of fair play in a world that can be challenging to navigate.

Over the course of the year, you will develop both your practical and theoretical knowledge and skills.

Practical Opportunities:

- Participate in at least two individual fitness assessment days with the Rural Fit team so that you can improve and compare your fitness goals
- Learn from experts about what your individual fitness data means and how you can improve
- Design and participate in a number of sport specific strength and conditioning sessions
- Develop, participate in, and coach practical sessions based around your chosen sport
- Liaise with local and state coaches or experts in particular sporting fields

Theoretical components:

Through this PBL elective you will enhance your knowledge and understanding of the following in relation to your chosen sport:

- Nutrition
- Sports psychology
- Anti-doping
- Injury prevention and management
- Recovery techniques
- Public relations and media
- Time management

Subject Fees

Nil, but it is estimated that students will need to pay about $30 per semester when excursions are conducted with Rural Fit around elite fitness testing.

Course Requirements

Students will be required to bring writing equipment and a book for their theory lessons, while they may need sports uniform and sport specific equipment for their chosen sport during some practical lessons.

Homework

Homework will include completing tasks from lessons and engaging in further individual research.

Assessment Strategies

- Video analysis
- Fitness testing
- Practical demonstrations
- Personal Athlete Profile – based around personal goals, performance and individual technique
- Student log book

'Out of the Zone' Theatre Troupe

Subject Contribution Fee: $Nil

Course Outline

This elective brings together a group of students who are interested in exploring contemporary non-traditional forms of theatre.

You will create your own theatre performance for presentation in Semester 1 and Semester 2. In this course you will be working collaboratively to develop your own play, exploring 'immersive' theatre techniques, developing 'physical theatre' skills and experimenting with digital technology and the ways this can enhance performance. This is theatre not like we have seen it before. The possibilities are only limited by your imagination. This experience will take both performers, technical experts and audience 'out of the zone' of theatre as we know it.

Trash to Treasure

Subject Contribution Fee: $50

Course Outline

What do we do with our pre-loved items that we don't want to throw away?

This course involves students taking pre-loved items and remodelling or repurposing them for another use. Students will start with a smaller item that could be produced or reproduced to sell at a market stall. The second project would involve recycling pre-loved clothes to create a modern useable item such as a "memory blanket" or "TikTok Trackies". Students will learn skills in designing, budgeting, construction, marketing and selling.

Subject Fees

$50.00 for the year – this will cover the use of equipment and essentials.

Course Requirements

Students will provide their own pre-loved items to upcycle for both projects. Students may need to purchase other notions or embellishments depending on their final design.

Assessment Strategies

- At least **TWO** practical items
- Marketing and selling of potential projects
- Market day

Z Electives - Visual Design

Visual Design

Subject Contribution Fee: $40

Course Outline

This course enables students to develop an interest in and enjoyment of investigating the evolving practices, technologies and ideas of a range of design-based studio practices. Students will investigate and explore a variety of design briefs and projects that involve designing and making objects that apply aesthetic qualities and serve a practical function.

The course is scaffolded to introduce students to a range of design contexts, both handmade and digital using specialist software, which equip them with the studio skills and processes to undertake a Personal Interest Project (PIP) of their own choosing. This fosters students' 21st century skills to not only create their projects, but to consider and problem solve the aesthetic qualities required for audience appeal and marketing.

Studio Practices and Contexts may include:

- Marketing aesthetics – product and packaging
- Advertising
- Character concept design and illustration
- Animation
- Wearables – badges, pendants, jewellery
- Logo design and clothing prints

At the conclusion of the course, students will leave with a portfolio of work that demonstrates an ability to respond creatively to a variety of design contexts as well as sustain and lead their own project.

Course Requirements

A4 VAPD (Art Diary)
USB Flash Drive (recommended)

Homework

Majority of work is completed during allocated class time, however there is an expectation that some assessments are completed or prepared outside of class time.

Assessment Strategies

- Interpreting and responding to design contexts, including the work of other designers
- Studio projects (handmade and digital)
- Personal Interest Project (PIP)