



Stage 5 Subject Selection Handbook 2024

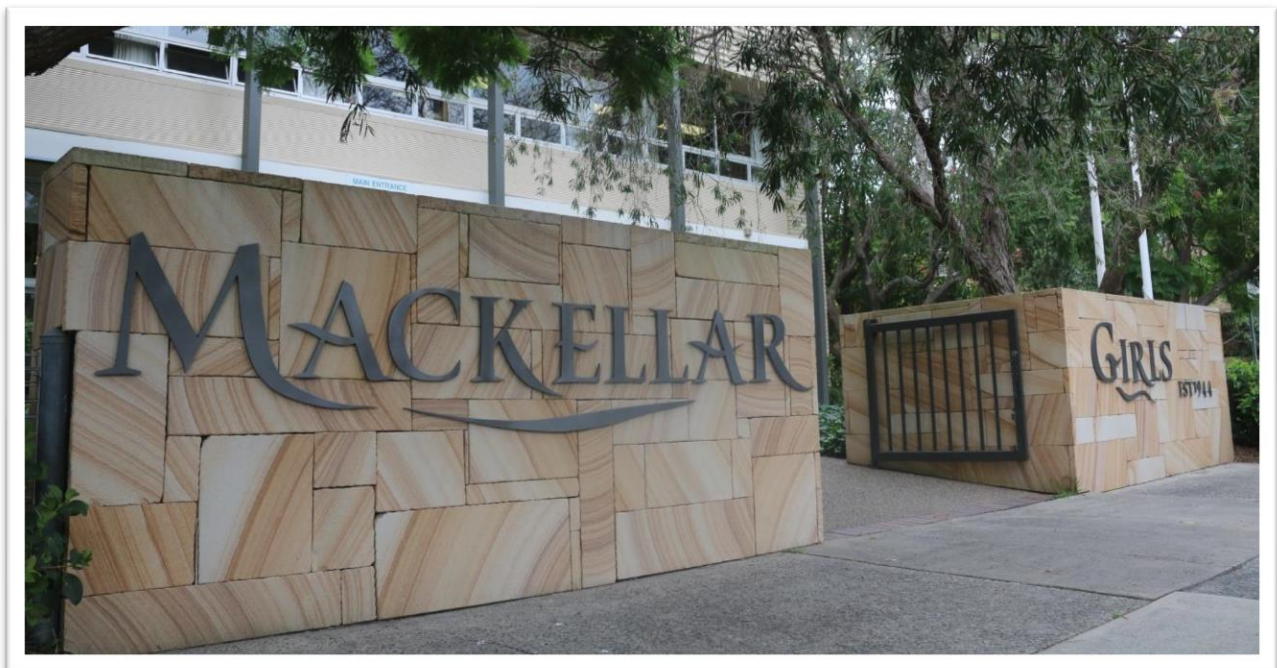


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YEARS 9 AND 10 COURSES: 2024-2025

CHOICE OF ELECTIVE SUBJECTS

Year 8 students, with the help of their parents and teachers, are now asked to make a choice of elective subjects for 2024 and 2025.

The curriculum pattern for Years 9 and 10 will be:

YEAR 9, 2024

MANDATORY SUBJECTS:

ENGLISH
MATHEMATICS
SCIENCE
HISTORY
GEOGRAPHY
PERSONAL DEVELOPMENT,
HEALTH AND PE
SPORT

ELECTIVE SUBJECTS:

ELECTIVE 1
ELECTIVE 2
ELECTIVE 3

YEAR 10, 2025

MANDATORY SUBJECTS:

ENGLISH
MATHEMATICS
SCIENCE
HISTORY
GEOGRAPHY
PERSONAL DEVELOPMENT,
HEALTH AND PE
SPORT
CAREERS

ELECTIVE SUBJECTS:

ELECTIVE 1
ELECTIVE 2
ELECTIVE 3

ELECTIVE STUDIES

At Mackellar, we will be offering the students in Year 9 the opportunity to study three elective subjects.

This booklet contains a brief course outline of all elective subjects being offered.

As students will be required to study their chosen courses for 200 hours (**ie for 2 years**) it is important that decisions are made very carefully as they are generally binding from the start of Year 9. Only in exceptional circumstances will a change be possible early in Year 9. Generally, students are committed to subjects for 2 years.

Students who intend to proceed to the Higher School Certificate will be choosing courses again in Year 11. While it may be helpful to have studied some of these subjects in the junior school, it is not necessary in most cases.

When choosing elective subjects for Years 9 and 10, students should ask FOUR questions:

1. Which subjects do **I enjoy most**?
2. Which subjects do **I do well in**?
3. Which subjects **interest me**?
4. Which subjects may **equip me for a future career**?

Please ask for advice and assistance before making your subject choice. You may wish to see Ms Morrison, Deputy Principal in charge of Year 8, the Year 8 Year Advisers, subject teachers and Head Teachers. Please listen to the advice of the teachers as they have a great deal of wisdom based on many years of experience.

NOTE: When initial subject preference forms are returned, an assessment is made of the possibilities of forming classes to meet the pattern of choices by students. This is done in the light of the staffing resources available to the school. If the number of students wanting a particular elective subject is not sufficient to form a class, then the additional choices of those students will be considered.

EXTRA COSTS ASSOCIATED WITH SOME SUBJECTS

Some subjects require the payment of a compulsory subject fee for purchase of consumable materials and services which are not provided through the general budget of the school.

Please note that these extra costs are met **by the students choosing these subjects**.

The subject levies quoted cover costs for the subject during Year 9. The subject levies for Year 10 will be similar.

TABLE OF COURSES FOR YEARS 9 AND 10

English	Mathematics	Science	Human Society and Its Environment		Technological and Applied Studies	Personal Development, Health and Physical Education	Creative Arts	Languages Other Than English	Secondary Studies
English Drama	Mathematics Years 9 – 10 Stages 5-3 Stages 5-2 Stages 5-1	Science	Geography Commerce	History History Elective	Design and Technology Food Technology Information & Software Technology Textiles Technology	Personal Development, Health and Physical Education Physical Activity & Sports Studies Child Studies	Dance Music Visual Arts Photographic and Digital Media	French German Japanese	Accelerated Aboriginal Studies Research Studies
Head Teacher: Ms Eakins (Rel)	Head Teacher: Mr Cameron	Head Teacher: Ms Du’Bery	Head Teacher: Ms Lombardo	Head Teacher: Ms Mercieca	Head Teacher: Ms Goykovic (Rel)	Head Teacher: Ms Brodie/Ms Angus (Rel)	Head Teacher: Ms Vanderbent	Head Teacher: Ms Gough(Rel) / Ms Richardson (Rel)	Head Teacher: Ms Adams

SATISFACTORY COMPLETION OF YEARS 9 & 10

To be eligible to satisfactorily complete Year 10:

- A student must satisfactorily complete the set course for each subject studied.
- A student must have a satisfactory **RECORD OF ATTENDANCE** as determined by the Principal.
- A student will be considered to have satisfactorily completed a course if, in the School's view, there is sufficient evidence that the student has, by **EFFORT** and **ACHIEVEMENT**, indicated that she has satisfactorily applied herself to the course laid down by the Board. The New South Wales Education Standards Authority (NESA) states that a student **must** work with “diligence and sustained effort”.

SECONDARY STUDIES

Accelerated Aboriginal Studies

This course is offered to students within the High Potential and Gifted Education program. It is an accelerated course which means that the students would complete their Year 11 course over Year 9 and 10 and complete HSC in Aboriginal Studies in Years 10 and 11.

Why study Aboriginal Studies?

Aboriginal Studies is a 2 Unit Course. Aboriginal Studies is an exceptional experience for both Aboriginal and non-Aboriginal students. Students have the opportunity to develop an appreciation of the unique value of Aboriginal Peoples and their cultures to Australian identity. They also gain knowledge about contemporary issues affecting Aboriginal communities across Australia. It is a unique course that develops skills in writing and analysis while offering an insight into the law, politics, history and society in general. Traditionally in Aboriginal communities learning was not done inside a classroom but through exploration of nature and experiences, thus this course will appeal to a variety of students with different learning styles.

What do we study?

Year 11 Course:

Students will learn about the history of Aboriginal people in Australia and other Indigenous groups around the world up to the 1960's. Students will study a wide variety of Australian and International Indigenous case studies, including the Lardil people of Mornington Island, the Oglala Lakota of Pine Ridge (US) and the Maori of New Zealand.

HSC Course:

During the final year of the course students undertake a global examination of social justice and human rights issues as they impact on Indigenous peoples, including protest movements. There is also a comparative case study of the Oglala Lakota of Pine Ridge and the Gamilaroi of Moree with a particular focus on representation in the criminal justice system and achievement of health equality. Students will also undertake a Major Research Project on a topic of their own choosing. The Major Project can be presented in any medium and is an excellent opportunity for students to utilise other talents or interests.

Subject Levy: NIL

Research Studies

This course is for the highly motivated student who will enjoy working on independent research projects, to find answers to complex questions, in areas that interest them. Each student will be able to work in their own areas of interest while other students work in theirs.

The course is designed to develop research, writing and presentation skills as students find answers to their questions from many different subjects they study and from resources beyond the school. The independent research projects will be creations that students select the question and topic, devise themselves and work through by project based learning.

Students undertaking the course will build advanced and high level skills in thinking, organisational ability, carrying out data analysis and sophisticated research procedures. They will create a significant piece of work. Students will develop life-long learning skills in areas such as team work, independent research, use of technology, mentoring, critical and creative thinking and advanced presentation skills.

This course will provide learning for students that is challenging and extends their depth and breadth of knowledge in areas of their choosing and of particular interest to them.

Year 9 Topics

- Introduction to Thinking and Research Skills
- A Group Research Project on a given theme
- Research skills
- Pair Research Project, of own choice

Year 10 Topics

- Research Skills Part 2 and Research Presentation
- Individual Themed Question answered by Research and Presentation
- Independent Interdisciplinary Research Project
- Independent Interdisciplinary Research Project Presentation and Reflection

Subject Levy: NIL

*Please note: Research Studies is a School Developed Board Endorsed Course (SDBEC). As of 2022, SDBECs in Stage 5 will no longer be endorsed by NESA. While schools can continue to offer these courses, these will not be included on NESA credentials. Students will, however, receive acknowledgement of course completion from the school.

CREATIVE AND PERFORMING ARTS

Dance

Dance has existed as a vital part of every known culture throughout time. It is a distinct form of nonverbal communication that uses the body as an instrument of expression.

The study of dance as an artform forms the base of the *Dance Years 7-10 Syllabus*. The basis of the study of dance as an artform centres on the three practices of **performance**, **composition** and **appreciation** of dance as works of art.

Studying dance involves the development of physical skill as well as aesthetic, artistic and cultural understanding. Students learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. They think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement. Safe Dance Practice is embedded through the practices to ensure that students are able to maintain safe, healthy and rewarding dancing careers.

The Dance syllabus has been developed to encourage the physical, creative and intellectual development of each student. Dance in Years 7-10 provides a pathway to the study of Dance at Stage 6.

Dance is an ideal subject choice for those students who, through **performance**, **composition** and **appreciation** of Dance as an art form, wish to:

- EXTEND and REFINE known dance technique, dance vocabulary and knowledge of dance from a social and historical perspective;
- CREATE their own works while developing a personal movement style;
- ADD a unique art form to their total development; and
- DEVELOP an awareness of movement skills and the elements of dance.

Subject Levy: \$35

Music

Music, as a subject, aims at developing students' abilities in performing, writing, listening to, and understanding a wide variety of musical styles, including modern, ethnic and traditional.

It is suggested that students taking this subject have practical ability in playing an instrument and/or singing, or have a desire to learn an instrument and develop their technical and music-reading skills in performance.

A wide variety of topics are covered over the two years of Elective Music in Years 9 and 10. Each topic studies equally covers three main components:

- **Performance** - Both as a soloist and in groups. Group work may involve a small number of students or the whole class, and caters for a variety of performing abilities from beginners to advanced. Students will also be required to learn to improvise in a number of styles and even perform and record their own compositions.
- **Musicology** – The study, understanding and appreciation of a wide variety of styles and usage of music through listening, analysis and notation skills. Topics covered include Baroque, Classical and 19th Century music, as well as 20th and 21st Century styles such as Pop, Rock, Jazz, Music of Other Cultures and Australian Music.
- **Composition** - After gaining an understanding of the musical style being studied, students are required to compose short pieces or songs as a soloist or in a small group. This may involve arranging known music or composing entirely new pieces in a variety of styles including Popular Music, TV and Film Music, Musical Theatre etc. Computer technology is used to notate and play back students' compositions, which may also be recorded to CD utilizing the recording studio.

Acquiring and developing music reading and writing skills are basic necessities for this course, but most other theoretical necessities for this course are learned through practical application and study by performing, composing and arranging music.

Music homework consists mainly of practice on the student's chosen instrument or instruments, including any band or orchestral instrument, piano, guitar, drums or voice. It is recommended that students also receive some private tuition from outside instrumental or vocal tutors, or those that visit the school. Apart from class activities it is expected that students perform in extracurricular groups, such as school bands, ensembles, vocal groups, etc, to develop their skills and experience a wide range of musical styles.

NB: It is preferable that students wishing to study Music Course 2 in Years 11 and 12 have presented for the elective course in the School Certificate.

Subject Levy: \$35

Photographic and Digital Media

Today, images can be manipulated, transformed, captured, stored and managed in ways that are unprecedented. Photography and Digital Media offers a dynamic and vibrant approach that focuses on the historical context of photography right through to its very exciting position today in the artworld and the world.

Content is organised in three broad areas as it connects with artmaking and critical and historical interpretations and explanations of photographs. These areas are the same as in Visual Arts:

- Practice
- The Conceptual Framework
- The Frames

Artmaking

Students will make photographic artworks in the areas of still, interactive and moving forms, with a more specialised focus on digital photography. Students will explore a range of subject matter focusing on the genres of still life and portraiture. These studies will be underpinned with technical and studio practice including: lighting, composition and camera technique. Students will be encouraged to consider photography as an artform that can explore significant themes and issues in the contemporary world.

Students will be responsible for the production of the annual School Magazine in year 9.

Critical and Historical Studies

Students will **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames. The study of significant historical and contemporary photographic artists will be linked directly to students' own artmaking investigations.

In critical and historical studies students are able to explain, interpret and make judgements about photographic art using the frames to investigate different points of view. They have an understanding of the function of and relationships between the artist, artwork, world and audience and can infer how social and cultural ideas create meaning and significance in artworks in different times and places.

The Photography Journal

Students will be required to keep a photographic process journal. The diary will include all their investigations, experimentations, printed artworks, wet photographic samples and specific artists work studied in class. The diary will provide a range of learning activities undertaken by students in individual units of work and over the course of study.

Please note: Students will have access to school cameras (digital SLR). However, it is strongly advised that students are able to access to a version of Photoshop via their chosen BYOD.

Subject Levy: \$75 (includes Photographic Journal)

Visual Arts

Visual Arts fosters interest and enjoyment in the making and studying of art. It encourages students to become informed, interested and active citizens as participants in, and consumers of, the visual arts and contemporary culture.

Content is organised in three broad areas as it connects with artmaking and critical and historical interpretations and explanations of art. These areas are:

- Practice
- The Conceptual Framework
- The Frames

Artmaking

Students will **make artworks** informed by their understanding of practice, the conceptual framework and the frames. They will participate in a broad range of artmaking activities including sculpture, ceramics, painting, drawing, printmaking and photographic and digital media.

Students will explore a range of subject matter focusing on the genres of landscape and portraiture. These studies will be underpinned conceptually, pointing to significant themes and issues in the contemporary Visual Arts. Students will be encouraged to become increasingly autonomous and achieve technical refinement in their artmaking. They will share their works with others through public displays and exhibitions.

Critical and Historical Studies

Students will **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames. The study of significant historical and contemporary artists will be linked directly to students' own artmaking investigations.

In critical and historical studies students are able to explain, interpret and make judgements about art using the frames to investigate different points of view. They have an understanding of the function of and relationships between the artist, artwork, world and audience and can infer how social and cultural ideas create meaning and significance in artworks in different times and places.

The Visual Arts Process Diary

Students studying the mandatory course and additional studies course are required to keep a visual arts process diary.

The diary may include a sketch book, folder, large container for three-dimensional works, computer disk, slides or combinations of these. The diary should provide evidence of the range of learning activities undertaken by students in individual units of work and over a course of study.

Subject Levy: \$65 (includes Art Diary)

ENGLISH

Drama

In Drama, students interact actively and creatively through improvised, spontaneous and structured responses. Drama is a dynamic learning experience that engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in co-operation with others.

Objectives:

Students will develop knowledge, understanding and skills, individually and collaboratively, through:

- making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment.
- performing devised and scripted drama to engage an audience.
- appreciating how drama and theatre reflects the human experience.

In the study of Drama, students will experience:

- improvisation and play building
- mime and movement
- scripted drama
- other dramatic forms
- diverse performance techniques`
- the elements of production
- a variety of dramatic styles
- dramatic elements in real life
- the place of drama in society, past and present

Assessment:

Students will be assessed on their ability to observe and interpret, to perform, to express and to reflect. The maintenance of a log book is an integral part of student assessment.

Subject Levy: \$25

HISTORY

Elective History

Do you love learning about the ancient world, modern disasters and tyrannical dictators? Does the idea of gladiators or archaeology, revolutions or genocide sound intriguing? Then Elective History is the subject for you!

Elective History will help you to develop:

- fabulous research skills, including use of ICT
- a knowledge and understanding of past societies and historical periods.
- a critical approach to film as a historical source.
- outstanding written and oral communication skills.
- an understanding of human experience.
- an understanding of different perspectives and viewpoints.
- the opportunity to contribute to a just society through informed citizenship.
- an understanding of the contribution of past peoples to our shared heritage.

Topics that can be studied in Years 9 and 10 include:

- Archaeology Heritage of the Ancient World
- Film as History
- Genocide – the Holocaust
- Historical Fiction
- Revolutions
- History and the Media
- Children in History
- Heroes and Villains
- Religious Beliefs and Rituals through the Ages
- Witches
- Crime and Punishment
- The Reformation and the Renaissance
- Slavery
- Terrorism and assassinations
- Ancient Societies
- The Feminist Movement
and many more.....

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.

Subject Levy: NIL

LANGUAGES

French German Japanese

Opportunities have always existed at Mackellar Campus for language study and students are fortunate to have a number of choices.

The study of languages offers many opportunities – some are listed below:

- overseas study – particularly as an undergraduate – many overseas universities offer courses as part of an undergraduate degree in Australia
- literacy skills – reading, responding, interpreting, writing – are all developed through the study of a foreign language and complement a student’s study of English
- studying a foreign language enhances sensitivity to and understanding of cultural differences. It also gives you the opportunity to make more friends around the world
- experience in using a variety of media to present information
- encourages different learning and thinking styles
- promotes self-confidence
- develops social and inter-cultural communication
- provides opportunities to obtain and express information, ideas and opinions on a wide range of topics in a wide range of situations and settings in languages other than English
- enhances any career pathway - a number of new University courses now include study of a foreign language as part of their undergraduate programs
- Northern Beaches Council Odawara exchange to Japan
- Possibility of school trips for in-country immersion experiences
- Opportunities for overseas visits to French, German and Japanese speaking countries e.g. home-stays for a number of months via external organisations
- Become involved in national and regional Language competitions
- Participate in NBSC Filmfest Film Project

FRENCH: *Vous parlez français?*

A whole world will open for you – multinational corporations, the diplomatic corps, fashions (la mode), dance (Moulin Rouge, National Ballet), tourism, cooking (cordon bleu, menu, haute cuisine), Olympics, travel the world and use your skills!

GERMAN: *Ich spreche Deutsch, und ihr?*

Learn German because you want to be involved in business, science, design or technology, continue in music or study in Europe. German is being learnt throughout Asia for trade and export! It is also spoken widely around the world and is the most sought after second language among European employers.

JAPANESE: *Nihongo o hanashimasu ka.*

As Australia’s friendly neighbour and one of the largest trading partners, Japanese remains one of the most influential languages in the Asia Pacific region. For those students who have future plans to someday work in commerce, trade, hospitality, sport and technology industries, Japanese is a must. There are many aspects of Japanese culture which you may enjoy, including Anime, J-Pop, food and festivals.

No matter which language you choose, you will be on the path towards a rewarding and cultural experience. You will be able to use what you learn at school in many varied situations in the future. A second, third or fourth language is always valuable.

Travel and tourism is the largest industry in the world. Why pay to learn another language later when you can include it in your studies now? Many adults only realise later on that they need or want to speak another language for business, study or travel. The younger you are, the quicker you will be to learn another language and the better you will be at it.

In Years 9 and 10 students will have the opportunity to build on the skills they have gained in Years 7 and 8. **French, German and Japanese** are offered at Mackellar. A range of abilities is catered for in all our classes. By the end of Year 10, students can expect to attain competence in:

- reading simple magazine articles or books, websites, stories and newspaper articles of interest
- communicating on a basic personal level with native speakers of that language e.g. with pen-pals or visitors
- coping with "survival" situations in the country whose language they have studied
- writing coherently about their ideas and options.

Language courses comprehensively cover speaking, reading, writing and listening skills, complemented with exposure to a range of cultural topics. Listening practice is now easier to enable out of school, with access to Google Classroom, our school intranet as well as external websites. Students have access to a wide range of voices on audio files and DVDs as well as visits to the school by native speakers who enhance students' pronunciation and conversation skills.

Students have the opportunity to use their languages in songs, games, celebrating festivals of the country, making contact with visitors, visits to restaurants, hosting visitors and even visiting the countries or regions in Australia where the influence is dominant.

Computer technology is playing an increasingly important role in the study of languages. Students 'visit' countries, plan itineraries, take 'virtual tours' on trains and other transport, 'study' cultural collections at Museums and Art Galleries.

Computer resources now make it far easier for the Languages faculty to use interactive online programs to develop students' ability to listen and speak, improve their pronunciation and conversation. Many modern language sites offer individual extension opportunities such as grammar games, writing skills and different reading texts.

WHICH LANGUAGE?

- Students are encouraged to continue the language they are presently studying.
- Students may start a new language in Year 9 as 'catch-up' opportunities will be made available to students who demonstrate a readiness to work hard.
- Some community languages are also available through the Saturday School of Community Languages or the Open High School.

Subject Levy: up to \$85 covers the cost of Student Workbooks and booklets over the two-year course

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Child Studies

Child Studies is designed for students who are interested in learning more about:

- the wellbeing and development of children.
- social issues related to a child's sense of well being.
- the role we play in the lives of children.
- developing practical skills.
- cultural influence on children.

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. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices through in-depth research and critical analysis. Students will also learn to identify, challenge and create solutions to enhance child wellbeing and how to access a range of relevant community resources and services.

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 their 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 provide a foundation for a wide range of study options in and beyond school and a range of vocational pathways that support and enhance the wellbeing of children. Study of this syllabus will also support young people engaged in voluntary caring, supervision and child support roles. Students will learn through Project Based Learning where they will design, produce, and experience a range of educational and supportive products.

Course Modules: THEORY & PRACTICAL

- Preparing for parenthood
- Conception to Birth
- Newborn Care
- Family Interactions
- Growth and Development
- Health and Safety in Childhood
- Food and Nutrition in Childhood
- The Diverse needs of Children
- Aboriginal cultures and childhood
- Media and Technology in childhood
- Childcare Services and Career Opportunities
- Children and culture
- Play and the developing child

Child Studies links to Preliminary & HSC courses at school:

- Community and Family Studies
- PDHPE
- Aboriginal Studies
- Biology
- Society and Culture
- Hospitality
- Related TAFE courses

Subject Levy: \$15

Physical Activity & Sports Studies (PASS)

The Physical Activity & Sports Studies elective is a Content Endorsed Course designed for both talented athletes and students interested in this field as an extension of the PD/H/PE program. It provides an increased opportunity to more fully develop practical skills, create greater awareness, understanding and application of movement principles, and develop an appreciation of the changing role of sport in society. The course comprises both a practical and a theory component, and provides a sound basis for future aspirations, careers and studies in this field, e.g. the HSC 2 unit PD/H/PE. The course also aims to prepare students for personal responsibility for fitness and effective use of leisure time.

COURSE OUTLINE:

Practical - 60% of the course time is allocated to the practical components

Movement Applications	
Aerobics and fitness	Circuits, weights, gym, aerobic training
Aquatics	Surfing
Athletics	Field events, track events, Officiating
Camps	Ski camp – Jindabyne (Year 10 Only)
Coaching/Leadership	Coaching at local primary schools, Gala Day coaching
Games	Tennis, squash, Oz tag, basketball, wheelchair basketball, beach volleyball, badminton/table tennis, AFL, Indigenous games, Ultimate Frisbee
Gymnastics	Gym Fitness
Martial Arts	Self Defence
Outdoor education	Orienteering

Theory - 40% of the course time is allocated to the knowledge and understanding of the theoretical basis of Physical Activity and Sports Studies.

Areas of Study	Foundations of Physical Activity	Physical Activity and Sport in Society	Enhancing Participation and Performance
M O D U L E S	<ul style="list-style-type: none"> • Body systems and energy for physical activity • Physical fitness • Nutrition and physical activity • Participating with safety (Sports First Aid) • Fundamentals of movement skill development • Physical activity for health 	<ul style="list-style-type: none"> • Physical activity and sport for specific groups • Opportunities and pathways in physical activity (Careers) • Issues in physical activity and sport • Australia's Sporting Identity • Lifestyle, Leisure and Recreation 	<ul style="list-style-type: none"> • Promoting active lifestyles • Coaching and leading • Enhancing performance – strategies and techniques • Technology, participation and performance • Event Management

Subject Levy: approx. \$300 to cover costs of facility hire, visiting development officers, instructors, and external courses.

SOCIAL SCIENCE

Commerce

What will I learn in Commerce?

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

Students will develop knowledge, understanding and skills:

- knowledge and understanding of consumer, financial, business, legal and employment matters
- skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues
- skills in effective research and communication
- skills in working independently and collaboratively.

Students will value and appreciate values and attitudes:

- ethical and socially responsible behaviour in relation to personal decision-making, business practices, employment and legal issues
- fundamental rights, rules and laws that promote fairness, justice and equity in our society through responsible and active citizenship.

Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. Students participate in Market Day activities where students learn how to operate their own business. Funds raised are donated to charities.

Topics studied in Year 9: Consumer and Financial Decisions, Running a Business, integrated with Promoting and Selling, The Economic and Business Environment.

Topics studied in Year 10: Employment and Work Futures, Law, Society and Political Involvement, Law in action, Towards Independence.

Knowledge, skills, values and attitudes are useful for students wishing to take Senior Social Science subjects including Business Studies, Economics, Legal Studies, Society and Culture and Geography.

Subject Levy: NIL

TECHNOLOGICAL & APPLIED STUDIES

Design & Technology

DO YOU WANT TO BE AN INNOVATIVE DESIGNER?

Then this is the subject for you.

Design and Technology is concerned with the ways people arrive at and realise ideas for making the world a better place. It uses knowledge and skills in applying technology to design and provide solutions to people's needs and wants.

This course provides a **'hands on approach'** applying a range of **practical skills** during the development of a range of design projects. Students will be involved in designing, producing and evaluating quality designed solutions. Each unit of work will involve a design project which consists of:

- The Designed solution
- The Design and Production Folio

The focus areas and context for learning could include:

- Agriculture – environmental
- Digital Technologies – automated systems, control systems, software solutions
- Engineering Systems – mechatronic, Structural, Transport systems
- Information and Communication technologies – 3D modelling, architecture, graphics, marketing, multimedia
- Material technologies – electronic, jewellery, timber

There will be opportunity during the course for student-negotiated focus area of design.

Students will also investigate the work of designers, enterprising activity, innovation and the impacts of technology.

Design and Technology gives the students the opportunity to develop skills in a range of technologies using a variety of materials such as wood, metal, plastics and fabric.

Possible excursions could include design exhibitions, Powerhouse Museum displays, seminars and exhibitions, visits to industry, guest speakers such as designers.

Subject Levy: \$80. In addition Design and Technology students will be required to provide the materials for any individually chosen design project.

Food Technology

DO YOU HAVE THE DESIRE TO CREATE WITH FOOD?

Then this is the subject for you.

Food Technology focuses on developing knowledge of food and nutrition as well as creative and problem-solving skills. As consumers of food we are confronted with an increasing array of food products. Students will explore food related issues through a range of activities that will enable them to make informed and appropriate food choices.

Food Technology is a **'hands on' course** and through **practical experiences** students will develop food preparation skills as well as the ability to design, produce and evaluate food solutions. It provides students with a context through which to explore the richness, pleasure and variety that food adds to life.

Students will study focus areas such as:

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

Food Technology will equip students with skills and knowledge that are essential for future life.

Possible excursions could include restaurant visits, Powerhouse Museum exhibitions and displays, visits to local shopping centre (Warringah Mall), in-school excursion involving entertaining and preparation of a buffet lunch, visits to industry and guest speakers.

Subject Levy: \$90 to cover the cost of consumable items.

Computing Technology

DO YOU WANT TO DEVELOP YOUR OWN APPS AND GAMES?

Then this is the subject for you.

Computing Technology focuses on computational, design and systems thinking - developing data analysis and programming (coding) skills. This course is aimed at developing student's abilities and the confidence necessary to become competent users of computing technologies.

Computing Technology is a hands-on course and very hands on. All units of work are project based, which will encourage students to become self-motivated and independent, as well as working in a team situation.

Projects undertaken by students will integrate core content with selected options which could include:

- Web Software Development involves the creation of interlinked web pages, using HTML/CSS.
- Simulation project relating to the design of a game in Python, PyGame or JavaScript.
- Data analysis applied to weather data obtained from the Bureau of Meteorology, or social data from the Australian Bureau of Statistics.
- User Experience design involves the creation of mini videos linked to an augmented reality experience.

Excursions will occur to support classroom activities and provide 'real world' applications and examples to the students. These could include University of Technology Sydney (UTS), Powerhouse Museum exhibitions and displays, and visits to industry.

Students completing this course will be better equipped for continuing **education**, for **employment**, for **leisure**, **entertainment**, and participation in an increasingly **technological world**.

Subject Levy: \$25 to cover the cost of consumable items.

Textiles Technology

DO YOU LOVE FASHION?

Then this is the subject for you.

Textiles Technology focuses on developing creative and problem-solving skills. Textile materials belong to the environment of every student and this course will involve students in designing and constructing with fibres, yarns and fabrics to meet their needs and interests.

This course gives students the opportunity to have contact with many forms of textile materials and provides a wide variety of experiences, in areas such as:

- Fashion clothing
- Fabric decoration – for example, printing and dyeing
- Creative crafts – for example, patchwork, quilting and free-hand or machine embroidery)
- Fashion drawing
- Non Apparel

Textiles Technology is a **'hands on' course** developing **practical skills**. Each unit of work involves the completion of a project, the components include:

- Development of a textile item
- Documentation of student work (design folio)

It is expected that each project will gradually increase the challenge offered to students to enhance the development of practical skills.

Students will also investigate the work of textile designers and current textile technologies with an emphasis on economic, social and environmental consequences.

Possible excursions could include a fashion drawing workshop, fashion parades and displays, Craft Expo and Powerhouse Museum exhibitions.

Subject Levy: \$65. In addition Textile students will be required to provide their own fabric for the projects being worked on.