Ulladulla High School

Subject Information

Year 9/10 2020 – 2021

Stage 5 Courses

Ulladulla High School

SUBJECT OUTLINES FOR 2020-2021 STAGE 5 COURSES

Ulladulla High School prides itself with one of the most extensive lists of subject choices in NSW.

Students must choose wisely and follow all deadlines if they are to be placed into the subjects of their choice. Numbers are limited for all subjects and only subjects with a viable number of students will run.

Contents

PART A: COMPULSORY SUBJECTS

ENGLISH

In English we aim to foster in students a love of language and literature. Students will experience a wide range of literary and non-literary texts and will develop skills in creating, responding sensitively to, deconstructing and critically evaluating these texts. Emphasis will be placed on developing skills in reading, writing, listening, speaking and visual literacy. Students will be assessed using a range of measures. These include written, spoken, visual representation, creative and analytical writing, and contextual research. Students are given a detailed schedule of the assessment tasks at the start of the year.

Subject Assessment: Students are assessed throughout the course.
Year 9: Semester One and Semester Two Reports are based on whole year assessment and teacher appraisal of student's demonstrated performance as indicated by the course performance descriptors issued by the NESA (NSW Education Standards Authority).
Year 10: Semester One and Semester Two Reports are based on whole year assessments including an Examination towards the end the year and teacher appraisal of the individual student's demonstrated performance as indicated by the course performance descriptors issued by the NESA (NSW Education Standards Authority).

Course Adviser: Mrs F. Williams

MATHEMATICS

In Years 9 and 10, Mathematics is one course with three pathways – 5.3, 5.2 and 5.1 Mathematics. Based on their performance in Year 8, students will be placed in the pathway that best matches their ability.

- The **5.3** pathway is designed for the most capable of students. In this course students study topics such as Algebra, Geometry, Trigonometry, Probability and Statistics in such ways as to prepare them for further study of Advanced Mathematics Course or higher in Years 11 and 12 and beyond.

- The **5.2** pathway is the course most suited to the majority of students. Students will study a good mixture of topics, which will prepare them for some further study of Mathematics in senior years such as Algebra and Trigonometry as well as some Mathematics of everyday life skills, which includes topics such as Percentages and Consumer Arithmetic. Most students studying this course will be prepared for Mathematics Standard courses in Years 11 and 12.

- The **5.1** pathway is designed to be a "Mathematics for Living" course where students are taught the skills of Mathematics in a practical context. For example, students may study percentages through the study of banks, savings accounts and loans. Topics include Consumer Arithmetic, Probability, Algebraic Techniques, Trigonometry and Geometry.

Subject Assessment: Students are assessed within the course.
Year 9: Assessment will be based on tasks common to the pathway the students are studying. Assessment tasks include research, investigation and project-based tasks, as well as tests.
Report grades will be based on the assessment tasks, with individual outcomes that come from the tasks.

Year 10: Report grades will be based on the Assessment Tasks listed in the Year 10 Assessment Booklet. Individual outcomes may come from individual class tasks.

Should you have any further inquiries about Mathematics courses please feel free to contact the Mathematics Faculty at school.
Course Adviser: Mr M. Graham

SCIENCE

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

Through their study of Science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

Subject Assessment: Students are assessed within the course on a range of content and skill outcomes covering the key syllabus components of Knowing and understanding, Questioning and predicting, Planning and conducting investigations, Processing and analysing data and information, Problem-solving and Communicating.

- **Year 9**: Assessment will be based on the student's performance in both classroom and common assessment tasks. Common assessment tasks include an individual student research project starting in Semester 2 and concluding at the start of Year 10. A progressive picture of a student's ability will also be developed through a range of class-based assessment tasks.
- **Year 10**: Assessment will be based on the student's performance in both classroom and common assessment tasks. Common assessment tasks include an individual student research project starting in Semester 2 Year 9 and concluding at the start of Year 10. Students will also take part in VALID, a state-wide online assessment of Stage 5 Science outcomes as a part of their ROSA assessment tasks. A progressive picture of a student's ability will also be developed through a range of class-based assessment tasks.

Assessment strategies will include:

- Classroom observations
- Unit tests
- Written work
- Projects
- Assignments
- Practical activities

Course Adviser: Mr J. Westerway

PERSONAL DEVELOPMENT / HEALTH / PHYSICAL EDUCATION

The aim of this subject is to develop students' capacity to enhance personal health and well-being, enjoy an active lifestyle, maximize movement potential and advocate life-long health and physical activity.

This will be achieved by:

- enhancing students' sense of self, improve their capacity to manage challenging circumstances and develop caring and respectful relationships;
- encouraging students to move with confidence and competence, and contribute to the satisfying and skilled performance of others;
- teaching students to take actions to protect, promote and restore individual and community health;
- participating in and promoting enjoyable, life-long physical activity;
- helping students to develop and apply the skills that enable them to adopt and promote healthy and active lifestyles.

Subject Assessment: Students are assessed within the course.
Year 9: Students are assessed both theoretically and practically. Students must complete assignments, class tests, homework and bookwork. Students need to demonstrate skills in a variety of practical activities and sports.
Year 10: Students are assessed both theoretically and practically.

Course Adviser: Miss L.Rothquel

HUMAN SOCIETY AND ITS ENVIRONMENT

GEOGRAPHY

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

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.

HISTORY

By the end of Stage 5, students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia. They explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. Students explain and analyse the causes and effects of events and developments in the modern world and Australia. Students explain the context for people's actions in the past. They explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different periods of time and places. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical arguments. In developing these texts and organising and presenting their arguments, students use historical terms and concepts, evidence identified in sources and they reference these sources. Students will have undertaken a relevant site study either by visiting an actual site or through a virtual source

Subject Assessment for History and Geography: In Years 9 and 10 include classwork, research activities, literacy tasks and tests together with teacher appraisal of the individual student's demonstrated performance as indicated by the course performance descriptors issued by the NESA (NSW Education Standards Authority).

Course Adviser: Mr B. Barry

PART B: ELECTIVE SUBJECTS

Students choose **three** electives to study over Years 9 and 10.

ABORIGINAL STUDIES

This is an **exciting** multidimensional course **open to all students** with an interest in furthering their understanding of Australia's indigenous cultures.

The course draws heavily on the skills of history, geography and other subjects in the exploration of Aboriginality, cultural identity and cultural diversity amongst the indigenous peoples of Australia. An HSC course also exists in this subject should students wish to continue a course of study in Years 11 and 12. Students undertaking this course will have the opportunity to decide on much of the content studied and will be supported by our local Aboriginal community throughout the course.

The course provides for the study of core content, and elective options. A minimum of 4 elective themes would be chosen from the following:

Aboriginal Enterprises and Organizations
Aboriginal Performing Arts
Aboriginal Oral and Written Expression
Aboriginal Technologies and the Environment
Aboriginal Interaction with the Legal and political System
School-developed Option
Aboriginal Visual Arts
Aboriginal Peoples and Media
Aboriginal Film and Television
Aboriginal peoples and Sport

Subject Assessment: In each year would be undertaken by way of assignments, performance and tests in response to research and stimulus material together with teacher appraisal of the individual student's demonstrated performance as indicated by the course performance descriptors issued by the NESA (NSW Education Standards Authority).

Course Adviser: Mr B. Barry/Ms. S. Bunyan

AGRICULTURE

Students will learn about plants, animals and the environment through managing agricultural enterprises and marketing products.

Most of the enterprises to be managed will be on the School Farm, including plant enterprises such as vegetables, herbs, fruit trees, vines, hydroponics, glasshouse and a nursery, raising vegetables, herbs, native plants for landscaping, amenity plants for indoor and outdoor landscaping.

Animal enterprises which students manage include layer & show poultry, wool/meat sheep, pigs, dairy cattle, honey bees and worm farms. Practical work makes up 50% of the course.

The syllabus also provides the opportunity for students to explore the changes to the Australian environment brought about by land management practices before and after 1788. They will study both enterprises important to their local environment and region and some examples that will extend their knowledge about Australian agriculture in a broader context.

Students doing Agriculture have excellent facilities on the farm. This is well equipped and although small in area, contains many different learning areas for students to use.

In the classroom students will be expected to maintain a neat record of all their theory and practical work. This course provides an excellent introduction to senior Agriculture in Years 11 and 12.

Subject Assessment: For Year 10 a grade will be awarded in Agriculture based on the subject specific descriptors issued by NESA (NSW Education Standards Authority) and the assessment of student performance in projects, tests, assignments, practical and class work over the year.

Course Adviser: Mr P. Gell, Mrs C. Carden

APPLIED SPORTS STUDIES - SURFING INDUSTRY

Rationale

Surfing Studies has been developed in response to demand in the local area and in conjunction with industry experts. It will provide students with the opportunity to participate in surfing in a way that brings them knowledge and understanding, skills, health, enjoyment, wellbeing and invaluable industry experience. Students of Applied Sports Studies bring a range of life experiences as background to their study.

This course builds upon students' knowledge, understanding and skills through further in-depth study of the surfing industry. It incorporates a wide range of valuable industry, lifestyle and leisure experiences.

Aim

To develop skills that allow students to participate in the surfing industry in a variety of contexts and to appreciate the culturally diverse, yet interconnected world in which they live.

Applied Sport Studies is not just for elite surfers. It's for any student with an interest in the surfing industry and wanting to improve their knowledge, understanding and practical skills.

Course Structure Overview

Compulsory activities

- Yr 9 & Yr 10 Compulsory Core Study
- Year 10 Work Experience Internship
- Students will Surf at least 20 times in a Year.*
- Surf coaching for levels ranging from beginner to advanced will be provided.

Course Optional Activities

- Over years 9 and 10 students will complete two depth study from each Depth Study group (1,2,3)
- The Work Experience (4.1) Internship is compulsory for Year 10 in Term 3/4.
- The class will study only one depth study per term. Depth studies will be selected in consultation with the teacher.

Depth Study Modules (teacher selects)

- 1.1 Surfing As A Popular Culture
- 1.2 Surf, Tourism And Travel
- 2.1 Surfing And The Body
- 2.2 Stand Up Paddle Boarding
- 3.1 Sport Events
- 3.2 Film And Photography
- 3.3 Surfing Technology And Skills
- 3.4 Surf Industry And Employment
- 4.1 Internship

***Notes on Surfing Practical**

- Students will be required to be able to swim 200m, (4 Laps), in under 5 mins to participate in this course.
- Full support for learners i.e. boards, wetsuits, transport and coaching will be provided. Students may use their own equipment.
- All students will have to pay $60 per term ($240/yr), as all students will have access to surf school equipment, receive coaching, and use transport.
- On occasion, students may need to provide a payment for bus hire when the company bus is unavailable.

Course Adviser: Miss L.Rothquel

BIG HISTORY

Big History weaves evidence and insights from many disciplines across 13.8 billion years into a single, cohesive, science-based origin story. The concept arose from a desire to go beyond specialized and self-contained fields of study to grasp history as a whole. Big History explores how we are connected to everything around us and where we may be heading. It provides a foundation for thinking about the future and the changes that are reshaping our world. Big History challenges students to think critically and broadly and tries to ignite a passion for inquiry. Access to a wide variety of learning resources encourages exploration. Students practice critical reading and writing skills through investigations, projects, and activities, and gain a strong interdisciplinary foundation, which provides a useful context for understanding world events in the past and present.

Big History requires students to examine big questions:

- How has the Universe and life within it grown more complex over the past 13.8 billion years?
- How do we know what we know about the past?
- How can we judge claims about the past?
- Why does what we "know" change over time?
- How does what happened during the early days of the Universe, the Solar System, and the Earth shape what we are experiencing today? Students get to participate in the important and exciting work of exploring, developing, and testing big answers.

Course Advisers: Mr B. Barry

CHILD STUDIES

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

Objectives

Students will develop:

- knowledge and understanding of child development from preconception through to and including the early years
- knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children
- knowledge and understanding of external factors that support the growth, development and wellbeing of children
- skills in researching, communicating and evaluating issues related to child development.

Students will value and appreciate:

- the role positive parenting and caring has on a child's sense of belonging and their health and wellbeing
- the positive impact that significant others play in the growth and development of children

Modules:

The content is organised into the following modules:

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

Subject Assessment:

In Years 9 and 10 include classwork, research activities, literacy tasks and tests together with teacher appraisal of the individual student's demonstrated performance as indicated by the course performance descriptors issued by the NESA (NSW Education Standards Authority).

Course Adviser: Miss L.Rothquel

CIRCUS SKILLS

Circus is an art form with a distinct body of knowledge including conventions, history, skills and method of creating. It is a vital part of our society and is celebrated worldwide as an expression of culture and belief as diverse as the values found in Australian culture.

Circus will provide students both individually and in groups with the opportunity to blend specialist physical activities with theatrical performance skills. Circus encourages students to work collaboratively and co-operatively throughout the process of creating and performing circus

In circus students are provided with a medium for personal expression. This enables the sharing of ideas, feelings and experiences whilst providing a valuable and unique means of enriching the physical, athletic, emotional, intellectual and social development for all students.

This course is designed to complement and enhance both the Board developed Drama and Dance course, while utilising the distinct physical stylizations and theatrical elements that exist in the practice of circus.

The course provides for the study of core content, and elective options. A minimum of 4 elective themes would be chosen from the following:

	ELECTIVE modules	**Hours**
1	Research Australian Companies and Performers	15
2	Circus Techniques: Manipulation/Clown	35
3	Research O/S Companies & Performers	15
4	Circus Techniques: Equibristics/Aerials	35
5	Research Circus Manipulation & Clown	15
6	Majors 1 & 2: Train, devise & perform	35
7	Research: Equibristics & Aerials	15
8	Majors 3 & 4: Train, devise and perform	35

Course Adviser: Mr J. Woodland / Mr B.Hart

COMMERCE

Do you want to be a Millionaire? This is course designed to teach you how to accumulate wealth and manage your financial and legal obligations. It is designed to be practical and entertaining as well as examining the many career opportunities open to students now and in the future using, where possible, case studies and interviews drawn from our local and wider communities.

Students can expect to be involved in financial competitions such as the Stock Market Game and Money Stuff Challenge and excursions.

There are core topics including Consumer Choice, Personal Finance, Law and Society and Employment Issues which make this course relevant to everyone.

Over Years 9 and 10 students will also experience study in some of the following optional topics such as: E Commerce, Running a Business, Political and Community Involvement, Travel, Buying a Car, Investing, Promoting and Selling.

Subject Assessment: In Years 9 and 10 include classwork, research activities, and tests together with teacher appraisal of the individual student's demonstrated performance as indicated by the course performance descriptors issued by the NESA (NSW Education Standards Authority) .

Course Advisers: Mr B. Barry/Mr Y. Aziz

DANCE

This course is for students to experience, understand, value and enjoy dance as an artform through the interrelated study of the performance, composition and appreciation of dance.

Students will develop knowledge, understanding and skills about dance as an artform through:

- dance performance as a means of developing dance technique and performance quality to communicate ideas;
- dance composition as a means of creating and structuring movement to express and communicate ideas;
- dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Subject Assessment: Consists of theory classwork, practical classwork, and assignment work. The course will involve individual work as well as working in performance groups.

Course Adviser: Mr B.Hart

DRAMA

In one way or another, Drama touches every life. It can be a source of learning and entertainment, a point of contact with others, a long lasting interest, a career or an outlet for creative energies.

The Stage 5 Drama course aims to develop student's ability to communicate with skills and confidence, to work cooperatively and creatively in performance situations, to observe actively and accurately real and enacted situations and to reflect on and evaluate their creative work.

Students will gain knowledge and understanding of improvisation and playbuilding, scripted and unscripted drama, varieties of dramatic life, performance techniques and technical aspects of theatre. This course may lead to further study of drama in Years 11 & 12.

The course will involve individual work as well as working in performance groups.

Subject Assessment: This consists of written/course work and practical/performance work.

Course Adviser: Mr B.Hart

DESIGN AND TECHNOLOGY

A subject for creative problem-solving **thinkers**, interested in:

- Designing and making things – mixed media
- Sustainability
- Presentation and marketing
- Learning about technology, decision making and expressing ideas in the real world.

The course is based around **project work** in areas which may include:

- Architecture
- Product design
- Marketing/promotional development
- Marine products
- Ecosystem management

Subject Assessment:

Project work including folios
Topic tests
Presentations
Research assignments

Course Adviser: Mr L. Close

EQUINE STUDIES

This is not a how to ride course and there will not be regular horse riding sessions. Equine Studies is a course for students interested in horses. Students will handle and work with horses at local horse establishments and there will be opportunities to groom or compete at local competitions. There is also the potential to complete the Introductory Horse Management Certificate with Equestrian Australia.

Due to the nature of the practical components in Equine Studies these opportunities will be held off-site and additional costs will be incurred.

There are a wide range of opportunities presented through Equine Studies, some examples include:

- **WHS Induction -** Stable and Farm safety induction. Introduction to safe handling of horses.
- **Horse Handling and Grooming -** Students will become familiar with different equipment and gear relevant to the management of a horse in various situations.
- **Introduction to Feeding Horses -** Students will begin to understand different feeding and watering requirements of horses kept intensively. They will learn about the horse's digestive system, types and purposes of feeds available.
- **Diseases of Horses -** Students will be able to identify, help prevent and manage common horse diseases and illnesses.

Course Adviser: Ms H. Hewitson

FOOD TECHNOLOGY

Food Technology is an interesting and creative subject, which is designed to cater for students who enjoy practical work and completing a wide range of varying activities.

This course has a major practical component and students will be given an opportunity to participate in a variety of practical cookery and catering activities.

Students will complete a wide range of topics including Food Trends, Food Service and Catering, Food in Australia, Food for Special Needs, Food for Special Occasions, Nutrition, Food Product Development, Food Preparation and Food Display.

A study of Food Technology will assist students' food choices throughout life by developing skills in selection and preparation of food products.

Food Technology impacts daily on people's lives and their state of health and is therefore an important curriculum area which all students can benefit from.
This subject involves a compulsory course fee to cover cost of consumable materials used.

Subject Assessment: In Food Technology will include:

1. Development of practical skills
2. Topic tests
3. Classwork and assignments appropriate to areas of study

Enclosed leather shoes are required to be worn for Food Technology.

Course Adviser: Ms G. Curry

FRENCH

French is an International language and is spoken in over 50 countries throughout the world. More than 220 million people speak French on the five continents. French is the second most widely learned foreign language after English, and the sixth most widely spoken language in the world.

The Stage 5 French course aims to:

- Teach students to understand, read, speak and write the type of French used in everyday situations through the use of songs, videos, role plays, games etc.
- Give students the valuable life skill of being able to communicate in a second language.
- Give students new insights and attitudes to other cultures and to compare other cultures to our own.

Topics

* Personal identification: name, address, phone, birthday, age etc.
* House and home: describe your home and its contents
* Entertainment: sport, dancing, hobbies etc.
* Travel: using public transport, getting accommodation etc.
* Health: going to a doctor/ dentist
* Shopping: going shopping, money etc.
* Food and drink: talk about and be able to order in a restaurant or shop
* Places: asking the way, giving directions
* Weather: discuss weather conditions
* Signs: understanding signs on roads, shops etc.

Ways of Learning French

* listen to music, songs
* reading articles, blogs, websites
* cooking
* listening to dialogues and repeating
* playing language games
* use of language learning apps/websites
* projects
* role play
* print textbook/interactive textbook tasks
* possibility of an overseas excursion to New Caledonia

Course Advisers: Mrs T. Smith

GRAPHICS TECHNOLOGY / TECH DRAWING

The aim of the course is to develop the ability to express ideas and present information in a graphic form. This course is suited to students who appreciate neat, tidy work, which can require a high degree of thinking skills. Most of course work is completed using Computer Assisted Drawing programs (CAD).

Content

- Basic Drafting - use of drawing instruments
- Learning to use computer graphics packages
- Pictorial Drawing - representing 3 dimensions in one drawing
- Using computers to generate 3D drawings (C.A.D.)
- Product design and development
- Introduction to 3D printing and cutting edge design techniques utilizing world leading design software

It should be noted that Graphics is advantageous to those students who are planning on careers in Product Development and Design, Engineering and in Trade courses such as building, bricklaying, motor mechanics, fitting and turning.

Subject Assessment: Assignments, tests and set classwork is used to evaluate student's progress.

Course Adviser: Mr A. Lake

INDUSTRIAL TECHNOLOGY

Students cannot study more than two Industrial Technology subjects.

Industrial Technology courses have a theory content of approximately 20% of class time.
Costs involved for Industrial Technology:
Any materials that students use for projects (students keep their projects) are not supplied by the Department of School Education. Fees for Industrial Technology projects are kept to an absolute minimum and are compulsory if you elect that subject.

Industrial Technology – Timber

This is a course where students learn all about timber, timber products, working with timber, safe working practices and at the same time gain an appreciation of design. The course mainly involves making projects using a variety of hand and machining processes.
There is a theoretical component which involves about 20% of class time and the rest of the time will be spent on designing, constructing, machining, routing, sanding, wood turning and finishing.

Industrial Technology - Metal

In this course all of the techniques involved with producing metal projects from the designing stage through fabrication and machining to the finished product are learnt.
This course involves some theory work and the rest of the time may be occupied with the following processes: - soldering, welding, bench working, machining, fitting, painting, polishing and finishing.
Students also learn about engines, motor vehicles and machines and how to maintain and service them.

Industrial Technology - Electronics

In this course students will learn to make electronic projects that will involve many practical experiences and at the same time give a good understanding of the principles involved in effective and safe working with electrical components.
There is a theoretical component which involves about 20% of class time and the rest of the time will be spent on Computer Aided Design to design and then photo etched printed Circuit boards. The following processes: - soldering, good board layout, wiring terminations and fault finding.

Subject Assessment: Students are evaluated on their class projects, tests and theoretical records.

Enclosed leather shoes are required to be worn for all Industrial Technology courses.

Course Adviser: Mr M. Macdonell/Mr. L.Close/Mr. W.Ring

iSTEM

INTEGRATED SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS

iSTEM is a School Developed Board Endorsed Course. This means that student success is recognised on their Record of School Achievement (RoSA) in Year 10. It has been an outstanding success and in 2016 will be adopted by around 40 schools throughout NSW. It covers a number of modules in the fields of science, technology and engineering.

Class members have the option to participate in a variety of competitions and STEM based intervention programs during the course. Students will also study a variety of themed units of work focusing on the application of science, technology, engineering and mathematics to real life, through inquiry based learning techniques.

Individual modules provide specific content related to CNC, mechatronics, aerodynamics, computer controlled machining, computer integrated manufacture, 3D printing, product modelling and testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics.

STEM activities may include

- Science and Engineering Challenge
- Electric Vehicle Festival
- F1inSchools
- Challenge days
- RoboCUP and Robotics Challenge days
- Excursions e.g CSIRO, UOW etc
- Major Research Projects
- FIRST Lego League
- Velocity Challenge
- Aeronautical Challenge

The main purpose of this NESA (NSW Education Standards Authority) endorsed course is to better engage students in science, technology engineering and mathematics. It is meant to challenge and excite students with the possibilities of the future. It involves many 21st century learning opportunities and emphasises inquiry based learning where students are encouraged to learn by doing.

Subject Assessment: Students are evaluated on their class projects, tests and theoretical records.

Enclosed leather shoes are required to be worn for all iSTEM classes.

Course Adviser: Mr Macdonell

INDONESIAN

Indonesia is Australia's nearest neighbour in the Asia region and provides a rich cultural tapestry for those visiting. The Indonesian language is spoken across the 900 inhabited Indonesian islands, allowing for connection between the diverse people groups scattered across the Indonesian archipelago. The extraordinary environments; the coral reefs, dense rain forests and unique animal life, attract over one million Australian visitors every year.

The ties between Australia and Indonesia continue to develop, with an increasing number of Australians travelling to Indonesia for leisure, business and education purposes; numbers of Indonesians visiting Australia are also increasing. Australia has a strong diplomatic presence in Indonesia, and Indonesia is the largest recipient of Australian aid. Relations between Indonesia and Australia continue to grow in the areas of trade, education and youth exchange, offering invaluable opportunities for individuals studying the Indonesian language.

Students develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. The ability to communicate in Indonesian provides incentives for travel and for more meaningful interactions with speakers of Indonesian, encouraging socio-cultural understanding.

Topics

- *Our local area: Identifying local landmarks and giving directions*
- *Shopping: Talking about where to shop, asking about and paying for items*
- *Daily routine: Describing activities and discussing your day.*
- *Help! I'm sick: Identifying parts of the body, going to the doctor's*
- *School life in Indonesia: Insight into Indonesian education and life*
- *Making plans: Organising an outing*
- *Entertainment: Talking about favourite movies, actors, singers, songs*
- *Holidays: Planning your ideal Indonesian holiday*

Course Content

- exchanging personal details with real or imagined visiting students from Indonesia or a buddy school, eg name, age, phone number, social media profile, family members
- describing and comparing aspects of personal world such as home and family, teachers and school, interests and friends
- interacting in Indonesian to perform routine social tasks in the classroom, eg responding to praise, requests or commands, encouraging and instructing
- interacting with peers to express likes and dislikes and preferences, and exchange and explain opinions
- making plans to go on an imaginary shared holiday in Indonesia, negotiating mode of transport and places to stay, considering eco-friendly options

Course Adviser: Mr Ramsden / Mr Youens

INFORMATION AND SOFTWARE TECHNOLOGY (COMPUTING)

Information Software and Technology (IST) is an exciting and challenging course, designed to develop students' knowledge, confidence and creativity in designing, analysing, developing and evaluating information technology (hardware and software) solutions.

IST focuses on developing computer skills through the completion of a variety of projects which will occupy at least 80% of the allocated course time. Sophisticated hardware and software, high speed Internet, and specialized peripherals, such as Go Pros and graphic tablets are available for projects.

The 'hands-on' projects will form the basis for assessment and will develop student's techniques and knowledge in areas such as:

- Coding
- Game design and development
- Web site design and development
- App design and development
- Animation
- Virtual reality
- Computer Networks
- Software and hardware

IST aims to equip students with the ability to become 'COMPUTATIONAL THINKERS' - a 21st Century Skill.

Additional Content
Advanced project work will be given to gifted students with opportunities to broaden, deepen and extend their learning.

Subject Assessment: Consists of theory classwork, practical classwork, and other appropriate tests.

Course Adviser: Ms A. Smith

INTERNATIONAL STUDIES

The aim of the International Studies is for students to:

- develop an understanding of the changing world around them
- develop culture awareness
- appreciate the culturally diverse yet interconnected world in which they live
- analyse Australia's position in its region and the world

Students will be expected to develop skills and knowledge to assist them to understand cultures, contemporary issues, histories and geographical matters facing our region and the wider world. Students will also be expected to analyse cultures, including their own, from different perspectives. This course is aimed towards developing higher order reasoning, analytical and presentational skills.

For students at Ulladulla High School it is desirable for students to better understand the world around them as they increasingly engage with diverse cultures through education, trade, travel and immigration.

By studying this course, students will have opportunities to understand difference, to value inclusion, and to respect the rights of others. The study of International Studies strengthens the ability of students to contribute to harmony and participate in partnership and cooperation with others.

The primary focus regions for this course will be Asia and the Pacific (but also North America and Europe) and students will be involved in a variety of interesting, challenging and fun activities to assist them to better understand the various cultures, contemporary issues, histories and geographical matters facing these regions. Particular emphasis will be on China, Indonesia, India, Japan, South Korea, New Zealand, Fiji, Papua New Guinea, United States of America and Germany.

Subject Assessment: Years 9 and 10

Group Presentation 20%

Fieldwork Investigation 20%

Inquiry based research assignment 30%

Test 30%

Course Advisers: Mr B. Barry

JAPANESE

Be Part of the "Global Conversation" and Be Ready for the Future: Sharpen Your Language Learning Skills. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools and Japan is a gateway to other Asian cultures. Knowing Japanese will set you apart from the crowd. The Japanese are innovators, designers, and creative engineers in cultural exports and Japan is one of Australia's favourite holiday destinations.

Japanese provides opportunities for students to engage with the linguistic and cultural diversity of the Japanese-speaking community. Through learning Japanese, students develop communication skills, gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits. The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality and international relations.

Studying Japanese can increase conscientiousness, personal responsibility, and dependability - the ability to act in a principled, ethical fashion - skill in oral and written communication - interpersonal and team skills - skill in critical thinking and in solving complex problems - respect for people different from oneself - the ability to adapt to change - the ability and desire for lifelong learning.

Course content:
Students are provided with the opportunity to expand their active vocabulary to practice listening and speaking, to express their ideas in written form and to gain a greater understanding of the people and their culture. Students will have the opportunity to host a Japanese student to enrich their speaking skills.

Using Language
Students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in the Asian Language.

Making Linguistic Connections
Students will explore the nature of languages as systems by making comparisons between the Japanese Language and English, leading to an appreciation of the correct application of linguistic structures and vocabulary.

Moving Between Cultures
Students will develop knowledge of the culture of Japanese-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage

Course Adviser: Mr Ramsden / Ms Morgan

LINGUISTICS

What is Linguistics and why study it?

Have you ever wondered why we say "feet" rather than "foots"? Or why we get 'on' a bus, but 'in' a car?

It's questions like these that intrigue the linguist!

Linguistics is the scientific study of language. This course will build knowledge of language and critical thinking skills. Linguistics is about finding patterns in language, understanding how different sounds are made and studying language order.

Core models studied during the two year elective include:

- What is language? Learning the International Phonetic Alphabet (learn to speak with any accent!)
- Grammatical aspects of language
    - Phonetics – sounds of language
    - Morphology – structure of words
    - Syntax - structure of sentences
    - Semantics – meaning in language
    - Analyse data sets from diverse languages
- Language use in society (learn PNG Pidgin, study the Ethnologue – a data base of all the world's languages)
- Language acquisition (how do children learn language? Can animals 'talk'?)
- Different types of linguistics (conduct research on either forensic linguistics, historical linguistics, neurolinguistics, sociolinguistics, psycholinguistics or linguistic anthropology)
- Historical aspects of language (death of language, language change and the historical development of English)
- Learn Australian Sign Language (AUSLAN)
- Be involved in OzClo (The Australian Computational and Linguistic Olympiad)

Course Advisers: Mr B. Barry/Mrs Suanne Knight

MARINE BIOLOGY

Ulladulla is a coastal community and provides the ideal setting for Marine Biology. While this course is focused on ocean and coastal ecosystems, it provides scope for the study of the full range of waterways. Marine Biology provides for both practical and theoretical learning, honing students' acquired skills to solve real life problems.

Students who are considering this subject should have an interest in the marine environment and be aware that this course does involve various theoretical and practical tasks involving coastal settings.

Year 9 Course

- Introduction to Marine and Aquaculture Technology
- Water Chemistry and Quality
- Oceans – Sand and Salt
- Knots – Boating and Fishing
- Aquariums
- Marine Mammals
- Fish Biology
- Ocean plastics
- Tides and Currents

Year 10 Course

- Skills management and Employment
- Dangerous Marine Creatures
- Sharks
- Shipwrecks and Marine disasters
- Aquaculture – making a living wall
- Fish harvesting and biodiversity
- Food from the sea
- PIP – Personal Interest Project

Course Advisers: Mrs K Robinson

MUSIC

The elective music course aims to give the students more detailed understanding of music through as wide a range of music activities as possible. These activities include performing, composing and listening. Students will be building on the skills they have gained in Years 7 and 8 Music as well as their personal experiences and learning.

Performing In the performance aspect of the course, students will perform, both vocally and instrumentally, works by composers of various periods and also works which members of the class have written. The students will also have the opportunity to gain some expertise in the playing of a wide variety of instruments. Students can perform individually and in groups.

Composing. This is the writing of music. Student will have experiences in, experimenting, improvising, arranging and composing using a variety of sound sources (instruments and voices). Students will use computer-based technologies to create compositions. Students will notate compositions using traditional and non- traditional notations. Students will compose individually and in group settings.

Listening In the listening section of the course, students will have experiences in listening, observing, discussing and responding to a range of repertoire, including Australian Music, Popular Music, Rock Music, Baroque Music, Music of Another Culture, Music for Film TV and Multimedia and Jazz. Students will respond to Music in both oral and written form. Aspects of Music such as structure, pitch, duration, tone colour, texture, dynamics and expressive techniques will be analysed.

Subject Assessment. Students will be assessed in all three areas of the course.

Course Adviser: Mr B.Hart

PHOTOGRAPHIC AND DIGITAL MEDIA

The course has been written to provide students with opportunity to explore the visual world of digital imaging and studio photography in a contemporary context. Students will specialise in the art of digital imaging and computer generated forms of image making and specialist photographic techniques.
The depth of study will complement Visual Arts and enhance students' understanding of digital processes in computer image making and graphics.
The course is both theory and practical with much emphasis on the development of skills and knowledge in the use of "photographic and movie editing programs" and industry based computer software, design elements and studio photography.

Year 9

- History of photography and digital image making
- Input devices used in digital image making
- Adobe Creative Cloud programs including Photoshop, Lightroom and Premier
- Technical, Composition and Design elements in digital image making
- Projects based on skills and knowledge acquired.

Year 10

- Advanced Technical, Composition and Design elements in digital image making and film
- Advanced skills using the Adobe Creative Cloud Suite
- Advanced projects based on skills and knowledge acquired.

Subject Assessment: will be based on:

1. Practical tasks and projects
2. Portfolio of work
3. Practical and theoretical study of a broad range of photographic styles and techniques

Course Adviser: Mr B.Hart

PSYCHOLOGY

This course provides students with the opportunity to learn how to learn in a more student centered environment. This means that they are encouraged to concentrate on learning what they want to learn, rather than what the teacher tells them to learn.
Students will learn how to:

- be more creative
- improve their memory
- organise their thoughts, and
- think better
- manage their time
- enjoy the moment

Components of the course include:

1. **Preferred learning styles and how the brain works**
   Complete a questionnaire to discover your brain dominance. Discover the degree of preference you have for thinking in each of the four brain quadrants. Learn how to communicate with those who think the same as you and those who think differently than you. Once you understand your thinking style preferences, the door is open to improved teamwork, leadership, creativity, problem solving, and other aspects of personal and interpersonal development.

2. **Thinking skills and Positive Psychology**
   Learn how to extend your way of thinking about a topic by wearing one of Edward de Bono's Six Thinking Hats. This method encourages Parallel Thinking, where everyone explores all sides of an issue at the same time. It encourages a cooperative exploration of the subject and ensures that all aspects of an issue are considered.

3. **Problem solving skills and techniques**
   Learn to analyse problems using thinking scaffolds such as Plus-Minus-Interest, SWOT analysis, Venn diagrams and Y charts.

4. **A Personal Interest Project (PIP)**
   Choose an area in which you have a personal interest. Then use this area as a means to further develop specific skills, for example the area of interest could be football and the specific skill could be to develop a database. Learn to design a work plan and time schedule.

5. **The art of meditation and mindfulness**
   Emotional intelligence strongly suggests a relationship connecting awareness to one's surroundings to emotional regulation. Learn the skills of Mindfulness. Research the history and practice the art of meditation.

6. **A student volunteering and service learning project**
   This can be entirely at the student's discretion. Previous activities have included: manning the Ulladulla Milton Lions Club merry-go-round and hot food van at the monthly markets; volunteering at local schools to: landscape, play with pre-school children, read to students, draw designs for murals, and assist students with a disability to play music and sport.
   Other activities could include joining one of Shoalhaven City Council's Bushcare groups or learn governance by becoming a Junior Committee Member with a local community organisation.

7. **Participation in academic competitions**
   There are many State and National competitions in areas such as Mathematics, Computing Studies, Geography/History, Writing, Poetry and Visual Arts. You will be expected to be involved in at least three.

Course Adviser Mr B. Barry/ Ms J Cowan

PHYSICAL ACTIVITY AND SPORTS STUDIES

The aim of the Physical Activity and Sports Studies course is to enhance students' capacity to participate effectively in physical activity, leading to improved quality of life for themselves and others.
Students will:

- develop a practical understanding of the foundations for efficient and enjoyable participation and performance in physical activity and sport;
- develop knowledge and understanding about the contribution of physical activity and sport to personal, community and national identity;
- enhance the participation and performance of themselves and others in physical activity and sport;
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.

The course is organised into three areas of study of which one or more modules from each area must be completed.

AREAS OF STUDY	Foundations of Physical activity	Physical activity and Sport in Society	Participation and Performance
MODULES	• Body systems and energy for physical activity • Physical activity for health • Physical fitness • Fundamentals of motor skill development • Nutrition and physical activity • Participating with safety	• Australia's sporting identity • Lifestyle, leisure and recreation • Physical activity and sport for specific groups • Opportunities and pathways in physical activity • Issues in physical activity and sport	• Promoting active lifestyles • Coaching and leading • Enhancing performance – strategies and techniques • Technology, participation and performance • Event management

MOVEMENT APPLICATION	Aerobics and fitness Games Self defense	Aquatics Dance Outdoor education	Athletics Gymnastics Recreation pursuits

Subject Assessment: Year 9 and Year 10
Topic Tests & Assignments
Practical Units
Carnival Participation - Swimming, Cross Country, Athletics
Students who are considering choosing this topic should have a keen interest in Physical Education.

Course Adviser: Miss L.Rothquel

TEXTILES

Textiles is a creative and enjoyable practical subject.

Students learn to develop skills and confidence in the use of a range of textiles materials, techniques and equipment to produce quality textiles items.

Topics covered include:-

- Designing – Applique Equipment Bag, Embroidery and Tie-Dyeing
- Sewing – Garment and Costume Construction
- Creative Art Design –Mini Quilt and Recycled Item Creation
- Fabric Characteristics – Research and Experimentation

Students will be required to supply some resources and fabrics according to their own design creations.

Subject Assessment:

- Practical skills and achievement -
- Assignments and folio work, tests and classwork which will involve theoretical application in relation to the practical work.

This subject involves a **compulsory course fee** to cover cost of consumable materials used.

Course Adviser: Mrs T. Ingold

VISUAL ARTS

The elective Visual Arts Course gives students opportunities to explore a vast range of media - sculpture, painting, drawing, pottery design, silkscreen printing, printingmaking, computer generated artworks - and develop technical skills in these media.
Students are encouraged to develop visual perception, analytical skills and the creative manipulation of materials.
The course subject matter evolves from the student's world - (imaginary and real) and the world of Art, Craft and Design.

Year 9

- Objects and Still Life
- Social Issues perceived in Art
- Surrealism in Ceramics
- Mixed Media Sculpture

Year 10

- People and Events
- Places, Spaces and Architecture
- Ceramic Casting and Design
- Modernist Painting
- The Physical and Psychological world of the artist.
- Investigating such concepts as beliefs, social and peer groups, mass media, gender, Ethnic origins.

Students will be involved in both the ARTMAKING and STUDYING of ARTWORKS.
(A broad range of Visual Images and Objects from Australia and other cultures both past and present relevant to the student's own Artmaking.)

The skills they develop will form a foundation for life by providing recreation, as well as being an asset to many career paths, creative and cultural opportunities.

Subject Assessment: Year 9 and Year 10

Artmaking:
This is where the process of Exploring, Developing and Resolving of artworks takes place. The artwork is the culmination of the Practice of Artmaking and used to document their perceptual, conceptual & evaluative involvement in the making and studying of artworks.

Historical/Critical Practice of studying artworks:
This takes the form of studying existing Artists, their Artworks and their World, focusing on influences on both the artist and by the artist.

Course Adviser: Mr B.Hart

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Year 9/10 2020-2021 Subject Fees

Subject	Year 9: 2020	Year 10: 2021
Aboriginal Studies	$10.00	$10.00
Agriculture	$25.00	$25.00
Applied Sports Studies-Surfing Industry	$240.00	$240.00
Big History	$25.00	$25.00
Child Studies	$20.00	$20.00
Circus Skills	$30.00	$30.00
Commerce	$20.00	$20.00
Dance	$30.00	$30.00
Design and Technology	$70.00	$70.00
Drama	$30.00	$30.00
Equine Studies	$25.00	$25.00
Food Technology	$120.00	$120.00
French	$15.00	$15.00
Graphics Technology/Tech Drawing	$40.00 (inc. equipment & software)	$30.00
Indonesian	$15.00	$15.00
Industrial Technology - Wood	$100.00	$100.00
Industrial Technology - Metal	$80.00	$80.00
Industrial Technology - Electronics	$50.00	$50.00
Information and Software Technology	$30.00	$30.00
International Studies	$25.00	$25.00
ISTEM	$75.00	$75.00
Japanese	$15.00	$15.00
Linguistics	$10.00	$10.00
Marine Biology	$30.00	$30.00
Music	$30.00	$30.00
Photographic and Digital Media	$60.00	$60.00
Psychology	$30.00	$30.00
Physical Activity and Sport Studies	$15.00	$15.00
Textiles	$70.00	$70.00
Visual Arts	$60.00	$60.00

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SUBJECT SELECTION INSTRUCTIONS

The Year 8 into 9 subject information night will be **Tuesday 30th July at 6:00pm.**
This form is to assist students on the Subject Information evening. Student choices will need to be entered online. Students will receive a login code which will be sent to their school student email. This email will have the code and a link to the site. In case the link is not functioning use the following: **web.edval.com.au** then **login with the code**. This site will open on the 9th August and close 16th August 2019. Subjects will then be grouped into 3 blocks according to student demand and availability of specialist rooms. There is no guarantee that all students will gain a place in each of their preferred subjects so select carefully.

Select 3 subjects from those listed below and list them in **order of priority**. In addition, select 2 reserve subjects in case any of your first 3 choices are not available. Once you have completed this, log onto the website and complete your choices. If you have any questions about this process please see Mr O'Keeffe, Deputy Principal.

Aboriginal Studies	Indonesian
Agriculture	Industrial Technology - Electronics
Applied sports studies – surfing	Industrial Technology - Metal
Big History	Industrial Technology - Wood
Child Studies	Information and Software Technology
Circus Skills	International Studies
Commerce	Japanese
Dance	Linguistics
Drama	Marine Biology
Design and Technology	Music
Equine Studies	Photographic and Digital Media
Food Technology	Psychology
French	Physical Activity and Sports Studies
Graphics Technology / Technical Drawing	Textiles
iSTEM	Visual Arts

Students must nominate 3 elective choices **and** 2 reserves. Select carefully and choose subjects you will enjoy, not to be with friends. Electives will run for two years, 6 periods a fortnight. Changes can be made during the two-week selection period. After this time selections will be locked to begin creating the timetable for the following year.

Elective subject priority order:

1. _____
2. _____
3. _____

Reserve 1: _____

Reserve 2: _____