## CONTENTS

<table>
<thead>
<tr>
<th>Course Pattern and Points to Remember</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Materials and General Contributions</td>
<td>3</td>
</tr>
</tbody>
</table>

### Core Subject Descriptions

<table>
<thead>
<tr>
<th>KLA</th>
<th>Courses</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>English</td>
<td>5</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>Mathematics</td>
<td>6</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>Science</td>
<td>7</td>
</tr>
<tr>
<td>HUMAN SOCIETY AND ITS ENVIRONMENT</td>
<td>Geography</td>
<td>7-8</td>
</tr>
<tr>
<td>PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION</td>
<td>PD/H/PE</td>
<td>9</td>
</tr>
</tbody>
</table>

### Elective Subject Descriptions

| CREATIVE AND PERFORMING ARTS            | Drama       | 10       |
|                                         | Music       | 10       |
|                                         | Photographic & Digital Media | 11 |
|                                         | Visual Arts | 11       |
| HUMAN SOCIETY AND ITS ENVIRONMENT       | Aboriginal Studies | 12 |
|                                         | Commerce    | 12       |
|                                         | History Elective | 13      |
| LOTE                                     | French      | 14       |
| PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION | Physical Activity & Sport Studies | 15 |

| TECHNOLOGY AND APPLIED STUDIES          | Agricultural Technology | 15 |
|                                         | Food Technology         | 16 |
|                                         | Graphics Technology     | 16 |
|                                         | Information & Software Technology | 17 |
|                                         | Industrial Technology - Metal | 17 |
|                                         | Industrial Technology - Wood | 18 |
|                                         | Textiles & Technology   | 18 |

### APPENDIX 1 - Junior Examination Policy

19
Students will study the course pattern shown below:

ENGLISH
MATHEMATICS
SCIENCE
HISTORY
GEOGRAPHY
ELECTIVE 1
ELECTIVE 2
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
SPORT

At the end of 2014 students are expected to have achieved the requirements set out by the Board of Studies for successful completion of Stage 5 of their education. These requirements include satisfactory progress, attendance and completion of assessment tasks.

**POINTS TO REMEMBER IN CHOOSING ELECTIVES**

1. Choose ELECTIVE SUBJECTS carefully - choose subjects you will enjoy.

2. Make it your choice based on your own ability, interest and career choice - not because of friends, teachers, etc.

3. Subjects can be dropped or picked up for Years 11 and 12.

4. Discuss the information provided carefully with parents/carers and contact teachers.

5. Some ELECTIVE SUBJECTS have a Subject Materials Contribution.
The Subject Materials Contributions

These contributions are to cover consumable items used in the compulsory practical subjects and in practical elective subjects in Years 9 and 10. Subjects which have a materials contribution are indicated in this booklet.

Before your student enrols in one or more of the elective subjects, you must make yourself aware of the additional costs involved. If you are unwilling to meet the cost, your student should consider other choices of subjects.

If your student wishes to do these subjects, but you are unable to meet the costs because of genuine hardship you can contact the school and seek assistance from the Student Assistance Scheme. The scheme’s committee will review applications and approve assistance if funds are available. **Note:** These government funds are strictly limited.

We would appreciate the payment of these contributions as soon as possible at the start of the school year.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COST</th>
<th>SUBJECT</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>$25.00</td>
<td>Drama</td>
<td>$25.00</td>
</tr>
<tr>
<td>Music</td>
<td>$25.00</td>
<td>Music</td>
<td>$25.00</td>
</tr>
<tr>
<td>Photographic &amp; Digital Media</td>
<td>$115.00* + diary</td>
<td>Photographic &amp; Digital Media</td>
<td>$115.00* + diary</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>$60.00 + diary</td>
<td>Visual Arts</td>
<td>$65.00 + diary</td>
</tr>
<tr>
<td>PD/H/PE</td>
<td>$20.00</td>
<td>PD/H/PE</td>
<td>$20.00</td>
</tr>
<tr>
<td>Physical Activity &amp; Sports Studies</td>
<td>$20.00 + venue costs</td>
<td>Physical Activity &amp; Sports Studies</td>
<td>$20.00 + venue costs</td>
</tr>
<tr>
<td>Agricultural Technology</td>
<td>$25.00</td>
<td>Agricultural Technology</td>
<td>$25.00</td>
</tr>
<tr>
<td>Food Technology</td>
<td>$3.50 per prac. lesson</td>
<td>Food Technology</td>
<td>$3.50 per prac. lesson</td>
</tr>
<tr>
<td>Graphics Technology</td>
<td>$25.00</td>
<td>Graphics Technology</td>
<td>$25.00</td>
</tr>
<tr>
<td>Information &amp; Software Technology</td>
<td>$22.00</td>
<td>Information &amp; Software Technology</td>
<td>$22.00</td>
</tr>
<tr>
<td>Industrial Technology - Metal</td>
<td>$60.00</td>
<td>Industrial Technology - Metal</td>
<td>$60.00 or $30.00 if students supply own metal</td>
</tr>
<tr>
<td>Industrial Technology - Wood</td>
<td>$55.00</td>
<td>Industrial Technology - Wood</td>
<td>$32.00 if your own material is supplied for your major work. Otherwise $55.00 if the school's timber is supplied after costing.</td>
</tr>
<tr>
<td>Textiles &amp; Technology</td>
<td>$27.00</td>
<td>Textiles &amp; Technology</td>
<td>$27.00</td>
</tr>
</tbody>
</table>

Please note that these fees are subject to change by the School’s Finance Committee.

* Photographic and Digital Media fee is charged at the base rate to cover materials. Any additional materials are to be purchased separately.

The General School Contribution

To provide some incentive and flexibility, there are a number of options when paying the General School Contribution. These contributions are currently under review for the commencement of the 2013 year given the increasing costs of textbooks, library resources and paper supplies used for classroom activities and school publications.

Library Fund Donations

We have been advised by the Australian Taxation Office to make the following notice about the operation of our Library Fund:

Parents may make a voluntary donation to our Library Fund for the purchase of Library resources. This donation is tax deductible and is **NOT** an alternative to existing general or subject contributions.
CORE SUBJECT DESCRIPTIONS

ENGLISH

Subject Materials Contribution - No

The aim of the Stage 5 English program is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretative, critical and powerful.

Year 9 Course

Course Content: The Stage 5 program for Year 9 students will include the following units:
- Close study of a novel and context: Critical study of a novel, context and reader reception theory.
- Marketing and Advertising: Wide experience of web sites, advertising and travel shows. Students to construct group advertising or promotional campaign.
- Poetry - Protest Poetry and Songs: A wide and close reading of increasingly complex poetry and songs from Archie Roach to Bob Dylan; consideration of different perspectives.
- Genre film study: An exploration of a genre and its conventions through films such as westerns, science fiction or speculative fiction.
- Introduction to Shakespeare and representation: ‘Shakespeare’s Villains’ and/or ‘Shakespeare’s Warrior Kings’ - introduction to Shakespeare and a study of extracts from a variety of Shakespeare’s plays.
- ‘Voices from the Past’: Development of an awareness and understanding of the power of voice through non-fiction study. Extracts from documentaries, films, magazines, websites, CD ROM, audio tapes and journals.
- Short stories and picture books: Wide experience of short stories and picture books, and exploration of others’ perspectives.
- Special interest - teachers and students to select an area of interest - explore and make connections between a variety of fiction, media, multimedia and non-fiction texts - completion of writing portfolios and reflections on strengths and weaknesses.

Year 10 Course

Course Content: The Stage 5 program for Year 10 students will include the following units:
- Close study of a novel and its author: Close examination of an author and his/her novel as well as extracts from other works by that author.
- Director Study: Study of a film director: exploration of a director such as Hitchcock, Spielberg or Burton.
- Transforming Shakespeare: Close study of a Shakespearean comedy and a modern romantic comedy film OR Transformation study of a Shakespearean play and its film version. Others’ perspectives to be considered.
- Non-fiction: Exploration of an issue such as Endurance and Survival or Amazing Women.
- Comparative poetry study: A close study of two poets comparing and contrasting their contexts and poetry; such as Pam Ayres and David Hallett, John Foulcher and Ted Hughes, Wole Solyinka and Oodjeroo Noonuccal.
- Media and multimedia - Cartoons and Anime: Types of texts used: wide and close study of political cartoons, comics and Japanese anime and manga such as Spirited Away or Metropolis.
- Film study: An exploration of a specific director, studying his craft.
- ‘Pen to paper’: Revisiting writing and responding skills; students to revisit text forms, language features, structures and forms.
- Special interest - teachers and students to select an area of interest - explore and make connections between a variety of fiction, media, multimedia and non-fiction texts - completion of writing portfolios and reflections on strengths and weaknesses.

Contact: Mr Hanley
MATHEMATICS

Subject Materials Contribution - No

Compulsory Equipment: Scientific Calculator (a Board of Studies requirement)
Writing book (grid or lined)
Blue or black pen, red pen, pencil and ruler

The Mathematics component of the Stage 5 curriculum is the culmination of two year’s work in Year 9 and Year 10.

In order to cater for the full range of learners, three specific endpoints and pathways have been identified for Years 9 and 10.

Students are streamed into three course levels: Stage 5.3, Stage 5.2 and Stage 5.1. These levels are based on student ability and application in conjunction with their pattern of future study.

Stage 5.1 incorporates the minimum knowledge and skills required for completion of Stage 5. This course prepares students for the Applied Mathematics course in Years 11 and 12. This course alone does not prepare students for the General Mathematics course or the Mathematics, Extension 1 and Extension 2 courses.

Stage 5.2 includes the knowledge and skills from Stage 5.1, and builds further knowledge and skills required for the study of the General Mathematics course in Stage 6. This course alone does not prepare students for the Mathematics, Extension 1 and Extension 2 courses.

Stage 5.3 includes the knowledge and skills from Stage 5.2 and Stage 5.1, and builds further knowledge and skills required for the study of the Mathematics, Extension 1 and Extension 2 courses in Stage 6.

All courses will cover topics from within the syllabus strands of:

(a) Working mathematically
(b) Space and geometry
(c) Number
(d) Measurement and trigonometry
(e) Chance and data
(f) Algebra and co-ordinate geometry.

Contact: Mrs Marr
SCIENCE

Subject Materials Contribution - No

The units listed below are studied with emphasis on skills development. Preparation for senior courses is commenced in Year 10.

YEAR 9
1. Dynamic Earth I
2. Ecology
3. Chemistry I
4. Electrical Circuits
5. Response, Co-ordinate, Resist Disease
6. Waves and Radiation.

YEAR 10
1. Genetics and Evolution
2. Motion
3. Universe and Earth’s Beginnings
4. Chemistry II
5. Technology.

Year 10 students will utilise all their Science skills to identify information sources, gather, plan and complete a Mandatory Student Project.

Contact: Mr Price

GEOGRAPHY/HISTORY

Subject Materials Contribution - No

GEOGRAPHY and HISTORY (No selection required)
Geography and History are studied separately. Civics and Citizenship education is integrated through both subjects.

YEAR 9 GEOGRAPHY

Topic 1 Investigating Australia’s Physical Environments

Topic 2 Changing Australian Communities

Year 9 students will be required to do a fieldwork research task about a community, showing its identity, forces and impacts of change and the community response.

Contact: Mr Dawson
YEAR 10 GEOGRAPHY

Topic 4  Issues in Australian Environments

Topic 5  Australia in its Regional and Global Context

Year 10 students will be required to do a fieldwork task which involves collecting information about a management issue, evaluating alternatives and communicating findings. Students will be required to demonstrate an understanding of issues, alternative courses of action and propose plans which involve active citizenship.

Contact: Mr Dawson

YEAR 9 HISTORY

Year 9 History focuses on Australian History. Topics to be studied:

- Australia to 1914
- Australia and World War I
- Australia Between the Wars
- Australia and World War II.

The aspects of Civics and Citizenship have been incorporated into these topics.

Assessment: Formal assessment tasks for each topic and an exam.

Contact: Mr Dawson

YEAR 10 HISTORY

Most topics have internal choice to allow for studies in more depth.

Topics to be studied:

- Australia and the Vietnam War Era
- Changing Rights and Freedoms
- People Power and Politics in the Post-War Period
- Australia’s Social and Cultural History in the Post-War Period.

Assessment: Formal assessment tasks including a site study and an exam.

Contact: Mr Dawson
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Subject Materials Contribution - Yes

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

COSTS AND EQUIPMENT:
- Students will be required to bring a red Richmond River shirt to change into for practical lessons as well as appropriate footwear.
- Students will be required to buy a work book for theory lessons.
- There may be some additional charges if classes attend out of school venues.

Contact: Mr Laverty

SPORT

Sport is mandatory for Years 7 to 10.

Students in Years 7 to 10 have a wide range of choices including Gymnastics, Canoeing, many team sports, Weight-Training, Self Defense, Table Tennis, Ten-Pin, Skating and Fishing to name some. Students make selections for each term.

Contact: Mr Laverty
Courses available:
Drama
Music
Photographic & Digital Media
Visual Arts

**DRAMA**

*Subject Materials Contribution - Yes*

Drama for Stage 5 revolves around the concepts of Making, Performing and Appreciating theatre.

Students electing to take Drama will learn about a variety of theatrical styles, dramatic forms and practitioners through:

- Performance work and playbuilding
- Design (costume, publicity, set)
- Scriptwriting
- Film and video
- Research
- Technical production (lighting and sound).

Drama students must be prepared to commit to group work, be willing to undertake occasional out-of-class performances and attend theatre excursions when offered.

The course will include practical assessments, formal written assessments and a yearly written exam.

**Contact:** Ms Galea

**MUSIC**

*Subject Materials Contribution - Yes*

Music for Stage 5 concentrates on 3 main areas: Performance, Composition and Listening.

Students will be given experience in performing and composing their own material as well as playing music in styles that they enjoy. It is expected in Year 9 that pupils will find the instrument (or voice) of their choice and develop skills in this area.

Aural skills will be developed by widening the listening repertoire.

**Topics include:**

1. Australian music
2. Popular music
3. Rock
4. Jazz
5. Baroque, Classical, Romantic music
6. Music for film, T.V. and radio
7. Music of another culture
8. Medieval/Renaissance music

**Contact:** Ms McKay
PHOTOGRAPHIC & DIGITAL MEDIA

Subject Materials Contribution - Yes (Materials and Diary)
In this elective students will gain experience in a wide range of Photographic techniques as well as experiment with Traditional Photographic techniques making and Digital Photography/Art. Students will take and make their own photographs and use them to explore the possibilities of personal expression by using technology creatively.

Students should have access to a SLR 35mm camera with manual functions. Students record their experiences in their Photography Diaries.

Contact: Ms Bouveret

VISUAL ARTS

Subject Materials Contribution - Yes
Visual Arts involves the students developing and deepening their understanding of their own self expression, of their own environment and other cultures, times and artists – as well as the development of skills in artmaking practice.

In the elective course students develop an understanding of how artists and audiences interact, and their own role as an artist. They learn that an artist can be thought of as a designer, multimedia artist, animator, filmmaker, video and digital artist, web page designer, teacher, interior architect, landscape designer, photographer, sculptor, printmaker, architect, fabric and textile artist and ceramicist.

The course involves 50% theory work and 50% practical work whereby the students complete a variety of artworks through several different mediums including:

<table>
<thead>
<tr>
<th>2D Forms</th>
<th>3D Forms</th>
<th>4D Forms/time-based works</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing and any of the following:</td>
<td>Any of the following:</td>
<td>May include:</td>
</tr>
<tr>
<td>▪ Painting</td>
<td>▪ Ceramics including hand built and thrown forms</td>
<td>▪ Performance works</td>
</tr>
<tr>
<td>▪ Printmaking including lino block printing, silk screen printing, collographs, etching</td>
<td>▪ Sculpture including relief, in the round and conceptual works</td>
<td>▪ Time-based installation works</td>
</tr>
<tr>
<td>▪ Photo and digital media graphics including computer generated and enhanced</td>
<td>▪ Installations</td>
<td>▪ Video</td>
</tr>
<tr>
<td>▪ Collage, frottage and montage</td>
<td>▪ Designed objects and environments including images, interior and exterior environments, jewellery, wearables, and objects of body adoration</td>
<td>▪ Digital animation</td>
</tr>
</tbody>
</table>

In art making students explore a range of ideas and interests in the world. Students begin a visual arts diary as they make specific explorations of ideas and interests, formulate ideas for artworks and record relevant technical information.

In critical and historical studies students are introduced to the conceptual framework (ART-ARTIST-WORLD-AUDIENCE) and the subjective, structural, cultural and postmodern frames as a way to understand, make and interpret the visual arts.

Contact: Ms McKay
Courses available:

- Aboriginal Studies
- Commerce
- History Elective

## ABORIGINAL STUDIES

**Subject Materials Contribution - No**

Aboriginal Studies provides students with the opportunity to gain knowledge and understanding of Aboriginal peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students.

All students are able to develop an appreciation of Aboriginal identity and experiences. Students have the opportunity to develop an appreciation of the unique value of Aboriginal peoples and their cultures to Australian identity. They can also gain knowledge about contemporary issues affecting Aboriginal communities across Australia. The study of the local community and other Aboriginal communities is important to developing an understanding of the diversity of Aboriginal peoples and communities.

### Core topics

**Part 1** (30 indicative hours) – Aboriginal Identities
**Part 2** (30 indicative hours) – Aboriginal Autonomy

### Options (15-25 indicative hours each)

1. Aboriginal Enterprises and Organisations  
2. Aboriginal Visual Arts  
3. Aboriginal Performing Arts  
4. Aboriginal Peoples and the Media  
5. Aboriginal Oral and Written Expression  
6. Aboriginal Film and Television  
7. Aboriginal Technologies and the Environment  
8. Aboriginal Peoples and Sport  
9. Aboriginal Interaction with Legal and Political Systems  
10. School-developed Option

Contact: Mr Dawson

## COMMERCE

**Subject Materials Contribution - No**

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

### Core topics

1.1 Consumer Choice
1.2 Personal Finance
2.1 Law and Society
2.2 Employment Issues
Options: Five options over Years 9 and 10.

1. Investing
2. Promoting and Selling
3. E-commerce
4. Global Links
5. Towards Independence
6. Political Involvement
7. Travel
8. Law in Action
9. Our Economy
10. Community Participation
11. Running a Business
12. School-developed Option

Contact: Mr Dawson

HISTORY ELECTIVE

MYSTERIES AND MARVELS OF THE PAST

Subject Materials Contribution - No

Students will explore mysterious events from the past. They will investigate the worlds of: the Ancients, the Middle Ages and Modern Times.

1. Digging up the past - be a detective and unravel the mysteries of the ancient mummies or modern mysteries.
   Within this unit you will be engaging in independent and group research projects and creating multi media presentations.

2. Movies – Fact or Fiction - Was Troy really like that? Did Xerxes in 300 really have nose rings? Students will be encouraged to question the portrayal of historical events in films and research the background to the film to decide if the film is historically accurate. They will watch a number of films – Troy, Pearl Harbour, Arthur, Titanic.

3. World in Turmoil and Discovery - the world of the 20th Century
   In this unit they will be investigating
   • War in the trenches of France
   • Hitler and the Holocaust
   • The Nuclear Debate – from Hiroshima to Chernobyl and Beyond
   • The Race for Space – from Sputnik to Landing on the Moon

4. Leaders of the Past and Present
   Students will explore the role of the individual in events. Can one person make a difference?
   • Genghis Khan
   • Mahatma Gandhi
   • John Kennedy - his assassination
   • Boudicca
   • Hatshepsut
   • Aung San Su Chi
   • Nelson Mandela
   • John Curtin
   • Cleopatra

Students will be encouraged to develop research and writing skills which will equip them for Years 11 and 12. They will engage in a research task that they formulate and also negotiate the type of presentation.

Contact: Mr Dawson
LANGUAGES OTHER THAN ENGLISH - LOTE

FRENCH

Subject Materials Contribution - No

There are many compelling reasons for learning a second language:

- Speaking someone else's language helps you to understand that person's culture and their outlook on life: the more people who do this, the more we can break down the barriers that divide people.
- More and more companies are investing in staff training in foreign languages, or are looking to recruit people with language skills. It need not just be the top level staff who learn - shop floor workers can also be involved. Language learning can improve your career prospects.
- Learning a second language can increase your self-confidence and help you speak more clearly - so it can help you express yourself better in your own language as well.

Students follow the Beginners French syllabus.

Students learn to:
1. exchange information, opinions and experiences in French
2. express ideas through original spoken and written texts in French
3. understand and respond to texts that are in French
4. understand cultural aspects of the language, and the culture of French-speaking communities.

To achieve these objectives, students will use the skills of listening, speaking, reading and writing, either individually or in combination.

Students study culture as well as language with a broad emphasis on all aspects of French. Students are exposed to and encouraged to participate in a variety of activities such as French music, literature, email correspondence, French cafe, visiting speakers, class performances, immersion days, cooking, and travel opportunities to New Caledonia and France and sister-school relationships. Students appreciate that French is used in many countries and are supported in their applications for exchanges.

Students of French can apply to join the Lismore District excursion to France which runs every second year.

Contact: Mr Dawson
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Courses available: Physical Activity and Sports Studies - PASS

PHYSICAL ACTIVITY AND SPORTS STUDIES - PASS

Subject Materials Contribution - Yes

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games. It also covers individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Physical Activity and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others.

Contact: Mr Laverty

TECHNOLOGY AND APPLIED STUDIES – TAS

Courses available:

- Agricultural Technology
- Food Technology
- Graphics Technology
- Information and Software Technology
- Industrial Technology - Metal
- Industrial Technology - Wood
- Textiles and Technology

AGRICULTURAL TECHNOLOGY

Subject Materials Contribution - Yes

Themes studied are - Vegetable Growing, Sheep and Beef Production, Reproduction, Digestion, Pigs, Soil Conservation and Land Use. Students are given a plot to grow organic vegetables and participate in looking after poultry, sheep and cattle. 50% of time is spent on practical work (school farm and lab work) and 50% on theory. Excursions include: North Coast National, local farms and Primex.

Contact: Mr Woodward
FOOD TECHNOLOGY

Subject Materials Contribution - Yes

Food Technology Years 9 - 10 aims to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food. Practical experiences will be used to develop knowledge and understanding, skills in designing, producing and evaluating, and to recognise and relate OH&S and hygiene issues to food. Food Technology provides essential skills for everyday life as well as vocational skills and knowledge.

Focus areas are underpinned by a core of food preparation and processing as well as nutrition and consumption. Focus areas include:

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends.

Contact: Mrs Purcell/Mr Weir

GRAPHICS TECHNOLOGY

Subject Materials Contribution - Yes

The major emphasis of the Graphics Technology Syllabus is on the design, development and production of graphical presentations. The course content is divided into two core modules and thirteen option modules (of which 4 must be studies in the 200 hour course).

In Year 9 the students may study the following core modules:
Core 1 - Logos and Pictograms, Communication Devices, Children’s Toys.
Core 2 - Household Appliances, Transportation Packaging.

In Year 10 they may study the following optional modules - Computer Aided Design and Drafting, Engineering Drawing, Cabinet and Furniture Drawing and Australian Architecture.

Students who study Graphic Technology will learn many skills that would benefit in subject choices for Years 11 and 12 in Design and Technology, Industrial Technology, Building and Construction and Metal and Engineering.

Contact: Mr Clayton
INFORMATION AND SOFTWARE TECHNOLOGY

Subject Materials Contribution – Yes

This course will provide students with the opportunity to learn about and use computers, to develop knowledge and understanding of a range of computer hardware and software and to develop problem solving and communication skills.

The content is organised by integrating core content with options as shown below:

<table>
<thead>
<tr>
<th>Core Content</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design, Produce and Evaluate</td>
<td>• Authoring and Multimedia</td>
</tr>
<tr>
<td>• Data Handling</td>
<td>• Database Design</td>
</tr>
<tr>
<td>• Hardware</td>
<td>• Digital Media</td>
</tr>
<tr>
<td>• Issues</td>
<td>• Internet and Website Development</td>
</tr>
<tr>
<td>• Past, Current and Emerging</td>
<td>• Software Development and Programming</td>
</tr>
<tr>
<td>Technologies</td>
<td></td>
</tr>
<tr>
<td>• People</td>
<td></td>
</tr>
</tbody>
</table>

Projects will focus on designing, producing and evaluating information software technology solutions for an identified need or problem.

Contact: Ms Moverley

INDUSTRIAL TECHNOLOGY - METAL

Subject Materials Contribution – Yes

Industrial Technology develops in students knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Practical tasks should be the major focus of classroom experiences.

The study of Technology develops in students an understanding of related work environments and Occupational Health and Safety (OH&S) matters while developing a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways or future learning in the Technology field.

In Years 9 and 10 the projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

In Year 9 students study General Metal 1 & 2. Projects undertaken may include G-Clamp, folding stool, centre punch, tack hammer, hose rack, door knocker, garage seat and a small table.

In Year 10 they will study Metal Fabrication 3 & 4 and projects undertaken may include saw horse, a wall mount, push bike rack, portable BBQ and a Major Project.

Sturdy shoes suitable for a metal workshop are compulsory for this subject.

Contact: Mr Weir
INDUSTRIAL TECHNOLOGY - WOOD

Subject Materials Contribution – Yes

Industrial Technology develops in students knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Practical tasks should be the major focus of classroom experiences.

The study of Technology develops in students an understanding of related work environments and Occupational Health and Safety (OH&S) matters while developing a range of skills that will equip them for future leisure and lifestyle activities, potential vocational pathways or future learning in the Technology field.

In Years 9 and 10 the projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

In Year 9 students study General Wood 1 & 2. Projects undertaken may include a footstool, a stool/step ladder, a magazine stand, a turned bowl and a fishing rod rack.

In Year 10 they will study Cabinetwork 3 & 4, and projects may include the roll top bread box and an individual major project (either a table or a cabinet).

Contact: Mr Stegeman

TEXTILES & TECHNOLOGY

Subject Materials Contribution - Yes

Textiles & Technology Years 9 - 10 aims to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning about the properties and performance of textiles, textile design and the role of textiles in society. Project work forms the basis of all units of work. Students will complete a textile item for each unit of work, thereby developing practical skills in designing, producing and evaluating. Students are required to provide their own fabrics for garments/articles. Textile Technology is a useable, wearable, creative and imaginative art form.

Focus areas are underpinned by areas of study in design, properties and performance of textiles and textiles and society. Focus areas include:

- Apparel
- Textile arts
- Furnishings
- Non-apparel
- Costume.

Contact: Ms Varley
APPENDIX 1

JUNIOR EXAMINATION POLICY

DURING EXAMS

Students are responsible for:

- Completing attendance forms at the beginning of the exam.
- Remaining in the exam room until the designated completion time.
- Making no attempt to communicate with other students in the exam room even before commencement of exam.
- Being prepared for the exams by bringing all materials, i.e. writing paper, pencils, rulers, calculators, etc.
- Borrowing only by negotiation through the supervisor (emergency only).
- Taking no written material into the exam room. This includes material which has nothing to do with the subject to be examined.
- Not eating or drinking in the exam room (except where a medical condition requires this).
- Moving from his/her desk only by negotiation with the supervisor (e.g. to go to the toilet).

AFTER EXAMS

N.B. ATTENDANCE at exams is COMPULSORY in order to satisfy requirements for the academic year, e.g. Year 10.

Students who miss exams must provide a satisfactory reason.

WHAT TO DO

- Provide a satisfactory reason to the Head Teacher for that subject.
- If the reason for absence is not satisfactory the student will receive no mark.
- The student will also be marked absent for that day.
  The missed exam should be completed as soon as possible even if no marks are awarded, otherwise the student will not satisfy requirements for the academic year, e.g. Year 10.

APPEALS

Appeals should be made to the Assessment Committee through the Year Adviser. Documentation must be supplied e.g. medical certificate, statutory declaration, etc.