WARRAWONG
HIGH SCHOOL

Stage 5 (Years 9 & 10)

Subject Selection Handbook

2021

NSW GOVERNMENT Education

WARRAWONG HS

Contents

A message to Year 8 students

Dear Parents/Caregivers and Year 8 students,

The high school curriculum is divided into 3 stages of two years each. The first stage of high school finishes at the end of Year 8 (Stage 4). Throughout Stage 4 all subjects are compulsory. The emphasis in the curriculum is on giving students a broad range of subject experiences.

The second stage covers Years 9 and 10 (Stage 5) and leads to the award of the NSW Record of School Achievement (RoSA). In this stage, students study a compulsory core curriculum plus they choose three subjects to focus on in more depth. To gain the NSW Record Of School Achievement (RoSA), a student must satisfactorily complete the core curriculum, three 200 hour subjects and Sport through Stage 5. The compulsory curriculum consists of English, Mathematics, Science, Geography, History and Personal Development, Health and Physical Education.

To gain the NSW Record of School Achievement (RoSA) at the end of Year 10, students must meet all NESA requirements which include:

1. Satisfactory effort and application in all subjects.
2. Regular attendance at school.
3. Satisfactory attendance at Sport.
4. Completion of all set assessment tasks and exams.

In Year 10, our school uses a regular monitoring system to check on student application and performance and to ensure students are satisfying NESA requirements. Students must complete a series of prescribed school based assessment tasks and exams which determine their Record of School Achievement (RoSA) grade in each subject.

With regard to choosing elective subjects, students should read the information in this handbook and talk to teachers, parents and other students who may have done a particular course. The best advice is for students to select subjects that they like, they are interested in and those where they are doing well. If a student already has a particular career in mind then they should check about any subjects that it would be useful to study. The school Careers Adviser can be of great help here.

Parents are reminded that some electives involve subject fees to cover consumable items above the basic curriculum essential to facilitate a particular course. If there is financial hardship, parents may apply to the school for support to cover any subject fees.

Yours sincerely,

Brad Hughes

Introduction

This handbook outlines the course expectations of Years 9 and 10 (Stage 5) as the students work towards their Record of School Achievement (RoSA). Throughout Stage 5, students are expected to complete the compulsory English. Mathematics, Science, HSIE and PD/H/PE courses. However, they are also provided with the opportunity to choose three elective courses.

This handbook also provides information about the elective subjects that students can study throughout Stage 5. Students choose elective subjects from a range of options at Warrawong High School which enable students to complete in-depth study and extension work providing them with more opportunities, experiences and breadth of understanding.

Students are to select three (3) elective subjects and rank them in order of priority. They will also select three (3) more elective subjects as alternatives, if their first choice cannot be achieved.

Students must choose their elective subjects carefully because they must **study each subject for both Years 9 and 10 and there is no opportunity to change once the initial elective decisions are made**.

Some advice students should consider when choosing elective subjects:

1. Choose subjects on the basis of your own interests and abilities.
2. Do not choose a subject to be with friends or because you think a particular teacher will take the class.
3. Elective subjects are not designed to prepare students for a particular occupation, however, they build skills and knowledge to support future employment.
4. Elective choices support the development of skills and knowledge for HSC courses and are seen as prerequisites for specific Stage 6 courses.

At Warrawong High School, our aim is to ensure that every student accesses all of their elective subject choices but unfortunately this is not always possible because:

1. Low numbers of students wishing to choose a subject or insufficient staff to teach a small student group may prevent some subjects being created.
2. There are lower class size limits in some practical subjects; if there are too many students wishing to do a particular subject (but not enough to run a second class) then those who performed most capably in the equivalent Year 8 subject will be given preference.
3. There may be a student who has proved themselves' to be an unsafe worker in a particular practical subject; if a student poses a threat to themselves and/or their class mates then they will not be allowed to do that subject.
4. No more than one class of any subject will be offered on each elective line.

Students and parents should read the overviews of each of the elective subjects carefully, particularly noting any details on assessment tasks and subject costs. If parents require more details or advice, please contact the school and speak to either the subject co-ordinator or the Head Teacher Secondary Studies (Mrs Napier).

Students are required to complete an online subject selection. Steps to complete this process are outlined on page 20 of this handbook. The link and password will also be emailed to the student's portal with the instructions on how to complete the process.

Information about the RoSA

Throughout Stage 5 students will start working towards their RoSA. The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.

For more information visit https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement

Some advice on choosing your electives

It is important to choose your elective subjects carefully as your decisions may affect the types of occupations you choose in the future, your success at school and your feelings about school.

When planning your Stage 5 pattern of study consider your:

- Abilities.
- Interests/Motivation.
- Career aspirations and needs.
- Syllabus requirements – assessment and practical expectations.
- Subject combinations.
- Other commitments.

It is important and expected that students engage in conversations with their parents, Deputy Principal, Head Teacher Secondary Studies, Career's Advisor, Year Advisor and teachers when they ae choosing their elective subjects.
Students may also wish to access:

- Australia's National Career Information Service, called myfuture, at www.myfuture.edu.au
- Jobguide website at www.jobguide.dest.gov.au

Do Not:

1. Choose subjects based on your friends' choices or on whom you think the teacher might be.

2. Approach your subject selection with the attitude that you can "try" subjects and change them if you do not like them.

3. Choose subjects based on "rumours", because of excursions, you believe that the course is a "bludge" subject or you thought it was a girls or boys' only course.

4. Choose an unrealistic or unachievable pattern of study that does not reflect your skills or ability.

Assessment and Reporting

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- Completed courses and the awarded grade or mark.
- Courses a student has participated in but did not complete before leaving school.
- Results of any minimum standard literacy and numeracy tests that may have been sat.
- Date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- Based on student achievement in their assessment work.
- Submitted to NESA by the school in Term 4.
- Monitored by NESA for fairness and consistency.

NESA work with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

Students are expected to meet the expectations of the Warrawong High School Assessment Policy which can be located on our school website.

'N' determinations are issued to students who do not complete a course's requirements.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

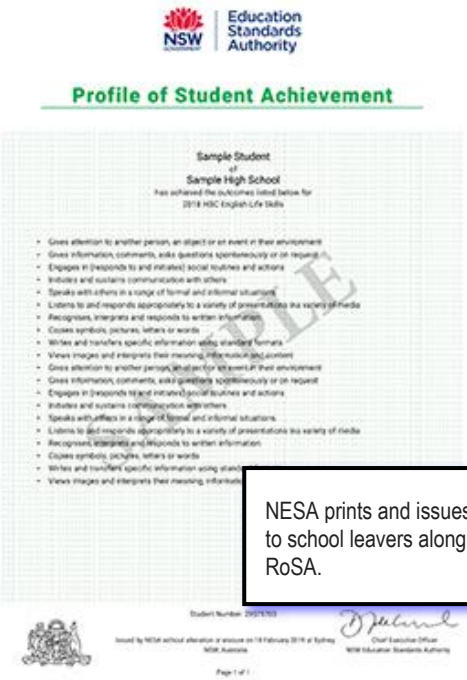
If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

Reporting Model

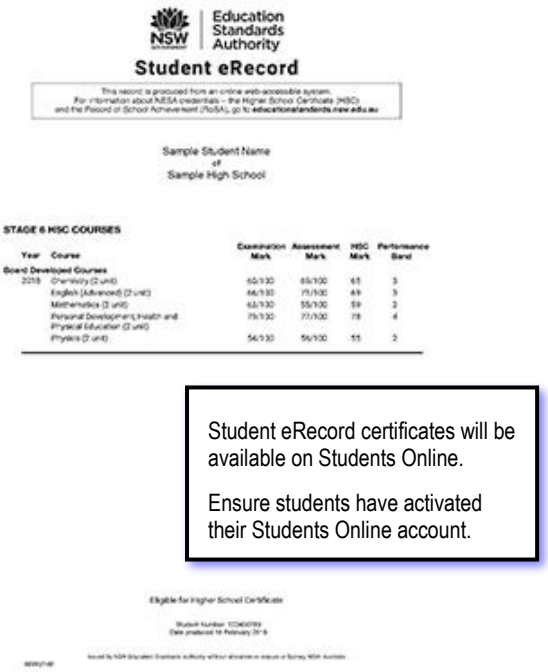
The Record of School Achievement (RoSA) is a cumulative credential for students who leave school before completing their Higher School Certificate.

The RoSA lists all mandatory and additional Stage 5 and, where applicable, Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed, any minimum standard literacy and numeracy test results, and the date of leaving school.

The NEW Education Standards Authority (NESA) issue the formal RoSA credential to students who satisfy the eligibility requirements when they leave school.

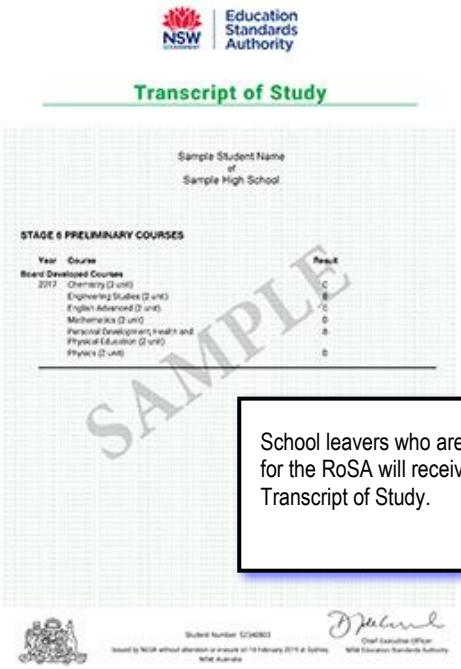


NESA prints and issues the profile to school leavers along with their RoSA.



Student eRecord certificates will be available on Students Online.

Ensure students have activated their Students Online account.



School leavers who are not eligible for the RoSA will receive a Transcript of Study.

Course Requirements – Years 7 to 10

NESA do not set minimum attendance for the satisfactory completion of a course. However, a school Principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must complete the following mandatory Years 7-10 curriculum requirements.

ENGLISH	Studied substantially in each of years 7 to 10 with 400 hours to be completed by the end of Year 10.
MATHEMATICS	Studied substantially in each of years 7 to 10 with 400 hours to be completed by the end of Year 10.
SCIENCE	Studied substantially in each of years 7 to 10 with 400 hours to be completed by the end of Year 10.
HUMAN SOCIETY AND IT'S ENVIRONMENT	Studied for 400 hours, to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage
CREATIVE ARTS	Studied for 200 hours and comprising the 100 hour courses in each of Visual Arts and Music.
TECHNOLOGICAL AND APPLIED STUDIES	Studied for 200 hours and consisting of the Technology course. At least 50 hours of the course must be devoted to learning about and using computers.
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION	Studied in each of Years 7 to 10 with 300 hours to be completed by the end of Year 10.
LANGUAGES	Studied for at least 100 hours, to be completed in one language over one continuous 12 month period between Years 7 to 10. **At Warrawong High School a language is studied in Year 7 & 8.**

Confirmation of Entry

Students will receive a NESA **Confirmation of Entry** from the school.

The Confirmation of Entry reflects the subjects the student will receive results for at the end of each course.

Before signing the Confirmation of Entry each year (Years 10, 11 and 12) students should **check that they are:**

- enrolled in the correct courses
- eligible for:
  - Year 10: Record of School Achievement
  - Year 11: Stage 6 Preliminary
  - Year 12: HSC

If you have any concerns about your Confirmation of Entry, you must inform the Deputy Principal or the Head Teacher Secondary Studies as soon as possible.

HSC Minimum Standards – Reading, Writing and Numeracy

From 2020, only students who meet the HSC minimum standard will receive a Higher School Certificate testamur.

Students will be provided with two (2) opportunities per year to pass the standard identified below.

To show they meet the standard students need to achieve:

- Level 3 or 4 in the online reading test.
- Level 3 or 4 in the online writing test.
- Level 3 or 4 in the online numeracy test.

Some students with disability may be exempt from meeting the minimum standard to receive their HSC testamur.

HSC MINIMUM STANDARD

FACT SHEET

You need reading, writing and maths skills to be successful in everyday life after school. That's why you're required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

To check you have the basics right, you need to sit short **online tests of reading, writing and maths for everyday life.**

You get two chances a year to pass each of the tests from Year 10 until a few years after the HSC. Your school will help you decide when you are ready to take each test.

If you pass the online tests of basic reading, writing and numeracy skills you will show you've met the HSC minimum standard.

HOW IS THE STANDARD SET?

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- Following safety instructions in equipment manuals
- Understanding a mobile phone plan
- Writing a job application
- Creating a personal weekly budget.

The HSC minimum standard is part of a plan to ensure students have essential literacy and numeracy skills.

All My Own Work

HSC: All My Own Work is a mandatory program designed to help HSC students to follow the principles and practices of good scholarship.

It consists of five modules:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with Others

Students need to complete all of the All My Own Work modules to be enrolled in the Year 11 Preliminary Course.

Students will complete All My Own Work in Year 10 during Term 4, 2019 in consultation with their Year Advisor. If the student is absent during the teaching of the modules, they must notify their Year Advisor as soon as they return to school.

Students Online Account

Students Online is your source for important information about your study from Year 10 to the HSC.

Once you have logged into Students Online:

- check your confirmation of entry to ensure your name, courses, address, email and phone number are correct.
- inform your school of any name changes or course concerns.

You can change your address, email and phone number in the personal details section.

You can download your free PDF credentials in the Results Services section.

You can find helpful information in My Account under Manuals and Guides.

By activating this account students will be able to receive significant information leading to their HSC and access their results online after they leave school. Students are encouraged to activate their Students online account.

Compulsory Subjects

English

Contact: Miss Truebody

The study of English in Years 7–10 aims to develop students' knowledge, understanding, appreciation and enjoyment of the English language and to develop their skills as effective communicators.

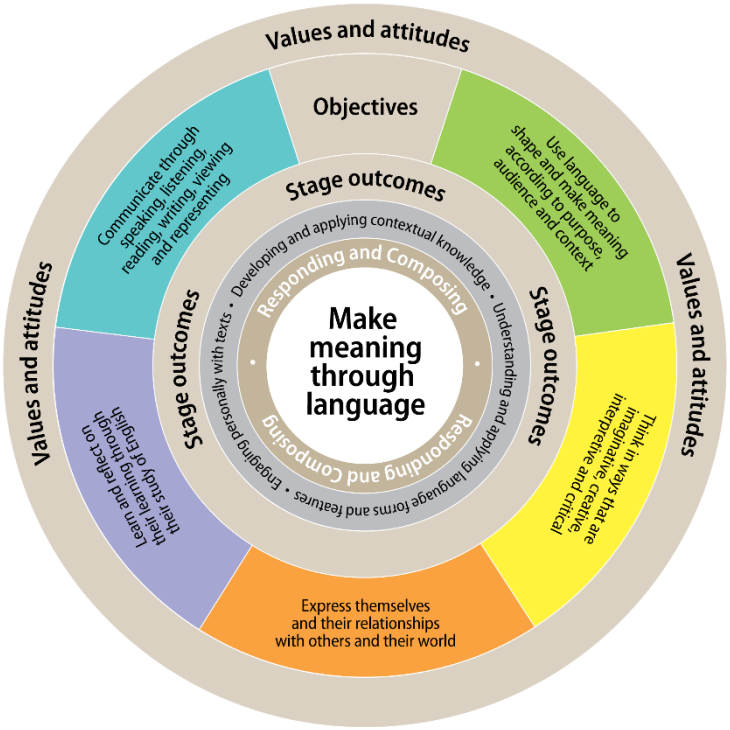
Students develop their control of language by reading and viewing a range of texts and by writing imaginative, interpretive and critical texts with clarity and accuracy for a range of purposes and audiences. Students engage with and explore literature of past and contemporary societies, as well as a range of spoken, visual, media and multimedia texts.

Students learn to develop clear and precise skills in writing, reading, listening, speaking, viewing and representing. For example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary and spelling.

Students study a range of texts including fiction, nonfiction, poetry, films, media, multimedia and digital texts. The texts give students experience of Australian literature and insights into Aboriginal experiences and multicultural experiences in Australia, and experience of literature from other countries and times including texts that provide insights about the peoples and cultures of Asia.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, and a range of social, gender and cultural perspectives. Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately, effectively and accurately for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world and reflect on their learning in English.



Geography

Contact: Mr Oczos

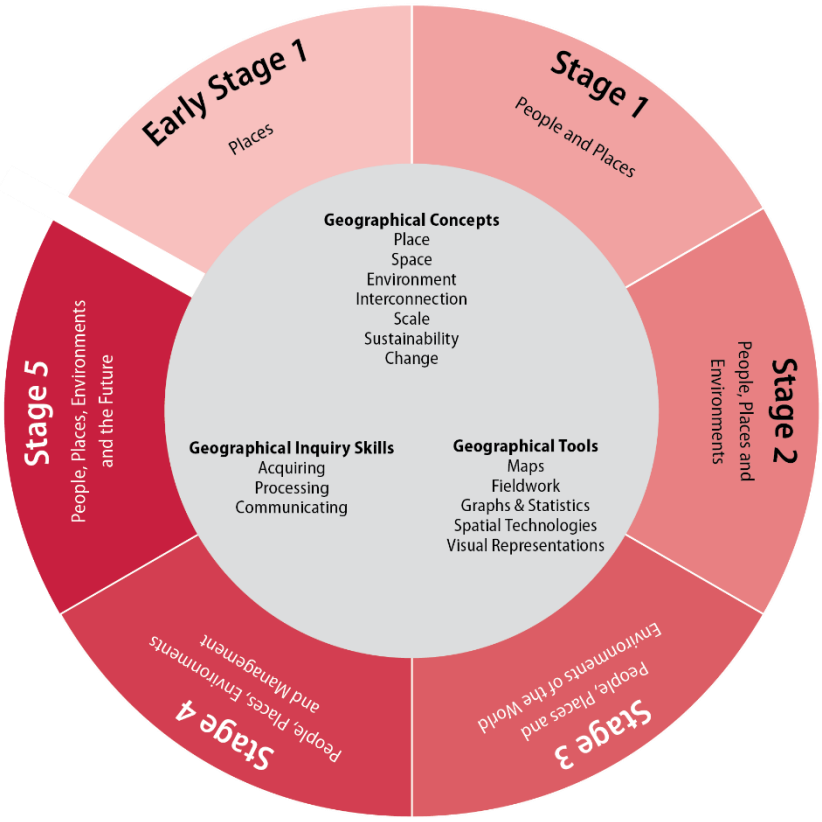
Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Local field studies will be integrated into various aspects of the course, allowing students to measure, record and collect data relevant to local and global issues. This skill building also provides an excellent base of knowledge for aspects of HSC courses, such as Senior Geography, Legal Studies (Environmental law), Business Studies (Global Business), and Society and Culture.

There is one formal assessment ask for each topic, such as a research assignment or source study exercise. In addition, there will be a common test. It is essential to keep up-to-date with class tasks as these are relevant for each assessment task.

Geographers go into careers such as architecture, town planning, environmental science, park rangers, marine science, teaching, tourism, social work, international relations and overseas aid.



History

Contact: Mr Oczos

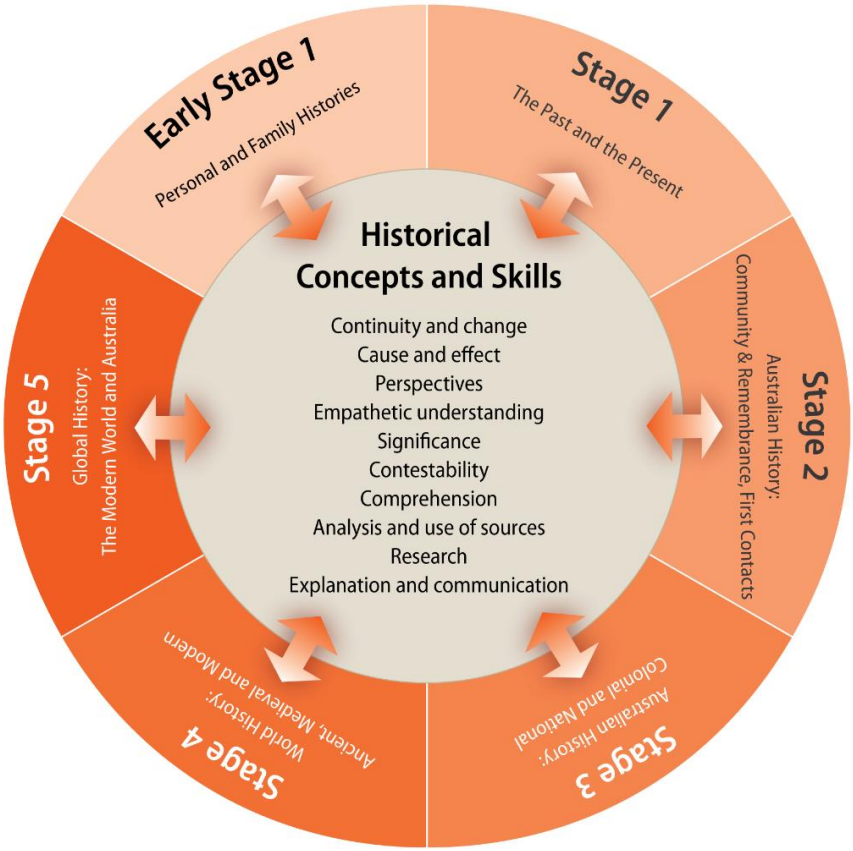
History is about people in the past. History students investigate the lives of people and the vents they lived through, using different sources and artefacts that have been left behind. This allows us to look at our world today with an understanding of how events have unfolded over time. The Stage 5 History course explores the making of the Modern World and Australia. It was a period of industrialisation, change, imperialism and nationalism culminating in two world wars. The emphasis after 1945 is on Australia in its global context and provides an understanding of Australia's place within the Asia-Pacific region and the world.

The study of history equips students with the knowledge and skills essential for their future roles as active, informed citizens and advocates for a fair and just society. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning.

By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.

Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations

There is one formal assessment ask for each topic, such as a research assignment or source study exercise. In addition, there will be a common test. It is essential to keep up-to-date with class tasks as these are relevant for each assessment task.



Mathematics

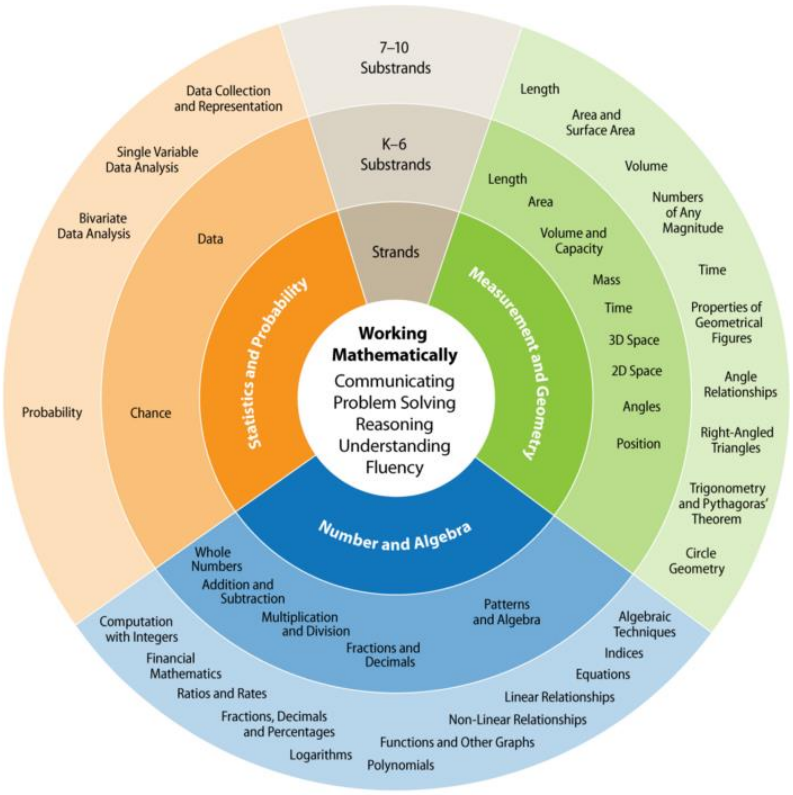
Contact: Ms Collins

The Mathematics Syllabus provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop increasingly sophisticated and refined mathematical understanding, fluency, communication, reasoning, analytical thought and problem-solving skills.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.



The diagram represents the relationships between the strands and substrands only.
It is not intended to indicate the amount of time spent studying each strand or substrand.

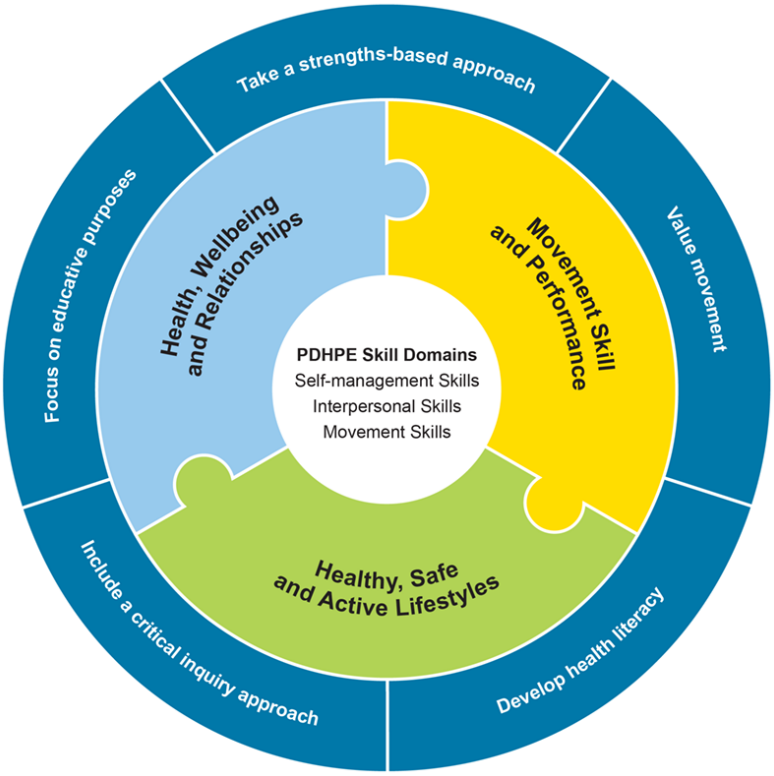
It is important to note that:

- **A scientific calculator is essential** (these are available from the front office at a cost of $25).
- The level of Mathematics studied in Years 9 and 10 may affect or limit a student's choice of Mathematics course for the HSC.
    - 5.1 students will lead to **Standard 1** (Optional HSC Exam)
    - 5.2 students will lead to **Standard 2**
    - 5.3 students will lead to **Mathematics (Advanced)** or **Standard 2**

Personal Development, Health & Physical Education

Contact: Mr Davis

The focus of this course is to allow students to develop their own personal wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity. The students are encouraged to adopt a healthy, active and fulfilling lifestyle by developing skills in communicating, decision making, interacting, moving, planning and problem solving.



Personal Development and Health is concerned with enhancing each student's sense of self, improving their ability to manage challenging circumstances and to develop caring and respectful relationships. It assists students to take action to protect, promote and restore individual and community health. Physical Education allows for students to develop individual and teamwork abilities through the medium of movement.

All students study the following four strands:

- Self and Relationships – Students learn about sense of self, adolescence and change, sources of personal support and the nature of respectful relationships
- Movement Skill and Performance – Students build upon fundamental movement skills and explore the elements of composition as they develop and refine movement skills in a variety of contexts
- Individual and Community Health – Students explore a variety of health issues, including mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services.
- Lifelong Physical Activity – Students develop an understanding of a balanced lifestyle and factors that influence their participation in physical activity. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

Assessment is conducted using a range of methods including: presentations, group work, written reports, topic tests, research projects, self-assessment, peer assessment and physical performances. Year 10 has a formal assessment schedule with common tasks across the year group.

Science

Contact: Mrs Elphick

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology. Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations.

By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

This course has a significant practical component and all students are required to undertake one research project in Stage 4 and Stage 5. The study of science enables students to develop a positive self concept as learners gain confidence in and enjoyment from their learning.

Elective courses

Courses	Faculty
Agriculture Technology	Science
Child Studies	PDHPE
Commerce	HSIE
Food Technology	TASAM
History Elective	HSIE
Industrial Technology - Timber	TASAM
Information and Software Technology	Mathematics
International Studies	English
Languages – French/Italian	PDHPE
Marine and Aquaculture Technology	Science
Photography and Digital Media	TASAM
Music	TASAM
Physical Activity and Sports Studies	PDHPE
STEM	Science
Textiles and Design	TASAM
Visual Arts	TASAM

NOTE: Please read all course descriptions carefully.

Subject Selection Process

The process for subject selection will be completed online. An email will be sent to every students Department of Education email address.

This email will contain a:

Link to the website where students can complete their online selections.

Unique password to gain access to this website.

The website will only be open for a 2 week period for students to enter their selections. Mr Gander will inform the students when the subject selection window will be open.

Students are only permitted to submit their subject selections once.

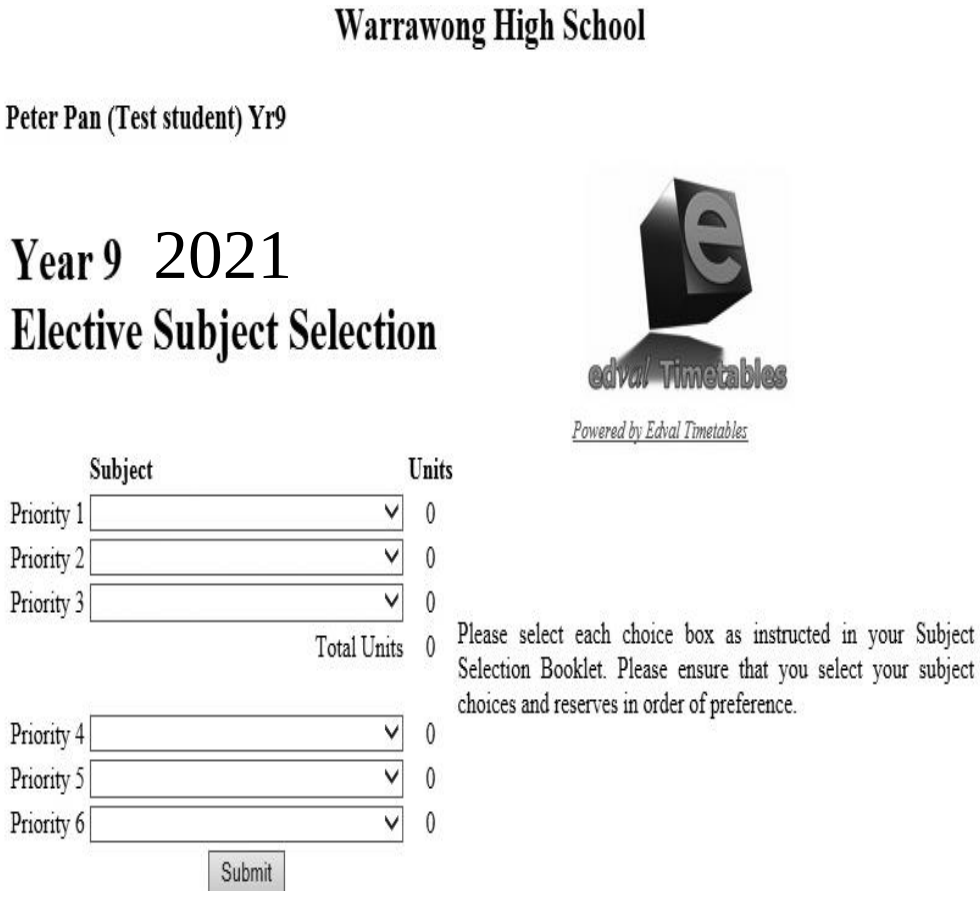
Once students have submitted their choices, students will need to:

Print their Elective Subject Selection sheet.

Take their printed Elective Subject Selection sheet home and have their parent/carer sign it.

Return their Elective Subject Selection sheet to Mr Gander in the Science staffroom.

The layout of the website will appear like the one pictured below. Students will be required to follow the instructions on the website and complete all sections. All students must have access to their Department of Education (Student Portal) email account. If you have forgotten your password or do not have access please see Mr Brown. If you are uncertain about this process, please see Mr Gander or Mrs Napier.



Agricultural Technology

Contact Person: Mrs Elphick

Course Overview

Agriculture Technology in Years 9–10 is a practical subject where students develop knowledge, understanding, and skills, though a range of first-hand experiences related to aspects of an agricultural lifestyle including direct contact with plants and animals and a variety of outside activities.

Students will learn about a range of practices that conserve soil and water quality and protect the environment, assure adequate and safe food supplies to consumers, while generating profitable returns for producers.

Course Expectations and Requirements

It is expected that 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.

Educational Pathways

This course will prepare students for Stage 6 Agriculture and Primary Industries, as well as aspects of Biology, Chemistry, Physics and Investigating Science.

Course Fee: $30 for materials

Child Studies

Contact Person: Mr. Davis

Course Overview

The aim of Child Studies is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

Learning in Child studies will promote in students a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles of both paid and unpaid work.

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence pre-natal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. Child studies will assist students to understand the significant impact of the child's environment and the role that the child and others can take in the active construction of this environment.

Course Expectations and Requirements

Students will complete 8 of the following modules throughout Years 9 and 10:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in ch9ildhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

Educational Pathways

- Community and Family Studies
- Child Care industry

Course Fee: $10 for workbook and materials.

Commerce

Contact Person: Mr Oczos

Course Overview

Commerce is the study of the way in which our society functions. It includes the study of money, buying, selling, business and law and the role governments play in managing the nation (and our lives!!). It is also concerned with our rights and responsibilities as citizens and helps us to prepare with the life skills essential to survive in an increasingly complex world.

Course Expectations and Requirements

The Commerce program is organized as follows:

Students undertaking a **200 hour** course will complete 5 options.

Core Part 1	***AND***	***Core Part 2***
Consumer & Financial Decisions		Employment & work Futures
The Economic & Business Environment		Law, Society & Political involvement

Options Include:

- Our Economy
- Promoting and Selling
- E-Commerce/ M- Commerce
- Running a Business
- Travel
- Towards independence
- Investing – in the simulated Australian Stock Market Game
- Law in Action

Educational Pathways

- Commerce sets the foundation knowledge for any students wishing to study Business Studies, Legal Studies or Retail in Stage 6

Course Fee: Cost of possible excursions to Miranda, Pitt Street Mall, NSW State Parliament and Luna Park.

Food Technology

Contact Person: Ms Evitt

Course Overview

Food Technology is the study of food and food preparation. Practical experiences are a major component of this course and relate directly to the design, content & research lessons. The course provides the opportunity for students to learn skills related to:

- Food preparation and presentation
- Safe working practices
- Decision-making and independent learning skills

Course Expectations and Requirements:

Students will use a variety of Information and Communication Technologies (computer based activities) to communicate ideas and to assist them in activities such as researching, evaluating and communicating issues and ideas relating to food.

Student Projects Include:

- Food Selection and Health
- Food in Australia
- Food for Special Needs
- Food for Special Occasions

Educational Pathways

Completion of this course may lead to studying Food Technology for the HSC or VET Hospitality

NOTE: Fully enclosed footwear must be worn each lesson & WHS mandatory safety regulations apply.

Course Fee

Fee: $20 per term for ingredients/materials

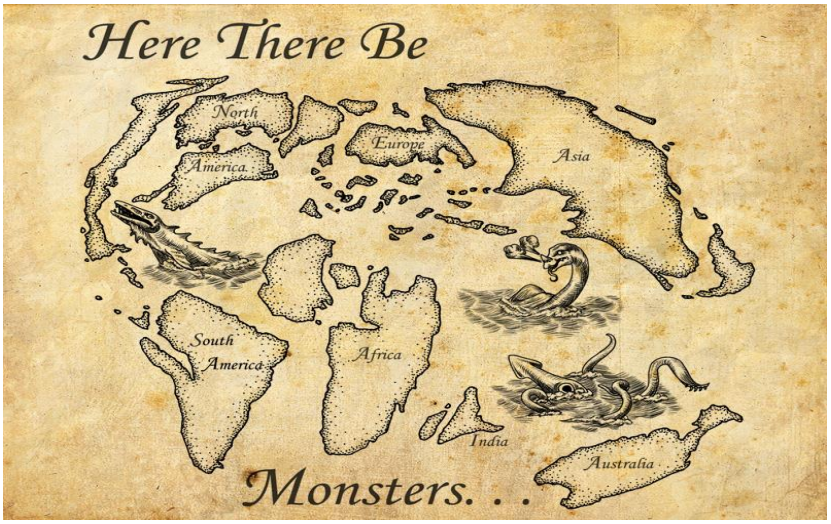
History Elective

Contact Person: Mr Oczos

Course Overview

This course gives students the chance to explore aspects of history not covered in the main Year 9 and 10 History Course. They will have the opportunity to pursue areas of interest, use new technologies and make models as they investigate areas of Ancient, Medieval and Modern History such as:

- Film as history
- The Construction of History
- Ancient buildings
- "Darkest" Africa and the Slave Trade
- Myths and Legends
- Heroes and Villains
- Witch Hunts
- The Aztecs and the Incas
- Jack the Ripper
- Conspiracy theories
- Terrorism throughout time
- The Cold War
- The Gunpowder Plot
- Medieval England
- Ancient societies



Course Expectations and Requirements

- A love of History

Educational Pathways

- History Elective is created purely for any students who love History. It will also broaden students' knowledge and give a head start to any students wishing to study either Ancient History or Modern History in Years 11 and 12. Students will improve their skills in; written communication, research, source analysis and evidence based writing.

Course Fee: Costs of possible excursions to Sydney Jewish Museum, Local Museums

Industrial Technology – Timber

Contact Person: Ms Evitt

Course Overview

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Practical projects undertaken reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-based technologies. Students interested in timber should have an interest in working with timber to produce a range of modern furniture and products.

Course Expectations and Requirements

Technology is a vital tool for this course. Technology is used to develop, communicate and research design solutions, communicate students' design ideas and present & promote student work.

This course may be of interest to students with a passion for timber, construction, cabinetwork, carpentry or any career working in the timber industry.

Student Projects may include:

- Stools, Plant Stands, Bedside Tables
- Tool Caddy, Spice Caddy
- Coffee Table or Side Table
- Student designed project.

Educational Pathways

Completion of this course may lead to studying IT Timber for the HSC or VET Construction

NOTE: Fully enclosed footwear must be worn each lesson & WHS mandatory safety regulations apply.

Course Fee: $20 per term for various materials including timber, & other fastenings.

Information and Software Technology

Contact Person: Ms Collins

Course Overview

Everyone can expect to work and live in environments requiring highly developed levels of computing and technological literacy. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities, scope, limitations and implications.

This course has been structured to provide a range of different and challenging experiences in Years 9 and 10. However, it is not a prerequisite for choosing Year 11 and 12 computing subjects.

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve real life problems.

Amongst other projects, IST Students also explore the emerging field of ***app programming*** using their own Android phones. Students use Lego Mindstorms software to program and control EV3 ***robots*** to respond to the environment. ***Multimedia*** applications such as the Adobe CC suite are used for ***video editing***, ***manipulation of images***, ***animation*** and ***web development***.

Core content provides students with specialized knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. Students develop information and software technology solutions through project work, individually and in groups.

Option topics include:

- Artificial intelligence
- Simulation and modelling (*3D Printing*)
- Authoring and multimedia
- Database design
- Digital media
- The internet and website development
- Networking systems

Course Expectations and Requirements

- Mandatory hours - 200
- Between 4 and 8 projects must be completed.
- Development of independent and collaboration skills will be necessary to manage project work.
- Completion of coursework may require students to work at home.

Educational Pathways

- This course provides a strong foundation for the study of computing courses in Stage 6. These could include **Enterprise Computing**, **Information and Digital Technology (VET)**, **Software Engineering** and **Industrial Technology – Multimedia** offered in Years 11 and 12
- Years 7-8 Technology (Mandatory) provides some basics for this subject.

Course Fee $10

International Studies

Contact Person: Ms Truebody

Course Overview

International studies is an inter-disciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. At Warrawong High School International Studies is offered as an invitation only course that encourages our High Potential, Gifted and Highly Gifted students an opportunity to thrive in a diverse environment of learning experimentation. This is achieved through project-based learning, student directed learning activities and student driven investigations.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen.

International studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the course lends itself to an emphasis on, but is not limited to, this region.

They gain knowledge of different cultural practices, values, beliefs and heritages to form a broader world-view. They gain the skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables them to understand and value inclusion, and to respect the rights of others.

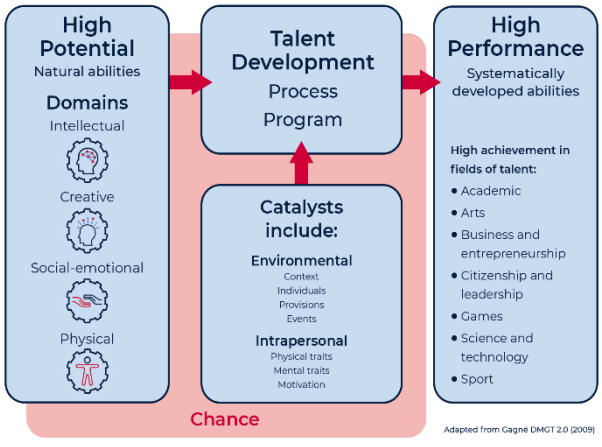
Course Expectations and Requirements

- Students will develop their skills as independent learners to foster a love of lifelong learning through the exploration of concepts, cultures and social issues that interest students as learners. Students will need to be determined to achieve and willing to be challenged academically to achieve their best.
- Students will study modules exploring: Understanding Culture and Diversity in Today's World, Culture and beliefs, Culture and gender

Education Pathways

Information here could include:

- Society and Culture
- Community and Family Studies
- English Standard
- English Advanced



Course Fee: No upfront fee to be charged but excursions and experiences may be offered throughout the program that acquire a cost.

Note: Expression of interest Forms for those students who have not been invited to complete this course but believe that this course is appropriate for them, are available from Ms Truebody and will be considered.

Languages

Contact Persons: Mr. Davis/ Ms Carvana

Course Overview

Learning languages allows students to engage with the linguistic and cultural diversity of the world and its peoples. Students can improve their personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a resource which helps communities within Australia and enables the nation to engage more effectively with the global community.

The aim of Languages is to develop an interest in & enjoyment of language learning. Students learn to appreciate and value their own heritage, culture and identity. Students also gain an appreciation and respect the culture, beliefs and values of others through language learning.

Students learn to communicate through: interacting, accessing & responding and composing various types of texts. Understanding takes place via: systems of language & the role of language and culture.

Students learning languages develop skills in communication, collaboration, negotiation and problem-solving. These skills help in a range of work settings, and students can become more effective and valuable members of the workforce. The ability to communicate in another language broadens future employment opportunities for students in an increasingly globalised world.

Course Expectations and Requirements

- High level of motivation to participate fully in every lesson
- Good work ethic to practise vocabulary/concepts for fluency

Examples of topics covered:

- Employment and careers
- Shopping
- The Environment
- Party planning

Educational Pathways:

- Continuers Languages / Tourism/ Teaching/ Interpreter-Translator/ Customer Service Representative/ Sales- Medical- Law Enforcement Professionals

Course Fee: $10 Workbook fee, plus the possibility of costs for excursions or other activities

Marine & Aquaculture Technology

Contact Person: Mrs Elphick

Course Overview

Marine and Aquaculture Technology in Years 9–10 is a practical subject where students develop knowledge, understanding, and skills in, a wide range of contexts all relating to marine ecosystems. There are achieved through a range of first-hand experiences related to the local contexts of the area including the Beach, Ocean, Intertidal zone, lakes, estuaries, and aquaponics.

Over the course of Year 9 and 10 students studying Marine Studies will:

- Complete Surf survival Certificate and basic first aid to allow students too safely and competently undertake various marine activities including investigating the intertidal zone, swimming, fishing and snorkeling.
- Investigate a variety of Marine ecosystems, study various marine species, construction food webs outlining feeding relationships, measure environmental conditions which affect marine environments.
- Understand the effects humans have had on the marine environment and make informed decisions for the maintenance of biodiversity and the sustainable use of marine ecosystems.
- Undertake personal interest projects including; the design and construct of aquaponics systems, aquariums and still ponds, 3D printing of aquarium components and creation of biological filtration systems.
- Undertake aquaculture projects including the selection, breeding, sale and eating a variety of marine species including; Yabbies, Silver Perch, Bristlenose Catfish and native freshwater fish.

Course Expectations and Requirements

Marine & Aquaculture Technology is best suited to students who are:

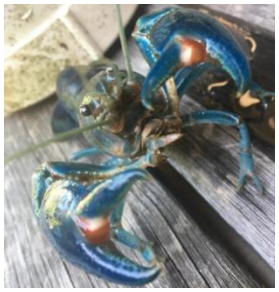
- Motivated and eager to participate in hands on activities
- Prepared to engage in water-based and outdoor activities
- Willing to conduct independent and group research and projects on areas of interest
- Mature and interested in taking a lead in their own education.

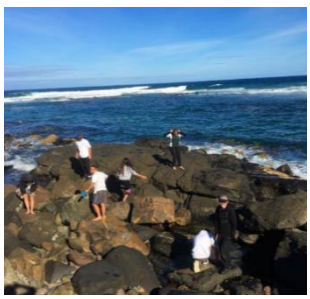
Educational Pathways

Students will:

- Have practical learning opportunities which will support physics, chemistry and biology content covered in science.
- Have the opportunity to guide their own learning, work as a team with other students, and solve problems to develop their interest projects.
- Be apart of strong business and community partnerships with our local pet store, though the breeding and sale of a variety of marine species
- Complete Surf Survival Certificate and nationally recognised First Aid Certificate

Course Fee: Elective fees of $30 per year (approximately) for materials to create take-home projects such as a fishing rod, aquarium setup, 3D Printing as well as excursion costs.





Music

Contact Person: Ms Evitt

Course Overview

Music in year 9 and 10 is a continuation of what is learnt in years 7 and 8, however, topics are covered in greater depth and detail; students can specialise on the instrument of their choice including voice.

Students develop practical skills such as how to write their own songs as well as recording and production techniques in our very own purpose built professional recording studio.

Course Expectations and Requirements

In performance, students learn and develop new skills by performing in solo and group situations. A wide range of topics are covered ranging from:

- rock, pop, dance, rap,
- music technology
- musical theatre and
- music of other cultures.

Educational Pathways

It is expected that students who choose music as an elective already have some ability on a particular instrument and some vocal ability and that all students have a working instrument of their own which is needed to rehearse and complete practical homework tasks. Students are also encouraged to take up opportunities to perform for various events both in and outside of school, participate in excursions as well as attend regional music camps.

Course Fee: An elective fee of $20 per year covers guitar strings, reeds and blank CD's.

Photography & Digital Media

Contact Person: Ms Evitt

Course Overview:

Over two years students will make and study a range of photography and digital media were students will learn to:

- develop and enjoy practical and conceptual independence in their abilities to represent ideas and interests in photographic and digital media works
- understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.

Course Expectations and Requirements

Student will work independently and collaboratively to create photographic and digital media work exploring the following:

- Lighting
- Principles of photography
- Different persepctives
- Photo montage
- Surrealism
- Short Film
- Multiple exposure
- Advertising – studio/product photography
- Still life
- Animations

Educational Pathways

This course will follow the *Photography and Digital Media* Syllabus & may be of interest to students with a passion for a career in design, photography, animiation, graphic and/or commercial design work. They may bring their own laptop/device to every class as well as pens & pencils. Fully enclosed footwear must be worn each lesson & mandatory safety regulations apply.

Course Fee: $40 per year for various materials including paper, prints and use of digital technologies, SD Cards and camera's.

Physical Activity and Sports Studies

Contact Person: Mr. Davis

Course Overview

Physical Activity and Sports Studies provides for a comprehensive study of physical activity and movement. It includes a study of the way the body functions and how to prepare to move efficiently in a variety of sporting contexts.

The course has a strong focus on physical activity and is designed so that sports-minded students are able to specialise in the area of PDHPE. This course will involve designing Fitness Programs and completing them in Warrawong High School's **NEW Fitness Studio**.

Course Expectations and Requirements

- Full school sports uniform for every practical lesson
- High level of motivation to participate fully in every practical lesson

Examples of topics covered:

- Designing a personalised Fitness Training Program
- Implementing a Coaching Session
- Analysing the Nutritional requirements of various athletes and individuals
- In depth study of a variety of sports

Educational Pathways:

- Sport, Lifestyle and Recreation
- PD/H/PE
-

Course Fee: $10 Workbook fee, plus the possibility of costs for excursions or other activities

STEM

Contact Person: Mrs Elphick

Course Overview

STEM refers to science, technology, engineering and mathematics. The importance of STEM disciplines for the future economic and social well-being of Australia cannot be underestimated. International research indicates that 75 per cent of the fastest growing occupations require STEM skills and knowledge. STEM employment is growing at three times the rate of non-STEM employment area.

Students will engage in a pattern of study underpinned by the iSTEM course as part of the Illawarra Academy of STEM Excellence. It will involve a number of themed units of work focusing on the application of science, technology, engineering and mathematics to real life, through inquiry based learning techniques. Students will be required to work collaboratively with others and will have opportunities to participate in a variety of competitions and STEM based intervention programs during the course.

The STEM elective is designed to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing.

Course Modules:

May include the following:

- STEM Fundamentals
- Mechatronics
- Aerodynamics
- Motion
- 3D CAD/ CAM 1 and/ or 2
- Surveying
- Design for Space
- Statistics in Action
- Biomedical Innovation

STEM extension activities may include:

- UOW Science and Engineering Challenge
- The National Young ICT Explorer Competition
- UOW STEM +X Bootcamp
- Bluescope STEM careers workshop.
- Smarter Schools for a Smarter Planet

Course Expectations and Requirements

- Students are expected to work collaboratively in groups on assignments and projects.
- Students are expected to engage regularly in. excursions

Educational Pathways

This course is designed to support students in their skill development. It can assist and support their transition in the following Stage 6 courses.

- Physics
- Investigating Science
- Biology
- Chemistry
- Information, Processes & Technology
- Industrial Technology Multimedia
- Enterprise Computing

Course Fee - $30

Textiles & Design

Contact Person: Ms Evitt

Course Overview

Textiles Technology is a study of fibres, fabric and design relating to the Textile industry. Practical experiences are a major component of this course and relate directly to the theory lessons taught. The course provides the opportunity for students to learn skills related to:

- Fashion design and textile construction
- Properties and performance of textiles
- Textiles and society

Course Expectations and Requirements

Students will use a variety of Information and Communication Technologies (computer based activities) to communicate ideas and to assist them in activities such as researching, evaluating and communicating issues and ideas relating to textiles.

Projects may consist of Apparel, furnishings, costume, textile arts and non-apparel. Students will develop design portfolios to accompany their practical work.

Student Projects Include

- Basic machine sewing skills: Origami bag, drawstring bag, or book cover.
- Soft furnishings: Lampshade, cushions, and or wall hanging.
- Textile Art making.
- Fashion wear: Clothing.

Educational Pathways

Completion of this course may lead to studying Textiles & Design for the HSC or a Diploma in Fashion at various TAFE Institutions or private fashion schools.

Course Fee: $10 per term for consumable materials including some fabrics, notions, threads and use of patterns. Additional costs will be for purchase of own choice fabric.

Visual Arts

Contact Person: Ms Evitt

Course Overview

Over the duration of the course students will make artworks and study the art world. Individual and group projects will include new and unusual concepts. Students will look closely at the works of artists and designers, exploring, experimenting and creating their own artworks, as well as learn to talk about, write about and display artwork.

Course Expectations and Requirements

This course will follow the *Visual Arts* Syllabus and may be of interest to students with a passion or a career in creative jobs such as design, interior decorating, graphic and/or commercial design or careers that require you to think outside the box and have and indvidual perspective.

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

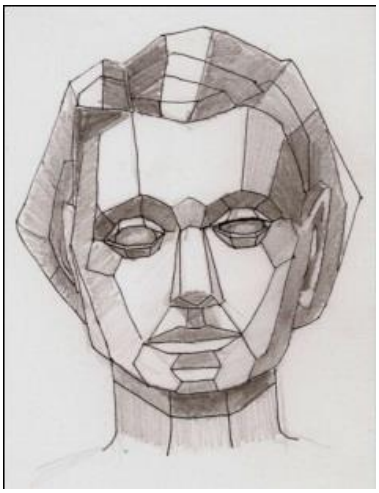
Educational Pathways

Student Projects may include:

- Landscape drawings
- Sculpting Forms using various mediums
- Abstraction Art
- Cultural Printing

Completion of this course may lead to studying Visual Arts or Visual Design for the HSC.

Course Fee: $60 for artmaking material including clay, paper, paints, canvases and printmaking materials.



Faculty	Elective Course	Comments	Interested
PD/H/PE	Child Studies	+	
		-	
	Languages – French/Italian	+	
		-	
	Physical Activity and Sports Studies	+	
		-	
Science	Agriculture Technology	+	
		-	
	Marine and Aquaculture Technology	+	
		-	
	STEM	+	
		-	
HSIE	History Elective	+	
		-	
	Commerce	+	
		-	

Faculty	Elective Course	Comments	Interested
Mathematics	Information and Software Technology	+	
		-	
English	International Studies	+	
		-	
TASAM	Food Technology	+	
		-	
	Photography and Digital Media	+	
		-	
	Music	+	
		-	
	Textiles and Design	+	
		-	
	Visual Arts	+	
		-	
	Industrial Technology - Timber	+	
		-	