

YEAR 9 CURRICULUM HANDBOOK



**STAGE 5
2025 – 2026**

CONTENTS

IMPORTANT INFORMATION

| | |
|---|---|
| School Administration | 2 |
| Introduction | 3 |
| Message to Students | 3 |
| Message to Parents / Careers | 3 |
| Subject Selection Process | 3 |
| Credentialing for Stage | 4 |
| Eligibility | 4 |
| Attendance | 4 |
| Satisfactory Course Completion | 4 |
| “N” Awards | 4 |
| School Leaving Age | 4 |
| NSW Record of School Achievement (RoSA) | 5 |
| Course Fees | 5 |
| Accelerated Subjects | 6 |
| The Curriculum | 6 |
| Assessment Procedures | 6 |

CURRICULUM DESCRIPTORS

Mandatory Courses

| | |
|-------------|----|
| English | 8 |
| Mathematics | 9 |
| Science | 10 |
| Geography | 11 |
| History | 12 |
| PDHPE | 13 |

Elective Courses

| | |
|------------------------------|----|
| Aboriginal Studies | 14 |
| Accelerated Mathematics | 15 |
| Applied Sports Program | 16 |
| Commerce | 17 |
| Computing Technology | 18 |
| Dance | 19 |
| Digital Media | 20 |
| Drama | 21 |
| Food Technology | 22 |
| History Elective | 23 |
| Industrial Technology | 24 |
| IT: Engineering | 25 |
| IT: Metal | 26 |
| IT: Timber | 27 |
| Italian / Japanese / Spanish | 28 |
| Music | 29 |
| PASS | 30 |
| Textiles Technology | 31 |
| Visual Arts | 32 |

SCHOOL ADMINISTRATION

| | |
|-------------------|----------------|
| Principal | Mr. A. Rogers |
| Deputy Principal | Mr. D. Barrett |
| Deputy Principal | Ms. D. Zanet |
| Deputy Principal | Ms. C. Gagic |
| Deputy Principal | Mr. A. Larkin |
| Director of Sport | Mr. T. Weeden |

HEAD TEACHERS and KEY FIGURES

| | |
|-------------------------------------|--|
| Administration | Mr. C. King |
| | Mr. J. Broadbent |
| Creative and Performing Arts (CAPA) | Ms. M. Holden |
| English | Mr. J. Deligiorgakis / Ms. L. Alexakis |
| History | Ms. K. Padovan (R) |
| Home Economics | Ms. M. Kanellos |
| Industrial Arts | Mr. M. Hoad |
| Languages | Ms. L. Zappia |
| Mathematics | Mr. P. Prasad |
| PDHPE | Ms. K. Bennett (R) |
| Science | Mr. N. Roby |
| Secondary Studies | Ms. A. Leone / Ms. R. Sowaid (R) |
| Social Science | Ms. E. Kimbel / Ms. E. Jaajaa (R) |
| Wellbeing | Mr. D. Footit |
| Wellbeing TSP | Ms. K. Gibb / Mr. R. Bradshaw (R) |
| Teaching and Learning-Students | Mr. B. Mathison |
| Teaching and Learning-Staff | Mr. M. Bennett |

Year Advisor | Careers Advisor | Counsellors | Timetable Coordinator

| | |
|------------------------|-----------------|
| Year Advisor | Ms. N. Elishaa |
| Assistant Year Advisor | Ms. M. Caldwell |

| | |
|--------------------|-----------------|
| School Counsellors | Mr. R. Brown |
| | Ms. L. Nguyen |
| | Ms. J. Driscoll |

| | |
|-----------------|-------------|
| Careers Advisor | Ms. S. Borg |
|-----------------|-------------|

| | |
|-----------------------|----------------------|
| Timetable Coordinator | Mr. J. Deligiorgakis |
|-----------------------|----------------------|

INTRODUCTION

This package has been prepared to provide students in Year 8, and their parents, with information about the curriculum on offer for Stage 5 (Years 9 & 10). Stage 5 of secondary school prepares students for senior studies and achieving a RoSA (Record of School Achievement) or the award of the HSC (Higher RoSA).

Unlike Stage 4 (Years 7 & 8) where the curriculum is compulsory and determined by the NSW Educational Standards Authority (NESA) for all schools, Stage 5 allows some flexibility for students to choose elective subjects. Although the “core” subjects of English, Mathematics, Science, History, Geography and PDHPE are still compulsory, students are entitled to select up to three elective subjects from a comprehensive list. In the following pages each of the subjects on offer (including the core subjects) has information provided to assist in the selection process. In addition to a brief outline of the course content, information is provided on subject contributions (if any) and assessment processes.

Students are encouraged to talk to their various teachers about the subjects on offer, in order to make a fully informed selection.

A MESSAGE TO STUDENTS

You are advised to select your elective subjects carefully after reading this package thoroughly, talking to your teachers and discussing it with your parents. It is very unwise to choose a subject just because your friend has chosen it or you like the teacher. A friend’s interests and abilities may be quite different to your own and the teacher may not be the one taking your class next year.

What you should consider before selecting a subject is whether you like that type of work, whether you are good at that subject and whether it matches your general interests. While some subjects can lead you towards a career (for example, a future carpenter may want to study Industrial Technology - Timber), at this stage of your schooling it would be unwise to focus too much on a subject’s suitability for employment. All subjects will give you knowledge and skills that will benefit you in a future career.

A MESSAGE TO PARENTS / CARERS

Parents/Carers have a pivotal role in the subject selection process as an adviser to their children. While you are aware of your child’s many talents and abilities and may be tempted to dictate their subject choice, this is generally not advised as it may lead to failure and future issues.

Your child should be encouraged to seek as much information about the various subjects on offer as is possible and then discuss this with you as their parent. Guidance through the process should certainly be given by parents with an emphasis being placed on directing your child to subjects that reflect their interests which are likely to develop their innate talents.

It is best to discourage them following a friend into a subject that is obviously unsuitable as this may lead to complications at a later stage. It is also important to reinforce that subjects at this stage of secondary school are more about developing general skills rather than preparation for a specific career.

SUBJECT SELECTION PROCESS AND COURSE AVAILABILITY

The subject selection is made online. The link will be sent to your child’s email. Different links have been prepared depending on the stream that you study at school. Sports students and students who have been invited to study Accelerated Mathematics are reminded to select their sport or Accelerated Mathematics in their forms, along with their other choices.

Local Students can select three subjects, ranked from most desired to least. Student will also be asked to select three reserve choices.

Subjects fill quickly and some subjects have limited numbers due to resources. Students will be placed in subjects based on what is the best overall fit for the cohort. **It will not be on a first come first serve basis**, as we encourage you to thoughtfully choose your electives. Whilst every effort is taken to give students what they ask for, students may find themselves in a reserve subject.

CREDENTIALING FOR STAGE 5

Years 9 & 10 are very important years that give you the grounding for senior studies. As such you will be expected to complete assessment tasks and work diligently in all of your subjects. Your results are accumulative and all school assessments and class work count towards your final grades when you leave school. Therefore, it is very important that you apply yourself to all aspects of your schoolwork from the very beginning of next year. If you fail to complete set work including assessment tasks this will affect your results and could prevent you from moving through to Stage 6 studies.

ELIGIBILITY

NESA lays down a set of specific rules that list the requirements for and define “satisfactory completion”. As well as taking the necessary combination of courses students are expected to apply themselves satisfactorily to their studies demonstrating a sustained record of application or effort.

Students must follow and complete the pattern of study determined by NESA for Stage 5 in order to be eligible to proceed into Stage 6. The Stage 5 years of schooling also provides a foundation of skills and knowledge for many of the HSC courses.

ATTENDANCE

Regular attendance at school is essential for effective learning as well as to ensure satisfactory completion of courses. The Principal may grant leave to a student for legitimate reasons such as illness or injury. If leave is granted then the absence will have no effect on course completion, provided all assessment tasks are caught up and missed work is completed.

However, an extensive period of unapproved absence may result in a student being declared as not meeting the requirements for completion of Stage 5 and ineligible to proceed into Stage 6. This includes deliberate truancy from class and/or school.

SATISFACTORY COMPLETION REQUIREMENTS

Satisfactory completion of courses depends upon a student’s attendance, level of participation in class activities, the proportion of assignments completed and the level of achievement (a serious attempt).

To satisfactorily complete Stage 5 a student must:

- complete ALL assigned work, including assessment tasks, to the best of their ability;
- ensure that any appeals about marks, grades or comments for a piece of work are resolved at the time the work is handed back by the teacher;
- demonstrate they have met the course requirements through effort and achievement.

“N” DETERMINATIONS

A student may receive an “N” determination for a course or courses if they:

- do not follow the course developed by NESA,
- do not apply themselves with diligence and sustained effort in the set tasks, or
- do not achieve some or all course outcomes.

Warning letters will be issued where any student is failing to meet NESA requirements throughout Years 9 and 10.

If the Principal determines that a student is in danger of not completing a course satisfactorily, they and their parents will be warned in writing in time for the problem to be corrected and satisfactory completion to be achieved.

A student may appeal against an “N” determination. A form can be obtained from the Deputy Principal and the appeal is lodged with the Principal. If the outcome of the appeal at school is not satisfactory then a further appeal may be made to NESA.

If a student is deemed to have not completed a course and chooses to leave school after Year 10 and before completing the Higher RoSA in Year 12, the RoSA will show all results achieved but will indicate that they are not eligible for a Record of School Achievement.

Stage 5 must be completed satisfactorily and all NESA requirements met before a student is eligible to proceed to Stage 6. Students who fail to meet course requirements in a number of courses may be deemed as non-serious students and may be repeated.

SCHOOL LEAVING AGE

Students must stay at school until they complete Year 10. A participation phase then applies until the student reaches the age of 17. There are a number of options for the participation phase. They could be:

- Continued education at secondary school in order to complete the HSC
- Undertaking a full-time training course at TAFE NSW

- Undertaking an apprenticeship or traineeship
- Enrolled in a training course with a private training organisation, or in some cases a combination of the above

Students who complete Year 10, however decide to leave school before completing Year 12 will be eligible for Record of School Achievement.

NSW RECORD of SCHOOL ACHIEVEMENT (RoSA)

From 2012 and onwards, eligible students who leave school prior to receiving their Higher RoSA will receive the NSW RoSA instead. Students no longer complete state-wide examinations from the NESA in Term 4 Year 10, as there is an expectation that students remain at school or in other training until the age of 17.

The Record of School Achievement (RoSA) that has now replaced the RoSA affects students who complete Year 10 but leave school before the end of Year 12. This will affect a number of students at Westfields Sports High School who plan to transition from school to work or from school to other educational settings.

The RoSA will display the grades that students were awarded for their Stage 5 curriculum subjects including English, Mathematics, Science, Australian History, Australian Geography, PD/H/PE and their elective subjects. It will also display information on the courses completed in Year 11 to provide a detailed overview of student achievement.

Students and parents are advised to keep up-to-date with all information relating to the RoSA through the NSW Educational Standards Authority website: <http://www.nesa.nsw.edu.au/rosa/>

Some of the key elements of the RoSA are:

- It will be cumulative, showing a student's achievement until the time they leave school prior to receiving their HSC,
- It will be awarded on moderated school-based assessment,
- It will be able to be reliably compared between students across NSW,
- It will give students the option of taking online literacy and numeracy tests, and
- It will offer a means of recording extra-curricular achievements.

The RoSA is only awarded to students who complete Year 10 and then leave school before completing Year 12. Students who complete Year 10 and then successfully complete Year 11 and Year 12 will not receive a RoSA. Instead, they will be eligible for the award of the Higher RoSA (HSC).

COURSE FEES

In addition to the General School Fee, some elective courses, which require additional materials, carry separate charges. The anticipated charges for 200 hour courses are:

| | |
|--|-----------------------|
| - General School Contribution | \$ 90.00 |
| - Applied Sport Studies | \$ 350.00 - \$2000.00 |
| - Computing Technology | \$ 50.00 |
| - Dance | \$ 35.00 |
| - Digital Media | \$ 65.00 |
| - Drama | \$ 35.00 |
| - Food Technology | \$ 120.00 |
| - Industrial Technology- (Timber, Engineering & Metal) | \$ 125.00 |
| - Italian/Japanese/Spanish | \$ 25.00 |
| - Music | \$ 35.00 |
| - Textiles Technology | \$ 50.00 |
| - Visual Arts | \$ 40.00 |

The charges involved are a base fee to cover materials used in the course. Additional costs for extra essential materials may also be incurred.

ACCELERATED SUBJECTS

We offer an accelerated Mathematics course for our most gifted Mathematicians in Year 9. This course, by providing additional periods of Mathematics means that both the Year 9 and 10 courses are covered in Year 9, and both Preliminary and HSC advanced courses are completed during Year 10. Students are then afforded the opportunity to sit for the HSC whilst in Year 10 and can re-sit the HSC course and/or pursue further Extension Mathematics courses in subsequent years.

Please note, this course is demanding, and the Mathematics faculty reserve the right to uphold selection criteria before entry to the course is granted.

THE CURRICULUM

The core or compulsory curriculum for Stage 5 that all students must study consists of:

- English
- Mathematics
- Science
- History/Geography/Civics and Citizenship
- PD/H/PE

Sport is also compulsory for students at Westfields Sports High School. Furthermore, students are required to choose elective subjects. This may look different depending on the student:

- Local students are required to choose 3 elective subjects spanning two years during their Stage 5 studies,
- Applied Sports students will choose 2 elective subjects spanning two years during their Stage 5 studies in addition to their Applied Sport.

Students will also receive careers lessons at different stages throughout Year 10. The range of elective subjects offered is included later in this booklet.

ASSESSMENT PROCEDURES

Assessable Tasks

At Westfields Sports each faculty has prepared an assessment plan for its Stage 5 courses. These plans require students to complete various tasks of a physical, written, oral, graphic and numerical nature. Each plan contains approximately 4 assessable tasks, although the number and type of assessable task may differ from subject to subject.

Failure to Submit Tasks

In order to have studied a course satisfactorily a candidate is expected to have attempted all assessment tasks. If a student fails to submit an assessment task and the school recognises a valid reason (medical or approved leave), then he/she may be given a substitute task by their teacher. In case of illness students must notify the school by phone the day the task is due and present the Deputy Principal with a doctor's certificate and doctor's assessment of their fitness to sit the task on their first day back at school. It is important to note that a medical certificate will support an application for a substitute task but does NOT GUARANTEE its granting.

Where practical, leave must be applied for in advance of the task completion date. Prior approval for late submission of an assessment task must be sought from the Head Teacher of the faculty concerned, and the Deputy Principal. Students attending special sporting events will continue to use the procedure set in place for obtaining prior approval for late submission. A *School Approved Student Leave* form should be completed before the absence from an assessable task.

If appropriate evidence is not presented and neither is the task, then the student will be awarded zero marks for that task. If a student fails to complete a number of assessable tasks which total 50% or more of the final assessment mark, then the Principal must certify that the course has not been studied satisfactorily. In such a case, the student will be deemed to have failed the course and will not receive either a grade or an examination mark for that subject. This may mean that the candidate will not receive a certificate.

Malpractice

It is expected that any assessable task submitted will be the student's own work. In the event of malpractice (cheating) being detected, the task in question will be awarded zero and the assessable task regarded as a non-attempt. Students who willingly share whole or part of an assessable task also run the risk of having their task designated a non-attempt.

Reporting

There will be two formal reports for students – Semester One (half yearly) and yearly (Semester Two). Each time the parents will receive an official report from each subject giving the latest examination mark. Teachers will also provide comments about the student's progress in the subject. If there is any concern about a student's performance at any time, then the parents will be notified by letter. Warning letters are sent throughout the year, and before the Parent Teacher evening at the end of Term 2.

Technology

If a student completes an assessment task using technology, then it is the student's responsibility to

- i. Take the required steps to learn and be able to use such technology,
- ii. Ascertain the compatibility of the technology for such a purpose,
- iii. Plan for the availability and supply of such things as internet access, back up to USB drive or cloud storage, paper and toner for the printer,
- iv. Take steps to back up their own files and data.

STUDENTS CANNOT USE THE FAILURE OR INCOMPATIBILITY OF TECHNOLOGY TO JUSTIFY THE FAILURE TO SUBMIT AN ASSESSMENT TASK.

It is a student's responsibility to plan for all eventualities including the non-availability of school computers, printers, scanners, cameras or other supplies, and make their own provisions to safeguard, protect and backup their own data and files. Students must also submit hard copies of digital work. This means students are to negotiate with their teachers or follow the faculty policies with regards to printing work that exists as web pages or as presentations. It is unreasonable to expect that students will print huge numbers of pages, where a sample could suffice. Teachers and faculties have the right to restrict the amount of printing carried out on the school's printers. Teachers also have the right to specify how a work is to be presented. Students are not to take for granted that teachers can or will mark their work from email, Google Classroom or USB Drive. Teachers cannot be expected to be responsible for work presented digitally when it is well known that technology can fail. Teachers are not to be expected to print students' work, when it is the student's responsibility. If students plan their work accordingly then teachers may be willing to accommodate their needs.

Course: English

Faculty: English

Course Fees: Nil

Impact on Stage 6: Academic progress will determine placements in classes in the Advanced and Standard English streams, as well as eligibility into the Extension courses.

COURSE DESCRIPTION - MANDATORY

As the true 'umbrella' subject, the place of English in the school's organisation is central. The development of the communication skills of reading, writing, speaking, viewing and listening are of great importance in Years 7 to 10, but teachers of English also aim to develop in their students:

- a love of literature,
- the ability to use language in a variety of situations, for a variety of audiences,
- the ability to understand non-verbal communication, especially as it is used in drama, the mass media and other digital media, and
- an appreciation of literature.

Students will be given the opportunity to experience a range of different language contexts and in doing so, focus on improving their literacy and critical thinking skills.

MAIN FOCUS AREAS

As the focus of learning in each Stage, students are required to engage meaningfully with:

- at least 2 works of extended prose (including at least one novel)
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts (including at least one Shakespeare play in Stage 5)
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across each stage, the selection of texts must give students experiences of:

- a range of fiction and non-fiction texts that are widely regarded as quality literature
- a range of texts by Australian authors
- a range of texts by Aboriginal and Torres Strait Islander authors
- a range of quality texts from around the world, including texts about intercultural and diverse experiences
- a range of cultural, social and gender perspectives, including from popular and youth cultures.

OUTCOMES

- Uses a range of personal, creative and critical strategies to interpret complex texts Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
- Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.
- Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.
- Investigates and explains ways of valuing texts and the relationships between them.
- Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.
- Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

Course: Mathematics**Faculty:** Mathematics**Course Fees:** \$10.00

Impact on Stage 6: Academic progress will determine placements in graded classes in Mathematics Standard, and Mathematics Advanced, as well as eligibility into the extension courses.

COURSE DESCRIPTION - MANDATORY

Core–Paths Structure

The Core–Paths structure is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.

In Year 9, students will be assigned to classes based on their demonstrated ability in mathematics, with classes structured according to the Core - Pathway framework outlined below. Throughout the academic year, students will have the opportunity to transition between classes based on their individual progress and achievement levels.

Core (A)/ Core & Standard Paths (B)/ Core & Advanced /Extension Paths (C)

MAIN FOCUS AREAS & OUTCOMES

Number and Algebra:

- Integers, fractions, decimals, and percentages
- Algebraic techniques, including simplification, expansion, and factorisation.
- Solving equations and inequalities
- Linear relationships, including graphing and interpreting linear functions.
- Non-linear relationships, such as quadratic and exponential functions
- Financial mathematics, including calculations involving simple and compound interest, investments, loans and budgeting.

Measurement and Geometry:

- Measurement concepts, including length, area, volume, capacity, mass, and time.
- Properties of geometric figures, including angles, triangles, quadrilaterals, circles, and prisms
- Surface area and volume calculations for various geometric shapes
- Pythagoras' theorem and its applications in solving problems involving right-angled triangles.
- Trigonometry, focusing on trigonometric ratios (sine, cosine, tangent) and their applications in right-angled triangles and problem-solving contexts.

Statistics and Probability:

- Data collection methods, including surveys, experiments, and observational studies.
- Data representation techniques, such as tables, graphs (bar graphs, histograms, line graphs), and summary statistics
- Data analysis, including measures of central tendency (mean, median, mode) and measures of dispersion (range, interquartile range, standard deviation)
- Probability concepts, including sample spaces, events, and probability calculations for single and compound events.
- Probability distributions, including theoretical and experimental probability, and applications in real-world scenarios.
- Draws and interprets graphs of physical phenomena.

Course: Science**Faculty:** Science**Course Fees:** \$20.00**Impact on Stage 6:** N/A**COURSE DESCRIPTION - MANDATORY**

In Stage 5 Science there is an emphasis on the development of skills, knowledge, understanding and attitudes. There are opportunities for students to develop the skills of working scientifically by engaging in problem solving, thinking critically, analytically and creatively. Students study the knowledge base of Science, from sub-atomic physics to how the body works, ecology, evolution of the Earth and its life forms, chemistry and astronomy. In all activities, the importance of communication skills and literacy is emphasised.

MAIN FOCUS AREAS & OUTCOMES

Students will investigate the following:

- Causes and impacts of Natural Disasters
- Coordination and Control systems within the body
- Atomic structure and the Periodic Table
- The production and uses of Electricity
- Causes of disease
- The importance of sustainability
- Understanding genetics and biotechnology
- Motion and the forces that change it
- Chemical reactions and their importance to society
- The evolution of life
- The importance of technology
- The structure of our universe

OUTCOMES

- Develops questions or hypotheses to be investigated scientifically.
- Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
- Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
- Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
- Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
- Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
- Applies models, theories and laws to explain situations involving energy, force and motion.
- Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- Describes changing ideas about the structure of the earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
- Analyses interactions between components and processes within biological systems.
- Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
- Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
- Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

Course: Geography

Faculty: Social Science

Course Fees: Nil

Impact on Stage 6: N/A

COURSE DESCRIPTION - MANDATORY

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

MAIN FOCUS AREAS

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

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

The Geography course in Year 9 and 10 is semesterised. This means that students will be studying Geography either in Semester One or Semester Two. The two units studied in Year 9 are **Sustainable Biomes** and **Changing Places**.

OUTCOMES

- Explains processes and influences that form and transform places and environments
- Analyses the effect of interactions and connections between people, places and environments
- Accounts for perspectives of people and organisations on a range of geographical issues
- Assesses management strategies for places and environments for their sustainability
- Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- Communicates geographical information to a range of audiences using a variety of strategies

Course: History**Faculty:** History**Course Fees:** Nil**Impact on Stage 6:** N/A**COURSE DESCRIPTION - MANDATORY**

“History” – the study of people, events, issues, trends, developments and achievements in cultures and civilisations around the world and in time. By its very nature, History involves all other subjects, so excelling and achieving in History is likely to have a positive effect upon all your results. History develops a range of skills and competencies including the ability to inquire, to undertake and conduct research, investigation, source-based analysis and interpretation, critical thinking, problem-based learning and effective communication. These skills are introduced, actively developed and refined through a range of studies and activities. Students “learn-by-doing” is essential for life-long success and achievement.

Through the study of Stage 5 History you will develop a greater awareness, understanding and appreciation of Australia’s culture, heritage, values and position in the world. You will also become more aware of issues and values of civics and citizenship and of how Australia has been shaped and influenced by its history.

MAIN FOCUS AREAS

The content of the History course for Stage 5 comprises of interrelated components - knowledge and understanding **about the world and Australian history**, skills in historical inquiry, perspectives, values and attitudes, civics and citizenship.

| Year 9 | Year 10 |
|---|--|
| Depth Study 1 Australia and Asia: Making a nation | Depth Study 5 Rights and Freedoms (1945-present) Mandatory Study |
| Depth Study 2 Australians at War (World Wars I) Mandatory study | Depth Study 6 School Developed Topic |
| Core Study – Depth Study 3 Australians at War (World Wars II) Mandatory study | |

OUTCOMES

- Explains and assesses the historical forces and factors that shaped the modern world and Australia
- Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- Explains and analyses the causes and effects of events and developments in the modern world and Australia
- Identifies and evaluates the usefulness of sources in the historical inquiry process
- Identifies and evaluates the usefulness of sources in the historical inquiry process
- Explains different contexts, perspectives and interpretations of the modern world and Australia
- Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- Applies a range of relevant historical terms and concepts when communicating an understanding of the past
- Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Course: Personal Development,
Health and Physical Education

Faculty: PDHPE

Course Fees: Nil

Impact on Stage 6: N/A

COURSE DESCRIPTION - MANDATORY

This is a compulsory, integrated course which is taken in both Year 9 and 10 (Stage 5). The PDHPE syllabus is organised into three content strands:

- Health, wellbeing and relationships
- Movement skill and performance
- Healthy, safe and active lifestyles

MAIN FOCUS AREAS

These strands will address contemporary health and physical activity concepts important to students. These are embedded in an age and stage-appropriate manner and include the following contexts:

- Alcohol and other drugs
- Food and nutrition
- Personal identity
- Mental health and wellbeing
- Relationships
- Sexuality and sexual health
- Safety
- Health benefits of physical activity
- Fundamental movement skills
- Rhythmic and expressive movement
- Individual/group/team physical activities
- Initiative/challenge physical activities
- Aquatics
- Lifelong physical activities

Appropriate PE uniform is an essential requirement for participation in practical lessons each week. Regular practical work is a vital component of this course and students must be changed into the Westfields Sports Physical Education uniform for practical work.

Students will be given a grade for their performance in PDHPE, which will appear on their RoSA. Poor participation due to the failure to bring correct uniform, continual sickness with/without explanation could result in the student not being awarded the RoSA in PDHPE.

OUTCOMES

- Assesses their own and others' capacity to reflect on and respond positively to challenges
- Researches and appraises the effectiveness of health information and support services available in the community
- Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- Appraises and justifies choices of actions when solving complex movement challenges
- Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- Assesses and applies self-management skills to effectively manage complex situations
- Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- Refines and applies movement skills and concepts to compose and perform innovative movement sequences

Course: Aboriginal Studies

Faculty: History

Course Fees: Nil

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Aboriginal Studies provides opportunities to develop knowledge and understanding of the diverse cultures, identities and lived experiences of Aboriginal Peoples. It explores the importance of autonomy and self-determination, and the range of relationships between Aboriginal Peoples and non-Aboriginal people. The development of research and consultation skills for respectful engagement with Aboriginal communities enables students to become active and informed advocates for a just and inclusive world.

Aboriginal Studies is designed to be inclusive of all students and is of value to all students.

MAIN FOCUS AREAS

Stage 5 Aboriginal studies includes TWO core topics. One will be studied in Year 9 and one will be studied in Year 10. Topics can include:

| | |
|--|--|
| CORE TOPIC: Aboriginal Identities | CORE TOPIC: Aboriginal Self-Determination and Autonomy |
| Aboriginal Enterprises and Organisations | Aboriginal Peoples and Film and Television |
| Aboriginal Peoples and the Visual Arts | Aboriginal Peoples and Technologies |
| Aboriginal Peoples and the Performing Arts | Aboriginal Peoples and Sport |
| Aboriginal Peoples and the Media | Aboriginal Peoples' Interaction with Legal and Political Systems |
| Aboriginal Peoples and Oral and Written Expression | School-developed Option. |

COURSE DESCRIPTION – ELECTIVE SUBJECT

A student:

- describes the factors that contribute to an Aboriginal person's identity
- explains ways in which Aboriginal Peoples maintain identity
- describes the dynamic nature of Aboriginal cultures
- explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
- explains the importance of families and communities to Aboriginal Peoples
- explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
- assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
- analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
- analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
- identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
- selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Course:
Accelerated Mathematics

Faculty: Mathematics

Course Fees: Nil

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Accelerated Mathematics is an elective offered to our most talented mathematicians. This accelerated course allows students to complete the Year 10 course whilst in Year 9 and the 2 Unit HSC exam in Year 10. By doing this, our students acquire more time to focus on Extension Mathematics in Years 11 & 12.

To qualify for this course, a student must demonstrate outstanding knowledge in mathematics. There is also a rigorous testing process prior to entry. This is to ensure that the selected students are capable to meet the high demands of this accelerated course. Please note, as Accelerated Maths is run through the elective line, students must be prepared to display diligent work ethics and meet the criteria of the course for the entire two years.

MAIN FOCUS AREAS

Please refer to outcomes listed below.

OUTCOMES

- Performs operations with surds and indices.
- Solves consumer arithmetic problems.
- Applies index laws.
- Simplifies, expands and factorises algebraic expressions.
- Solves simple quadratic equations, solves linear inequalities.
- Uses algebraic techniques to simplify expressions.
- Determines the midpoint, length and gradient of an interval joining two points on the number plane and graph linear and simple non-linear relationships from equations.
- Groups data to aid analysis and constructs frequency and cumulative frequency graph.
- Applies trigonometry to solve problems including those on bearings.
- Constructs arguments to prove geometrical results.
- Determine the properties of triangles and quadrilaterals.
- Solves consumer arithmetic problems involving compound interest, depreciation and successive discounts.
- Solves probability problems involving compound events.
- Solves linear and quadratic simultaneous equations.
- Draws and interprets a variety of graphs including, parabolas, hyperbolas, cubic, exponentials, circles and applies coordinate geometry techniques to solve problems.
- Uses the interquartile range and standard deviation to analyse data.
- Applies trigonometric relationships, sine rule, cosine rule and area rule in problem solving.
- Applies deductive reasoning in geometry.

Course: Applied Sports Studies **Faculty:** Coaching

Course Fees:
\$350.00 - \$2000.00

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

This course targets students selected to attend Westfields Sports as part of a targeted sports program. The focus of the course is to provide students with knowledge, skills and attitudes that will enable them to enhance their own performance in their chosen sport. The course has a strong practical component where students can focus on skill development and an increased understanding of movement skills.

Many of the students in targeted sports programs have an interest in and the potential to follow sporting careers and this course provides students with the skills that will be of value to them.

MAIN FOCUS AREAS

It is expected that Applied Sports Studies will run as an elective in one of the following:

- AFL
- Athletics
- Baseball
- Basketball
- Cricket
- Dance
- Football
- Golf
- Hockey
- Netball
- Rugby League
- Rugby Union
- Softball
- Swimming
- Tennis
- Touch Football

OUTCOMES

- Discuss factors that limit and enhance the capacity to move and perform,
- Analyse the benefits of participation and performance in physical activity and sport,
- Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance,
- Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport,
- Works collaboratively with others to enhance participation, enjoyment and performance,
- Displays management and planning skills to achieve personal and group goals,
- Performs movement skills with increasing proficiency, and
- Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Course: Commerce**Faculty:** Social Science**Course Fees:** Nil**Impact on Stage 6:** N/A**COURSE DESCRIPTION – ELECTIVE SUBJECT**

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.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community. To function competently in our democratic and pluralistic society, students need to develop the ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework and acquire the necessary skills to become self-directed lifelong learners.

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. It emphasises the potential and use of information and communication technologies. Students gain greater competence in problem-solving and decision-making by evaluating the range of consumer, financial, business, legal and employment strategies. In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

MAIN FOCUS AREAS**Core study (each topic 20–25 indicative hours)**

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

Options (Each topic 15–25 indicative hours)

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. School-developed Option

OUTCOMES

- Student learning in Commerce will promote critical thinking and the opportunity to participate in the community.
- Students learn to identify, research and evaluate options when making decisions on how to solve consumer problems and issues that confront consumers.
- They will develop research and communication skills, including the use of ICT, that build on the skills they have developed in their mandatory courses.

Course:
Computing Technology

Faculty: Industrial Arts **Course Fees:** \$50.00

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Studying Computing Technology 7–10 enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts.

Computing Technology 7–10 focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

When studying Computing Technology 7–10, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Students engage with contemporary and advancing technologies that improve access and participation in society. Students explore the impact of innovations in computing technology on society and the environment. They develop skills using a range of hardware and software applications, including multimedia, digital media, virtual and augmented realities, gaming, graphical data and visualisations, networks and devices.

The Computing Technology 7–10 Syllabus builds on the knowledge and skills developed in the Digital Technologies context in the Technology 7–8 Syllabus. Students advance their computing skills across technical knowledge, social and cultural awareness, project management and thinking skills. They are able to transfer knowledge to new situations, building on technical skills and experiences. Students improve their project-management skills through planning, collaboration, communicating ideas, engaging in processes and designing solutions.

Students become increasingly confident, creative, efficient and discerning when using and developing a range of digital products/solutions. They expand their understanding of related work environments while developing skills to equip them for further education, vocational pathways and personal interests.

MAIN FOCUS AREAS

- Enterprise information systems: Modelling networks and social connections
- Enterprise information systems: Designing for user experience
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Developing apps and web software

OUTCOMES

- selects and applies safe, secure and responsible practices in the ethical use of data and computing
- applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
- manages, documents and explains individual and collaborative work
- understands how innovation, enterprise and automation have inspired the evolution of computing technology
- explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
- communicates ideas, processes and solutions using appropriate media
- designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
- applies computational, design and systems thinking to the development of computing solutions
- acquires, represents, analyses and visualises simple and structured data
- designs and creates user interfaces and the user experience

Course: Dance

Faculty: CAPA

Course Fees: \$35.00

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Dance is an elective course for people with an interest in dance or who would like to learn to dance. This course also caters for people who already have dance skills and wish to extend their dance knowledge.

The course consists of practical dancing, dance making and theoretical studies. It covers a variety of dance styles including contemporary, jazz and classical ballet.

Dance students' school dance uniform, leotard and tights for practical lessons is covered in class fees. Students also require a book for theory work.

As part of the course, students take part in a variety of excursions. These involve observing professional dance performances, participation in school dance festivals and public performances.

MAIN FOCUS AREAS

The course covers the areas of dance technique in a variety of styles, performance, dance composition (choreography) and dance appreciation (theoretical studies).

In Performance, students build their understanding and application of dance technique, safe dance practices and performance quality. In Composition, students learn to explore the elements of dance to communicate ideas through movement. In Appreciation, students continue learning about dance as an artform to describe and analyse dance as an expression of ideas within a social, cultural or historical context.

OUTCOMES

- Demonstrates enhanced dance technique applied to safe dance practice.
- Demonstrates an enhanced understanding of performance quality through performing.
- Explores dance composition as the basis for the communication of ideas.
- Understands the socio-historic context in which dance exists.
- Demonstrates the skills of gathering, classifying and recording information about dance.

Course: Digital Media

Faculty: CAPA

Course Fees: \$65.00

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

The Year 9 and 10 Photography and Digital Media course provides opportunities for you to enjoy making a range of photographic, video and digital media works. You will explore the work of video, photographic, and digital artists and how your own experiences can influence your artmaking, and critical and historical studies.

You will create works using a range of materials and techniques in still and moving forms and learn to interpret and explain these works and the work of others.

You will be required to produce a portfolio and of photographic works and keep a process journal.

MAIN FOCUS AREAS

- Darkroom practices
- Digital photography
- Adobe Photoshop
- Film making / Stop motion

OUTCOMES

- Develops independence in selecting and applying a range of photographic and digital conventions and understanding in their own work and that of others.
- Uses the understanding of the function and relationship between the artist, artwork, audience and world to interpret the work of others and to create your own photographic work.
- Makes and interprets digital and photographic works in terms of their structural, subjective, cultural and postmodern orientations.
- Constructs different historical and critical accounts of digital and photographic works and investigates the world as a source of ideas, concepts and subject matter.
- Makes informed choices to develop and extend concepts and different meanings in digital and photographic works.
- Selects appropriate procedures and techniques to make and refine digital and photographic works.

Course: Drama

Faculty: CAPA

Course Fees: \$35.00

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Drama is a course that requires students to use their intellect, imagination and bodies to create, perform, understand and appreciate Drama and Theatre.

Drama develops students' voice and movement skills and their ability to perform a variety of roles and characters through a study of improvisation, playbuilding, acting and script work. Drama develops reading and writing skills and improves public speaking and the ability to communicate effectively. Drama requires teamwork and the ability to work well with others, co-operation, and self-discipline.

Students are required to wear theatre blacks for all practical assessments and to provide a book for theory work. As a part of the course, students are expected to participate in school and public performances such as festivals and will attend performances and workshops by professional companies.

MAIN FOCUS AREAS

Drama has a practical and theoretical component. Students explore a range of theatrical forms, such as mime, comedy, tragedy, melodrama, pantomime, mask, street theatre and puppetry through practical activities, learning about performance conventions, historical study and research.

The course also examines the technical aspects of production such as directing, lighting, sound, set and costume design and construction, props, make up, stage management and front-of-house management.

OUTCOMES

- Students will develop an understanding of the elements of drama to create belief, clarity and tension in character, role and action.
- Students will use improvisation to approach role/character within fictional situations and as a key technique in play building to create group devised works.
- Students will use aspects of body language and physicalisation such as posture, gesture and facial expression and vocal skills to develop and sustain a character.
- Students will understand the role of the individual in the collaborative process of drama.
- Students explore and contribute ideas in improvisation and playbuilding.
- Students will respond to, reflect on and evaluate drama and theatre.

Course: Food Technology

Faculty: Home Economics

Course Fees: \$120.00

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Food is one of the essentials for life. We need it to survive, and be healthy, but it is also one of life's pleasures. Come to Food Technology and tap into your inner Masterchef as you learn about:

- What food is and what it is made up of
- Why you choose the food you do
- Food preparation skills and techniques
- Food presentation techniques
- Recipe development
- New products on the market
- Possible career opportunities
- Nutritional value of food to health

A charge is levied towards the cost of food. Students are required to purchase a Food Technology apron, and hat as well as provide practical equipment.

MAIN FOCUS AREAS

There are eight focus areas:

- 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

OUTCOMES

- Demonstrates hygienic handling of food to ensure a safe and appealing product
- Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- Applies appropriate methods of food processing, preparation and storage
- Describes the relationship between food consumption, the national value of foods and the health of individuals and communities
- Justifies food choices by analysing the factors that influence eating habits
- Collects, evaluates and applies information from a variety of sources
- Communicates ideas and information using a range of media and appropriate terminology
- Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- Plans, prepares, presents and evaluates food solutions for specific purposes
- Examines the relationship between food, technology and society
- Evaluates the impact of activities related to food on the individual, society and the environment

Course: History Elective**Faculty:** History**Course fees:** Nil**Impact on Stage 6:** N/A**COURSE DESCRIPTION – ELECTIVE SUBJECT**

This course is NOT TO BE CONFUSED WITH the mandatory (compulsory) “HISTORY” course which ALL STUDENTS DO as part of their studies. This is AN ADDITIONAL ELECTIVE COURSE!

This course is specifically for students with a genuine passion for History and all things historical. This is also ideal for students who wish to deepen and develop their historical interest, knowledge, awareness, skills and understanding to become life-long learners! History Elective will introduce and refine a range of skills and competencies including the ability to critically inquire, undertake individual research, investigate, conduct source-based analysis, interpret and communicate your findings with in-depth writing.

Some key questions that we will explore will be: “What is History”? Whose story is it? How is “History” defined and constructed? How and why has the concept and study of “History” changed and evolved over time? How is “History” produced and presented in our times, compared with the past? How can “History” have many versions, perspectives and interpretations? How and why is “History” relevant and important?

You will learn history by doing it! You will examine, consider, evaluate and judge the evidence for yourself. You will ask the questions and develop possible, plausible answers and present your own findings, perspectives, arguments and interpretations.

MAIN FOCUS AREAS

History Elective includes a diverse range of past people, societies, and some of the most interesting periods and exciting events that have shaped our world. Through the study of artefacts, fossils, everyday objects, places, sites and sources around us, we will discover how history and our heritage exists all around us, in many different forms. We will examine and consider what popular narrative stories, existing evidence and associated theories and interpretations have to say about “History’s Mysteries”. Other possible areas of study include:

| | | |
|-----------------------|-------------------------|-----------------------------------|
| Heroes and villains | World Myths and Legends | Archaeology |
| War and peace | Sport and recreation | Graffiti |
| Terrorism | Crime and punishment | Symbology and Meaning |
| History and the Media | Slavery | Philosophy |
| African History | The New World | Warriors (Samurai, Spartans, etc) |
| Technology | Music through History | Witches, vampires and voodoo |
| World Religions | History through Film | Assassinations |

OUTCOMES

- applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- examines the ways in which historical meanings can be constructed through a range of media
- sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- explains the importance of key features of past societies or periods, including groups and personalities
- evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- identifies and evaluates the usefulness of historical sources in an historical inquiry process
- explains different contexts, perspectives and interpretations of the past
- selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- applies a range of relevant historical terms and concepts when communicating an understanding of the past
- selects and uses appropriate forms to communicate effectively about the past for different audiences

INDUSTRIAL TECHNOLOGY

There are several focus areas offered under the umbrella of Industrial Technology, which includes:

- Engineering
- Metal
- Timber

By the end of Stage 5, the knowledge, skills and attitudes developed in the *Technology Mandatory Years 7–8 Syllabus* are further enhanced through the study of Industrial Technology Years 7–10. This is reinforced with applied practical experiences in one or more focus areas.

Students may choose up to **TWO FOCUS AREAS ONLY**.

Students at Stage 5 recognise and make an assessment of the risks and WHS issues that are associated with hand and machine tools and processes that they use in the development of their projects. They can identify and assess risks and apply appropriate WHS practices to all of the hand and machine tools, and materials that they use and follow appropriate procedures in completing processes.

Students apply a design process to modify, develop and produce original design solutions for a range of practical projects. They identify, select and apply appropriate hand and machine tools and processes to produce quality practical projects.

Students understand the relationship between the physical and mechanical properties of a range of relevant and associated materials and their functional applications. They select the most appropriate materials for the successful completion of their practical projects.

At Stage 5 students communicate technical ideas and information with others using a range of methods including graphical, digital, written and/or verbal. They can select the most appropriate way in which to communicate information.

Through experiences in a range of practical activities, students develop an appreciation of the value of working cooperatively in the achievement of common goals and gain personal satisfaction and enjoyment. These skills form a basis that enables students to continue their learning experiences in many lifestyle and leisure activities.

Students identify and critically evaluate products that have been well designed and well made, which fulfil their intended function. They apply design criteria to the planning and development of their own practical projects.

Students are aware of the nature and impact of current, new and emerging technologies on society and the environment. They describe the effect of these technologies on industry and the local and global environment. They envisage future directions and applications of technologies in their own and other's lives.

Course: Industrial Technology Engineering **Faculty:** Industrial Technology **Course Fees:** \$125.00 (Yr 9)
\$115.00 (Yr 10)

Impact on Stage 6: Note that Stage 5 Engineering is different to Stage 6 Engineering. Stage 6 Engineering requires competent application of mathematics.

COURSE DESCRIPTION – ELECTIVE SUBJECT

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

MAIN FOCUS AREAS

The **Engineering 1 core module** includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms.

These are enhanced and further developed through the study of specialist modules in:

- Alternative Energy
- Control Systems
- School-Developed Module
- Transport
-

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

- a range of devices and appliances
- electronic and mechanical control systems.
- programmable microcontrollers
- robotics projects
- small structures
- small vehicles
-

Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course

OUTCOMES

- Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- Applies design principles in the modification, development and production of projects
- Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- Selects, justifies and uses a range of relevant and associated materials for specific applications
- Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- Identifies and participates in collaborative work practices in the learning environment
- Applies and transfers skills, processes and materials to a variety of contexts and projects
- Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- Describes, analyses and uses a range of current, new and emerging technologies and their various applications
- Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Course:
Industrial Technology Metal

Faculty: Industrial Arts

Course Fees: \$125.00 (Yr 9)
\$115.00 (Yr 10)

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

The Metal 1 core module develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication.

MAIN FOCUS AREAS

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

- fabricated projects
- metal machining projects
- sheet metal products

OUTCOMES

- Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- Applies design principles in the modification, development and production of projects
- Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- Selects, justifies and uses a range of relevant and associated materials for specific applications
- Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- Identifies and participates in collaborative work practices in the learning environment
- Applies and transfers skills, processes and materials to a variety of contexts and projects
- Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- Describes, analyses and uses a range of current, new and emerging technologies and their various applications
- Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Course:
Industrial Technology Timber

Faculty: Industrial Arts

Course Fees: \$125.00 (Yr 9)
\$115.00 (Yr 10)

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

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

MAIN FOCUS AREAS

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 should 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 products
- Furniture items
- Small bowls or turned items
- Storage and display units
- Storage and transportation products

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

OUTCOMES

- Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- Applies design principles in the modification, development and production of projects
- Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- Selects, justifies and uses a range of relevant and associated materials for specific applications
- Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- Identifies and participates in collaborative work practices in the learning environment
- Applies and transfers skills, processes and materials to a variety of contexts and projects
- Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- Describes, analyses and uses a range of current, new and emerging technologies and their various applications
- Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Course:

Italian, Japanese & Spanish

Faculty: Languages**Course Fees:** \$25.00

(per year) – Education Perfect Fee

Impact on Stage 6: Completion of the above courses means they will only be eligible for the *Continuers* course in Stage 6

COURSE DESCRIPTION – ELECTIVE SUBJECT

Languages learning promotes an understanding of people, societies and cultures. The skills which children acquire through the process of learning a language will help their overall performance at school and their development of social skills.

There are three languages offered at Westfields Sports in Years 9 and 10, Italian, Japanese and Spanish. The courses in these languages provide the opportunity to learners with little or no language contact to develop their language skills and extend their awareness of Italian, Japanese or Spanish cultures.

Throughout the course, assessment procedures are integrated into the teaching activities. Students are encouraged to experiment with the four language skills (listening, speaking, reading and writing) through a variety of activities.

Understanding other ways of life leads to appreciation of, and respect for, the differences between people.

MAIN FOCUS AREAS

Through the four core language skills (listening, speaking, reading and writing), topics covered include:

- introducing themselves
- describing their families to others
- reflecting on their daily routines in day-to-day life
- discuss their schooling lives and expressing their opinions on their classes,
- exploring what there is to do and see when travelling to Italy/Japan/Spanish speaking country
- the cultural festivals and traditional foods of each country
and much more

OUTCOMES

- Interacting - exchanging information, ideas and opinions, and socializing, planning and negotiating
- Accessing and responding – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- Compositing – creating spoken, written, bilingual, digital and/or multimodal texts
- Systems of language – understanding the language system, including sound, writing, grammar, text structure; and how language changes over time and place
- The role of language and culture – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Course: Music

Faculty: CAPA

Course Fees: \$35.00

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Students will develop knowledge, understanding and skills through performing, composing and listening. Students will study a wide range of musical styles, such as Popular Music, Rock Music, Jazz Music, Australian Music, Film Music and Music of a Culture.

Students will be learning an instrument of their choice.

Once students are learning an instrument, they will perform individually, in a small ensemble and as a class. They will also have the opportunity to form or join an extracurricular group. Groups include rock bands, vocal ensembles and the drum ensemble.

MAIN FOCUS AREAS

Students will develop skills through the study of a wide range of musical styles, such as Popular Music, Rock Music, Jazz Music, Australian Music, Film Music and Music of a Culture.

OUTCOMES

- Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles and genres of music selected for study
- Notates own compositions, applying forms of notation appropriate to the music selected for study
- Uses different forms of technology in the composition process
- Demonstrates an understanding of musical concepts through analysis, comparison and critical discussion of music from different stylistic, social, cultural and historical contexts
- Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- Demonstrates an understanding of musical literacy through appropriate application of notation, terminology and interpretation and analysis of scores used in the music selected for study
- Demonstrates an understanding of the influence and impact of technology on music
- Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

It is strongly recommended that students own an instrument at home to practise on. For example, guitar and keyboard. It is required that guitarists own a capo and drummers own a pair of drumsticks.

Course: PASS

(Physical Activity and Sports Studies)

Faculty: PDHPE

Course Fees: Nil

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Recreation, physical activity, sport and health related fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication.

This course promotes the concept of learning through movement and many aspects of this syllabus can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

MAIN FOCUS AREAS

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. The acquisition and successful application of movement skills are closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle. Students will appreciate the traditions and special characteristics associated with various physical activities and the artistic and aesthetic qualities of skilled performance and determined effort.

OUTCOMES

- Discusses factors that limit and enhance the capacity to move and perform
- Analyses the benefits of participation and performance in physical activity and sport
- Discusses the nature and impact of historical and contemporary issues in physical activity and sport
- Analyses physical activity and sport from personal, social and cultural perspectives
- Demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
- Evaluates the characteristics of participation and quality performance in physical activity and sport
- Works collaboratively with others to enhance participation, active and performance
- Displays management and planning skills to achieve personal and group goals
- Performs movement skills with increasing proficiency
- Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Course: Textiles Technology **Faculty:** Home Economics **Course Fees:** \$50.00 + materials

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Imagine your world without textile fabrics! They truly are an integral part of our daily lives. Come and learn more about them and nurture your creative skills to construct and decorate textile items including apparel, non-apparel, costume, textile arts and furnishings that will stand out from the mass-produced items that others are forced to purchase.

Fabrics for articles will be supplied by students to suit individual tastes and budgets. A charge is levied to help towards the cost of technique samples and equipment maintenance. Students will undertake project work, demonstrating practical skills in design and in the manipulation of textiles, including the ability to select and use appropriate techniques, equipment and technologies.

MAIN FOCUS AREAS

There are three areas of study:

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

Other focus areas that direct the choice of student's projects include:

- Apparel – includes clothing and accessories such as shoes, hats, scarves, jewellery and belts
- Furnishings – includes cushions, curtains, bedspreads, lampshades, quilt covers, bed linen, chair coverings, table linen, beanbags
- Costume – includes theatre costumes, masks, headdress, folk and traditional costumes, fancy dress costumes and dance costumes
- Textile Arts – includes wall hangings, fabric-based artworks, embroidery, wearable design
- Non-apparel – includes book covers, toys bags, umbrellas, tents, backpacks, surfboard covers

Focus areas are intended to encourage students to engage with a range of textile items and cater for a variety of student interests. They provide options for students to refine and enhance their knowledge and understanding of textiles using a variety of materials, tools and techniques.

OUTCOMES

- Selects and uses appropriate technology to creatively document, communicate and present design and project work
- Critically selects and creatively manipulates a range of textile materials to produce quality textile items
- Selects appropriate techniques and uses equipment safely in the production of quality textile projects
- Demonstrates competence in the production of textile projects to completion
- Evaluates textile items to determine quality in their design and construction
- Explains the creative process of design used in the work of textile designers
- Generates and develops textile design ideas
- Investigates and applies methods of colouration and decoration for a range of textile items
- Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- Evaluates the impact of textiles production and use on the individual consumer and society
- Explains the properties and performance of a range of textile items
- Justifies the selection of textile materials for specific end uses

Course: Visual Arts

Faculty: CAPA

Course Fees: \$40.00

Impact on Stage 6: N/A

COURSE DESCRIPTION – ELECTIVE SUBJECT

Year 9 and 10 Visual Arts is about developing yourself as an artist, moulding your creative ideas in a particular way, studying the methods of various artists and documenting your experiments and learning experiences.

Essentially, anything that you can experience and respond to serves as the basis for creating art works in a wide range of media that may include digital imaging, drawing, painting, printmaking, ceramics, photography, sculpture, mixed media

You can also learn to discuss and understand your work, the work of other students, and the work of artists, from a variety of art movements and cultures.

A Visual Arts Process Diary (VAPD) is maintained as a record of the development of responses to art studying.

MAIN FOCUS AREAS

Students will develop skills through the creation of art works in a wide range of media that may include digital imaging, drawing, painting, printmaking, ceramics, photography, sculpture, mixed media.

OUTCOMES

- Creates artworks that show a level of refinement through the informed use of artmaking methods
- Makes selective use of external influences and personal inspiration in artmaking
- Makes informed choices in the use of their world, personal feelings, culture and the artmaking of others to develop meaning in their artworks
- Demonstrates some understanding of the different ways artworks can be interpreted and that critical and historical opinion can influence and inform these interpretations.