



# **BELMONT HIGH SCHOOL**



## **Year 9 Curriculum 2025**





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## INTRODUCTION

The purpose of this booklet is to inform parents and students of the relevant information pertaining to the completion of Year 9 and award of the RoSA (Record of School Achievement) and the selection of elective subjects.

Students will be required to study a **Mandatory Core** of subjects: English, Mathematics, Science, History, Geography, and PD/H/PE. In addition, students will choose two elective subjects to complete in Year 9. They may then opt to continue these choices in Year 10, or vary their pattern of study.

It should be noted that, with the exception of Languages other than English (LOTE), none of the subjects being elected are prerequisites in Higher School Certificate study. It is possible therefore for students to make other elective subject choices for their HSC after having successfully completed Year 10.

Should parents and pupils require additional information, they should seek the advice of the faculty Head Teachers, Year Advisors, the Deputy Principal or the Careers Advisor.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Courses studied in Years 9 and 10, and student achievement within those courses, are acknowledged on a student's Record of School Achievement (RoSA) which will be awarded when the student completes their secondary schooling. For some students this may be after the completion of Year 10 (students must be 17), but for many it may be at the completion of Year 11 or final attainment of the HSC.

To qualify for the award of the RoSA students must have:

- **followed** the course developed or endorsed by NESA
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes

## SCHOOL BASED EXAMINATIONS, ASSESSMENT AND REPORTING

During Years 9 and 10 students will be required to do a variety of tasks which are used for the purpose of school-based assessment. Tasks will vary from subject to subject and can range from formal examinations, class-based topic tests, assignments, oral tasks, portfolios of work, major projects and so on.

At Belmont High School, students are expected to complete all assessments tasks. All students are awarded a grade (A, B, C, D or E) in each subject based on the performance in the assessments tasks measured against the performance descriptors for each course.

A booklet containing the school assessment policy, course performance descriptors and assessment schedules for all subjects is issued to students during Term 1 of Year 9.

Students in Years 9 and 10 receive a Half Yearly and Yearly Report. Where students are not applying themselves diligently to their coursework, a letter of concern about pupil performance will be sent to the parents/caregiver as an initial contact.





## STUDENTS AT RISK OF N DETERMINATION

Students who do not satisfy course requirements may be given an N Determination. If a student is given an N Determination in any core subject (English, Mathematics, Science, History, Geography, and PD/H/PE) they **will not qualify for the RoSA**. Students who are not satisfying course requirements are notified in time for them to make the necessary improvements. These notifications are posted home and are called N Award Warning letters. If, after two warnings, the student has not made the necessary improvements they may be given an N Determination in that subject.

### **Examples of reasons why students may receive an N Award warning include:**

- poor attendance - resulting in failure to meet course outcomes
- lack of participation in classwork
- failure to submit an assessment task
- failure to complete classwork or homework

### **The Award of the Record of School Achievement**

The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. As there is no external examination at the end of Year 10, it is vitally important students apply themselves diligently to the learning and assessment experiences provided by the school.

### **A FINAL NOTE**

If you have any concerns about the progress or learning of your student, or any problems relating to attendance or other matters which may affect their eligibility or success, do not hesitate to contact the relevant Year Adviser so that support can be provided.

## SUBJECT SELECTION PROCESS

Students will be emailed to their Department of Education email address a web code which will be entered into the website [www.my.edval.education](http://www.my.edval.education).

Students will be required to enter two (2) choices in preferential order. They will also be asked to enter 2 reserve subjects in order in case their preferred options are not available.

This information will be provided on the email.


## CURRICULUM REQUIREMENTS

The curriculum students will study in Years 9 and 10 has TWO components:

- Mandatory subjects
- Elective subjects

### **Mandatory Courses**

Mandatory subjects contain knowledge and skills and develop attitudes which are considered essential learning for all young adults in today's world.



The core subjects are determined by NESAs. These subjects are:

- English
- Geography
- History
- Mathematics
- PD/H/PE
- Science
- Sport

### **Elective Courses**

Elective subjects make valuable contributions to a young person's education and social development.

At Belmont High School, students' study FOUR elective subjects. Two subjects will be studied in Year 9 and two subjects in Year 10.

Students may study an Elective for one or two years. At the end of Year 9 students will select their Year 10 Electives. There may be scope for a student to continue with the same Elective they studied in Year 9.

Students in Year 9 will study Course A and students in Year 10 will study Course B.

Students who have studied the subject in Year 9 and wish to continue to study this course in Year 10 will be able to and have priority in selection of this course.

#### **Please note carefully:**

- While all subjects are offered, it may not be possible to form classes in every subject. After the initial free choice, some students may have to make another choice from a given group of subjects.
- Some subjects have contributory costs and dress requirements. Please refer to attached lists.
- The following subject notes are intended to provide students and parents with guidelines so that the best choice for each student can be made.
- Please consider your choices carefully, as changes to those choices can only be made under rare and particular circumstances, and only if it is possible to do so.
- Elective choices are completed using an online system. An email will be sent to students to explain this process.
- Only in exceptional circumstances will a student be allowed to change an elective subject and then only in the first 5 weeks of Term 1.

## SCHOOL CONTRIBUTION AND SUBJECT COSTS

General School Contribution:           \$75

### SUBJECT FEES

<b>CAPA</b>	
DANCE	No Fee
DRAMA	No Fee
MUSIC	No Fee
VISUAL ARTS	\$50 per year
VISUAL DESIGN	\$50 per year
<b>HSIE</b>	
ABORIGINAL STUDIES	No Fee
COMMERCE	No Fee
LANGUAGES - GERMAN	No Fee
LANGUAGES - JAPANESE	No Fee
WORK EDUCATION	No Fee
<b>PDHPE</b>	
PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)	\$140 per year
<b>TAS</b>	
CHILD STUDIES	\$10 per year
FOOD TECHNOLOGY	\$90 per year
iSTEM	\$20 per year
INDUSTRIAL TECHNOLOGY—ELECTRONICS	\$60 per year
INDUSTRIAL TECHNOLOGY—ENGINEERING	\$30 per year
INDUSTRIAL TECHNOLOGY—METAL	\$60 per year
INDUSTRIAL TECHNOLOGY—TIMBER	\$60 per year
TEXTILES TECHNOLOGY	\$20 per year



# **MANDATORY COURSES**





## ENGLISH

### Content and Text Requirements for Stage 5

Over Stage 5, students **must** read, listen to and view a variety of texts that are appropriate to their needs, interests and abilities. These texts become **increasingly sophisticated** as students move from Stage 4 to Stage 5.

Students will undertake the essential content and work towards course outcomes through close reading of, listening to or viewing the following:

STAGE 5	
Fiction	at least two works
Poetry	a variety drawn from different anthologies and/or study of one or two poets
Film	at least two works
Nonfiction	at least two works
Drama	at least two works

The following specifications may be fulfilled through the required types of texts outlined above and/or through other texts.

In **each year** of Stage 5, students **must** study examples of:

- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts

Across the stage, the selection of texts **must** give students experience of:

- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- Shakespearean drama
- everyday and workplace texts
- a wide range of cultural, social and gender perspectives, popular and youth cultures
- texts that include aspects of environmental and social sustainability
- nonfiction, picture books, graphic novels
- an appropriate range of digital texts, including film, media and multimedia





## GEOGRAPHY

Geography develops in students an interest in and engagement with the world. Through geographical inquiry students will 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 learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.

The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations. All students must undertake fieldwork in Stage 5.

The students will learn about the following topics in Year 9:

- Sustainable Biomes
- Changing Places

Students will develop skills in the following areas:

- Geographical skills
- Fieldwork skills
- Understanding people and places

## HISTORY

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

The Stage 5 History course is mandatory and all students must complete a site study in Stage 5.

The students will learn about the following topics in Year 9:

- The Industrial Revolution
- Movement of Peoples
- Making a Nation (Australia)
- Australians at War: WWI and WWII

Students will develop skills in the following areas:

- Comprehension: chronology, terms and concepts
- Analysis and use of sources
- Perspectives and interpretations
- Empathetic understanding
- Research
- Explanation and Communication



## MATHEMATICS

### Aim

The aim of Mathematics in Kindergarten to Year 10 is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

### Levels of Courses

The *Mathematics Years 7-10 Syllabus* forms part of the continuum of mathematics learning from Kindergarten to Year 10. In order to meet students' vocational and other learning needs beyond the compulsory years, a variety of mathematical learning experiences are required in Years 9 and 10. The arrangement of content in Stage 5 acknowledges the wide range of achievement of students in Mathematics.

Stage 5.1 content is designed to meet the needs of students who achieve Stage 4 outcomes during Year 9 or 10.

Stage 5.2 content builds on the content of Stage 5.1 and is designed for students who have achieved Stage 4 content generally by the end of Year 8 or early in Year 9.

Stage 5.3 content includes the 5.1 and 5.2 content and is designed for students who have achieved Stage 4 outcomes before the end of Year 8.

Although the syllabus arranges the content in stages, it is written with the flexibility to enable students to work at different stages in different content areas.

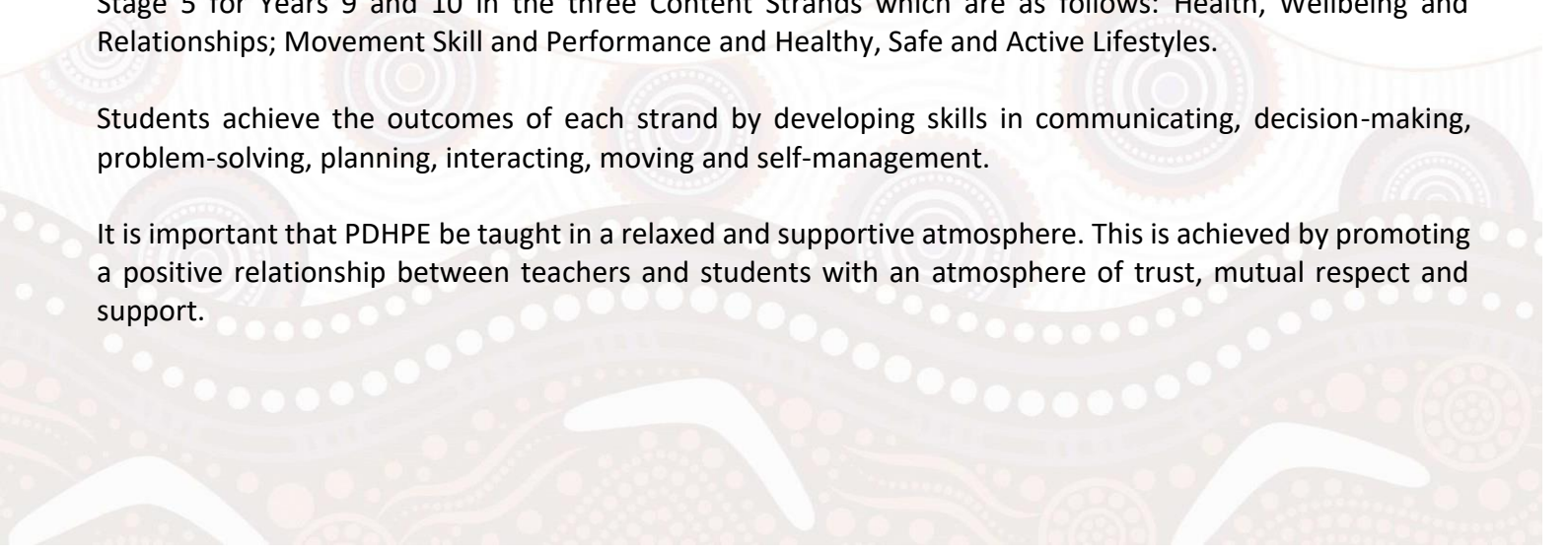
## PDHPE

PDHPE is a mandatory course of study that aims to provide students with opportunities to develop skills in a variety of physical activities and sports while promoting the benefits of engaging in lifelong physical activity. The course also assists students to develop the necessary skills, knowledge and values that enable them to make informed decisions and therefore value and lead healthy and fulfilling lifestyles. With the ever-increasing nature and severity of adolescent health concerns, the importance of health education in the school setting cannot be understated.

All requirements for the Curriculum and NESA are appropriately covered in Stage 4 for Years 7 and 8 and Stage 5 for Years 9 and 10 in the three Content Strands which are as follows: Health, Wellbeing and Relationships; Movement Skill and Performance and Healthy, Safe and Active Lifestyles.

Students achieve the outcomes of each strand by developing skills in communicating, decision-making, problem-solving, planning, interacting, moving and self-management.

It is important that PDHPE be taught in a relaxed and supportive atmosphere. This is achieved by promoting a positive relationship between teachers and students with an atmosphere of trust, mutual respect and support.





## SCIENCE

The study of Science in Stages 4 and 5 develops students' scientific knowledge and understanding, skills and values and attitudes within the broad areas of science that encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth Sciences.

As well as acquiring scientific knowledge and skills, students apply their understanding to everyday life and develop appreciation of science as a human activity. Students learn about the need to conserve, protect and maintain the environment, the use and importance of technology in advancing science and the role of science in developing science. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

Students work individually and in teams in planning and conducting scientific investigations. They are encouraged to analyse data and draw conclusions. It is through this inquiry and investigation that students develop a deeper appreciation of scientific processes.

## SPORT

School sport operates every Thursday afternoon over the four terms. There is a wide choice of activities catering for individual student needs with an increasing emphasis on adolescent fitness. Sport choices are conducted on a system of rotation to ensure all students have the opportunity to experience the range of choices throughout their school life.

Sport fees are kept to an absolute minimum and vary according to the activity and the need for transport. There are sports that require payment in advance as well as others that are paid on a weekly basis. There are always sports that have no cost.

School sports activities include: swimming, surf survival, surfing (surf survival is a prerequisite), trampoline sports, springboard diving, softball, netball, yoga, basketball, soccer, touch football, cricket, tennis, indoor cricket, futsal soccer, ice skating, golf, self-defence, weight training, fitness, walking, dance, drama, vocal performance, resistance training, beach games and beach fitness. The sports choices available are related to the summer/winter seasons.

### **School Carnivals**

Belmont High School has three carnivals conducted annually. These are Swimming, Cross Country and Athletics. Our carnivals are very important days on our school calendar that are seen as a celebration of our school community as well as an opportunity for students to perform to the best of their ability with School, Zone, Region and State representation in mind. These carnivals are compulsory for all students. Carnivals are considered normal school days and therefore attendance is compulsory.

### **Knockout Competitions**

Our school offers knockout competitions in most sports based on the interests and needs of our students as well as available facilities. These games are usually played within normal school hours. Teaching staff volunteer their time to organise, coach and motivate students for these competitions. Parental support is not only welcomed but encouraged.

Sport is mandatory for all Year 7 to 10 Department of Education students.





# **ELECTIVE COURSES**







## CAPA

### Dance

**Course Cost: No Fee**

**Course Description**

The study of dance enables young people to participate in and enjoy exploring the world through dance's forms and ideas from a variety of historical and contemporary contexts. Students investigate, critically reflect and respond by creating and performing dance, developing their expressive skills through movement. During this course students will learn technical skills to enhance performance and will be presented with performance opportunities within the school and also at Hunter Dance Festival. Students will learn to collaborate with their peers and choreograph movement to convey a specific theme or idea to the audience. Dance will have a practical and theory component that will explore Cultural Dance, Dance in Film (technology based), Shapes in Space and the appreciation and analysis of famous dance works.

**Values and Attitudes**

Dance students value participation in practical workshops, with an emphasis on collaboration, teamwork and respect for learning outcomes. They also have a desire to perform or to create choreographed movement.

### Drama

**Course Cost: No Fee**

**Course Description**

This is not only a course for actors, but students who are interested in other aspects of theatre such as direction, scriptwriting, sound, lighting, projection, costumes, makeup and set design, where they will be able to explore, develop and present these skills with others. This subject is collaborative and practical where students participate in performance and production elements of Drama to express emotions and ideas in creative and highly stylized ways which reflect their perceptions of the world. As part of the Drama course, students will attend excursions to see live theatre and/or musicals.

In Year 9, students will explore:

- Elements of production (set design, costume and makeup)
- Making short films
- Comedy and Circus skills
- Melodrama
- Playbuilding and Performance



## Music

**Course Cost: No Fee**

### **How can music be of benefit to a student?**

Music is one of the few disciplines which involve using both sides of the brain. It fosters creativity, logical thought and social skills through practical hands on experiences. Music education helps foster an awareness and appreciation of various cultural traditions. Most importantly, it helps students develop a sense of achievement and personal satisfaction.

### **Music at School**

Music is a subject that you can continue studying through to Year 12. It is an advantage for students electing music to have studied a musical instrument or voice. It is important though that they are aware that performance activities make up a large part of classwork and assessment tasks.

To support this, students are encouraged to participate in one of the school ensembles to assist in developing their technical skills and gain performance experience to build confidence and ability.

### **Aim of Music Course**

The aim of the course is to develop students' understanding and enjoyment of music. The course comprises the following:

Students will be given the opportunity to become proficient on an instrument of their choice and/or singing. Instruments available at school include flute, clarinet, saxophone, trumpet, trombone, drums, guitar, bass guitar, ukulele, electronic keyboard, piano and voice, guitars, piano, synthesizer, and classroom tuned and untuned percussion.

<b>Performance</b>	Singing, percussion instruments, (tuned and untuned), keyboard instruments, Band and small group performances, various ensembles for musical productions.
<b>Listening</b>	Listening to and analysing music from different periods in the development of music
<b>Topics</b>	Music of Australia, including music of Aboriginal and Torres Strait Islander peoples, art music, jazz, popular music and global music culture.
<b>Music Reading/Writing</b>	Composing melodies, harmonising and arranging music including the use of technology and computers. Theoretical knowledge will involve studying music from different styles and times.
<b>Excursions</b>	To concerts and musical productions including the latest shows in Sydney. Students are involved in Music Festivals, Eisteddfods, assemblies, etc. as well as large-scale productions.



## Visual Arts

**Course Cost: \$50 per year**

### Course Description

This course allows students to explore techniques and ideas around making artwork as well as investigating how and why artists do what they do. The course aims to provide students with the opportunity to learn a wide range of artmaking skills and then the scope to apply these skills to their own projects.

### What will students learn about?

Guided through themed units of work students will learn about the building blocks of art and then extend their skill set. Students will also engage in understanding and discussing how to analyse artworks.

- Art materials and how to use them
- The elements of art and design
- How to analyse and discuss artwork
- Colour theory and mixing
- Hand building with clay
- Art history as well as contemporary art practice

### What will students learn to do?

Students will learn foundation skills across 2D and 3D mediums as well as how to create their own Body of Work from sketch to completion.

- Drawing
- Painting
- Photography
- Sculpture
- Printmaking

## Visual Design

**Course Cost: \$50 per year**

### Course Description

This course allows students to explore a variety of techniques, focuses and themes within the Visual Design course. Differing from Visual Arts, this subject delves deeply into applying and learning skills with object design, product application and digital media the focus.

### Year 9

- Stop Motion Animation / Adobe Premier
- Building and Interpreting Prototype

### What will students learn about?

- Use of Adobe Creative Suite
- The creation of templates for 3D construction
- The technical development of animated GIFS
- Researching products, specific markets and product identity
- Developing products to sell in a marketplace

### What will students learn to do?

- Digital camera use
- Editing photographs
- Storyboarding a narrative



# HSIE

## Aboriginal Studies

**Course Cost: No Fee**

### Course Description

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of the diverse cultures, identities and lived experiences of Aboriginal Peoples. It explores the fundamental significance of land and spirituality, the importance of autonomy and self-determination, and contemporary issues affecting local Aboriginal communities and communities across Australia. Students have opportunities to develop research and consultation skills to engage respectfully with Aboriginal communities, and become active and informed advocates for a just and inclusive world.

Aboriginal Studies is designed to be inclusive of all students in NSW schools, and is of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

### Course A – Year 9 (100 hours)

**Core 1:** Aboriginal Identities

#### Topics:

#### Study ONE or more of the following options:

- Aboriginal Enterprises and Organisations
- Aboriginal Peoples and the Visual Arts
- Aboriginal Peoples and the Performing Arts
- Aboriginal Peoples and the Media
- Aboriginal Peoples and Oral and Written Expression

*Each topic includes a Case Study*

## Commerce

**Course Cost: No Fee**

### Course Description

Commerce is a course which will be of immense use and interest to the students as it is relevant to everyday life.

The aim of the *Commerce Years 7-10 Syllabus* is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community

Hands on computer experience is included in Course A and Course B.

### COURSE A - Year 9 (100 hours)

#### Core Study

- Consumer and Financial Decisions
- The Economic and Business Environment

#### Options

- Our Economy
- Investing
- Promoting and Selling





## Languages - German

**Course Cost: No Fee**

### Course Description

Learning German provides the opportunity for students to engage with the linguistic and cultural diversity of Germany and its people. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected world.

The study of German in K – 0 enables students to communicate with others in German, and to reflect on and understand the nature of language and culture in their own lives and the lives of others.

Students will participate in activities that promote interactions in German, understanding texts, and creating texts. This includes topics such as:

- Where we live (Wo wir wohnen)
- Family, friends and pets (Familie, Freunde und Haustiere)
- Goodbye school, hello weekend! (Auf Wiedersehen Schule, hallo Wochenende!)
- What did you do on the weekend? (Was hast du am Wochenende gemacht?)

## Languages - Japanese

**Course Cost: No Fee (except for any excursion costs)**

### Course Description

Learning Japanese provides the opportunity for students to engage with the linguistic and cultural diversity of Japan and its people. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected world.

The study of Japanese in K–10 enables students to communicate with others in Japanese, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.

Students will participate in activities that promote interaction in Japanese, understanding texts and creating texts. This includes topics such as:

- Japanese writing
- All about me
- For the love of food
- A day in my life
- Let the celebrations begin

## Work Education

**Course Cost: No Fee**

### Course Description

Through their study of Work Education, students prepare for the working world by developing understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, employer expectations and the diversity of work opportunities.

This process is assisted by students developing self-evaluation, goal-setting and decision-making skills. They develop employability skills and the capacity to prepare for and adapt to multiple transitions throughout their lives, including post-school pathways. Work Education provides opportunities for students to transfer their knowledge, understanding and skills to a range of work-related contexts

## **COURSE A - Year 9 (100 hours)**

### **Topics**

- What is Work?
- Transitions and Wellbeing
- Workplace Safety

### **Options Available**

- Exploring Post-school Pathways
- Managing Transitions
- Workplace Environments
- Enterprise and Entrepreneurial Behaviours
- Preparing for the Workplace
- Managing Finances
- Workplace Issues
- Community Participation
- School-developed Option

# **PDHPE**

## **Physical Activity and Sports Studies (PASS)**

**Course Cost: \$140 covers the cost of specialised equipment, venue use and local bus trips**

### **Course Description:**

This course is designed for students interested in the areas of sport, physical education, recreation and movement. It builds on experiences and understandings developed through mandatory PDHPE. It has both theoretical and practical components.

The course will suit students who are interested and active participants however, particular talent is not necessary. Students considering a career in the recreation or sports industry or study in the Stage 6 Health and Movement Science course in Year 11 and 12 would benefit from this elective.

## **COURSE A - Year 9 (100 hours)**

### **Topics**

- Sports Nutrition, Racquet Sports, Modified Games
- Officiating of Sports, Plus Fitness
- Body Systems, SEPEP (class developed sporting tournament) Beach Games
- Australia's Sporting Identity, Recreational Sports

### **Double period practical lessons**

During double period lessons a range of recreational activities are offered (subject to availability). These include: Tennis, Plus Fitness, Beach Games, Ten Pin Bowling, Self Defence, Laser Tag, Ice Skating, SUP, Go Carting and Putt Putt Golf. Additional costs of between \$5-\$15 will be incurred.

### **Excursions**

Students may be offered an overnight excursion to the following destinations:

Jindabyne/Perisher/Thredbo Ski Trip (Year 10), Nelson Bay, Port Macquarie, Gerringong, Forster.

Excursion costs are generally \$150 for overnight trips and \$250 for two-night trips. The Ski Trip cost varies year to year but will be approximately \$1200 for the four-day trip.

# TAS

## Child Studies

**Course Cost: \$10 per year**

### Course Description

The aim of the Child Studies Course is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

Learning in Child Studies promotes 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 affect the wellbeing of children through roles in both paid and unpaid contexts.

The knowledge, understanding, skills and values developed through Child Studies provides a foundation for a wide range of study options in and beyond school and also a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus supports young people engaged in voluntary caring, supervision and child support roles and in formal work opportunities such as childcare and education.

### COURSE A - Year 9 (100 hours)

Students will study the following modules:

- Preparing for parenthood
- Conception to birth
- Newborn care
- Growth and development

## Food Technology

**Materials Cost: \$90 per year**

### Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts, enabling students to produce quality food products. Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment.

This study of food caters for students' needs and interests and develops the ability of students to design, produce and evaluate solutions to situations involving food. These skills are transferable to other study, work and life contexts that students may encounter.

### COURSE A - Year 9 (100 hours)

Students will study the follow focus areas:

- Food in Australia
- Food Selection and Health
- Food for Specific Needs
- Food Trends



## iSTEM

**Course Cost: \$20 per year**

### Course Description

iSTEM is an innovative student-centred elective that integrates science, technology, engineering and mathematics (STEM). The course focuses on applied learning and skill set development based on the needs of local and national industry. iSTEM prepares students to engage with STEM knowledge, understanding and skills using inquiry, problem and project-based learning pedagogies. Students gain and apply knowledge, deepen their understanding, and develop collaborative, creative and critical thinking skills within authentic, real-world contexts. The course uses inquiry, problem and project-based learning approaches to solve problems and produce practical solutions utilising engineering-design processes.

Through the study of iSTEM students will use emerging technologies such as virtual reality, 3D modelling and drones to apply critical thinking and problem-solving strategies to analyse, develop and evaluate solutions.

### COURSE A - Year 9 (100 hours)

Students will study the following modules:

- Core 1: STEM Fundamentals
- Core 2: Project-based learning
- Specialised Option: eg Mechatronics and robotics, Aeronautical Engineering, MedTech, Design for Space
- Elective eg Computer-aided Design (CAD), Critical Thinking, Project-based Learning(Extension)

## Industrial Technology - Electronics

**Course Cost: \$60 per year**

### Course Description

The study of Industrial Technology-Electronics provides students with opportunities to engage in a diverse range of creative and practical experiences. Students develop skills through project-based learning in the design, planning, management and production of practical projects.

The aim of the course is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. Students will develop their ability to think creatively to produce solutions to practical problems.

The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies.

The Electronics focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries.

Practical projects reflect the nature of the Electronics focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies.


These may include:

- electronic circuits and kits
- electronic-controlled devices
- robotic projects

### COURSE A - Year 9 (100 hours)

Students will study the following module: Core Module: Electronics 1





## Industrial Technology - Engineering

**Course Cost: \$30 per year**

### Course Description

The study of Industrial Technology-Engineering provides students with opportunities to engage in a diverse range of creative and practical experiences. Students develop skills through project-based learning in the design, planning, management and production of practical projects.

The aim of the course is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. Students will develop their ability to think creatively to produce solutions to practical problems.

The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies.

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in the field of Engineering and further developed through the study of a specialist module.

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

- Sheet metal toolbox/carryall
- Hand tools such as punches, tack hammer, clamps
- Individually designed metal products

### COURSE A - Year 9 (100 hours)

Students will study the following module:

- Core Module: Engineering

## Industrial Technology - Metal

**Course Cost: \$60 per year**


### Course Description

The study of Industrial Technology-Metal provides students with opportunities to engage in a diverse range of creative and practical experiences. Students develop skills through project-based learning in the design, planning, management and production of practical projects.

The aim of the course is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. Students will develop their ability to think creatively to produce solutions to practical problems.

The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies.

The Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to Metal Manufacturing and associated industries.





The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Practical projects undertaken reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal technologies.

These may include:

- Sheet metal toolbox/carryall
- Hand tools such as punches, tack hammer, clamps
- Individually designed metal products

### **COURSE A - Year 9 (100 hours)**

Students will study the following module:

- Core Module: Metal

## **Industrial Technology - Timber**

**Course Cost: \$60 per year**

### **Course Description:**

The study of Industrial Technology-Timber provides students with opportunities to engage in a diverse range of creative and practical experiences. Students develop skills through project-based learning in the design, planning, management and production of practical projects.

The aim of the course is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. Students will develop their ability to think creatively to produce solutions to practical problems.

The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies.

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

The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

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 technologies.

These may include:

- decorative timber mirror frame
- dovetail document box
- individually designed coffee table
- individually designed wood products

### **COURSE A - Year 9 (100 hours)**

Students will study the following module:

- Core Module: Timber



## Textiles Technology

**Course Cost: \$20 per year**

**Course Description:**

A study of Textiles Technology provides students with broad knowledge textiles, and how these are used in conjunction with colouration and decoration techniques.

Project Work that includes investigation and experimentation enables students to discriminate in their choices of textiles for particular uses. Students document and communicate their design ideas and experiences applying contemporary technologies in their project work.

Students investigate the work of textile designers and from this research, make judgements about the appropriateness of design ideas, the selection of materials and of tools and the quality of textile items.

Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles, demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.

**COURSE A - Year 9 (100 hours)**

Students will study the following project work focus areas:

- Textile Art (includes wall hangings, fabric-based artworks, embroidery, wearable design)
- Costume (includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes)

Students will study the following areas:

- Design
- Properties and Performance of Textiles
- Textiles and Society